Kansas State Department of Education

Title I, Part C - Migrant Education Program
On-Site Review

Migrant Budget Year 20____ - 20____	**Migrant Allocation: _____**

USD Number:	**USD Name:**	**USD City:**
Contact Person:	**Telephone:**	**Date of On-Site Review:**
Participating USD Staff:		
Participating KSDE Staff:		

Certificate of Information

As a duly authorized representative of the district, I hereby certify that the documentation provided during the On-Site Visit is correct and accurate.

Authorized USD Signature:	**Date:**

Area of Compliance	Supporting Data Presented	Compliance Status		Comments
		Yes	No	
General Issues				
1. Documentation of signed time and effort logs for employees who are split-funded exists.	• Signed time and effort logs			
2. Documentation of semi-annual certification of employees exists.	• Signed semi-annual certificate			
3. Documentation of inventories for equipment purchased with migrant funds and appropriate labeling exists.	• Equipment inventory and appropriate labeling			
4. Documentation for separate accounting of funds for migrant funds exists.	• Bookkeeping and journal entries			
5. Documentation exists that migrant funds were expended to support only migrant activities.	• Bookkeeping and journal entries			
6. Documentation exists that paraprofessionals funded by migrant education are under the direct supervision of a licensed teacher.	• Name of teachers who provide supervision • Class schedule			
7. Documentation exists that professional development activities funded by migrant education meet the definition of the No Child Left Behind Act (NCLB) as defined in Title IX Section 9101 (34).	• Description of activities • List of professional development offered to teachers focused on working with migrant students.			

Area of Compliance	Supporting Data Presented	Compliance Status		Comments
		Yes	No	
General Issues (Continued)				
8. Documentation exists that Migrant services are supplementary and do not supplant state and local support	• Building Schedule showing basic education time and period of time migrant students are accessing migrant funded supplemental services • Bookkeeping and journal entries			
9. Documentation exists that Parent Advisory Council (PAC) is consulted regarding the planning, design, and implementation of the migrant education program.	• Meeting agenda • Minutes of meetings • List of PAC officers • Parent compacts			
Recruitment Issues				
1. Documentation exists that recruitment referrals are provided to state recruiting offices.	• List and dates of referrals			
2. COEs are organized and kept in locked cabinets.	• Original COEs signed by parents and recruiters attached to approved COE			
3. Documentation exists that blue copies of the COEs are sent to qualifying families, and parents are notified of services.	• Dated cover letter to parents from project.			

Area of Compliance	Supporting Data Presented	Compliance Status		Comments
		Yes	No	
Private School Involvement				
1. Documentation exists that private school officials were consulted regarding the planning, design, implementation and participation in the migrant program.	• Copies of correspondence between the district and private school officials. • Consultation Form – On File			
2. Documentation exists that equitable services are provided to private school migrant children.	• Itemized budget expenditures • Class schedules • Staffing			
3. Documentation exists that Federal funds are used for secular, neutral, and non-ideological instruction.	• Review of materials • Supplies			
Identification of Migrant Student Needs				
1. Documentation exists that the district has a process to identify the education and/or support needs of migrant children.	• Local needs assessment			
2. Documentation exists that the district uses data to determine student services and program design.	• Needs assessment results • Strategies identified on the Local Consolidated Plan (LCP) application			
3. Documentation exists that the district is ensuring that migrant children who (1) are failing, or at risk of failing to meet the State's standards and (2) have an educational interruption during the regular school year, are given priority for MEP service.	• List of participating students • List of Priority for Services (PFS) students • Priorities for Services fields on Migrant Data System are completed for each child identified as Priority for Services.			

Area of Compliance	Supporting Data Presented	Compliance Status		Comments
		Yes	No	
Identification of Migrant Student Needs (Continued)				
4. Documentation exists that the continuity of instruction and related support services for migrant children particularly through the transfer of records is occurring.	• Advance notification form • Methods used for transfer of records • Methods provided for continuity of instruction • Coordination with other programs • Communication with other districts on previous services provided			
5. Documentation exists that project liaisons meet with families to facilitate communication between school, families, and social resource agencies.	• Identified staff person • Log of families contacted and services provided			
NOTES:				

Service Delivery Plan

Measurable Program Objectives (Prioritization 1 – 4 from LCP)

____School Readiness ____Reading ____Mathematics ____Graduation/OSY

Strategies and Implementation

School Readiness (Check Strategies from Migrant Portion of LCP Application)		
	1-1	Implement family literacy programs that serve young migrant children and their parents
	1-2	Collaborate with early childhood agencies and organizations
	1-3	Facilitate transitions among early childhood programs for migrant families with young children
	1-4	Provide professional development on migrant lifestyle and school readiness to migrant service providers, administrators, and staff
	1-5	Provide research-based curriculum and instructional strategies to 3-4 year old migrant home-based staff
	1-6	Provide educational services in the home at least twice monthly to 3-4 year old migrant children not enrolled in a preschool program
	1-7	Provide parent involvement activities
	1-8	Other:

For each indentified strategy, describe how it is carried out, along with the personnel involved and Migrant resources devoted to its execution:

Reading (Check Strategies from Migrant Portion of LCP Application)		
	2-1	Analyze formative data to drive professional development to meet the unique needs of migrant students and to offer Tier II/Tier III* literacy interventions
	2-2	Provide SBRR strategies, curriculum, assessments, and instruction tailored for migrant students (www.whatworks.ed.gov)
	2-3	Provide tools for parents to help their children achieve literacy goals
	2-4	Disseminate literacy materials, books, and other resources to migrant families to support reading in the home
	2-5	Provide one-on-one and small group content tutoring aligned with State standards
	2-6	Conduct progress monitoring activities to determine progress toward meeting MPOs in reading
	2-7	Provide summer academies on reading strategies for instructional staff serving migrant students
	2-8	Coordinate with other Federal and State programs offering reading support to meet the unique educational needs of migrant students
	2-9	Provide advocacy and literacy services to migrant OSY
	2-10	Other:

For each indentified strategy, describe how it is carried out, along with the personnel involved and Migrant resources devoted to its execution:

Mathematics (Check Strategies from Migrant Portion of LCP Application)		
	3-1	Analyze formative data to drive professional development to meet the unique needs of migrant students and to offer Tier II/Tier III* mathematics interventions
	3-2	Provide SBR mathematics strategies, curriculum, assessments, and instruction tailored for migrant students (www.whatworks.ed.gov)
	3-3	Provide tools for parents to help their children achieve mathematics goals
	3-4	Disseminate mathematics materials, books, and other resources to migrant families to support mathematics in the home
	3-5	Provide one-on-one and small group mathematics content tutoring aligned with State standards
	3-6	Conduct progress monitoring activities to determine progress toward meeting MPOs in mathematics
	3-7	Provide summer academies on mathematics strategies for instructors serving migrant students
	3-8	Coordinate with other Federal and State programs offering mathematics support to meet the unique educational needs of migrant students
	3-9	Provide services in mathematics to migrant OSY
	3-10	Other:

For each indentified strategy, describe how it is carried out, along with the personnel involved and Migrant resources devoted to its execution:

Graduation/OSY (Check Strategies from Migrant Portion of LCP Application)		
	4-1	Facilitate access to programs for migrant students outside the school day
	4-2	Provide summer school, courses, leadership academies, and institutes aimed at secondary credit accrual, recovery, and graduation
	4-3	Offer access to resources and educational technology
	4-4	Provide parent involvement activities
	4-5	Provide supportive services to migrant students and families
	4-6	Provide tutoring and homework assistance
	4-7	Provide counseling support, postsecondary information, and resources for migrant students and their parents
	4-8	Provide information and guidance to parents and students on transitions from middle school to HS, and from HS to postsecondary
	4-9	Coordinate with agencies that offer GED and ESL
	4-10	Provide flexible educational programs and resources to OSY that consider migrant students' lifestyle
	4-11	Other:

For each indentified strategy, describe how it is carried out, along with the personnel involved and Migrant resources devoted to its execution: