

North Carolina Migrant Education Program
Quality Assurance Manual for
Identification and Recruitment,
Data Management, and
Service Provision



North Carolina Department of Public Instruction
Program Monitoring Section
Raleigh, North Carolina
January 2012

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Introduction to the Quality Assurance System in North Carolina Migrant Education



The goal of the Federal Program Monitoring Section is to help LEAs develop and implement programs that are compliant with statute and regulations, responsive to students' needs, and exemplary of best practices. This is accomplished by providing various opportunities for training, conducting multi-tiered monitoring, and offering quality assurance guidance.

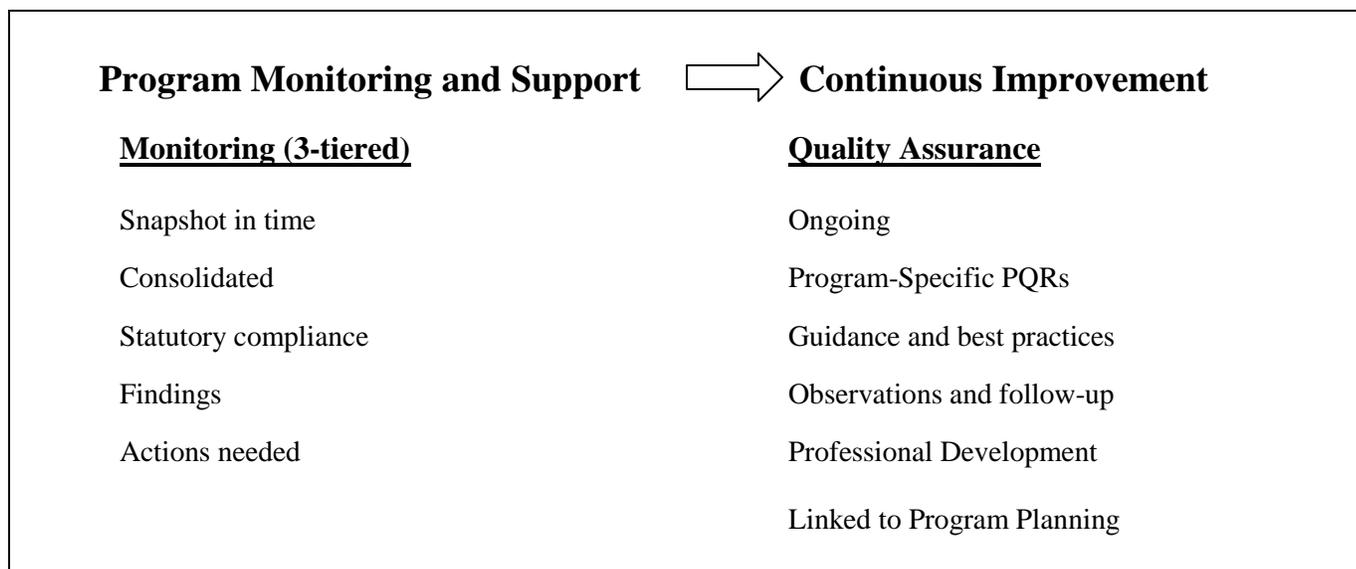
In North Carolina, the Migrant Education Program (MEP) is administered by Local Education Agencies (LEAs) through sub-grants from the North Carolina Department of Public Instruction (NCDPI), with oversight and compliance monitoring also conducted by the State Education Agency (SEA). In addition, the NC MEP conducts regional programming through Regional Recruiters, Regional Data Specialists, and Regional Service Providers.

Monitoring, which has traditionally been conducted by staff of each Federal program, is conducted in a multi-tiered approach, with On-site Program Quality Reviews, self evaluations, and Consolidated On-site Monitoring. Program Quality Reviews (PQRs) are MEP-specific visits that may focus on particular issues and often include "just-in-time" technical assistance. Self-evaluations of the MEP are conducted yearly by each LEA with a Migrant Education Sub-grant. Consolidated monitoring provides a "snapshot" of program performance and compliance in various Federal programs, including the MEP.

MEP Statute and Guidance set specific requirements that are not detailed in the North Carolina Federal Program Monitoring Section's Consolidated Monitoring Instrument. To develop and foster programs that are constantly improving their services to migrant children, the NC MEP is introducing a system of quality checking and support for LEAs. The Quality Assurance process requires LEAs to maintain documents on file to chart the procedures, processes, and progress of their local MEPs. Each year, half of the LEA programs will be selected for a site visit Program Quality Review (PQR) by DPI staff to review required documentation and discuss program practices. The goal of the on-site review is to view best practices in action and help programs make adjustments where needed. In addition, LEAs will be asked to submit some documentation as part of the Comprehensive Continuous Improvement Planning (CCIP) online process. Instructions regarding which documentation is maintained on-site and which is submitted with the CCIP are given in this manual.

In addition, regionally-based Data Specialists, Recruiters, and Service Providers will be monitored through the use of the same or similar instruments as LEA-based programs.

The following diagram helps differentiate between the Consolidated Monitoring process and the Quality Assurance process:



This manual contains instructions and forms for meeting the quality assurance requirements of the NC MEP in three key areas: Identification and Recruitment (ID&R), Data Collection and Reporting, and Program Services, including Parent Involvement.

NC MEP will provide opportunities for training in all aspects of program quality. Training is provided by the SEA for all MEP staff members throughout the state. This includes Recruiters, Data Specialists, Directors, Tutors, and other advocates.

The first level of training is one-on-one training, which is offered at DPI for Data Collection and Reporting, and on-site for ID&R and Service Provision. A one-on-one training session is required for all new MEP Recruiters, Data Specialists, and Service Providers.

The next level, Biannual Statewide Training, is offered at DPI each fall and spring. The sessions focus on updates, new procedures, and specific professional development topics. It is important to note that the two sessions do not cover the same material. While attendance is not required, it is highly recommended.

In addition to these professional development opportunities, NCMEP will frequently schedule training sessions and webinars based on the Professional Development Needs Assessment results and on the needs of various working groups.

NCMEP often holds sessions as part of the North Carolina Association of Compensatory Educators (NCACE) Conference in the fall of each year and participates in other statewide conferences. These sessions are open to anyone attending the conference. During the fall and spring, additional optional national conferences and meetings are held for Migrant Educators. Finally, focused “Promising Practices” days will be held on specific topics throughout the year, sponsored by NCMEP or through collaborative efforts with other agencies.

This chart summarizes professional development opportunities for MEP Staff Members and Service Providers.

Opportunity	When offered	Where offered	Attendance	Audience
One-on-one trainings	As needed for new Directors, Recruiters, and Regional Data Specialists. At beginning of assignment for Regional Service Providers and Interns.	DPI (Data); on-site (ID & R and Services)	Mandatory for new recruiters; optional for experienced	Directors, Recruiters, Data Specialists, Service Providers
Bi-annual Statewide Training	Fall and Spring	Sites across state	Recommended	All MEP staff
NCMEP webinars	Frequent	Online	Highly Recommended	All MEP staff
Professional Development Sessions/Working Groups/Promising Practices Days	As needed or requested	Sites across state	Recommended	All MEP staff
Directors' Meeting	As requested	Variable	Recommended	Directors, Coordinators
NCACE Conference	Fall of each year	Greensboro	Optional	NCACE Members
Other Regional/State/National Conferences	Variable	Variable	Optional	Variable
Site Visits by DPI staff	As needed	On-site	As needed	Program Directors, Recruiters, Service Providers



Identification and Recruitment **North Carolina Migrant Education Program** **Quality Assurance System**

The implementation of The North Carolina Migrant Education Program (NC MEP) Identification and Recruitment (ID&R) Quality Assurance System guarantees the detection of errors and other problems related to eligibility and data collection. The ID&R Quality Assurance System includes five components:

- Training
- Resolving Eligibility Questions
- Determining Accuracy of Eligibility Documentation
- Re-interviewing Workers/Families
- ID&R and COE Reports

TRAINING

A NC MEP Recruiter or any other assigned person *must be trained and authorized* by the SEA to conduct eligibility interviews and to complete a Certificate of Eligibility (COE). The SEA maintains a list of current LEA/Regional Recruiters and any other assigned persons trained to recruit migratory students. The LEA must provide this information to the SEA at the beginning of every school year and whenever changes occur.

The SEA offers training to MEP staff members that are involved, either directly or indirectly, in identifying and recruiting migrant students. This includes Recruiters, Data Specialists, Directors, and others. LEA staff participation in training provided by the SEA must be considered as part of the staff development component of the LEA MEP.

- The SEA ID&R Coordinator will provide one-on-one basic training to new recruiters at the request of the LEA. The request for training must take place within ten (10) working days of the starting date of any new recruiter.

The basic training includes a minimum of five (5) hours. The first part of this training session covers the State [**“Eligibility and Recruitment Basic Core Competencies”**](#) for recruiters. The second part of this training session will focus on how to conduct eligibility interviews and complete the “Certificate of Eligibility”. The SEA ID&R coordinator and the recruiter will go to visit potentially qualifying workers/families and the recruiter will conduct the eligibility interviews needed. The goal is for the recruiter to complete at least one good eligibility interview.

Upon completion of the one-on-one training, including a satisfactory result on the “Identification & Recruitment State Exam,” the recruiter will receive a “Certificate of Completion” of training in Identification and Recruitment and Child Eligibility.

MEP recruiters are encouraged to attend state and national meetings and conferences (when funds permit), along with any professional development opportunities that improve their ability to serve our families. LEAs should include ID&R training as part of their local annual MEP plan.

RESOLVING ELIGIBILITY ISSUES

When an eligibility question arises, the LEA should try to resolve it by reviewing the ID&R manual and discussing it among the local MEP staff. The process for resolving eligibility questions includes two steps:

- If the question remains unresolved, the recruiter, Data Specialist, or assigned staff member will contact the SEA ID&R coordinator. The SEA ID&R coordinator is available to answer any eligibility or data collection questions as needed.
- If, based on the questions received, a trend of significant errors, misunderstanding, or both is identified; it will be communicated to all MEP staff by sending a memorandum or by having a training session.

DETERMINING ACCURACY OF THE COE

The State MEP utilizes a standardized COE and requires a handwritten COE for all enrollments. The recruiter’s signature indicates that he or she gathered the data directly from the parent, guardian or youth in a face-to-face interview. An MIS2000 electronic COE is also maintained for all MEP students. The COE has been revised as needed to reflect changes in eligibility law interpretation. A guide including instructions on how to complete the COE is available for training and reference purposes.

