



TITLE I PART C

Education of Migratory Children



Project Name: _____

District(s) Served: _____

Title IC Reviewer(s): _____

Date of Visit: _____

This Title IC Migrant Education Program Monitoring Document includes the statutory and regulatory requirements of Title IC Migrant Education.

Authority: ESEA, Title I, Part C, Sections 1301, 1302, 1303, 1304, 1305, 1306(a); Sections 9302 of Title IX; Section 421 (b) of GEPA

Regulations: Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) (34 Code of Federal Regulations (CFR Parts 76.700 – 76.783 and 80.3)

Non-Regulatory Guidance, October 2003, Revised March 2017

The Title IC Monitoring Document is a checklist that can be used by grant recipients to ensure their program is operated in compliance with the law and guidance. This Monitoring Document must be completed for use during an on-site visit. Six to eight weeks in advance of the visit, the project coordinator will be contacted by the Title IC Office to arrange the details of the on-site monitoring visit. Please enter a concise explanation in the LEA/LOA Response area for each indicator with supporting documents and evidence to support compliance and email the document to the Nebraska Title IC office at least one week prior to the scheduled visit. Note which documents are already on file at the Nebraska Department of Education (NDE) and will not need to be submitted again. In other cases, you will need to submit copies of documents to NDE along with this form. The column labeled "Evidence" is not exhaustive but is provided to identify some types of

documentation that could support compliance with the requirements. All evidence and supporting documentation should be available for review during the visit. These Items that must be included are noted with an * in the "Evidence" column of this document.

On-site visits or desk monitoring will include a review of documentation and a meeting with the project director, coordinator, bookkeeper, data specialist, recruiters and other appropriate staff as requested. All participants that will be involved in the visit should be identified during preliminary planning by the grantee and the Title IC Office. Following the review, the grantee will have 30 days to submit any documentation or evidence that was not available during the review. The grantee will receive a written report within 30 days of the review (60 days if additional evidence was submitted). If the written report includes a finding of non-compliance, a plan for correcting the issue is required within 30 days of receipt of the report and may involve a follow-up visit.

NOTE: In addition to this on-site monitoring visit, all Title IC- Migrant programs are monitored through ongoing financial reporting processes, annually through the review of the School Year and Summer (if applicable) Attendance Reports, MIS2000 database, and Federal APR data. A monitoring visit or desk monitoring takes place at every project by the statewide evaluation team on a regular basis.

NDE KEY: DE or √ = Documentation Exists and available for review; ND = No Documentation; TA = Technical Assistance Needed; NA = Not Applicable

Title I, Part C – Education of Migratory Children

Indicator	Program Requirement	Supporting Documents and Evidence	Statutes and Regulations
I-C 1	Identification & Recruitment The LEA/LOA has assisted the state in determining timely and accurate identification and recruitment of eligible migrant children including: <ul style="list-style-type: none"> • Developing a recruitment plan that includes recruitment efforts year-round throughout the community. • Establishing a quality control process for ensuring the correctness of the information used to determine each child's eligibility under the MEP definitions including a process for resolving eligibility discrepancies. • Hiring qualified staff and providing for annual training related to the state's identification and recruitment procedures. • Meeting all deadlines for the submission of records and data and adhering to the state's established procedures for the identification and recruitment of migrant students; and • Validating and verifying all information on the COE and entered into MIS2000. 	Sample Sources of Evidence: <ul style="list-style-type: none"> • Identification & Recruitment Plan • ID&R Logs • Training provided to LEA/LOA staff • Other: _____ Evidence on File at NDE: <ul style="list-style-type: none"> • State ID&R training attendee lists • Random re-interviewing • COE quality control review • Onsite file review • Individual ID&R Plans 	1304(c)(8), 1308(b)(2)(A), 200.89(c), 200.89(d)

LEA/LOA Response

Comments:

SEA Response

Comments:

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 2	Data Quality Control The LEA/LOA has implemented written procedures for: Maintaining accurate migrant child data records in MIS2000 with all required data elements including:	Sample Sources of Evidence: <ul style="list-style-type: none"> • Quality control plan 	1308(b)(2)(A), 200.89(d)

