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| **Title I-C Monitoring Tool**  **Education of Migratory Children** | | | | |
| **PROGRAM FISCAL REQUIREMENTS DOMAIN** | | | | |
| **Indicator Number** | **Indicator** | **Supporting Documentation** | **Compliance Status** | | |
| **Yes** | **No** | |
|  | **Supplement Not Supplant Requirements** |  | | |
| IC-AA | The SEA and its sub grantees must ensure that funds from the Title I, Part C (Title I-C) program are used to supplement not supplant State and local funds. For purposes of determining compliance with the supplement, not supplant requirement, a Title I-C grantee or sub grantee may exclude supplemental State and local funds expended in any school attendance area or school for carrying out special programs that meet the intent and purposes of Title I-C. Before funds for a State and local program may be excluded for purposes of this requirement, the SEA must make an advance written determination that the program meets the intent and purposes of Title I-C. | * Expenditure report (You can provide a Leger report or a report that includes date, vendor, item description, and amounts.)   Note that this is from previous year. |  |  | |
|  | **Budgeting and Activities** |  | | |
| IC-BB | Funds provided for migrant programs first shall be used to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school. (Title I-C sec 1306)  Note that Title I-C funds can only be used for allowable costs, as defined in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements (2 C.F.R.200). | * Grant Budget Spending Reports for RY, Pre-K, and Summer (previous year).   **Available ODE Resource**  [**Templates**](https://docs.google.com/spreadsheets/d/18fwcuzsLxiSfrky8eGdSOug-fs3P7mT4/edit?usp=sharing&ouid=115355562132095491366&rtpof=true&sd=true) |  |  | |
| IC-CC | The Every Student Succeeds Act (ESSA) obliges local educational agencies (LEAs) to implement and maintain financial management systems that comply with federal systems management requirements. These requirements are detailed in the Code of Federal Regulations (2 C.F.R., Part 200), and states that LEAs shall provide “effective control over and accountability for all funds, property, and other assets. Recipients shall adequately safeguard all assets and assure they are used solely for authorized purposes”. It also requires an inventory of equipment purchased in whole, or in part, by federal program funds at least once every two years. (2 CFR 200.313 (d)(2)) | * Inventory list   **Available ODE Resources**   * [Inventory Brief](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Inventory.pdf)  * [Sample Inventory Sheet](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Title%20Programs%20Inventory%20Spreadsheet.xlsx) * Equipment logs (in case of equipment over $5,000) |  |  | |

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| **PROGRAMMATIC DOMAIN** | | | | | | | | |
| **Indicator Number** | **Indicator** | **Supporting Documentation** | **Compliance Status** | | | | | |
| **Yes** | | **No** | | | |
|  | **Program Planning and Evaluation** |  | | | | | | |
| IC-DD | Services are provided to MEP students based on Oregon MPOS. Regions must use the results of the evaluation carried out by an SEA to improve the services provided to migratory children. | * Graduation rates/dropout rates for last 3 years. PFS/Non-PFS/Non-Migrant (ODE provides this data) * Description of the evaluation of the regional program (RY, Pre-K, and SS). |  | |  | | | |
|  | **Priority for Service Students** |  | | | | | | |
| IC-EE | *Priority for Service Students* are identified. Title I-C sec 1304 (d) | * Evidence that *Priority for Service students* are identified (Living list, exclude names) |  | |  | | | |
| IC-FF | *Priority for Service* student needs are assessed. Title I-C sec 1306 (b)(2) | * Evidence *Priority for Service students’* needs are assessed. You can describe this process in a narrative. |  | |  | | | |
|  | **Title I-C Services** |  | | | | | | |
| IC-GG | Comprehensive services are provided to migrant students and their families. Title I-C sec 1304 (c)(6) (A) | * Evidence of the provision of comprehensive services (provide a list of services your program provides). * Summer growth form * Pre-K program form (site based only) |  | |  | | | |
| IC-HH | There are programs to facilitate the transition of secondary schools students to postsecondary education or employment. Title I-C sec 1304 (c)(6)(E) | * Evidence of district programs to facilitate transition. List and describe these services. Include images with titles in the narrative if available. |  | |  | | | |
| IC-II | Students are permitted to continue receiving service after eligibility has ended but their needs are unmet. Title I-C sec 1304 (e)(1)(2) (3) | * A brief table specifying the number of migratory students under COS. Do not include names. Include the date of end of eligibility. Last, include a description of services provided after eligibility ends, and students needs are unmet. Migratory children with COS. |  | |  | | | |
|  | **Parent Involvement** |  | | | | | | |
| IC-JJ | Meetings are arranged and transportation, childcare, and other services to assist parents in participating are provided. Title I-C sec 1304 (c)(3) | * Meeting notices and agendas (merge in PDF) Maximum 5 samples. * PAC Bylaws or any document that parents use to understand their PAC. |  | |  | | | |
| IC-KK | There is evidence of parental involvement in the education of their children. Title I-C sec 1304 (c)(3) | * Documentation of parent opportunities to become involved in education of students. Include how parents are ask for feedback around services. * Description of Family Engagement efforts that promotes parental involvement in the education of their children. |  | |  | | | |
|  | **Title I-C Staff** |  | | | | |
| IC-LL | Title I-C funded staff work with Title I-C students, Paraprofessionals, teachers, recruiters, and home liaisons.  Title I-C sec 1304 (c)(1) OMB A-133 G2.2  Title I-C sec 1304 (c)(7) | * Copies of job descriptions and time and effort records   **Available ODE Resource**   * [Time and Effort Reporting Form (Sample)](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IA/Documents/Time%20and%20Effort%20Reporting%20Form.docx) * [Time and Effort Brief](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/TIME%20AND%20EFFORT.pdf) * Logs of recruiters showing 61% of their time is recruiting from past 3 years. * Provided a report with number of migrant students served versus non-served. | |  | |  | |
|  | **Identification and Recruitment** |  | | | | |
| IC-MM | Students are properly identified with COEs. Title I-C sec 1309 115(b)(1)(A)  Maintain a system of quality control. [34 C.F.R. §§ 200.89(b)-(d)](https://ecfr.federalregister.gov/current/title-34/subtitle-B/chapter-II/part-200/subpart-C/section-200.89) | * ID&R Plan Provided. * A table with numbers of MEP students for the last five years. * A summary of re-interview results from the past 12 months, including a description of how any identified issues have been addressed. * Documentation of IDRC assessment results for coordinator, recruiter(s), and data specialist(s), and a description of training and follow up for any MEP staff members scoring <80% | |  | |  | |
| IC-NN | Review Communication Distribution Process with Families.  [34 C.F.R. §§ 200.89(b)-(d)](https://ecfr.federalregister.gov/current/title-34/subtitle-B/chapter-II/part-200/subpart-C/section-200.89) | * Any letter around program eligibility such as welcome letter, end of eligibility letter, etc. | |  | |  | |