

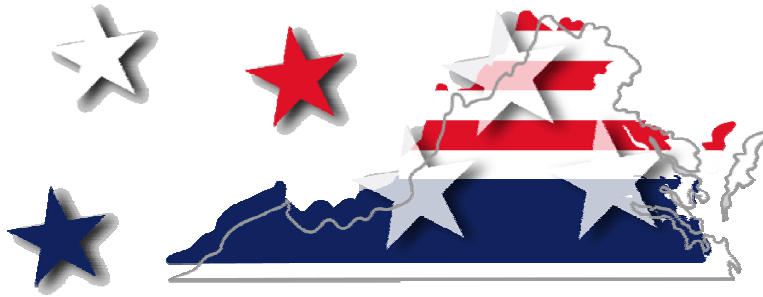
Federal Program Monitoring

School Year 2008-2009

Title I, Part C

Education of Migratory Children

No Child Left Behind Act of 2001



Virginia Department of Education
Division of Instruction
Office of Program Administration and Accountability

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Part I
SECTION A

INTRODUCTION

School divisions will receive federal program monitoring visits to ensure compliance with sections 1301(4); 1303(e); 1304(b)(1) and (2), 1304 (d); 1306(a)(1)(C) and (D) of the *No Child Left Behind Act of 2001* and in the December 2, 2002 Code of Federal Regulations, Section 200.84. Trained federal program monitors will conduct on-site visits to selected Migrant Education Programs at the division level. The information that follows provides the framework that will be used by the federal program monitors. The information has been presented in two parts. Part I contains the questions and required documentation that will be considered by the reviewers. It has been presented to assist school divisions by summarizing the questions. Part II contains the instrument that will be used on-site by the federal program monitors as they conduct their reviews.

OVERVIEW

The Virginia Department of Education is required, as stipulated in the Education Department General Administrative Regulations (EDGAR), to: 1) monitor program compliance for federal requirements; and 2) ensure the correction of deficiencies in program implementation and operations. The primary goal of the federal monitoring process is to ensure an increase in the academic performance of all children and to effect greater accountability for public education.

The *No Child Left Behind Act of 2001* (NCLB) requires the state educational agency to ensure that programs and activities are implemented as stipulated in the law. The Virginia Department of Education is responsible for adopting and using proper methods of administering each program included in the *No Child Left Behind Act*, including:

- the enforcement of any obligations imposed by the law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
- the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation. [9304(a)(B)(3)(A)(B)]

To meet the requirements of NCLB, the Virginia Department of Education will monitor Title I, Part C, programs as described above.

The criteria used for the monitoring of Title I, Part C, addresses selected federal statutory requirements pursuant to the *No Child Left Behind Act of 2001* and Education Department General Administrative Regulations (EDGAR) 34 CFR 80.40 and 34 – Part 200 and Office of Management and Budget Circular/Cost Principles.

SECTION B

AREAS OF REVIEW FOR TITLE I, PART C

1. Identification and Recruitment

- Does the LEA have a systematic process in place for identifying new and existing migrant students, including birth to age 3, ages 3-5, grades K-12 and out-of-school youth?
- Does the LEA ensure that recruitment take place in identified locations in the division/regional program where migrant families can be found?
- Does the LEA ensure that recruiters utilize Virginia migration patterns and local crop timelines to determine peak recruitment times?
- Does the LEA ensure that the national (revised state Certificate of Eligibility until the national Certificate of Eligibility is released) Certificate of Eligibility (COE) is used to conduct the interview and determine eligibility?
- Does the LEA ensure that recruiters are familiar with the eligibility criteria, and use it to make eligibility determinations?
- Does the LEA provide training to local recruiters on eligibility and identification and recruitment?
- Does the recruiter refer the family to other services, such as health, social services, etc.?

2. State and Student Assessment

- Are all migrant students included in the Standards of Learning assessments in reading/language arts, mathematics, and science as stipulated in the Virginia Consolidated State Application Accountability Workbook?
- Are migrant students who are also identified as limited English proficient (LEP) offered accommodations on the Standards of Learning assessments as outlined in the Virginia Consolidated State Application Accountability Workbook?
- Are all migrant students who are also identified as LEP annually assessed with a state-approved English language proficiency assessment?
- Does the LEA have and use information in the aggregate, on student achievement at each proficiency level on the state academic assessments disaggregated by race, ethnicity, gender, disability, migrant, English proficiency, and economically disadvantaged?
- Does the Migrant Education Program (MEP) use results from statewide assessments to make decisions about the migrant program?