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
	<ul style="list-style-type: none"> Resolving data discrepancies. Sending and receiving migrant student records via MSIX. Validating and verifying all information on COEs and migrant child records. Entering information into the MIS2000 in a timely manner; and Validating and verifying all information reported. 	<ul style="list-style-type: none"> Student records transfer request forms Service delivery plan Other:_____ <p>Evidence on File at NDE:</p> <ul style="list-style-type: none"> Timeliness and accuracy of data submissions COE Quality Control Review 	

LEA/LOA Response

Comments:

SEA Response

Comments:

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 3	<p>Interstate and Intrastate Coordination</p> <p>The LEA/LOA promotes interstate and intrastate coordination of services for migrant children including:</p> <ul style="list-style-type: none"> Providing for the educational continuity through the timely transfer of pertinent student records, including health records (whether or not the move occurs during the regular school year). Establishing a procedure to coordinate services and records transfers with surrounding LEA/LOAs or LEA/LOAs that MEP students move to/from; and Meeting all deadlines for the submission of student records and data in MIS2000. Participation in Identification and Recruitment Consortium (IDRC), Instructional Services for Out-of-school and secondary students (iSOSY), Inspire and 	<p>Sample Sources of Evidence:</p> <ul style="list-style-type: none"> Communication with receiving LEA/LOAs of migrant students Student records transfer forms and procedures Attendance at Consortia trainings Other:_____ 	1304(b)(3), 200.85(c), 1308(A), (b) and (d)

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
	Innovate: Migratory Parent Coalition (I2IMPACT), and Migratory Parent Empowerment Consortium (MPEC).	Evidence on File at NDE: <ul style="list-style-type: none"> • Move alerts submitted to MSIX • Timeliness of data submissions • Service delivery plan 	

LEA/LOA Response

Comments:

SEA Response

Comments:

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 4	Parent & Family Engagement The LEA/LOA has, in a format and language understandable to the parents: Consulted with parents, including parent advisory councils, in the planning and operation of migrant programs and projects on topics such as: <ul style="list-style-type: none"> • Design and implementation of the MEP service delivery plan and current LEA/LOA Title I-C application • Existing federal MEP law and regulations • Migrant student data and other data showing progress on meeting the performance targets and measurable program outcomes. • Provided information to parents about the migrant program services received by their students. • Implemented strategies to increase the engagement of migrant parents in supporting their child's education and opportunities for involvement in decision making about their child's education; and 	Sample Sources of Evidence: <ul style="list-style-type: none"> • Meeting notices (letters, flyers, social media, student info. system, website, call logs) • Meeting minutes, sign-in sheets, and agendas • Communications with parents • Parent activities • Parent surveys • Other: _____ Evidence on File at NDE: <ul style="list-style-type: none"> • Service delivery plan 	1304(c)(3), 1304(c)(6)

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
	<ul style="list-style-type: none"> Provided outreach activities for migratory children and their families to inform them of other education, health, nutrition, and social services to help connect them to such services. 		

LEA/LOA Response

Comments:

SEA Response

Comments:

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 5	<p>Needs Assessment</p> <p>The LEA/LOA has conducted a local needs assessment that:</p> <ul style="list-style-type: none"> Is aligned with the state comprehensive needs assessment (CNA), including the following goal areas: <ul style="list-style-type: none"> Academic support in English/language arts and mathematics High school graduation services to out-of-school youth School readiness Support services Has identified the unique educational needs of migrant children, including preschool children and children who have dropped out of school, that result from the migratory lifestyle and other needs of migratory children that must be met for them to participate effectively in school. 	<p>Sample Sources of Evidence:</p> <ul style="list-style-type: none"> Needs assessment planning team members, agendas, minutes, data analysis, evaluation results Other:_____ <p>Evidence on File at NDE:</p> <ul style="list-style-type: none"> Comprehensive Needs Assessment Service delivery plan Parent & staff surveys Migrant Summative Data Report 	1306(a)(1) 200.83(a)

LEA/LOA Response			
Comments:			
SEA Response			
Comments:			

