# District

District Superintendent **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-Mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. In this district, how do you know how migrant students are performing relative to other students? (e.g., Do you have disaggregated state-assessment data for migrant students? If not, what are your plans for gathering this information?)
2. What percentage of migrant students are meeting or exceeding the proficient level on state assessments?
3. What percentage of high school migrant students are on target to graduate? How do you know?
4. In the last three years, what percentage of your migrant seniors graduated?
5. What is your knowledge of the four migrant program goals?
6. How does the district or ESD assess the effectiveness of the MEP?
7. Explain how the services provided to eligible migrant students are supplemental to all other available services and coordinated with services available in the Title IA or the general education programs provided by the district.
8. What are you most proud of regarding the education of your migrant students?
9. What are your biggest needs regarding the education of your migrant students?
10. Does your staff know what paperwork students moving to Mexico need to take with them to enroll in school in Mexico?

District Migrant Coordinator **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_**

**Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-Mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. What is your migrant population? What percentage is Title IA, Title III, Title X, receiving special education and in TAG? What percentage is Priority for Service students?
2. What percentage of migrant students are meeting or exceeding the proficient level on state assessments? Please list past three years to compare growth?
3. What percentage of high school migrant students are on target to graduate? How do you know?
4. In the last three years, what percentage of your migrant seniors graduated? Are they doing better?
5. What are you doing to help MEP students graduate and attend postsecondary education?
6. How does the district assess the effectiveness of the MEP?
7. What are you doing to support preschool students to be successful for Kindergarten?
8. What are you doing to support preschool students to be successful for Kindergarten?
9. What does your data show regarding MEP students passing reading state benchmarks for the last three years? What are you doing to support them?
10. What does your data show regarding MEP students passing reading state benchmarks for the last three years? What are you doing to support them?
11. What are you most proud of regarding the education of your migrant students?
12. What are your biggest needs regarding the education of your migrant students?
13. Does your staff know what paperwork students moving to Mexico need to take with them to enroll in school in Mexico?
14. What types of data are collected on migrant students (e.g., State and local assessment data, attendance data, student grades, dropout rates, college admissions exam scores, stakeholder satisfaction surveys, school climate and engagement data, referrals and suspensions)?
15. What type of work do your migrant families do? How are the employment and housing conditions? How would you describe the migrant child population in terms of health, education and welfare?
16. Is the current Title IC application implemented as written on EGMS? Explain any changes that have been made.
17. Explain how the services provided to eligible migrant students are supplemental to all other available services and coordinated with services available in other Federal funds or the general education programs provided by the district.
18. How do you identify the educational and support needs of migrant students? Please share your needs assessment. How often is a needs assessment conducted? Who are your neediest migrant students?
19. What do your Priority for Service (PFS) students receive that other students do not?
20. Do all migrant staff understand PFS? How many have received training this year on PFS definition and its use.
21. Do you have an ongoing PFS list of migrant students? How often is it updated?
22. Which of the following do you provide for continuity of instruction for migrant children whose education has been interrupted during the school year?

\_\_\_ Communicate with other districts to gather course placement information, credit accrual information and to ensure that credits are granted for coursework completed at this school; calculate, award and /or accrue partial course credit.

\_\_\_ Align curriculum and instruction pedagogy with content and performance standards of the school from which the student will graduate.

\_\_\_ Align language development services with prior services delivered in other districts.

\_\_\_ Help with course placement decisions and/or to design a high school graduation plan.

\_\_\_ Provide counseling services for problems specific to student mobility.

\_\_\_ Coordinate with other districts on grade placement policies, to pre-register incoming migrant children, to administer the state assessment or exit exam.

\_\_\_ Send staff to meet personnel in other districts and/or states with whom they share migrant students and/or participate in teacher exchange programs among district that share students.

\_\_\_ Use the “Mexican records transfer document” established under the US.-Mexican Binational Agreement on Education.

\_\_\_ Provide supplemental instruction specifically designed to make up for instructional time lost due to student mobility, to promote course completion and/or grade promotion.

\_\_\_ Assign special mentors/advocates to support migrant students’ access to needed school and community services and encourage school completion.

\_\_\_ Provide students with portable courses (coursework) that can be completed as they travel with their families.

\_\_\_ Provide students with access to courses (coursework) through the internet.

Fiscal Manager **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_**

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1. How often is this local operating agency audited pursuant to OMB Circular A-133, which provides standards for the audit of States, local governments, and non-profit organizations expending Federal awards?
2. Has the MEP been selected as a “major federal program” for audit purposes (only those programs that are selected as a “major federal program” undergo a full fiscal and programmatic audit)? Who conducts the audits? Have there been any recent audit exceptions?
3. If the MEP in your district was not selected as a “major federal program” for audit purposes, how do you determine whether federal grant funds have been managed and expended appropriately?
4. Review financial report from 7/01/13 to 9/30/14 and into the current year that was sent to ODE two weeks before the monitoring visit. Is it clear who is paid for and what services were purchased on the report?
5. What checks and balances does your office do to make sure that Title IC funds are truly supplementary? Are there checks and balances in your office to make sure they are necessary and reasonable?
6. Do you yearly fill out the Title I-C Regular Year Grant Budget Spending Report (Due November 30)? How could it be improved?