The LEA must assign a staff member, authorized and qualified by the SEA, to review and sign each COE. The COE reviewer shall be a person other than the recruiter/interviewer who originally made the eligibility determination. The SEA will designate a regional Data Specialist to review and sign the COE of a Regional Recruiter or for LEAs with only one MEP staff member.

The COE reviewer must verify that the information supports a proper determination of eligibility and sign the COE to indicate that this level of review has occurred. The COE reviewer must use a **“COE Review Form,”** illustrated below, and attach it to each COE.

<p><i>Certificate of Eligibility Review Form</i> North Carolina Migrant Education Quality Assurance System</p>		<p>LEA: _____</p> <p>Date COE was received: ___/___/___</p> <p>Date COE was reviewed: ___/___/___</p>
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Student(s) Name: _____

Qualifying Arrival Date: ___/___/___

COE Reviewer: _____

Recruiter: _____

COE item to be reviewed	N/A Not Applicable	Yes	No (Explanation of error or missing data)	Date corrections were made
Each section of the COE is complete.				/ /
The COE was completed in blue or black ink.				/ /

A COE should be entered in the MIS2000 database *only* when the COE includes all the information necessary to verify a child’s or youth’s eligibility. The SEA maintains a list of current LEA COE reviewers, whose names are provided by the LEA every school year and whenever changes occur.

RE-INTERVIEWING WORKERS/FAMILIES

In the context of the MEP, re-interviewing a worker/family is equivalent to conducting an eligibility interview with workers/families who have been previously interviewed by MEP recruiters or other authorized staff, and who were found eligible for the MEP. The purpose of the re-interview is to verify that the worker/family meets eligibility criteria and that information recorded on the Certificate of Eligibility (COE) is accurate and adequate to establish a student's eligibility. The re-interviewing procedure is conducted both at the SEA and LEA level.

SEA Prospective Re-interviewing Procedure

The SEA will assign a re-interviewer to conduct the prospective re-interview, complete the appropriate [Re-interview Form](#), and determine if the worker/family meets eligibility criteria. The re-interviewer also determines if the information recorded on the COE is accurate and adequate to establish a child/youth's eligibility. The SEA will contract with a part time, independent "re-interviewer" once every three years to conduct prospective re-interviews.

A yearly random sample of all new statewide COEs will be drawn from the state database. The families/workers to be re-interviewed will not exceed 50. The SEA/independent re-interviewer must follow the "NC MEP Re-interview Protocol" to conduct the re-interviews. The major points of that protocol are noted below.

1. The re-interviewer must re-interview the same person who provided the information when the eligibility determination was first made. If the name of the interviewee was not recorded, these are the alternatives:
 - **K-12 and Pre-K migrant students:** The father, mother or guardian must be the person to re-interview.
 - **Out of school migrant youth:** The youth himself or herself must be the person to re-interview.
2. The re-interviewer will have access to a copy of the original COE that first determined the child/youth's eligibility. The original COE will be used *only as a reference tool*. The information included on the COE cannot be used to lead the interviewee's responses. The original COE shall be reviewed after the re-interview form is completed.
3. The re-interviewer may be assisted by the local recruiter in finding the randomly selected workers/families to be re-interviewed. The LEA has the option to allow the local recruiter to accompany the re-interviewer when he or she conducts the re-interviews. In such a case, his or her role will be as an "observer." The local recruiter cannot participate in the re-interview or offer information to the re-interviewer. After the re-interview, he or she can complete a ["Re-interview Challenge Form"](#) to clarify how an initial eligibility determination was made.

<p><i>Re-interview Challenge Form</i></p> <p>North Carolina Migrant Education Quality Control System</p>	
<p>The local recruiter who first determined this youth or child's eligibility and who was present when the re-interview was conducted may use this form. The information provided should be <i>additional</i> to the information already included in the re-interview form by the re-interviewer, and <i>relevant</i> to clarify how the initial eligibility determination was made.</p>	

4. A report of the findings must be submitted to the SEA ID&R coordinator. The **“Re-interview Outcome Report”** must include any identified eligibility errors or other problems and a plan to correct them. In the event that ineligible students/youth have been enrolled in the program, they must be deleted from the local data base and each worker/family must be notified.

<p><i>Re-Interview Outcome Report</i> North Carolina Migrant Education Quality Control System</p> 

LEA: _____

Submitted by: _____

Date: ____ / ____ / ____

Note: If the re-interview outcome finds the students/ youth not eligible, record the reason in the space assigned for “comments.”

Child's Name	MIS ID #	COE ID #	Qualify?			Date Revisions Were Made	Comments
			Y	N	“Y” with Revisions		
Last -							
First -							

The SEA ID&R coordinator will assist the LEA/Regional Recruiter during the process of identifying eligibility errors or problems and developing an action plan. His or her role also includes following up on the implementation of the action plan.

ID&R AND COE REPORTS

ID&R Evaluation Report

To assess the effectiveness of recruitment activities, it is recommended that the LEA recruiter(s) submit a monthly ID&R activities summary report to the LEA MEP director or to any other assigned LEA MEP staff.

The LEA must submit an **“ID&R Evaluation Report”** to the SEA ID&R coordinator once a year, as part of the Related Documents section of the CCIP. The report must include a detailed list of ID&R activities that took place in the identified resource areas (schools, community agencies and businesses, and employment settings) and any other recruitment resource area identified by the LEA, such as door-to-door recruitment within a housing area. The report must also describe the following: a) the type of activities that took place; b) when, where, and how they were conducted; c) the outcomes, such as how many families/workers, location of the interview, and how many actually qualified for the MEP.

The report must evaluate the effectiveness of ID&R efforts and make the appropriate recommendations, such as changing the time when recruitment is taking place in a particular resource area, discontinuing recruitment activities in a specific setting, or adding a new place to conduct recruitment.

Regional Recruiters will submit a monthly electronic “Activity Log” to the SEA ID&R coordinator along with the yearly **“ID&R Evaluation Report.”**

COE Summary Report

This form is completed by the SEA. A sample is included in this manual for your information. It is completed annually for each LEA-based program and is reviewed as part of the Program Quality Review (PQR) process.

This report determines if the data entered meets eligibility requirements on issues such as: a) qualifying families under “seeking” or “previous”; b) qualifying families under “temporary”; c) accuracy of the qualifying activity; d) accuracy of the qualifying arrival date (QAD) and time between school enrollment and the interview date; e) accuracy of the qualifying activity in relation to the qualifying arrival date.

<p><i>COE Summary Report</i> North Carolina Migrant Education Quality Control System</p>		<p>LEA: _____</p> <p>Submitted by: _____</p> <p>Date: ____ / ____ / ____</p>
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Instructions: To complete this form, use the findings from reviewing the MIS2000 “COE Summary Report”.

Eligibility Topic	Total # of		Total # meeting requirements		Total # not meeting requirements		Comments
	Students	COEs	Students	COEs	Students	COEs	
Qualifying Activity corresponds with the Qualifying Arrival Date							
Qualifying Activity corresponds with the “Seasonal” criteria							

The SEA will run this report for all LEAs and the recruiter regions every school year to identify any errors and problems with the required eligibility information and data collection. The report will be used as part of the PQR process for one half of the LEA-based programs each year.

The role of the SEA ID&R coordinator is to assist the LEA/recruiter regions during the process of identifying eligibility errors or problems and developing an action plan. His or her role also includes following up on the implementation of the action plan.

APPENDIX I

**Forms for
Identification and Recruitment
Quality Assurance**



Eligibility and Recruitment
Basic Core Competencies
North Carolina Migrant Education
Quality Control System

1. The recruiter understands and supports the purpose of the MEP.
 - 1.1 The recruiter will demonstrate knowledge of the history of the MEP.
 - 1.2 The recruiter will be familiar with the National and State goals for the MEP.
2. The recruiter will be able to communicate the importance of ID&R.
 - 2.1 The recruiter understands how ID&R operates in N.C.
 - 2.2 The recruiter understands the role of ID&R.
 - 2.3 The recruiter understands his/her role as a recruiter.
 - 2.4 The recruiter understands the basic steps to identify and recruit migrant workers/families.
3. The recruiter understands and applies MEP eligibility regulations.
 - 3.1 The recruiter demonstrates knowledge of the eligibility criteria for MEP.
 - 3.2 The recruiter conducts eligibility interviews and makes eligibility determinations.
 - 3.3 The recruiter is familiar with the vocabulary/terminology of the MEP in order to understand written material and communicate with other MEP employees.
 - 3.4 The recruiter demonstrates a working knowledge of qualifying activities in order to:
 - 3.4.1 Use the vocabulary related to those activities.
 - 3.4.2 Determine the LEA area crops time line.
 - 3.4.3 Make an eligibility determination during an interview.
 - 3.4.4 Understand the role of agri-business, recruitment partners and networking in recruiting migrant workers/families.
4. The recruiter implements practices to locate potentially eligible migrants.
 - 4.1 The recruiter is able to survey the community in order to identify potential recruitment venues.
 - 4.2 The recruiter is able to develop good working relationships with community agencies, businesses, employers, families, and others.
 - 4.3 The recruiter is able to develop and implement an ID&R plan.
 - 4.4 The recruiter will promote and use the NC MEP Website.
5. The recruiter demonstrates the ability to conduct an interview which determines program eligibility.
 - 5.1 The recruiter is familiar with and able to use the basic interview pattern, the occupational survey or any screening form for school referrals, for community recruitment, and for out of school, youth and pre kindergarten children.
 - 5.2 The recruiter will be able to formulate appropriate questions to determine “QAD,” “to join,” “temporary vs. seasonal,” “seeking,” “obtain,” “previous move.”

- 5.3 The recruiter considers cultural differences when approaching potentially qualifying workers/families.
 - 5.4 The recruiter demonstrates competency in communication skills when interviewing families.
 - 5.5 The recruiter ensures that the family understands what is the MEP and services available upon enrollment.
6. The recruiter demonstrates the ability to document eligibility status.
 - 6.1 The recruiter will be able to complete the COE accurately.
 - 6.2 The recruiter will understand the Local Education Agency (LEA) enrollment verification process.
 - 6.3 The recruiter will understand the LEA record keeping system.
 - 6.4 The recruiter will be familiar with FERPA and will follow state procedures to ensure the confidentiality and security of the information on the COE.
7. The recruiter knows and supports the State and LEA quality assurance system.
 - 7.1 The recruiter knows the training options offered by the State and understands the importance of attending.
 - 7.2 The recruiter understands the procedure to resolve eligibility questions.
 - 7.3 The recruiter understands the role of the COE reviewer.
 - 7.4 The recruiter understands the importance of re-interviewing workers/families and knows the state and local procedure.
 - 7.5 The recruiter understands the state procedures to monitor ID&R practices of recruiters.