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 6	<p>Service Delivery Plan</p> <p>The LEA/LOA has developed a local service delivery plan for migrant children, including preschool children and children who have dropped out of school, that:</p> <ul style="list-style-type: none"> Addresses the unique educational needs of migrant students as identified in the needs assessment. Includes performance targets and measurable outcomes to meet the same challenging state academic content and achievement standards that all children are expected to meet. Encompasses the full range of services that are available for migrant students from appropriate local, state, and federal educational programs and provides for integration of services, as appropriate. Is the product of joint planning among such local, state, and federal programs, including programs under Title I-A, early childhood programs, and language instruction educational programs under Title III-A; and Aligns with the State Service Delivery Plan which includes 4 goal areas: <ul style="list-style-type: none"> Academic support in English/language arts and mathematics High school graduation School readiness Services to Out of School Youth 	<p>Sample Sources of Evidence:</p> <ul style="list-style-type: none"> Staff schedules & assignments Data to measure progress toward MPOs Evidence of joint planning among programs Evidence of migrant children receiving other program services Other: _____ <p>Evidence on File at NDE:</p> <ul style="list-style-type: none"> Service Delivery Plan Comprehensive Needs Assessment Migrant Summative Data Report Mass and Summer Withdrawals Competitive Grant Reports 	<p>1306(a)(1), 200.83(a), 200.83(c)</p>

LEA/LOA Response

Comments:

SEA Response

Comments:

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 7	Use of Funds Title I-C funds: <ul style="list-style-type: none"> • Must first be used to meet the identified needs of migratory children that result from their migratory lifestyle and other needs of migratory children that must be met to permit these children to participate effectively in school. • Are used for services to migrant children. • Will be used only for programs and projects, including acquisition of equipment, in accordance with the state comprehensive needs assessment (CNA) and service delivery plan (SDP). • Are coordinated with similar programs and projects within the state and other states and with other federal, state, and local programs as applicable; and • Supplement the funds that would, in the absence of such federal funds, be made available from non-federal sources for the education of pupils participating in programs assisted under this part, and not to supplant such funds. 	Sample Sources of Evidence: <ul style="list-style-type: none"> • Detailed schedule(s) for migrant funded staff, including time designated for migrant duties (schedules and time and effort.) • Other: _____ Evidence on File at NDE: <ul style="list-style-type: none"> • Service Delivery Plan • Comprehensive Needs Assessment 	1304(c)(1)(A) 1304(c)(1)(B) 1304(c)(2) 1118(a) 1306(b)(1)

LEA/LOA Response

Comments:

SEA Response

Comments:

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 8	Programs and Projects To the extent feasible, the LEA/LOA's migrant programs and projects provide for: <ul style="list-style-type: none"> • Advocacy and outreach activities for migrant children and their families including helping them to gain access to other education, health, nutrition, and social services. • Professional development programs, including mentoring, for teachers and other program personnel. • Family literacy programs. • Integration of information technology into educational and related programs; and • Programs to facilitate transition of secondary school students to postsecondary education or employment. 	Sample Sources of Evidence: <ul style="list-style-type: none"> • Individual professional development plans. • PD agendas and participant lists. • Other: _____ Evidence on File at NDE: <ul style="list-style-type: none"> • Service Delivery Plan • Comprehensive Needs Assessment 	1304(c)(7)

LEA/LOA Response
Comments:
SEA Response

Comments:			
Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 9	Addressing Unmet Needs of Preschool Children and Dropouts In planning and carrying out programs funded with I-C funds, there has been, and will be, adequate provision for addressing the unmet needs of preschool migratory children and migratory children who have dropped out of school.	Sample Sources of Evidence: <ul style="list-style-type: none"> • Staff schedules & assignments • Other: _____ Evidence on File at NDE: <ul style="list-style-type: none"> • Service Delivery Plan 	1304(c)(4)

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
		<ul style="list-style-type: none"> Comprehensive Needs Assessment Mass and Summer Withdrawals 	

LEA/LOA Response

Comments:

SEA Response

Comments:

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 10	<p>Priority for Services (PFS)</p> <p>When providing services with migrant funds, priority for service is given to migrant children who have made a qualifying move within the previous 1-year period and who (1) have made a qualifying move within the previous 1-year period and who (2) are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school, (applies to USA schools only). If any of the indicators (A1-A10) have been identified within the Failing or Most at Risk of Failing, to Meet State Standards and a qualifying move within the previous 1-year period are met, the child/youth is designated as PFS. Both sections (1) and (2) must be met for a migrant child/youth to be considered PFS.</p> <ul style="list-style-type: none"> A1 Disabled/IEP – Student is identified as having a disability (i.e., IEP, 504 Plan) A2 Poor Attendance – Student is not attending school regularly (according to district policy) A3 Retention – Student has repeated a grade level or a course. A4 Modal Grade – Student is placed in a class that is not age appropriate (i.e., 1st grade placement, 8 years old) 	<p>Sample Sources of Evidence:</p> <ul style="list-style-type: none"> Written procedures that document PFS migrant students are being served on a priority basis through the migrant education program Evidence regarding how K-2 PFS students are identified Evidence PFS students received services Staff schedules & assignments Other:_____ 	1304(d)