OMSIS Clerk **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_**

**Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-Mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Please describe how your records system works, beginning with how COE data is entered into the system.
2. What kind of training have you received to help you do your job? From 1 being terrible to 10 being great, what rating would you give the OMESC for the training they give you?
3. What standard reports are generated for locals? For the State?
4. What type of queries do you run?
5. What is the process for correcting data entry errors?
6. Have you ever encountered an eligibility error? If so, how was it resolved?
7. Explain how school food staff are made aware of eligible migrant students for free lunches.
8. Do you have suggestions for implementation of OMSIS 6.0? What changes need to be made?

Recruiter(s) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_**

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1. How do you identify and recruit eligible migrant children?
2. How many recruiters are there? Do you recruit full time or do you recruit part-time in conjunction with other responsibilities?
3. What are the primary methods you use to identify and recruit migrant students? How do you find pockets of migrant children who weren’t identified in previously? When was the last time you found a new pocket of migrant students?
4. What agencies do you coordinate with to determine where migrant families reside?
5. What are the most common qualifying activities and what are the best times of the year to recruit? Where do most migrant families move from/to?
6. Is the number of identified migrant students increasing or decreasing? Why?
7. What quality control procedures do you use to ensure the accuracy of eligibility determinations in your district?
8. How often are you trained? What kind of training have you received to help you do your job? From 1 being terrible to 10 being great, what rating would you give the OMESC for the training they give you?
9. Do you meet regularly as a district to go over COEs?
10. Do you ever ensure the quality of interviewer’s eligibility by re-interviewing a sample of migrant families? If so, how is the sample drawn?
11. Have you ever enrolled a child who was later found ineligible? How was this discovered? Resolved? Is there a formal process for correcting eligibility errors?
12. What types of errors appeared with the most frequency?
13. Are you spending 61% of your time recruiting? Go over percentage logs for the year. Provide monthly logs for the last 3 years.
14. As we move towards an electronic COE, what suggestions do you have?

Graduation Specialist **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_**

**Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-Mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. What is your focus in your position?
2. How often are you meeting with all High School and Migrant students?
3. What tools would you like OMESC to develop to support you?
4. What have been your successes in your position?
5. What else would you like to share with me?
6. Please rate the training you received from OMESC for this position 1 being bad and 10 being great. If not a 10, what could they do to make a 10?

Parent Engagement Specialist **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_**

**Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-Mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. What is your focus in your position?
2. How many PAC meetings are you having this year? Describe the trainings you are providing.
3. What tools would you like OMESC to develop to support you?
4. What have been your successes in your position?
5. What else would you like to share with me?
6. Please rate the training you received from OMESC for this position 1 being bad and 10 being great. If not a 10, what could they do to make a 10?

Preschool Specialist **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_**

**Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-Mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. What is your focus in your position?
2. How often are you meeting with all High School and Migrant students?
3. What tools would you like OMESC to develop to support you?
4. What have been your successes in your position?
5. What else would you like to share with me?
6. Please rate the training you received from OMESC for this position 1 being bad and 10 being great. If not a 10, what could they do to make a 10?

(Each Principal in the district visited should fill this questionnaire out).

Principal **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. At your school, do you know how migrant students are performing relative to other students? (e.g., Do you have disaggregated state-assessment data for migrant students? If not, what are your plans for gathering this information?)
2. What percentage of migrant students are meeting or exceeding the proficient level on state assessments? What percentage are all students?
3. Grades K-8 Only: What are your best practices to get Migrant students to pass state benchmarks in Reading? What is your biggest bang for buck?
4. Grades K-8 Only: What are your best practices to get Migrant students to pass state benchmarks in Mathematics? What is your biggest bang for buck?
5. Do you do anything to prepare students for Kindergarten?
6. High School Only: What percentage of high school migrant students are on target to graduate? How do you know?
7. High School Only: In the last three years, what percentage of your migrant seniors graduated?
8. What are you most proud of regarding the education of your migrant students?
9. What are your biggest needs regarding the education of your migrant students?
10. Does your staff know what paperwork students moving to Mexico need to take with them to enroll in school in Mexico?
11. Do you know the definition for Priority for Service (PFS)? Do you have a current PFS list of migrant students? What do PFS students receive that other migrant students do not?
12. Do you use Stride Academy? Middle school and High School, do you know about EdReady?