Certificate of Eligibility Review Form

North Carolina Migrant Education
Quality Assurance System



LEA: _____

Date COE was received: ___/___/___

Date COE was reviewed: ___/___/___

Student(s) _____
Name(s): _____

Qualifying Arrival Date: ___/___/___

Recruiter: _____

COE Reviewer: _____

COE item to be reviewed	Not Applicable	Yes	No (Explanation of error or missing data)	Date of corrections
Each section of the COE is complete.				
The COE was completed in blue or black ink.				
Any change made is initialed and dated by the person making the change.				
Section I: Family Data				
The parent's/guardian's name includes the first name and last name(s).				
The family's current address is complete.				
Section II: Child/Youth Data				
The name of each eligible child includes the <u>paternal</u> last name, the <u>maternal</u> last name, first name, and middle name.				
The "Birth Date" includes the month, day and year. The "Birth Date" is before the "QAD."				
The "Birth Place" includes the city, state and country.				
Section III: Qualifying Move & Work				
The "From" and "To" information meets criteria of crossing established school district boundaries and change in residency.				

COE item to be reviewed	Not Applicable	Yes	No (Explanation of error or missing data)	Date of corrections
If the qualifying move is from a country <u>other</u> than Mexico or Canada, a <u>correct</u> comment is included in the "Comments" section.				
The "QAD" and "Residency Date" include the month, day and year.				
If the "to join or precede the worker" box is checked, the worker and child(ren) move dates are included; <u>correct</u> comments are also provided in the "Comments" section.				
If the "The worker has a prior history of moves" box is checked, a <u>correct</u> comment is included in the "Comments" section.				
If the "The worker has a prior history of moves" box is checked, the "QAD" and "Residency Date" <u>are different</u> .				
If the "The worker has a prior history of moves" box is checked, the "From" and "To" reflects the previous qualifying move.				
If the "temporary" box is checked, then the "worker's statement" or "employer's statement" box is <u>also</u> checked and a <u>correct</u> comment is included in the "Comments" section.				
The "Qualifying Activity" specifies the <u>activity</u> and the <u>crop</u> .				
The "Qualifying Activity" corresponds with the "QAD."				
The "Worker's Name" includes the first name and last name(s).				
Section V: Parent/Guardian/Worker Consent				
The parent/guardian or worker, who was interviewed, signed and dated the COE.				
Section VI: Eligibility Data Certification				
The recruiter signed and dated the COE.				
The "Interview Date" falls on or after the "QAD."				
In the case of students attending school, the interview was conducted within 30 days after the child was enrolled in a school.				
Section VII: Release of Records				
The parent/guardian or worker, who was interviewed, checked "Accept" or "Decline" and signed and dated the COE.				
Section VIII: Pre-MEP Information				
If the student is an OSY, the "PRE-MEP Information" has been completed.				

Re-Interview Questionnaire #1 Families at Place of Residence	SEA: _____
	Re-Interviewer: _____

Person Interviewed: COE ID#:	Date:
Eligibility Questions	Recruiter/Re-interviewer Fill In
1. How long has your family lived at this address?	(Less than 36 months?) Yes No
2. Where did you live before you moved here?	
3. What date did you move here? <i>If over eligibility period, ask more questions.</i>	(Within last 36 months?) Yes No Date:
4. When you moved here, did the children move with you? <i>If yes, skip question #5.</i>	Yes No
5. What date did the children move here? (This a follow up question and may not need to be asked.)	(Within last 12 months?) Yes No Date:
6. Why did your family move here?	(Seek or obtain work?) Yes No
7. What type of work were you (or spouse) looking for when you moved here? <i>If this move does not qualify, ask if there have been other moves that may qualify.</i>	

Ask additional questions needed to verify COE.

Re-interviewer Comments: _____

ELIGIBILITY STATUS:	
	Eligible as documented on COE
	Eligible with changes—new COE or corrections required
	New move since last interview—new COE required
	Not eligible

Re-Interview Questionnaire #2 OSY at Place of Residence	SEA: _____
	Re-Interviewer: _____

Person Interviewed: COE ID#:	Date:
Eligibility Questions	Recruiter/Re-interviewer Fill In
1. How old are you? (or all of you) What is your birth date?	(Under 22 years old?) Yes No Ages:
2. Have you (or any of you) graduated high school or received a GED? <i>Make sure you clarify whether "finished" school is not simply secundaria or primaria.</i>	Yes No
3. How long have you lived at this address?	(Less than 36 months?) Yes No
4. Where did you live before you moved to this address?	
5. What date did you move here? <i>If over eligibility period, ask more questions.</i>	(Within last 36 months?) Yes No Date:
6. Why did you move here? <i>If over eligibility period, ask more questions.</i>	(Seek or obtain work?) Yes No
7. What type of work were you looking for when you moved here? <i>If this move does not qualify, ask if there have been other moves that may qualify.</i>	

Ask additional questions needed to verify COE.

Re-interviewer Comments: _____

ELIGIBILITY STATUS:	
	Eligible as documented on COE
	Eligible with changes—new COE or corrections required
	New move since last interview—new COE required
	Not eligible

Re-Interview Outcome Report
 North Carolina Migrant Education
 Quality Assurance System



LEA: _____

Submitted by: _____

Date: ____/____/____

Note: If the re-interview outcome finds the students/ youth not eligible, record the reason in the space assigned for “comments”. This is completed by the staff member conducting the re-interview or the local MEP Director.

Child's Name	MSIX ID #	COE ID #	Qualify?				Date Revisions Were Made	Comments
			Y	N	“Y” with Revisions	Revisions Needed		
Last - First -								
Last - First -								
Last - First -								
Last - First -								
Last - First -								
Last - First -								
Last - First -								

Child's Name	MSIX ID #	COE ID #	Qualify?			Revisions Needed	Date Revisions Were Made	Comments
			Y	N	"Y" with Revisions			
Last - First -								
Last - First -								
Last - First -								
Last - First -								
Last - First -								
Last - First -								
Last - First -								
Total:								

Action Plan: (If more space is needed, please attach an extra sheet of paper)

COE Summary Outcome Report
 North Carolina Migrant Education
 Quality Assurance System



LEA: _____

Submitted by: _____

Date: ____ / ____ / ____

Instructions: This form is completed annually by the SEA ID&R Coordinator and reviewed during monitoring visits.

Eligibility Topic	Total # of		Total # meeting requirements		Total # not meeting requirements		Comments
	Students	COEs	Students	COEs	Students	COEs	
Qualifying Activity corresponds with Qualifying Arrival Date							
Qualifying Activity corresponds with "seasonal" criteria							
Qualifying Activity corresponds with "temporary" criteria							
Comment for "worker's statement" or "employer's statement" when the work was determined to be temporary							
Qualifying Move corresponds with "the worker actively sought qualifying work" criteria							
Comment for "the worker actively sought qualifying work"							
Qualifying Move corresponds with "prior history of moves" criteria							
Comment for "prior history of moves"							
If qualified under "prior history of moves," QAD and Residency Date meet requirements							
If qualified under "prior history of moves," "From" and "To" city meet requirements							
Qualifying Move corresponds with "with," "on own," and "to join or precede" criteria							
Comments for "to join or precede" dates							
Interview date corresponds with QAD							
Comments:							

This form is completed as part of the CCIP Process. It is included here only for informational purposes.

ID&R Evaluation Report
North Carolina Migrant Education
Quality Control System



Recruiter:
Submitted By:
LEA:
Date:

This report must include a comprehensive summary of the ID&R activities that took place in the three identified resource areas. It must also be consistent with what was planned for the year (State ID&R Plan). Attach an annual recruitment calendar.

	Local K-12 School System	Local Service Agencies & Businesses	Employment	Other
Activities (Include what was done; when, where, and how they were conducted?)				
Outcomes (Include what barriers/problems the recruitment staff had.)				
Recommendations				



Data Collection and Reporting **North Carolina Migrant Education Program** **Quality Assurance**

The Data Collection and Reporting Quality Assurance System ensures that the data entered into MIS2000 is accurate, updated, and in compliance with statutory and regulatory requirements. It guarantees the detection of errors and other problems related to data collection and reporting.

Each Regional Data Specialist and LEA Data Specialist is to implement this Quality Assurance System beginning in January, 2012. Training for LEAs and regional staff will be provided during the spring 2012 Statewide MEP Training and during ongoing webinars.

This Data Collection and Reporting Quality Assurance System is a revision of the original NC MEP Quality Control System implemented in June 2007. The Data Collection and Reporting System consists of six components, listed below with staff responsible:

- Training (Data Specialists Only)
- Re-enrollment Certifications (Data Specialists and LEAs/Programs)
- Duplicate Records (Data Specialists)
- Data Certification (Data Specialists and LEAs/Programs)
- Accurate and Updated Data (Data Specialists)

TRAINING

A North Carolina MEP local or Regional Data Specialist or any other assigned person must be trained and authorized by the SEA to collect MEP data, enter it into MIS2000, and report it to DPI. The SEA maintains a list of current local and regional Data Specialists and other people trained to work with data collection and reporting. The [Core Competencies](#) expected of Data Specialists are included in this manual in the Appendix II.

Training is given to all Data Specialists on an “as-needed” basis. New Data Specialists must come to DPI in Raleigh in order to have a full training and orientation. All Data Specialists are expected to attend NCMEP webinars and Service Area Meetings in the region they serve.

RE-ENROLLMENT CERTIFICATIONS

Enrollment verification must be conducted by each LEA twice per year: at the beginning of each school year and during the summer period. In LEAs not having a migrant program, the verification is done by both regional recruiters and data specialists. This process verifies a child’s eligibility, residency in the LEA, and enrollment for the new

term. The “[Re-Enrollment Certification](#)” form illustrated below, and included with the forms for this section, must be signed and submitted to the MEP Data Manager after completing the enrollment verification. Certifications will be due in July and September of each year. LEA-based MEP programs will submit this document as part of the CCIP process. It should be uploaded as a Related Document. In LEAs having a migrant program, the certification will be signed by the local or regional Data Specialist and the local MEP Director. In LEAs not having a migrant program, the certification will be signed by the regional Data Specialist and MEP ID&R Coordinator. That paperwork will be maintained by the SEA. The “*Enrollment Verification Outcome Report*” is no longer required, but evidence of the enrollment verification should be kept on file for future monitoring.

Instructions for Enrollment Verification

A. Run the Enrollment Verification or Student Data Verification report:

1. Go to the top menu and click on *Reports*.
2. Click on *Snap Reports*.
3. In box 1, Select *Report*, click on *Data Monitoring* and then select the *Enrollment Verification* report.
4. In box 2, click on *Facility.DBID* or *Facility.DistrictCode*, then click on *O* = located to the right in *then a comparison*, and finally write your DBID or LEA number in the first box of *then your values*. Click on Add Filter.
5. Repeat previous step if you wish to restrict the report to certain type of enrollment or students grade.
6. In the right bottom corner, enter the Start Date and the End Date. You have the following options:
 - If the report is run at the end of summer to verify regular school year enrollments:
 - For students in school:
 - Start Date = First date of school in the LEA. For example 08/25/09.
 - End Date = Last date of school in the LEA. For example 06/10/10.
 - School History.Type = RS
 - For out of school children:
 - Start Date = 09/01/09
 - End Date = 08/31/09
 - School History.Grade=OS
 - Note: Also run a report to verify in-school summer enrollments.
 - If the report is run at the end of the school year to verify summer enrollments:
 - For students in school:
 - Same as above.
 - For out of school children:
 - Start Date = 09/01/09.
 - End Date = 06/15/10.
 - School History.Grade = OS
7. Click on Run Report.

Note 1: Also run three additional reports to verify MEP and summer enrollments of in-school students. To do this:

1. Run the report between 09/01 and 08/31 with School History.Type = RG and School History.Grade <> OS. Verify that all students in your RS report are also included in this report.
2. Run the report between 09/01 and 08/31 with School History.Type = SS. Verify that all children that attended summer school are included in this report.
3. Run the report between 09/01 and 08/31 with School History.Type=SU and School History.Grade <> OS. Verify that all students in your SS report are also included in this report.

Note 2: The Student Data Verification Report shows all students enrolled between Start and End Dates. The Enrollment Verification Report shows all students enrolled between Start and End Dates without a Termination reason.

B. Save the enrollment verification as a PDF file:

1. Click on the printer icon in the top left corner of the report.
2. In the lower half of the print screen, click on the Print to File square.
3. In Type, click on the drop down box and select PDF File.
4. In Where, click on the little square at the end of the white box.
5. Select the place where you what to save the file. Select a location that you can easily remember to later access the file.
6. In “File Name” write the name for the report.
7. Click on Save.
8. Click on OK. **Do not close the report yet.**
9. You can print the report now or you can print it later by opening the PDF file you just saved.
10. To save the report as an Excel file, go to the next step. If not, close the report.
NOTE: This is the only opportunity to save the report as an Excel file. If you do not save it now, you will have to run the report again.

C. Save the enrollment verification report as an Excel file:

1. Click on Show Data.
2. Click on Save As File.
3. Select the place where you what to save the file. Select a location that you can easily remember to later access the file.
4. In “File name” write the name for the report.
5. Make sure that in “Save as type” it says Excel Comma Delimited.
6. Click on Save.
7. Click on Close.
8. Close the report.
9. Once you open the report in Excel, Go to File – Save as and change the file type from Comma delimited (csv extension) to Microsoft Excel Workbook (xls extension) in the Save as type field.

D. Verify the enrollment of students (you may use the PDF file to help you).

Before creating a new enrollment line in the student's record, you must verify the following:

- Student's eligibility. Three years after the QAD.
- Student's age. Between 0 and 21 years of age.
- Student is still residing in the LEA.
- Student is enrolled in school or child is out of school.

The PDF report saved before shows all the migrant children between the Start and End Date without a Termination Type. The students are sorted by facility/school. You may require the assistance of your NCWISE coordinator to verify school enrollment. You may also need the assistance of your recruiter or designated person to visit or call the families and verify their enrollment information. The report also provides you with the latest student's address entered in the Student Data – Family panel in MIS2000.

E. Complete the Excel file with the outcomes from the enrollment verification process or manually complete the template provided.

1. Manual completion:

- If you wish to complete the Enrollment Verification Outcome report by hand, please complete all the fields in the template in Appendix B.

2. Complete the report using the Excel file:

- Open the Excel file you saved after running the report.
- Remove all the columns that are not included in the template. You may want to remove: Display Code, Facility Name, City, Birth Date, QA Date, Res Date, Enroll Date, Withdraw Date, Type, Grade, Age, End of Eligibility date, Address, City_1, State Code, Zip, Phone, Otherphone, Student Seq, Local Student ID, SSN, Ncwise Id, and Sims id. The template only use: Student Id, Student's Name, and COE ID.
- Add some extra rows before the student list so you can include: LEA Name, Date of submission, and Total # of students verified. See the template to find these fields.
- Add three columns at the end: Enrollment Verification Date, Outcome, and MIS2000 enrollment done (yes/no). For each child in the list, in the first two columns include the date you did the enrollment verification and the outcome of it; for example, moved, re-enrolled in school, re-enrolled OS, re-enrolled Pre-k, Eligibility expired, etc. In the last column, write yes or no to indicate that the enrollment or withdrawal was/was not done in MIS2000.

F. Save the report as an Excel file

1. Go to the top menu and click on *File*.
2. Click on *Save As*.
3. Select the location where you want to save the file. You can use the same used before.
4. In *File name* write a name for the file. The screen will show the current file name. You can keep the same.

5. In *Save as type* click on the drop down box. Scroll all the way up and select Microsoft Excel Workbook (*.xls). This will actually save the report as an Excel file. Previously the report was saved as a Comma Delimited file. That type of file does not keep editions such as font, color, etc., but it keeps data editions. Besides, that is the only file type we can use when saving directly from MIS2000. This will be an opportunity to save the file as a real Excel file. The Excel file will save all the editions, including data, font, color, etc.
6. Maintain the reports on file as evidence for monitoring.

Enrollment Verification Outcome Report Template

LEA Name:			Date:		
Total # of students verified:					
			Enrollment Verification		MIS2000
Student ID	Student Name	COE ID	Date	Outcome	done (yes/no)

DUPLICATE RECORDS

To avoid creating duplicate records whenever a new COE is entered into MIS2000, a thorough COE and student search must be performed in order to find and include existing students' records. Despite this preventive measure, duplicate records may still be created if a search is not done properly.

A search for potential duplicate records will be performed by Regional Data Specialists three times each year. Only one Regional Data Specialists will perform this task at a given time, and they will rotate from time to time. All required reports will be run each time for the entire state. Regional Data Specialists will contact local Data Specialists or Recruiters when additional information is needed regarding potential duplicate records of students in their LEAs.

The search will include running a report of potential duplicate records, researching each couple of potential duplicates, editing data (if needed), and merging duplicate records. Data will be edited by Regional Data Specialists, who will inform LEAs of any changes made.

Three *Duplicate Records Reports* must be submitted to the MEP Data Manager and next Regional Data Specialist through Web Resources (nc.msedd.com) by the following due dates (or the closest Monday or Friday):

- **December 15**
- **April 15**
- **August 15**

The reports will be in Excel format.

- The first report will be a list of records merged. It will include all the data populated in the reports from MIS2000, the merge date, and a comment indicating research findings (add contact name and date, if any).
- The second report will be a list of records that were found **not** to be duplicates. It will include the same information than the first report.
- The third report will be a ranking of duplicate records by LEA. This last report will be distributed by the MEP Data Manager to all LEAs via e-mail.

Note: Run and work on one report at the time. This avoids having the same duplicate pairs in multiple reports and reduces the number of potential duplicates in subsequent reports.

Duplicate Student Records Instructions

A. Run potential duplicate reports:

1. Open MIS2000;
2. Go to the top menu and Click on *Reports*;
3. Click on *Potential Duplicate Students*;
4. Click on *Only Recent Records* if option is not already checked; and
5. Click in the report you want to check;
6. Click on *Show Data* and save the report in csv format. Open the file in Excel and change the type to Microsoft Excel Workbook. This file will be useful when preparing the reports you must submit;
7. Repeat this process for each report.

B. Find your duplicate students: Students will be identified as duplicate if all the following fields are the same (match).

- Student's First Name, Student's Middle Initial or Middle Name, Student's Last Name
- Student's Gender
- Student's Date of Birth
- Female Parent/Guardian's First Name and Female Parent/Guardian's Last Name
- Male Parent/Guardian's First Name and Male Parent/Guardian's Last Name, if available.

Students that are found to be duplicates based on the prior criteria will be merged into one record.

C. Edit MIS2000 so records will match: If two records are duplicates, but the fields listed above are not the same, find the correct information and edit the student's records so the data will match exactly in both records. Also edit the fields if data is misspelled. In order to correctly merge both records, the information has to be the same in both. Make sure that parents' names are the same in the COE-Family panel and in the Student-Family panel. If data cannot be edited (e.g. missing COE), know which record has the correct demographic data.

D. Merge duplicate records:

Warning: Merged records cannot be easily unmerged. If an incorrect merge is done, one record has to be edited and the other be recreated from scratch. Before attempting to merge duplicate records, be 100% sure that both records are duplicates.

1. Go to the top menu and click on *Procedures*;
2. Click on *Merge Duplicate Students*. Click on *Next*;
3. Enter the ID of the first record. If the data match exactly in both records, select any ID as the Student ID 1. Otherwise, the Student ID 1 is the ID of the record with correct data. This is the data that will be kept. The data of the second record will be overridden by this one. Hit the Tab key to move to the next field;
4. Enter the ID of the second record. Hit the Tab key;
5. Compare both names and make sure they are the same children. Click *Next*;
6. Compare both names one more time. Click *Next*;
7. Click *Finish*;
8. If another merge will be performed, click *Yes* and repeat the same process. Otherwise, click *No*.

E. Prepare the three *Duplicate Records Reports* and upload them to Web Resources.

TRANSFER OF RECORDS

The purpose of the [*Transfer of Migrant Student Records Evaluation Report*](#) shown below is to inform the SEA about activities conducted with other LEAs or states to coordinate services for migrant children or to obtain further documentation about them. Communication about students' Migrant Education history is an essential element in developing appropriate services for those students. It also documents use of MSIX to assist in the transfer of records.

This report must be submitted by every local Migrant Education Program to DPI on **August 31** of each year. It will be submitted as part of the CCIP process as a *Related Document*. The templates for this document will be contained in the CCIP online tool. The report may be completed by the local MEP Director, Coordinator, or Service Provider. Documentation of records transfer must be kept on file as evidence for monitoring. This report may also be used to document the use of MSIX as a means of reviewing student records.

DATA CERTIFICATION

A completed [*Data Certification*](#) will be submitted to the State as part of the CCIP process every year in the **beginning of September** to certify that:

- The NCWISE student ID of every migrant student attending school is included in his/her record in MIS2000;
- The information in the electronic COE stored in MIS2000 matches 100% the handwritten information captured in the original COE;
- COEs are entered into MIS2000 within two weeks of the interview date.

In LEAs having a Migrant Education sub-grant, the certification will be signed by the local or Regional Data Specialist and the local MEP Director. In LEAs not having a migrant program, the certification will be signed by the Regional Data Specialist and the MEP Data Manager.

The “Student ID Report” in MIS2000 can be used to review students’ ID. The verification will apply to all migrant children enrolled between 09/01 and 8/31 of each year.

To verify the information in COEs, each Data Specialist will run a “Random Student Sample” per LEA of 10% of the current preliminary A1 count total or 10 children, whichever is greater, and will review those COEs.

To certify the date COEs were entered into MIS2000, run the “*COE Review Up to Date*” report between 09/01 and 08/31. The report will show the defect rate. If a defect rate exists, **a comment and action plan will be required.**

Migrant Education Program

Data Certification

LEA Name _____
LEA Code _____

I hereby certify that:

- All migrant students enrolled between 09/01/___ and 08/31/___ have their student ID in MIS2000.
- The information on the electronic COE of all children included in the random student sample between 09/01/___ and 08/31/___ matches the information on the original COE.
- Out of ___ COEs entered between 09/01/___ and 08/31/___, ___% were entered on time.

Comments: _____

Action Plan: _____

MEP Director or
Data Manager: _____
Data Specialist: _____

Instructions for Running the Student ID Report

1. Go to the top menu and click on *Reports*.
2. Click on *Snap Reports*.
3. In box 1, Select Report, click on *Data Monitoring* and then select the *Student ID Report*.
4. In box 2, click on *School History.DBID* or *Facility.DISTRICCODE*, then click on “O =” located to the right in “then a comparison”, and finally write your DBID or LEA number in the first box of “then your values”. Click on *Add Filter*.
5. In box 2 again, add filter *School History.Type = RS*.
6. In the right bottom corner, enter the Start Date = first date of school (e.g. 08/25/09) and the End Date = last date of school (e.g. 06/10/10).
7. Click on *Run Report*.

Instructions for Running a Random Student Sample

1. Go to the top menu and click on *Reports*.
2. Click on *Snap Reports*.
3. In box 1, Select Report, click on >>>Monitoring Reports and then select the *Random Student Sample* report.
4. In box 2, click on *School History.DBID* or *Facility.DISTRICCODE*, then click on “O =” located to the right in “then a comparison”, and finally write your DBID or LEA number in the first box of “then your values”. Click on *Add Filter*.
5. In box 2, click on *Record Count* and write the number of students wanted in the report in the first box of “then your values. Click on *Add Filter*.
6. In the right bottom corner, enter the Start Date=09/01/XX and the End Date 08/31/YY.
7. Click on *Run Report*.

Instructions for Running the COE Review Up to Date Report

1. Go to the top menu and click on *Reports*.
2. Click on *Snap Reports*.
3. In box 1, Select Report, click on *Monitoring Reports* and then select the *COE Review Up to Date* report.
4. In box 2, click on *DBID* or *DISTRICCODE*, then click on “O =” located to the right in “then a comparison”, and finally write your DBID or LEA number in the first box of “then your values”. Click on *Add Filter*.
5. In the right bottom corner, enter the Start Date=09/01/XX and the End Date 08/31/YY.
6. Click on *Run Report*.

ACCURATE AND UPDATED DATA

The SEA will be responsible for reviewing student records. For each LEA undergoing a PQR visit, a random sample of five students will be selected. Each record, COE and Student data, will be reviewed for accuracy and updated information as of the date of the review. A detailed report of errors or discrepancies will be given to each LEA as part of their PQR report. The [NCMEP Data Quality Checklist](#) will provide a guide for the review.

If corrections are required, the LEA or Regional Data Specialist will have 30 business days to make corrections, report those corrections, and electronically submit an action plan to the state. The report must contain the following information:

MIS2000 Data Review

LEA or Region Name: _____

LEA Code or DBID #: _____

Review date: _____

Child's Name	MIS2000 ID	Accurate and Updated? (Y/N)	Comments	Date Corrected	Comments

Action Plan: _____

APPENDIX II

**Data Collection and Reporting
Quality Assurance**



Data Management
Basic Core Competencies
North Carolina Migrant Education
Quality Assurance System

1. The data specialist understands and supports the purpose of the MEP.
 - 1.1. Demonstrates knowledge of the history of the MEP.
 - 1.2. Demonstrates understanding of the National and State goals for the MEP.
2. The data specialist demonstrates knowledge of eligibility criteria for the MEP.
 - 2.1. The data specialist conducts COE reviews prior to data entry.
3. The data specialist conducts appropriate searches to ensure accurate student records transfer.
 - 3.1. Searches students in localMIS2000.
 - 3.2. Searches students in another county.
 - 3.3. Searches students in another state.
 - 3.4. Searches COE by family.
 - 3.5. Searches COE by student.
4. The data specialist edits data information as needed for accuracy.
5. The data specialist completes accurate data entry in MIS2000 from the handwritten COE and prints completed COE.
 - 5.1. Enters COE-Family data.
 - 5.2. Enters COE-Student data.
 - 5.3. Enters COE-Back of COE data.
6. The data specialist completes accurate data entry in MIS2000 from other available student records.
 - 6.1. Enters School History data.
 - 6.2. Enters Test data.
 - 6.2. Enters Health data.
 - 6.3. Enters Supplemental Service(s).
 - 6.4. Enters Student Profile data.
 - 6.5. Enters Student-Family data.
7. The data specialist maintains accurate data records on MIS2000 by conducting deletions, performing mass procedures, and editing tables as needed.
 - 7.1. Delete school history line, COE, and student records.
 - 7.2. Perform mass enrollments, mass withdrawals, mass SP, and SP group.
 - 7.3. Edit tables.

8. The data specialist performs reporting requirements as needed for SEA and local needs.
 - 8.1. Run Child Count Reports for Funding Formula to include the A1, A2, LEP, and PFS lists.
 - 8.2. Run monitoring, Student Data Verification, COE Comments, COE Up to Date, and Random Student Sample reports.
 - 8.3. Saves all reports as files.
9. The data specialist conducts periodic reviews of the data on MIS2000 to reconcile duplicate records.
 - 9.1. Find duplicate student records and match to appropriate COE.
 - 9.2. Notify the SEA of duplicate records for merger.
10. The data specialist performs enrollment verifications processes.
11. The data specialist performs periodic updates on MIS2000 as required.
 - 11.1. Upload changes to the SEA.
 - 11.2. Check for system upgrades.
 - 11.3. Verify and backup data.
12. The data specialist utilizes Web Resources.
14. The data specialist knows and supports the State and LEA quality assurance system.
 - 14.1. Knows the training options offered by the State and understands the importance of attending.
 - 14.2. Understands the procedure to resolve data/records questions.
15. The data specialist knows procedures involved with the NC Unique Identifier (UID) system.
 - 15.1. Knows how to resolve near matches in the UID system.
 - 15.2. Knows how to run reports and check accuracy of data consumed and received from the UID system.



North Carolina Migrant Education Program Data Quality Checklist

LEA/Region _____

This checklist is used to monitor both LEAs and Data Specialists, in that a data error may be due to incorrect information submitted or it may be due to a data entry error. Both LEAs and Data Specialists may wish to review this data through running periodic reports to see if error patterns emerge.

Student Name (Last, First)																			
	COE ID	Student born after move	Enroll date and withdraw dates NOT between 9/01 and 8/31 of funding year	UG Grades	K children older than 6	PK Children older than 5	Race/ethnicity	Values: blank or all races selected	Student older than 22	ID Discrepancies (UID/NCWISE)	Duplicate student records	Services assigned to RS/SS/IS	Dates of services outside enroll/withdraw window	Pre-K hours assigned to non Pre-K grade students	Blank DOB Verification	Blank multiple birth	Blank in any other required field	Students without COEs	Other: see below

Additional errors encountered:

Audit conducted by: _____

Date: _____



Program Services

North Carolina Migrant Education Program Quality Assurance System

Migrant children and youth have unique needs that can be addressed through the services of the MEP. Migrant services are designed to improve children's educational outcomes through mitigating the effects of educational disruption, loss of instructional time, health issues resulting from a migrant lifestyle, lack of access to programs, English language development needs, and difficulties in parent outreach. One of the major challenges in service provision is the implementation and maintenance of high quality programs for this highly mobile population of children and youth.

The basis for all program services of the MEP is the State Comprehensive Needs Assessment (CNA). From the CNA, the State MEP develops a Service Delivery Plan, which serves as a blueprint for locally-based projects. The CNA and Service Delivery Plan are updated each year and revised every three years.

The 2012 CNA revision indicates that there are five groups of students whose needs will provide focus for our program:

- Migratory Pre-School children need to participate in formal and informal school readiness programs;
- Migratory LEP students in upper elementary grades (3-5) need summer services to bridge to their next grade level, along with school year academic support;
- Migratory Middle School students (grades 6-8) need English Language, Reading and Mathematics, and motivational support both during the school year and summer;
- High School MEP students who are not on track to graduate or are at-risk of dropping out need motivational support, awareness of how to access opportunities for higher education, and ongoing support in meeting graduation requirements;
- Out-of-School Youth need both flexible academic programs both in life skills and potential recovery into programs granting high school diplomas, along with supportive services that enable them to pursue academic interests.

While the State CNA is revised every three years as a document, data is gathered on a continuous basis so that services reflect the most current documented needs of students. MEP services must be logged into MIS2000 on a monthly basis. Additionally, the SEA requires that all local programs implement other systems for documenting services and evaluating the quality of those services.

The purpose of the forms included in this guide is to assist LEAs or Local Operating Agencies (LOAs) with additional documentation of the services the local MEP provides. There are two types of forms: those that must be submitted, and those that may be kept on file.

MEP Reports that MUST be submitted:

- MEP Service Summary Reports and LEA-based Program Evaluations submitted to NCMEP at end of program year (July-August) as part of the CCIP Process.

- MEP Service Records submitted monthly to Data Specialists for entry into MIS2000.

MEP Reports maintained on-site:

We have included **templates** for use by LEA-based programs. With the exception of the Priority for Services Student Record and the Continuation of Services Student Record, LEA-based programs may wish to create and use their own forms for on-site documentation, providing the information is maintained in an accessible form, and is available at the time of monitoring or Program Quality Review.

The following table describes the documents should be completed and either submitted to the NCDPI MEP Consultant or to the Regional Data Specialist. The names in blue are linked to the document’s location.

Required Documents	Action	Submit to:	Purpose
Services Summary Report (previous year’s services).	Obtain data from Snap Report (Services Summary) and complete form with details of services. Upload completed document to CCIP online tool.	CCIP	To summarize services provided.
Services Record Form (download from NCMEP Website , MEP Staff Resources : http://www.dpi.state.nc.us/mep/resources/supplemental/)	Download spreadsheet and complete monthly for each student served. Do not repeat services.	Data Specialist, monthly.	Accurately records the variety of services provided to each student in program.
Student Profile , with interpretation (found in Required Documents Section of CCIP Funding Applications)	The form is compiled by NCMEP based on a tabulation of MIS2000 and accountability data and sent to LEAs for completion and submission to CCIP program application.	Upload completed form to <i>Related Documents</i> Section of CCIP, annually.	To serve as a basic needs assessment, along with other surveys designed by LEAs, and to be used in developing goals and objectives for the next year’s application.
OSY Survey	Complete form for each OSY student. This is their preliminary needs assessment. Do not code “Needs Assessment for OSY” as a service if you have not completed this form for each OSY.	Send to NCDPI MEP Consultant monthly by uploading to nc.msedd.com , Maintain a copy onsite for each OSY student interviewed.	To assess interests and characteristics of OSY students.
Program Evaluation	Complete form, using logs and other data.	Upload to CCIP <i>Related Documents</i> by August 31 of each year.	To evaluate what worked best during the program year being completed. A measure of fidelity to MEP Service Delivery Plan and program application.

The following table contains forms that should be maintained within the LEA or program. With the exception of the *Continuation of Services Record* and the *PFS Student Record*, these forms are templates; your program may use its own forms to maintain this information.

Type of Form	Purpose
<u>Continuation of Services Record</u>	Maintain on file, but notify Data Specialist and NCMEP Consultant of identification of student as COS. At least 6 weeks prior to a student's end of eligibility, complete this form to document COS provisions 2 or 3. Not necessary if COS will not be implemented. To document need for Continuation of Services and plan how to serve student under provisions 2 or 3 of COS.
<u>PFS Student Record</u>	Form for each PFS student to indicate how PFS is given to that student.
<u>OSY Services Template</u>	Record of types of services received by each OSY receiving services.
<u>Parent/Family Involvement Template</u>	To summarize extent of programming for migrant parents and to document the role and activities of your parent advisory committee.
<u>Pre-K Services Template</u>	Documents Pre-K Services and programming.
<u>K-12 Students NOT Meeting State Standards Template</u>	A record of interventions for MEP students not meeting state standards.
<u>High School Students NOT on track to graduate Template</u>	A records of reasons why and interventions for high school students who are not on track to graduate.

MEP SERVICES REPORTS THAT MUST BE SUBMITTED

MEP Services Summary Report

The *MEP Services Summary Report* (blank to be run from MIS2000) records types of services delivered and how many students received them. The report serves as a record of how each service is offered to the student groups described in the Comprehensive Needs Assessment and Service Delivery Plan. The services and numbers of students are populated by MIS2000. However, each program will need to fill in the details of the particular activities or strategies used to perform that service within the local program. Each program will also fill in information on the personnel performing the service and any notes on observed outcomes. This document serves as a basis for Sections 2, 3, 6, and 7 of the local MEP Program Evaluation.

MIGRANT EDUCATION PROGRAM SERVICES SUMMARY											
Service									Activity (Activities)	Personnel	Observed Outcomes
	Pre-K	K-5	6-12	OSY	LEP	PFS	K12 not meeting standards	Not on track to graduate			

Instructions for Running MIS2000 MEP Services Summary Report using the MEdD Online Tool:

1. Go to the top menu or the buttons and click on WebSnap.
2. In box 1, Select Report Type, click on >>> Services Summary.
4. In box 2, you will choose filters. Use the following filters:
 !RSYStartDate equals the first day of school in your LEA (e.g. 08/25/11), which you type into the box "then your values". Click on Add Filter.
 !RSYEndDate equals the last date of school in your LEA (e.g. 06/10/12), which you type into in the box "then your values". Click on Add Filter.
7. Add your district code as a filter using the same procedure with FACILITY.DISTRICT CODE.
8. In the right bottom corner, enter the Start Date=09/01/XX and the End Date 08/31/YY.
9. Click "Run Report."

MEP Supplemental Services Record Form

The *MEP Supplemental Services Record* form provides the data that populates the Services Summary Report. It is completed by a designated person in each LEA or by each regional service provider and submitted to the appropriate Data Specialist monthly. It includes information for each student and is in an Excel format to enable sorting. The layout of the document is shown below, and the Excel Workbook can be downloaded from the NCMEP website at <http://www.dpi.state.nc.us/mep/resources/supplemental/>.

The schedule and provider columns have drop down boxes which will only permit limited responses. The list of SP codes is also included as a hidden column in the spreadsheet. Please use the most current form, which is the one found on the website.

MEP Supplemental Services Record

To be submitted monthly or more frequently to Data Specialist. This is not a daily work log, but a record of services to each student. Ongoing services should have an open end date until services are completed. Please direct questions regarding service codes to Sonja.williams@dpi.nc.gov.

Name:

Date:

Student Name	MIS2000 ID	LEA Name	SP Code	Schedule	Provider	Start Date	End Date
--------------	------------	----------	---------	----------	----------	------------	----------

Migrant Education Student Profile for CNA

The *Migrant Education Student Profile for CNA* is a data source for your program's needs assessment. It describes with a broad brush the characteristics of the migratory students in your LEA. Much of this document is populated by data obtained from MIS2000 Reports "Migrant Student Profile" and sent to each LEA prior to the grant application period. The completed form is to be uploaded to the CCIP online system as part of the grant application process. Along with this report, you should be gathering needs assessment information from students, parents, teachers, and other stakeholders in order to determine the needs of your population. A checklist of suggested other information you can gather is included at the end of the profile document. We will post sample surveys to the NCMEP website, although you may use self-designed surveys. You do NOT need to turn in these background reports, but should maintain them on file.



Migrant Education Student Profile for CNA

LEA: ___ Any County

Date of Profile: April 2011

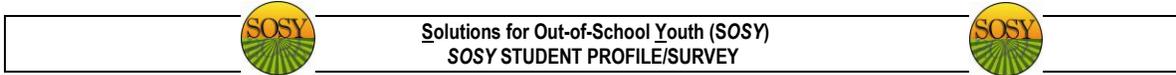
Year represented: 20092010

1. Number of Students by Category:

Descriptor	Number of Migrant Students
LEA (A1) Regular Count	100
LEA (A2) Summer/Intersession Count	44
Students in grades K-12 (B1)	63
Out of School Youth Served (B3)	37
Migrant AND LEP	78
Priority for Service Students	6

OSY Survey

The [OSY Survey](#) is a new requirement as part of our participation in the Solutions for Out of School Youth (SOSY) Consortium. It provides a valuable tool for assessing the needs and gathering information about your OSY students.



This survey should be completed for every out-of-school youth enrolled in the program. Surveys be scanned and uploaded monthly to the nc.msedd.com website. Please title the uploaded file in the following manner: “[LEA/Program] [month-year] OSY Survey.” E-mail the NC MEP Consultant to let them know it has been uploaded. A copy should also be maintained on file in the LEA or with the service provider.

Use the latest version, which can be found on the NCMEP website at: <http://www.dpi.state.nc.us/mep/resources/supplemental/>.

Migrant Education Program Evaluation

The [Migrant Education Program Evaluation](#) is designed to evaluate the current year’s program and the previous year’s summer program. For example, in the 2011-2012 evaluation, summer program information from 2010 can be included if you submit your evaluation before the end of summer 2012. Through completing this evaluation, local programs will be able to use the information on what worked one year to guide the next year’s MEP project the subsequent year.

The evaluation looks at both process/implementation and outcomes. The process/implementation evaluation determines if a program was implemented as planned in the previous year’s application. The outcome evaluation examines the results; e.g., whether the program had a positive outcome. Both the process (implementation) *and* the outcome (results) may be evaluated for each activity or strategy.

This tool is designed for reflection and program improvement. Therefore, it is not “bad” to note that a goal was not met or an outcome was not achieved. The examination of “what worked” guides future programs.

Program Evaluation North Carolina Migrant Education Quality Assurance System		LEA: <input type="text"/> Submitted by: <input type="text"/> Date: <input type="text"/>
---	--	---

Component 1: Identification and Recruitment							
Goal: Locate and identify migrant students.							
Objectives/Activities/Steps (from application)	Method of Evaluation	Type of Evaluation		Results of Evaluation	Comparison with Other Years (if appropriate)	Goal Met	Goal Not Met
		Process	Outcome				
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summary statement: <input type="text"/>							

MEP REPORTS AND INFORMATION TO BE MAINTAINED ON-SITE

The following reports do not need to be sent to NCMEP, but should be maintained on-site. Documentation of various program efforts should be available to local MEP staff for reference and program evaluation. The reports must also be available for site reviews by DPI staff. They are contained in Appendix C and are linked to the text descriptions below.

Priority for Services

According to Sec 1304(d) of Part C of the Elementary and Secondary Education Act, Migrant Education Programs must give priority to students who are most at risk of failing to meet state standards due to interruptions of their education and other risk factors.

Priority for Services (PFS) designation is based on a combination of two criteria: Educational Disruption and Risk of Failing to Meet State Standards. The [PFS Student Record](#) documents the manner in which a PFS student meets both criteria, and further indicates how that student will be given priority in a program.

The interruption criterion is determined by enrollment and termination dates in MIS2000. The “At-Risk” criteria may be determined locally, since some of that data is not accessible in MIS2000.

Therefore, PFS will be determined in the LEA program and entered as an identification code (034) by the Data Specialist.

Continuation of Services (COS)

The Continuation of Services provision [Section 1304(e)] of ESEA Title I, Part C, allows Migrant Education Programs to serve a relatively small group of students after their eligibility has ended, based on three strict criteria:

- 1) Students who end eligibility in the middle of a term are allowed to be served until the end of that term. “Term” should be interpreted as “semester.”

Since different LEAs have different semester calendars, the LEAs will determine the exact end dates for each term (fall and spring).

- 2) Students who end eligibility during the school year or during the summer can be served for ONE additional school year, IF (and only if) there are no comparable services available from other sources in the district. This service must be justified.
- 3) Students who are in grades 9-12 when their eligibility ends can be served through high school credit accrual programs until graduation. High school credit accrual programs are those that assist a student in obtaining the credits necessary to graduate from high school. There MUST be a clear connection between the program and high school credit. In other words, programs that develop leadership skills, foster social interaction, and provide recreation for students (while all important and valuable activities) are NOT eligible under this provision. While this provision sounds like it is the most open-ended, with a long time horizon, it is

actually most restrictive because activities **MUST** be directly related to completing credit bearing coursework.

Again, LEAs/LOAs should have *relatively few*, if any, COS students and should clearly understand why each student is receiving COS. It is crucial to remember that these students receive no funding. It should be a rare and special situation that leads to the use of this provision of the Statute.

Procedures

In order to ensure that we are compliant with the three COS provisions, the following procedures should be followed:

- 1) At the beginning of the grant year or soon thereafter, LEA/LOA staff should review their current Data Verification Reports and generate a list of all students whose End of Eligibility will occur during that program year.
- 2) The record of each student whose End of Eligibility date is during the current school year should be analyzed to determine if the student will qualify under one of the three sections of the Continuation of Services Provision.
- 3) For each student under consideration, the **COS Student Record** form should be completed at least 6 weeks prior to the child's End of Eligibility date.
 - a. After completing the form, it should be maintained on site.
 - b. The LEA should notify both the NCMEP Consultant and their respective Data Specialist to note the child under one of the provisions of COS.
 - c. For high school students, who may be eligible for multiple years, a determination should be made each year.
- 4) A ***COS Summary Report*** will be compiled by the SEA each year to document the frequency and nature of COS, based on the COS Student Record and information in MIS2000.

Miscellaneous Report Templates

1) OSY Services

Out-of-School Youth are harder for us to serve for many reasons: fewer venues; less available time; motivational factors; diversity of academic backgrounds. However, we must continue to develop programs to support and instruct them.

The **OSY Services** log is a space to keep files on the services provided to each Out-of-School Youth. Each column should be completed. The forms may be completed electronically (cells expand to fit your text), or by hand. An example is shown below.

The "Type of Service" Column has drop-down options from the service key, so you do not have to write those.

Make sure to include the beginning and end dates of services. Finally, include the outcome of the service; i.e., how the student benefited from the service. Here are two examples: attended 4 ESOL classes, showed more confidence in speaking English; attended 3 well baby sessions at clinic, showed understanding of pre-natal self-care. Any further documentation can be kept on file to include such items as assessments, student work, and communication from students.

2) [Pre-K Services](#)

In keeping with the State Comprehensive Needs Assessment and Service Delivery Plan, the MEP seeks to foster greater participation in pre-school programs among migrant children. The MEP Pre-K Expert Group has recommended that a Pre-K program be considered when the child has attended a minimum of eighteen (18) hours. The hours can be accumulated over several days or several weeks. Keep a record of the dates a child attended a Pre-K program. This [Pre-K Services](#) form (or similar) should be maintained on file. The following link presents Foundations-- NC Standards for Early Learning: <http://www.ncprek.nc.gov/Foundations/ToDownload.asp>

3) [K-12 Students NOT Meeting State Standards](#)

The purpose of [K-12 Students NOT Meeting State Standards](#) form is to maintain an ongoing log of students who are at-risk or becoming at-risk. It provides a way to record the criteria used to determine the child's status, and will serve as a guide for tailoring instructional and support services to each individual student's needs.

The strategies column refers to instructional and support strategies being used to support the child. For example, a middle school student has not been able to pass the computer skills test. A strategy might be to institute an in-home or weekend computer tutoring session to supplement classes the student is taking at school.

4) [High School Students NOT on Track to Graduate](#)

Each high school level student in the MEP needs to be evaluated as to whether they are on track to graduate. "On track to graduate" means that it is possible for them to graduate in a four year period. If a child has not passed Algebra I or English I by the end of 10th grade, it will be difficult for that child to graduate, due to the inability to get credits in the subsequent required classes during the two years of high school that remain. Additionally, each district has credit accrual requirements for movement from one grade level to the next, and the child must meet those requirements to be considered "on track."

If a child is not on track to graduate, the MEP needs to focus services in areas that will help that child recover credits needed to get back on track; e.g. credit recovery, EOC tutoring, or online opportunities.

5) [Parent Involvement and Parent Advisory Committee](#)

Parental involvement is monitored as part of the Consolidated Monitoring process, but it is critical to document this effort at all times. The documentation can provide an invaluable resource to the local program in future years, and can be used to inform other programs trying to offer more programming for migrant parents. This report is used to summarize the extent of programming the local program has for migrant parents. Additionally the form provides a means for documenting efforts to maintain and support a Parent Advisory Committee, including a list of parents who serve on the local advisory committee. Programs should maintain on file the actual agendas for the meetings, participant lists, and any materials handed out.

APPENDIX III

**Program Services
Quality Assurance
Forms**

To be submitted

1. [Services Summary Report](#)
2. [OSY Survey](#)
3. [MEP Program Evaluation](#)

To be maintained on-site (3-7 are optional templates)

1. [Continuation of Services Student Record](#)
2. [PFS Student Record](#)
3. [OSY Services Log](#) Template
4. [Pre-K Services](#) Template
5. [K-12 Students NOT Meeting State Standards](#) Template
6. [High School Students NOT on Track to Graduate](#) Template
7. [Parent Involvement and Parent Advisory Committee](#) Template

MEP Services Summary Report

North Carolina Migrant Education
Quality Assurance System



LEA:

Submitted by:

Date:

Service	Pre-K	K-5	6-12	OSY	PFS	K-12not passing state standards	Not on track to graduate	Activity Detail	Personnel	Observed Outcomes



Solutions for Out-of-School Youth (SOSY) SOSY STUDENT PROFILE/SURVEY



Name:		Age	Gender	Home Language: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other (which language?):
Address:		Phone:		English Oral Language Proficiency <input type="checkbox"/> Advanced <input type="checkbox"/> Intermediate <input type="checkbox"/> Beginner <input type="checkbox"/> Pre-beginner
Last Grade Attended:	Where:	Year (last attended):	Health Needs? <input type="checkbox"/> Medical <input type="checkbox"/> Vision <input type="checkbox"/> Dental <input type="checkbox"/> Urgent <input type="checkbox"/> Other:	

Based on the information collected above, the youth is... HERE-TO-WORK RECOVERY(to h.s. diploma)

Expressed Interests in: <input type="checkbox"/> Learning English <input type="checkbox"/> Not Sure <input type="checkbox"/> Job Training <input type="checkbox"/> No Interests indicated <input type="checkbox"/> Earning a diploma		Availability: <input type="checkbox"/> Days <input type="checkbox"/> Other: <input type="checkbox"/> Evenings <input type="checkbox"/> Weekends		Has Access to Transportation? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Housing – Youth lives... <input type="checkbox"/> With a crew <input type="checkbox"/> With spouse &/or kids <input type="checkbox"/> With non-work friends <input type="checkbox"/> Alone <input type="checkbox"/> With his/her parents <input type="checkbox"/> Other			Reason for leaving school: <input type="checkbox"/> Lacking Credits <input type="checkbox"/> Not interested/disengaged <input type="checkbox"/> Needed to Work <input type="checkbox"/> Suspended/Expelled <input type="checkbox"/> Missed State Test <input type="checkbox"/> Other:		
Youth is a candidate for... <input type="checkbox"/> HS diploma <input type="checkbox"/> PASS <input type="checkbox"/> GED <input type="checkbox"/> Distance Learning <input type="checkbox"/> HEP <input type="checkbox"/> Mini-lessons <input type="checkbox"/> Adult Basic Ed. <input type="checkbox"/> Digital Educational Resources (e.g. MP3,CDs) <input type="checkbox"/> ESL/ELL <input type="checkbox"/> Technology Classes <input type="checkbox"/> CAMP <input type="checkbox"/> Parenting Classes <input type="checkbox"/> Vocational Ed. <input type="checkbox"/> Agriculture Safety Classes <input type="checkbox"/> Job Training <input type="checkbox"/> Other _____ <input type="checkbox"/> Life Skills			How long is he/she planning on staying in the area? At interview, youth received...(check all that apply) <input type="checkbox"/> Educational Materials <input type="checkbox"/> Support Services <input type="checkbox"/> OSY Welcome Bag <input type="checkbox"/> Referrals to other community resources(Briefly list in Comments section)		

Comments:

Date: _____ Completed by: _____ COE ID: _____ or UID: _____



Oportunidades para el Éxito de Jóvenes que se Encuentran Fuera de la Escuela (OSY)

ENCUESTA/PERFIL DEL ESTUDIANTE DE OSY



Nombre:		Edad	Sexo:	Idioma en el hogar: <input type="checkbox"/> Inglés <input type="checkbox"/> Español <input type="checkbox"/> Otro:
Dirección:		Teléfono:		Competencia en inglés <input type="checkbox"/> Avanzado <input type="checkbox"/> Intermedio <input type="checkbox"/> Principiante <input type="checkbox"/> Pre-principiante
Ultimo grado completado:	En dónde:	Año:		Necesidades de salud? <input type="checkbox"/> Médicas <input type="checkbox"/> Vista <input type="checkbox"/> Dental <input type="checkbox"/> Urgente <input type="checkbox"/> Otro:

De acuerdo con la información arriba, el/la joven es:

Aquí para trabajar

Recuperación

Expresó interés en: <input type="checkbox"/> Aprender el inglés <input type="checkbox"/> No seguro <input type="checkbox"/> Capacitación del trabajo <input type="checkbox"/> No indicó intereses <input type="checkbox"/> Obtener su diploma	Disponibilidad: <input type="checkbox"/> Días <input type="checkbox"/> Otro: <input type="checkbox"/> Tardes/Noches <input type="checkbox"/> Fines de semana	Tiene acceso a transporte? <input type="checkbox"/> Si <input type="checkbox"/> No
Vivienda: el/la joven vive: <input type="checkbox"/> Con un grupo de trabajadores <input type="checkbox"/> Con su esposo/esposa y/o niños <input type="checkbox"/> Con amistades afuera del trabajo <input type="checkbox"/> Sólo <input type="checkbox"/> Con sus papás <input type="checkbox"/> Otra situación		Razón por lo cual abandonó la escuela : <input type="checkbox"/> Falta de créditos <input type="checkbox"/> No interesado/no involucrado <input type="checkbox"/> Necesitaba trabajar <input type="checkbox"/> Suspendido/Expulsado <input type="checkbox"/> Falta de un examen estatal <input type="checkbox"/> Otra razón:
El/La joven es un candidato para... <input type="checkbox"/> Diploma de la preparatoria <input type="checkbox"/> PASS <input type="checkbox"/> GED <input type="checkbox"/> Educación a distancia <input type="checkbox"/> HEP <input type="checkbox"/> Clases cortas <input type="checkbox"/> Educación básica para adultos <input type="checkbox"/> Recursos educativos digitales (p.e., MP3,CDs) <input type="checkbox"/> ESL/ELL <input type="checkbox"/> Clases de tecnología <input type="checkbox"/> CAMP <input type="checkbox"/> Clases de crianza de niños <input type="checkbox"/> Educación vocacional <input type="checkbox"/> Clases de seguridad agrícola <input type="checkbox"/> Capacitación del trabajo <input type="checkbox"/> Otra _____ <input type="checkbox"/> Habilidades sociales		Por cuánto tiempo está pensando en quedarse en este lugar? Durante la entrevista, el joven recibió... (marcar todo lo aplicable) <input type="checkbox"/> Materiales educativos <input type="checkbox"/> Servicios de apoyo <input type="checkbox"/> Bolsa o mochila de bienvenido <input type="checkbox"/> Referencias o recomendaciones a otros recursos comunitarios (explica en la sección de comentarios)

Comentarios:

Fecha: _____ Llenado por: _____ COE ID: _____ o UID: _____

Migrant Education Program Evaluation Instructions for Completion

1. Analyze the local Student Profile document. If a copy of the student profile is not available, e-mail swilliams@dpi.state.nc.us for a copy of the local program's profile.
2. Add recent information from MIS2000 and other data sources in your district in order to get a clear profile of your students. Since MIS2000 does not collect information on former students, you may wish to keep that information in a database or spreadsheet of your own as students end their period of eligibility. Also, MIS2000 has a code for Continuation of Services students, and you can use this code to keep track of them in MIS2000, even though their eligibility for funding has ended.
3. Instructions for each column of the Evaluation Instrument
 - The form is a template, so the boxes will increase in size as you add text.
 - Summer program information from the previous year may be included in this evaluation, if submitted before August.
 - Include any additional data or documents that demonstrate evidence for the evaluation.

Column 1: Objectives/Activities/Steps

List here your objectives or activities under each component of prior year's application. We have listed general goals under each component, but if your program had a different goal, please change this to indicate the goal you set.

Column 2: Method of Evaluation

In this column, describe how each activity listed in Column 1 will be evaluated. For some ideas on methods of evaluation, a good resource can be found at the following link: www.promisingpractices.net/sd4a.asp. Evaluation methods may include any of a variety of instruments such as surveys, focus groups, test scores, grades, or self-reports.

For a process evaluation, evaluate whether the program is operating in the way described in the MEP application. For example, if it is indicated in the application that the local program would offer SIOP training, did you do it? How many people participated? If you indicated that you were going to have a home visit program for parents, did you offer the program?

An outcome evaluation examines the effectiveness of a program in achieving its goals. For example, if you did implement SIOP training with a goal of improving student access to content and increasing student achievement in content classes, did student achievement increase in areas where SIOP was implemented? If your goal was increased parent involvement, did the number of parents participating in programs increase?

Column 3: Process and/or Outcome Evaluation

Indicate the type of evaluation performed for each goal/activity. NOTE: Both the process (implementation) *and* the outcome (results) may be evaluated for each activity.

Column 4: Results of Evaluation

Briefly describe the results of your process or outcome evaluation. Attach data as needed.

Column 5: Comparison with other years

Compare how the evaluation results compare with other years. For example, if you have had a similar goal/objective/activity for several years, how does this year compare?

Column 6: Goal Met

Mark an “X” if the goal was met.

Column 7: Goal Not Met

Mark an “X” if the goal was met.

Summary Statement:

In this area, write a brief summary of the entire component, or provide some potential reasons why a goal was not met.

Remember, not meeting a goal can lead to examination, redefinition, and refinement of a program. For example, your population may have changed dramatically, so you did not meet a pre-school goal you had because your number of pre-school children declined to zero. The evaluation provides an opportunity to revise program goals to reflect changes in the migrant population.

**Due date: August 31 of each year or earlier
Upload as Related Document to CCIP.**

Program Evaluation
 North Carolina Migrant Education
 Quality Assurance System



LEA:

Submitted by:

Date:

Component 1: Identification and Recruitment

Goal: Locate and identify migrant students.

Objectives/Activities/Steps (from application)	Method of Evaluation	Type of Evaluation		Results of Evaluation	Comparison with Other Years (if appropriate)	Goal Met	Goal Not Met
		Process	Outcome				
		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>

Summary statement:

Component 2: Instructional Services

Goal: Provide supplemental programs to increase student achievement in the groups identified by the CNA and among Priority for Service Students.

Objectives/Activities/Steps (from application)	Method of Evaluation	Type of Evaluation		Results of Evaluation	Comparison with Other Years (if appropriate)	Goal Met	Goal Not Met
		Process	Outcome				
		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>

Summary statement:

Component 3: Interstate/Intrastate/Community Coordination

Goal: Increase collaboration with community groups, coordination with other LEAs in North Carolina, and Migrant Education Programs in other states.

Objectives/Activities/Steps (from application)	Method of Evaluation	Type of Evaluation		Results of Evaluation	Comparison with Other Years (if appropriate)	Goal Met	Goal Not Met
		Process	Outcome				
		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
Summary statement:							

Component 4: Student Data and Records Transfer

Goal: Accurately maintain Migrant Student Database in MIS2000 and complete requirements for MSIX implementation.

Objectives/Activities/Steps (from application)	Method of Evaluation	Type of Evaluation		Results of Evaluation	Comparison with Other Years (if appropriate)	Goal Met	Goal Not Met
		Process	Outcome				
		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
Summary statement:							

Component 5: Staff Development

Goal: Obtain professional development that enhances staff capabilities to meet the documented needs of migrant students.

Objectives/Activities/Steps (from application)	Method of Evaluation	Type of Evaluation		Results of Evaluation	Comparison with Other Years (if appropriate)	Goal Met	Goal Not Met
		Process	Outcome				
		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
Summary statement:							

Component 6: Parent and Community Involvement

Goal: Develop a parent advisory council to represent the interests of parents/families of children in the MEP; inform and involve parents and other community members in the Migrant Education Program

Objectives/Activities/Steps (from application)	Method of Evaluation	Type of Evaluation		Results of Evaluation	Comparison with Other Years (if appropriate)	Goal Met	Goal Not Met
		Process	Outcome				
		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
Summary statement:							



North Carolina Migrant Education
Continuation of Services Student Record

This record should be maintained on site for each Continuation of Services student and be available for review during PQRs and Consolidated Monitoring.

Student Name _____
 COE Number _____ UID Number _____
 Date of COS Determination *(to be left blank until approval)* _____
 End of Eligibility Date _____
 Provision(check one): 1 ___ 2 ___ 3 ___

In the table below, place an "X" if a service is provided.

	In School Tutorials	After School Tutorials	Summer School	Home-Based Programs	Pre-K Services	OSY Services	Other (Specify)
MEP Services Available							
District or Other Provider Services Available							

Notes and justification for COS:

Goals for COS:

Strategies to be used/Services to be provided :

Person making COS Determination: _____ Date: _____



North Carolina Migrant Education
Priority for Services Student Record
LEA/LOA/Service Provider _____

Student Name _____
COE ID _____ **UID** _____
Both Criterion 1 and Criterion 2 must be marked, below.

Criterion 1: Mobility—Student moved into or out of a school district within the regular school year. The moved “out of” criterion applies to children who may leave our district during the school year and return during the summer. They have still made a move during the school year and suffered a disruption. They may also leave another district during the school year, and not be enrolled in your district until after the end of the Regular School Year, thereby suffering another type of disruption.
____ Moved into your district
____ Moved out of a school district

Criterion 2: At-Risk of failing to meet state standards—Check one or more of the criteria below, if they apply. If data is not obtained from MIS2000 or NCWISE, please note source of data (e.g., MSIX; district discipline records). Data sources must be available for review during Performance Quality Reviews.
____ Student is at Entering, Beginning, Developing, or Expanding levels of WAPT or ACCESS test;
____ Student has a NOT PROFICIENT (1 or 2) Score on EOG/EOC;
____ Student is NOT ON TRACK TO GRADUATE, as defined in NCMEP (no credit for Algebra I or English 1 by end of 10th grade;
____ Student has been retained at least once;
____ Student has failed a grade in grades K-8 during the last three years, but was not retained;
____ Student is not in appropriate grade for age (at least 2 years behind, e.g., an 8 year old in 1st grade);
____ Elementary or middle school student with at least 5 consecutive days of Out-of-School Suspension during a school year;
____ For Out of School Youth (OSY), student has dropped out of a high school in the United States.

Description of Services to PFS Student: e.g., home visits, extra tutoring, first in line for summer program.....

____ Check if PFS indicator has been self-reported to MIS2000. **Date of PFS designation** _____

Form Prepared by _____ **Date** _____

Initial if additional information is added or form is changed. Update if a student re-qualifies due to a new move.

Parent/Family Involvement

North Carolina Migrant Education
Quality Assurance System



LEA:

Completed by:

Date:

Type of Activity	Date	Number of Participants	Outcome

Please attach attendance rosters and minutes from parent meetings, workshops, and other parent activities.

Parent Advisory
Committee Members:

_____	_____	_____
_____	_____	_____
_____	_____	_____

