North Carolina Migrant Education Program

Program Quality Review Instrument

An instrument to conduct program quality reviews of PSUs receiving Title I, Part C sub-grants.

Office of Federal Programs

Revised September 2023

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| **PQR Element Ratings**  |
| Meets Element Indicator(s) | The PSU complies with all the element’s indicators. |
| Meets Element Indicator(s) with Recommendations | The PSU complies with the element’s indicators. However, the PSU should implement suggested actions to ensure continuous improvement of one or more of the element indicators. |
| Lacking | The PSU does not comply with one or more of the element’s indicators. The PSU must implement the required actions to ensure all element indicators are in compliance within the timeframe outlined in the PSU’s PQR Report. |

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| **Element One – ID&R Quality Assurance 1303(f), 1304(c)(8)**  |
| Indicators | Sample documentation to be reviewed:  |
| 1. The PSU ensures the quality and consistency of recruitment through the uniform training of all recruiters, COE reviewers, and other MEP staff involved ID&R.
2. The PSU makes accurate eligibility determinations.
 | The PSU should submit, at a minimum: * ID&R training agendas and sign in sheets

NCDPI will review a minimum of five COEs selected from a random sample from the PSU for COE required data elements. Incomplete or inaccurate required data elements will trigger a rating of lacking. Technical errors on the COE, such as date format and boxes without dashes (-) will trigger a rating of “Meets Element Indicator with Recommendations.” NCDPI will review the extent to which COEs are uploaded into the PowerSchool within 10 calendar days of the reviewer’s signature. More than five percent of COEs uploaded after 10 calendar days of the reviewer’s signature will trigger a rating of “Lacking.”  |

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| **Element Two – Timely ID&R 1303(f), 1304(c)(8)**  |
| Indicators | Sample documentation to be reviewed: |
| 1. The PSU implements a local ID&R plan to guide ID&R activities that is monitored and evaluated regularly.
2. The PSU implements effective ID&R strategies that observe seasonal migration patterns and local crop timelines in order to maximize opportunities to identify potential migratory children and youth, including PreK and OSY.
 | The PSU should submit, at a minimum: * List of local farmers in the area
* Calendar of crops in the area
* PSU ID&R calendar
* Meeting minutes and agendas from ID&R staff meetings
* Evidence demonstrating the inclusion and use of the occupational survey in district enrollment packets and completed occupational surveys are shared with district’s MEP recruiters.
* Current, up-to-date map which includes labor camps, migrant housing, growers/farmers, and service agencies
* Recruiter logs demonstrating the implementation of effective ID&R strategies.
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| **Element Three – Supplemental Services 1304(b)(2), 1306(a)(c)**  |
| Indicators | Sample documentation to be reviewed: |
| 1. The PSU provides **supplemental** regular school instructional and supportive services that are aligned with the NC MEP Service Delivery Plan to **all** migratory children and youth, **including** Pre-K and out-of-school youth.
2. The PSU provides **supplemental** summer instructional and supportive services that are aligned with the NC MEP Service Delivery Plan to **all** migratory children and youth, **including** Pre-K and out-of-school youth.
 | The PSU should submit, at a minimum: * Documentation of supplemental activities/programs provided to or planned for migratory pre-K and out-of-school youth. Evidence should include, at a minimum:
* student work samples, with student names omitted or redacted
* pre/post assessment
* Services logs that demonstrate services provided to migratory Pre-K and out-of-school youth

 * Documentation of supplemental *summer* activities/programs for migratory students, such as:
* summer registration forms, with any student names omitted or redacted
* flyer, brochures, or other documents announcing summer activities/program
* Staff logs that demonstrate summer activities/programs offered to migratory children
* pre/post assessment

 * Documentation of supplemental regular school yearinstructional support for migratory students, such as:
* MEP staff logs demonstrating supplemental instructional support during the school year
* Classroom teacher surveys demonstrating the extent to which supplemental instructional support aligns with classroom instruction

NCDPI will also review the PSU’s monthly SSR uploads to the Secure Server for timely submission, completeness, and accuracy. Five percent of SSR’s in a program year containing issues regarding timeliness, completeness, and accuracy will trigger a rating of “Lacking.”  |

