

State Monitoring and Technical Assistance

State Monitoring Process

The Minnesota Department of Education (MDE) is required by federal law to monitor the use of federal Elementary and Secondary Education Act (ESEA) Title I, Part C funds in the sites offering migrant education programming. Regular monitoring of local migrant education projects in Minnesota is conducted by the Compliance Monitor at MDE, and may include one to four additional reviewers representing different aspects of the state's migrant education program (MEP) team. Monitoring is designed to determine whether the funded program is in compliance with federal requirements.

Each year, local operating agencies (LOAs) submit applications for migrant education program approval and Title I, Part C funding for the summer term. The monitoring process is initiated with a desk review of the local migrant education program's (MEP's) annual application for funding, including the review of both programmatic and fiscal information. This process of application review continues each year to ensure accountability and compliance.

Each summer, one to two districts are selected for onsite review. Selection is generally cyclical; that is, each site is reviewed regularly in the need to meet regulatory cycles. However, understanding that needs differ across the state, and staffing changes affect programming, the state also uses a risk-based selection process that includes:

1. Information submitted through a desk review and/or lack of a recent onsite review;
2. Size of allocation
3. Request or formal complaint
4. Data from the previous year's program evaluation
5. High percentage of funds unused in previous years
6. The need to address other potential problems

Districts are notified of an upcoming review by letter at least six weeks prior to the review and by phone and email to arrange a mutually acceptable time and date. To be prepared for the review, LOAs are expected to review the monitoring protocol document, which includes a description of the format of the review, a checklist and tips for the coordinator, a self-assessment report (with sample evidence and relevant authority listed) for program staff to complete as a program team, and a sample review schedule. The self-assessment report is aligned with five critical elements listed below, giving the district an opportunity to self-reflect on its areas of compliance and non-compliance prior to the review.

Onsite monitoring of selected MEPs is conducted each year using a tool that examines compliance with five key areas (critical elements) in accordance with ESEA:

1. **Program Coordination** [Sections 1304(b)(c) and 1308(b)(3) of Title I, Part C, 34 CFR Part 200.81-200.89];
2. **Program Implementation** [Sections 1301 (1-5), 1304(b)(c)(d) and 1306(a) of Title I Part C, 1112(c)(6) and 1119 of Title I Part A, 2 CFR Part 3474, 34 CFR Part 76];
3. **Parent and Family Engagement** [Section 1116 and 1118 of Title I, Part A and Sections 1304(b)(c) and 1306(a)(1)(B)(ii) of Title I, Part C, 2 CFR Part 3474, 34 CFR Part 76];
4. **Identification and Recruitment** [Sections 1304(b)(c)(d)(e) and 1306(a) of Title I, Part C, 2 CFR Part 3474, 34 CFR Part 76]; and
5. **Fiscal Monitoring** [Sections 1304(b)(c)(d) and 1306(a)(b) of Title I, Part C, 2 CFR Part 3474, 34 CFR Part 76].

When monitoring reviews are completed, a report of findings is sent to the LOA, and the state provides technical assistance to help the MEP determine how to resolve any findings. All findings must be resolved as a condition of awarding funds in a new funding cycle.

LOAs not receiving an onsite review are selected for a limited desk review of one aspect of the critical elements of the onsite review. For example, in 2017, staffing and professional development were the focuses of the desk review. LOAs were asked to submit evidence to support staff appropriation's alignment with the grant application as well as provision of professional development to support the needs of migratory children and families, staff, and administration of the MEP as required under Title I, Part C. MEP coordinators responded with corrective actions to any findings out of compliance.

Technical Assistance Process

MDE provides technical assistance and resources to ensure effective administration of migrant education programs which adhere to state and federal requirements.

Objectives:

- Ensure that all eligible migrant students are accurately identified and served.
- Provide guidance and support to meet state and federal program requirements.
- Ensure access to federal funding and that funds are maximized to provide equitable education for migrant students.
- Maintain intrastate and interstate collaboration to promote academic success.

Ongoing technical assistance is provided by MDE through phone calls, correspondence, meetings/trainings, and onsite visits. Technical assistance may be provided through statewide or regional initiatives or upon request from individual projects for assistance with: a) follow-up to the monitoring findings, b) response to specific issues of eligibility or implementation encountered at local sites, or 3) support of new and ongoing initiatives that are undertaken statewide to improve the MEP (such as the rollout of new strategies in the SDP).

In addition to technical assistance provided by MDE staff, the state MEP sponsors activities to encourage collaboration and sharing among regional and local migrant programs. Some examples include:

- Fall and spring coordinator meetings;

- Content-specific workshops geared to particular staff positions during the year (e.g., annual identification and Recruitment [ID and R] training and sessions at the Minnesota English Learner Education [MELEd] Conference);
- Onsite program visits to review instructional program implementation, recruiting procedures, student placement, recordkeeping through MIS 2000, and using Migrant Student Information Exchange (MSIX);
- Onsite professional development and technical assistance for summer program staff;
- Response to individual requests for assistance by phone or email throughout the year;
- Resources provided at trainings or on site TA visits;
- Support for local project staff to attend appropriate conferences for interstate coordination (e.g., National Migrant Education Conference, ID and R Forum, TMIP Secondary Credit Accrual Conference, AMET); and
- Summer weekly conference calls with MEP coordinators, including guest speakers on areas of immediate need.

For additional resources, please visit the [MDE Migrant Education Program webpage](#).