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
	<ul style="list-style-type: none"> • A5 Credit Deficient – Student is behind in accruing credits toward graduation requirements (based on local requirements) • A6 LEP – Student is classified as either non-English proficient or limited English proficient according to local language assessment practice. • A7 Low Performance – Student scores below proficient on State or local reading, writing, or mathematics assessments • A8 OSY – A migrant youth under the age of 22 who: 1) has not graduation; 2) is not attending school; 3) is classified as having dropped out and/or is here to work. • A9 Prekindergarten Children – Migrant children ages 3-5 that are not served by any other program. • A10 Homeless – Migrant children that meet the definition of the McKinney-Vento Homeless Program. 	Evidence on File at: NDE <ul style="list-style-type: none"> • Service Delivery Plan • Comprehensive Needs Assessment • LEA/LOA PFS list • Mass and Summer Withdrawals • PFS Report 	

LEA/LOA Response

Comments:

SEA Response

Comments:

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 11	Continuation of Services (COS) The LEA/LOA only provides services to a child who has met the end of their eligibility in the following instances: <ul style="list-style-type: none"> • a child who ceases to be a migratory child during a school term is eligible for services until the end of such term. • a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and 	Sample Sources of Evidence: <ul style="list-style-type: none"> • Written procedures for the identification process and services provided to COS students 	1304(e)

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
	<ul style="list-style-type: none"> students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. 	<ul style="list-style-type: none"> Documentation that comparable services are not available Other: _____ <p>Evidence on File at NDE:</p> <ul style="list-style-type: none"> Mass and Summer Withdrawals Service Delivery Plan 	

LEA/LOA Response

Comments:

SEA Response

Comments:

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 12	<p>Evaluating Effectiveness of Program</p> <ul style="list-style-type: none"> The LEA/LOA measures the effectiveness of migrant programs and projects, and, where feasible, uses the same approaches and standards that are used to assess the performance of students and schools under Title I, Part A. The LEA/LOA uses the results of the evaluation to improve the services to migratory children. The LEA/LOA uses the Fidelity of Strategic Implementation to identify areas in need of improvement and develops a plan to address these throughout the year. 	<p>Sample Sources of Evidence:</p> <ul style="list-style-type: none"> Assessment results Data collection to measure progress toward MPOs Meeting agendas, sign-in sheets, minutes Other: _____ <p>Evidence on File at NDE:</p> <ul style="list-style-type: none"> Service delivery plan 	1304(c)(5), 200.84

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
		<ul style="list-style-type: none"> Migrant Summative Data Report 	

LEA/LOA Response

Comments:

SEA Response

Comments:

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 13	<p>Title I-C Consolidation into a Title I-A Schoolwide Program</p> <p>A school that receives I-C funds that consolidates all or part of those funds into a Title I-A schoolwide program has met the following criteria:</p> <ul style="list-style-type: none"> Parents have been consulted regarding the consolidation of I-C funds into the schoolwide program. The school has described and documented how it has met the unique educational needs of the migrant students prior to consolidating funds in the schoolwide plan; and The schoolwide plan addresses the needs of migrant students and indicates the amount of I-C funding consolidated in the schoolwide plan. 	<p>Sample Sources of Evidence:</p> <ul style="list-style-type: none"> Title I-A schoolwide plan Parent consultation agenda, sign-in sheets, and meeting notes Other: _____ <p>Evidence on File at NDE:</p> <ul style="list-style-type: none"> Service Delivery Plan Comprehensive Needs Assessment 	1306(b)(4), 200.86

LEA/LOA Response

NA

SEA Response
NA

Fiscal Requirements (All Title Programs)

Indicator	Requirement	Supporting Documents and Resources	Statutes and Regulations
FR-1	Time and Effort Documentation The LEA/LOA charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed.	Sample Sources of Evidence: <ul style="list-style-type: none"> A Sampling of Time Certification for each Federal program paying salaries Time and effort logs MUST be completed by anyone paid with federal funds. 	2 C.F.R. Part 200, Subpart E, §200.430(i)