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| **Element Four – Interstate/Intrastate/Community Coordination 1304(b)(1)(A,B,C), 1304(b)(3), 1304(c)(1)(B), 1306(a)(E,F,G), 1308** |
| Indicators | Sample documentation to be reviewed: |
| 1. The PSU creates effective networks to improve service options for migratory students.
2. The PSU transfers student data and records in a timely and efficient manner to ensure expeditious enrollment of migratory students.
 | The PSU should submit, at a minimum: * Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentations, and handouts) from meetings at which district MEP staff collaborated with other district/school personnel and from other state and local services or programs regarding the MEP program

 * Description or outline of how the district will coordinate and integrate MEP with state and local services and programs

 * Samples of communications between district staff and personnel from state and local services or programs regarding the district’s MEP program

 NCDPI will review the number of MEP and non-MEP staff, including school-based data managers and guidance counselors with an active MSIX account. Less than 100 percent of MEP staff without an active MSIX will trigger a rating of “Lacking.” Less than five non-MEP staff with an active MSIX account will trigger a rating of “Meets Requirements with Recommendations.” NCDPI will also review the number of transfers of student information and the use of the Migrant Student Information Exchange (MSIX) database in relation to the number of mobile MEP students. This will be reviewed by examining the MEP number of logins by staff, student searches, and student record views. Districts with mobile migratory students who do not record move notifications in MSIX will trigger a rating of “Lacking.”  |

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| **Element Five – Professional Development 1304(c)(7)(B)** |
| Indicators | Sample documentation to be reviewed: |
| 1. The PSU MEP staff participates in state and national offered MEP trainings.
2. The PSU offers PD to non-MEP staff to assist them in understanding the requirements of the MEP and the unique needs of migratory children.
 | The PSU should submit, at a minimum: * Documentation demonstrating professional development targeted to the PSU MEP staff
* Documentation demonstrating that the PSU MEP provided supplementary professional development activities that improve non-MEP staff skills in teaching and providing services to migratory students
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| **Element Six – Parent and Family Engagement 1116, 1118, 1304(c)(3), 1304(c)(7)(A)**  |
| Indicator | Sample documentation to be reviewed: |
| 1. The PSU enhances parent decision-making about student academic success and informs the local MEP and services through parent and family engagement efforts including the implementation of a local MEP PAC.
 | The PSU should submit, at a minimum: * Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentations, and handouts) from the PSU’s MEP PAC meetings at which parents were involved in the evaluation of district MEP services.

 * Written protocol to involve migratory parents at both the district and school level including the creation of the local MEP PAC.
* Documentation demonstrating the collection of migratory parent feedback to evaluate program implementation and to plan for new program initiatives.
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| **Element Seven – Needs Assessment and Evaluation 1304(b)(1)(D), 1304(c)(5), 1306 (a)(D)**  |
| Indicator(s) | Sample documentation to be reviewed: |
| 1. The PSU MEP conducts continuous needs assessment activities in order to target services to meet the specific needs of migratory children and youth.
2. The PSU implements evaluation activities to determine if the PSU MEP achieves its goals and outcomes.
3. The PSU gives priority for service to migratory children who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.
4. The PSU has a plan to identify students whose migrant eligibility has ended and who meet the definition of Continuation of Service Provision. If the PSU does not provide services to COS students, then the PSU is aware of the procedure to make COS determinations.
 | The PSU should submit, at a minimum: * Documentation demonstrating that continuous needs assessment activities drive services migratory students receive. Sample documentation can include student needs assessment forms as well as evidence demonstrating MEP staff are reviewing some or all of the following student data:
* Benchmark/M Class Data
* Report cards
* Attendance
* EOG/EOC Proficiency Scores
* Formative assessments
* Documentation demonstrating the use of evaluation instruments to measure the implementation and outcomes of services provided to migratory children and OSY such as:
	+ - Locally administered pre and post assessments
		- Student surveys
		- Parent surveys
		- Classroom teacher surveys
* Completed PFS worksheets that identify the students who are priority for service (PFS). Evidence demonstrating that teachers and other staff are instructed to serve students according to the service priorities.
* COS Worksheets, including documentation of training on COS as well as meeting agendas to make COS determination, if applicable.
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| **Element Eight – Funding 1120A** |
| Indicator(s) | Sample documentation to be reviewed: |
| 1. The PSU expenditures for the MEP reflects the approved budget.
 | The PSU should submit, at a minimum: * Updated MEP equipment inventory

NCDPI will review the PSU’s MEP budget information in CCIP and BAAS to ensure the PSU is not carrying over more than 15 percent of the current year’s allotment.  |