3. Program Services and Provision of Services

- Does the LEA have a comprehensive migrant education program that is based on a comprehensive needs assessment and that has been developed with the involvement of all migrant personnel and the community?
- Does the migrant education program ensure the program design helps migrant students overcome educational disruptions, 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 prepare students to make the successful transition to postsecondary education and employment?

- Does the LEA have clearly defined program goals for the migrant education program that are based in part, on migrant performance on the SOL tests?
- Does the LEA ensure that a comprehensive needs assessment has been conducted in order to identify the special needs of migrant students?
- Does the LEA ensure that the services provided to migrant students the ones that are outlined in their NCLB Title I, Part C, application for the current school year?
- Is the program evaluated on a yearly basis and programs and services revised based on the results of the evaluation?
- Does the LEA ensure that priority for migrant services is given to migrant students who are failing, or most at risk of failing, to meet the state's challenging academic content standards and challenging student academic standards, **and** whose education has been interrupted during the school year?
- Does the LEA ensure services are continued until the end of the school term for a student who ceases to be a migrant child during such a term or for one additional year, in the absence of comparable services, or through a credit accrual program for high school until graduation?
- Does the LEA coordinate and integrate Title I, Part C, services with other educational programs in the division and/or regional migrant education program?
- Do all teachers of migrant students that are the sole teachers of core academic subjects meet Virginia's definition of a highly qualified teacher?
- Does the LEA keep an accurate list of eligible migrant students, including date found eligible, date eligibility runs out, and Priority for Services status?

4. Parent/Community Involvement

- Does the LEA conduct parental involvement activities for migrant families at the division/regional level?
- Does the LEA ensure that an effective means of outreach to parents of LEP migrant students has been accomplished?
- Does the LEA have a migrant Parent Advisory Council (PAC) that it consults with on planning, implementing, and evaluating MEP activities?
- Does the LEA ensure that parental information is provided in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand?

5. Fiscal

- Does the LEA comply with the supplement, not supplant provisions of Title I, Part C?
- Does the LEA comply with the private school provisions of Title I, Part A?
- Is the LEA/school able to demonstrate that Title I, Part C, funds have been used for the specific purpose of serving priority for service students first?
- For each prorated migrant staff member, does the LEA maintain an appropriate log (time and effort record) that documents the time actually spent by the staff on Title I, Part C, activities?

- Does the LEA's budget process demonstrate appropriate Title I, Part C, program planning and implementation consistent with identified migrant student needs in the Migrant Education Program?
- Is the MEP equipment inventory up-to-date?

6. Recordkeeping

- Does the LEA have a systematic process in place to ensure that information used to determine eligibility is accurate and only those children found eligible for migrant services are served?
- Does the LEA have a systematic process in place to ensure data entered into MIS 2000 is accurate?
- Does the LEA have a systematic process in place to monitor the ID&R practices of recruiters?
- Are COEs submitted to the migrant data specialist within five working days after verification by migrant coordinator?
- Are withdrawal forms submitted to the Migrant Database Administrator within 14 days of the end of the term or the student leaving?
- Have recruiters been trained to use the view only access to MIS2000 data?
- Do recruiters work with schools to ensure eligible migrant students are flagged as migrant in the local student information system?
- Are student records sent to the next school divisions within the state or to another state immediately upon request, or before requested if the next division is known?
- Are records requested from the migrant student's previous school?
- Has the LEA submitted all required reports to the migrant data specialist and the Virginia Department of Education for Title I, Part C?
- Does the LEA maintain appropriate Title I, Part C, records in a central location?

**VIRGINIA DEPARTMENT OF EDUCATION
FEDERAL PROGRAM MONITORING
REVIEWER'S INSTRUMENT for Title I, Part C**

SCHOOL YEAR 2008-2009

Part II

Federal Program Monitoring Reviewer's Instrument

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SECTION A

Purpose of the Federal Program Monitoring Reviewer's Instrument

As stated in Part I of this document, the *No Child Left Behind Act of 2001* (NCLB) requires the state educational agency to ensure that programs and activities are implemented as stipulated in the law. The Virginia Department of Education is responsible for adopting and using proper methods of administering each program included in the *No Child Left Behind Act*.

The Federal Program Monitoring Reviewer's Instrument has been prepared by the Virginia Department of Education as an on-site guide and checklist for the federal program monitor. The instrument has also been prepared for use by the local educational agency (school division) receiving a monitoring visit. It outlines the Title I, Part C, legislation and lists the evidence or documentation that can be presented by the school division to demonstrate compliance with the law.

School divisions should review the instrument in advance of the monitoring visit, and prepare documents that would best show evidence of the division's implementation of the Title I, Part C, legislation according to the requirements of law. Federal program monitors will share their findings, as indicated by the appropriate check marks and comments, with the Federal Program Monitoring team leader. School divisions will be apprised of the findings according to the schedule established by the team leader. If corrective actions are required as a result of the federal program monitoring visit, Title I, Part C, staff will work with school divisions.

SECTION B. AREAS OF REVIEW FOR TITLE I, PART C

Area #1

Identification and Recruitment

Requirement	Is there sufficient documentation that this requirement is being met?	Documentation	Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)
a. Does the LEA have a systematic process in place for identifying new and existing migrant students, including birth to age 3, ages 3-5, grades K-12, and out-of-school youth?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Title I Part C, application <input type="checkbox"/> ID&R plan <input type="checkbox"/> Recruiter logs <input type="checkbox"/> Identification and Recruitment Plan	
b. Does the LEA ensure that recruitment takes place in identified locations in the division/regional program where migrant families can be found?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Recruiter logs <input type="checkbox"/> Map of regional program with locations highlighted <input type="checkbox"/> ID&R plan <input type="checkbox"/> Other Files	
c. Does the LEA ensure that recruiters utilize Virginia migration patterns and local crop timelines to determine peak recruitment times?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Recruiter logs <input type="checkbox"/> Map of regional program with farm/business highlighted <input type="checkbox"/> ID&R plan	
d. Does the LEA ensure that the national (revised state Certificate of Eligibility until the national Certificate of Eligibility is released) Certificate of Eligibility (COE) is used to conduct the interview and determine eligibility?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Completed COEs <input type="checkbox"/> ID&R plan	

Requirement	Is there sufficient documentation that this requirement is being met?	Documentation	Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)
e. Does the LEA ensure that recruiters are familiar with the eligibility criteria and use it to make eligibility determinations?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Evidence of training provided to recruiters <input type="checkbox"/> ID&R plan	
f. Does the LEA provide training to local recruiters on eligibility and identification and recruitment?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Agendas from training meetings <input type="checkbox"/> Participant evaluation forms	
g. Does the recruiter refer the family to other services, such as health, social services, etc?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Referral form <input type="checkbox"/> Withdrawal form	

SECTION B. AREAS OF REVIEW FOR TITLE I, PART C

Area #2

State and Student Assessment

Requirement	Is there sufficient documentation that this requirement is being met?	Documentation	Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)
<p>a. Are all migrant students included in the Standards of Learning assessments in reading/language arts, mathematics, and science as stipulated in the Virginia Consolidated State Application Accountability Workbook?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p>	<p><input type="checkbox"/> Evidence of a process to ensure that all migrant students take the SOL assessments in reading/language arts, science and mathematics following state assessment guidelines</p>	
<p>b. Are migrant students who are also identified as limited English proficient (LEP) offered accommodations on the Standards of Learning assessments as outlined in the Virginia Consolidated State Application Accountability Workbook?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p>	<p><input type="checkbox"/> Evidence that all migrant LEP students are permitted the allowable accommodations and exemptions on the SOL assessments.</p> <p><input type="checkbox"/> If applicable, LEP migrant student data reports showing exemption status and alternative assessment data</p>	
<p>c. Are all migrant students who are also identified as LEP annually assessed with a state-approved English language proficiency assessment?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p>	<p><input type="checkbox"/> Evidence that all migrant students who are also identified as LEP are assessed annually with a state-approved English language proficiency (ELP) assessment</p>	

Requirement	Is there sufficient documentation that this requirement is being met?	Documentation	Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)
d. Does the LEA have and use information in the aggregate on student achievement at each proficiency level on the state academic assessments disaggregated by race, ethnicity, gender, disability, migrant, English proficiency, and economically disadvantaged?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Evidence of calculation of participation rate of migrant students <input type="checkbox"/> Evidence that a comparative data analysis process was utilized to determine the achievement gap between migrant and non-migrant students	
e. Does the MEP use results from statewide assessments to make decisions about the migrant program?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Evidence that test scores were used to develop the service delivery plan	

SECTION B. AREAS OF REVIEW FOR TITLE I, PART C

Area #3

Program Services and Provision of Services

Requirement	Is there sufficient documentation that this requirement is being met?	Documentation	Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)
<p>a. Does the LEA have a comprehensive migrant education program that is based on a comprehensive needs assessment and that has been developed with the involvement of all migrant personnel and the community?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p>	<p><input type="checkbox"/> Service Delivery Plan <input type="checkbox"/> Title I, Part C, application</p>	
<p>b. Does the migrant education program ensure the program design helps migrant students overcome educational disruptions, 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 prepare students to make the successful transition to postsecondary education and employment?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p>	<p><input type="checkbox"/> Title I, Part C, application <input type="checkbox"/> Service Delivery Plan <input type="checkbox"/> Evidence of written strategies by the MEP that address the seven (7) major areas of concern</p>	
<p>c. Does the LEA have clearly defined program goals for the migrant education program that are based in part, on migrant performance on the SOL tests?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p>	<p><input type="checkbox"/> Title I, Part C, application <input type="checkbox"/> Evidence of the types of services being provided or facilitated to meet the high academic need of these children</p>	

Requirement	Is there sufficient documentation that this requirement is being met?	Documentation	Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)
d. Does the LEA ensure that a comprehensive needs assessment has been conducted in order to identify the special needs of migrant students?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Comprehensive needs assessment <input type="checkbox"/> Needs assessment documents and results <input type="checkbox"/> Plan of action to address identified needs (if different from description in the Title I, Part C, application) <input type="checkbox"/> Title I, Part C, application	
e. Does the LEA ensure that the services provided to migrant students the ones that are outlined in their NCLB Title I, Part C, application for the current school year?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Title I, Part C, application <input type="checkbox"/> Service Delivery Plan <input type="checkbox"/> Written quality control protocols/procedures that ensure that children being served in the MEP are eligible to receive such services	
f. Is the program evaluated on a yearly basis and programs and services revised based on the results of the evaluation?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Title I, Part C, program evaluation <input type="checkbox"/> Title I, Part C, application	

Requirement	Is there sufficient documentation that this requirement is being met?	Documentation	Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)
<p>g. Does the LEA ensure that priority for migrant services is given to migrant students who are failing, or most at risk of failing, to meet the state’s challenging academic content standards and challenging student academic standards, and whose education has been interrupted during the school year?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> List of priority for service students and services they are receiving <input type="checkbox"/> Written quality control protocols/procedures that ensure that children being served in the MEP are eligible to receive such services <input type="checkbox"/> List of children identified as Priority for Services. Include the indicators that targeted these students and their highest academic need	
<p>h. Does the LEA ensure services are continued until the end of the school term for a student who ceases to be migrant child during such a term or for one additional year, in the absence of comparable services, or through a credit accrual program for high school until graduation?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> List of continuation of services students identifying the capacity in which these students are receiving services <input type="checkbox"/> Certificate of Eligibility <input type="checkbox"/> Withdrawal forms	

Requirement	Is there sufficient documentation that this requirement is being met?	Documentation	Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)
i. Does the LEA coordinate and integrate Title I, Part C, services with other educational programs in the division and/or regional migrant education program?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Title I, Part C, application <input type="checkbox"/> Evidence of coordination	
j. Do all teachers of migrant students that are the sole teachers of core academic subjects meet Virginia's definition of a highly qualified teacher?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> List of teachers and dates hired <input type="checkbox"/> Copy of teachers' licenses issued by the Department of Education	
k. Does the LEA keep an accurate list of eligible migrant students, including date found eligible, date eligibility runs out, and PFS status?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> List of migrant students <input type="checkbox"/> Written quality control protocols/procedures that ensure that children being served in the MEP are eligible to receive such services	

SECTION B. AREAS OF REVIEW FOR TITLE I, PART C

Area #4

Parent and Community Involvement

Requirement	Is there sufficient documentation that this requirement is being met?	Documentation	Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)
a. Does the LEA conduct parental involvement activities for migrant families at the division/regional level?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Meeting agendas <input type="checkbox"/> Divisionwide calendar <input type="checkbox"/> School calendars <input type="checkbox"/> Evidence of other resources available to parents	
b. Does the LEA ensure that an effective means of outreach to parents of LEP migrant students has been accomplished?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Title I, Part C, application <input type="checkbox"/> Letters and flyers <input type="checkbox"/> Log of parent contact	
c. Does the LEA have a migrant parent advisory council (PAC) that it consults with on planning, implementing and evaluating MEP activities?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> List of PAC members <input type="checkbox"/> Migrant Parent Advisory Council (MPAC) evaluation methodology and/or instrument <input type="checkbox"/> MPAC Bylaws/guidelines (OPTIONAL) <input type="checkbox"/> Meeting agendas <input type="checkbox"/> Calendar of meeting times	
d. Does the LEA ensure that parental information is provided in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Evidence of translated materials	

SECTION B. AREAS OF REVIEW FOR TITLE I, PART C

Area #5

Fiscal

Requirement	Is there sufficient documentation that this requirement is being met?	Documentation	Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)
a. Does the LEA comply with the supplement, not supplant provisions of Title I, Part C?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Title I, Part C, application <input type="checkbox"/> Signed assurances	
b. Does the LEA comply with the private school provisions of Title I, Part A?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Title I, Part C, application <input type="checkbox"/> Signed assurances	
c. Is the LEA/school able to demonstrate that Title I, Part C, funds have been used for the specific purpose of serving priority for service students first?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Title I, Part C, application	
d. For each prorated migrant staff member, does the LEA maintain an appropriate log (time and effort record) that documents the time actually spent by the staff on Title I, Part C, activities?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Time sheets <input type="checkbox"/> Title I, Part C, application	

Requirement	Is there sufficient documentation that this requirement is being met?	Documentation	Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)
e. Does the LEA's budget process demonstrate appropriate Title I, Part C, program planning and implementation consistent with identified migrant student needs in the Migrant Education Program?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Title I, Part C, application	
f. Is the MEP equipment inventory up-to-date?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Inventory list	

SECTION B. AREAS OF REVIEW FOR TITLE I, PART C

**Area #6
Recordkeeping**

Requirement	Is there sufficient documentation that this requirement is being met?	Documentation	Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)
a. Does the LEA have a systematic process in place to ensure that information used to determine eligibility is accurate, and only those children found eligible for migrant services are served?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <input type="checkbox"/> Certificate of Eligibility <input type="checkbox"/> List of students served <input type="checkbox"/> Evidence that the coordinator reviews COEs for validity, accuracy, completeness, logic of responses, thorough explanation of qualifying employment, adequacy of comments and overall agreement with the eligibility determination 	
b. Does the LEA have a systematic process in place to ensure data entered into MIS2000 is accurate?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <input type="checkbox"/> Certificates of Eligibility <input type="checkbox"/> List of students served <input type="checkbox"/> Data lists from MIS2000 <input type="checkbox"/> Data crosschecks 	
c. Does the LEA have a systematic process in place to monitor the ID&R practices of recruiters?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <input type="checkbox"/> Recruiter log <input type="checkbox"/> Local policies and procedures <input type="checkbox"/> Job description <input type="checkbox"/> Employee evaluations 	

Requirement	Is there sufficient documentation that this requirement is being met?	Documentation	Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)
d. Are COEs submitted to the migrant data specialist within five working days after verification by migrant coordinator?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Certificates of Eligibility <input type="checkbox"/> Evidence that COEs are tracked	
e. Are withdrawal forms submitted to the Migrant Database Administrator within 14 days of the end of the term or the student leaving?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Withdrawal forms <input type="checkbox"/> Evidence that withdrawal forms are tracked	
f. Have recruiters been trained to use the view only access to MIS 2000 data?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Evidence of staff development on MIS2000	
g. Do recruiters work with schools to ensure eligible migrant students are flagged as migrant in the local student information system?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Evidence of contact with local schools <input type="checkbox"/> Correct data in local student information systems	
h. Are student records sent to the next school divisions within the state or to another state immediately upon request, or before requested if the next division is known?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Evidence of records sent and received by other school divisions and states	
i. Are records requested from the migrant student's previous school?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Evidence of record requests sent to previous schools	

Requirement	Is there sufficient documentation that this requirement is being met?	Documentation	Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)
j. Has the LEA submitted all required reports to the migrant data specialist and the Virginia Department of Education for Title I, Part C?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Applications <input type="checkbox"/> Reimbursement requests <input type="checkbox"/> Amendments <input type="checkbox"/> Evaluation report	
k. Does the LEA maintain appropriate Title I, Part C, records in a central location?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Applications <input type="checkbox"/> School files <input type="checkbox"/> Central administration files <input type="checkbox"/> Finance records <input type="checkbox"/> Other files	