LEA/LOA Response

Comments:

SEA Response

Comments:

Indicator	Requirement	Supporting Documents and Resources	Statutes and Regulations
FR-2	Procurement Procedures The LEA/LOA has documented procurement procedures, which reflect applicable state, local, and tribal laws, and regulations, provided that the procurements conform to applicable federal law and the standards identified in this part.	Sample Sources of Evidence: <ul style="list-style-type: none"> Written procedures in place for procurement. 	2 C.F.R. Part 200, Subpart D, §200.318(a)

Indicator	Requirement	Supporting Documents and Resources	Statutes and Regulations
LEA/LOA Response			
Comments:			
SEA Response			
Comments:			
Indicator	Requirement	Supporting Documents and Resources	Statutes and Regulations
FR-3	<p>Allowable Costs</p> <p>The LEA/LOA has procedures in place to determine that costs meet general criteria to be allowable under federal award:</p> <ul style="list-style-type: none"> • be necessary and reasonable, • be allocable, • conform to 2 C.F.R. Part 200 or the federal award requirements as to types or amount of cost items, • be consistent with policies and procedures that apply uniformly to both federally financed and other activities, • be accorded consistent treatment. A cost may not be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the federal award as an indirect cost, • be determined in accordance with generally accepted accounting principles (GAAP), • not be included as a cost or used to meet cost sharing or matching requirements of any other federally financed program, and • be adequately documented. 	<p>Sample Sources of Evidence:</p> <ul style="list-style-type: none"> • Written description of the procedures used by the LEA/LOA to determine the cost is allowable and properly allocated to the applicable Title grant. 	2 C.F.R. Part 200, Subpart E, 200.403

LEA/LOA Response			
Comments:			
SEA Response			
Comments:			

Indicator	Requirement	Supporting Documents and Resources	Statutes and Regulations
FR-4	<p>Equipment Management The LEA/LOA has procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place.</p> <p>LEA/LOAs that don't use Federal funds to purchase equipment and electronics: Note: Even if an LEA did not purchase equipment with Federal funds, a sample of the most current inventory list (State or other funds) must be provided, unless the LEA has a written policy restricting the use of Federal funds for equipment or electronics.</p>	<p>Sample Sources of Evidence:</p> <ul style="list-style-type: none"> Property records. Verification that equipment is appropriately tagged. Equipment to be sampled that were purchased using Federal funds will be determined by DEED. Documentation that a physical inventory of the property is taken, and results are reconciled with property records; Written description of the procedures in place to prevent and investigate loss, damage, or theft to equipment or supplies. 	2 C.F.R. Part 200, Subpart D, §200.313(d)

LEA/LOA Response

Comments:

SEA Response

Comments:

Indicator	Requirement	Supporting Documents and Resources	Statutes and Regulations
FR-5	<p>Non-public Consultation</p> <ul style="list-style-type: none"> Nonpublic school officials are consulted in planning the program and services prior to submission of the consultation forms and application. (Meaningful consultation is an ongoing process and should involve at least one face to face meeting.) Services provided to nonpublic staff and students are equitable for each program and the identification and selection of staff and students to receive services uses criteria appropriate to the nonpublic school. Maintains records of its efforts to resolve any complaints made by nonpublic school representatives. Staff serving identified nonpublic school students are employees of the public school, and control of funds, materials, and equipment purchased with ESEA/ESSA funds is with the public agency. <p>LEA/LOAs that don't use Federal funds to purchase equipment and electronics: Note: Even if an LEA did not purchase equipment with Federal funds, a sample of the most current inventory list (State or other funds) must be provided, unless the LEA has a written policy restricting the use of Federal funds for equipment or electronics.</p>	<p>Sample Sources of Evidence:</p> <ul style="list-style-type: none"> Signed Non-Public Participation form(s) for applicable programs Records of meetings and/or correspondence ESEA/ESSA Consolidated Application Nonpublic school needs assessment List of professional development activities provided to nonpublic staff. Written notification or working notes, as applicable. Accounting records Teacher roster Teacher contract Time and effort logs 	<p>§8501; §8306(a)(2)(A); §1117(d)(1-2)</p>

LEA/LOA Response
Comments:
SEA Response
Comments: