

Alaska Migrant Education Program Guiding Documents

Galena City School District

Updated: 5/21/2022



Table of Contents

- Identification & Recruitment Plan 1**
 - Overview of the District Migrant Population..... 1
 - District MEP Staff 1
 - Identification & Recruitment Efforts 3
 - Year Round Recruiting Efforts³
 - Identification & Recruitment Activities 3
 - Identification of Special Populations 4
 - Filing..... 6
 - Organization of All Migrant Files 6
 - Disposal Process of Migrant Files 7
 - MIS2000 8
 - Alaska Migrant Web System 8
- Quality Control Plan 10**
 - Verifying Eligibility, Validating Data & Timely Data Entry 10
 - Meets DEED Deadlines..... 12
 - Maintain Accurate Records in MIS2000 14
 - Sending & Receiving Migrant Records..... 14
- Needs Assessment Process 15**
 - Timeline..... 15
 - State CNA Alignment 16
- Service Delivery Plan 17**
 - Services to MEP Students 17
 - Performance Targets and Measurable Outcomes..... 18
 - Priority for Service Student Policy 21
 - Identification of K-2 PFS students 21
 - Identification of 3-12 PFS students 21
 - Continuation of Services Provision 21
- Program Evaluation 22**
- Parent Engagement 23**
 - Local Migrant Parent Advisory Council/Parent Meetings 23
 - Providing Information to Parents 23
 - Strategies to Increase Parent Involvement 23
- Appendix 24**
 - Standard District Map (for recruiting) 24
 - District MEP Staff Job Descriptions..... 24
 - Recruiting Brochure/Flier..... 24
 - Recruiting Questionnaire/Enrollment Form 24
 - Eligibility Determination Letter..... 24
 - Student Records Request Form 24
 - Evaluation & Needs Assessment Surveys 24

Identification & Recruitment Plan

Overview of the District Migrant Population

The Galena City School District (GCSD) is comprised of three different types of schools: a boarding school, a state wide homeschooling program, and a building based local K-12 school.

The vast majority of the migrant students enrolled in our schools qualify under subsistence fishing as a way to provide food for their families while living in remote locations.

District MEP Staff

Attach full job descriptions in the appendix.

The district recruits and hires qualified MEP staff and sends the MEP staff to Annual MEP training performed by EED. MEP staff are also expected to attend audio conferences and webinars provided by EED throughout the school year.

List of district MEP positions & a short job description

Title	Name(s)	Position Description
Federal Programs Director	Jason Kopp (FY22) Richard Ramage (FY23)	Completes the Title I-C, Migrant, portions of the Consolidated Application in GMS
Migrant Coordinator (if different than Federal Programs)		
Records Manager	Lavern Demoski	Under general direction of the Superintendent, the Migrant Records Manager performs specialized complex clerical work for Galena City School District (word processing, spreadsheet building, mailings and record keeping) related to the Migrant Education Program.
SEA Reviewer	Jim Merriner (FY22) Dr. Jason Johnson (FY23)	Reviews all COEs for completeness, accuracy, eligibility, and provide the final Signature.
Secondary SEA Reviewer	Jason Kopp (FY22) Richard Ramage (FY23)	This is needed in the event that the SEA reviewer recruits a child and writes a COE.
Recruiter(s)	Lavern Demoski (SHS/GILA) Sharilyn Kriska (SHS/GILA) Connie Jensen (SHS/GILA)	Migrant recruiter interviews parents/guardians of potential migrant students who may be eligible to receive services through the Migrant Education Program.
Other (specify)	TBD (Up to 4 Certified or Classified staff)	Migrant Academic Support Teachers, (stipend), monitor 9 th -12 th grade SHS and GILA migrant students. Weekly

		grade, attendance, behavior check in PowerSchool, write Log Notes PowerSchool, Monthly meaningful 2 way communications with parents, liaison between migrant student/guardians & school staff, monitor migrant attendance in after school academic support, initiate Intervention Team (I Team) as needed, share migrant news with students and guardians, work with assist with Migrant Literacy Grant
--	--	---

Identification & Recruitment Efforts

Year Round Recruiting Efforts

Year-round recruitment of migrant children is required. Indicate all recruiting activities for each time frame listed below.

Time Frame	Recruitment activity/process
August-November	Recruiter interviews families and completes COEs. COEs are entered into MIS2000 to be approved before the Nov 15 th recruitment deadline.
December-February	Records manager works with the Migrant Education Office to update COEs in MIS2000. Students are recruited as they appear to be migrant eligible
March-May	Students are recruited as they appear to be migrant eligible
June-July	
What is the district's process for capturing school year interruption moves?	Recruiters are trained to ask families about all moves occurring in a one year period, not just the most recent. Additional moves are documented on the COE as necessary.

Identification & Recruitment Activities

Describe your process for the following identification & recruitment activities. A district may do some or all of the following:

Identification & Recruitment Activity	District Process
Advertising/getting the word out to the community about recruiting efforts	Due to the size of the village of Galena, recruiters rely on word of mouth and face to face discussions to spread information about the program and ensure the all qualifying families are contacted.
Participation in fall training efforts/training local staff who did not attend MEO training	District migrant staff attend annual fall training held by the state Migrant Education Office.
Enrollment questionnaire (or other way to survey all students for potential migrant moves)	GCSD conducts screenings during school registration time at the beginning of the school year, and throughout the school year as new children enroll in school. The district uses the Migrant Self-Identification form for this purpose. The questionnaire asks families if they went fishing or berry picking within the last three years, if their child or children went on the move, and if the move was across district boundaries, or at least 20 miles one way within an applicable district.
Setting up interviews	The records manager reviews each of the screening forms submitted to determine whether the families should be contacted. Those who answer "yes" to all three questions are included on the recruiter's contact list.

	<p>Additionally, all families from the MEOs Fall Recruitment Report are contacted annually. Interviews are conducted by the records manager usually over the phone. Some families are interviewed face to face if they come into the office.</p>
<p>Obtaining required signatures on COEs/ARCs (including COEs created on the Alaska Migrant Web System, if applicable)</p>	<p>Parent signatures are obtained on COEs by mailing them to the family with return addressed and stamped envelope. The records manager offers to email or fax the COE, but most families do not have access to fax machines and email.</p> <p>After the parent signs the COE, the recruiter reviews and signs the COE. The COE is then reviewed and signed by the SEA Reviewer prior to entry into MIS2000.</p> <p>ARC signatures are obtained from the recruiter and SEA Reviewer prior to new school history lines being entered into MIS20000. ARCs are only created after the family has been interviewed, and found to have not made a new qualifying move.</p>
<p>Tracking students from identification of possible move through the interview process. How do you ensure that all potential students are interviewed and COEs/ARCs are submitted?</p>	<p>COEs are placed in different folders until they are completely approved through MIS2000. The records manager creates different files for survey forms, COEs awaiting parent signature, and COEs entered into MIS2000. Survey forms are filed by date of attempted contact to ensure that no family gets missed.</p>
<p>Timely completion of the fall recruitment report</p>	<p>Records manager uses the Fall Recruitment Report as a basis for starting recruitment. All information is completed on the report and it is turned into the MEO prior to the November 15 deadline. Records manager completes report as families are contacted and COEs are completed, entered into MIS2000, and approved by the MEO. District has an internal deadline of October 30th to recruit migrant students.</p>
<p>Other (specify)</p>	

Identification of Special Populations

How will the following populations be identified and recruited?

Student Population	How the district will identify & recruit these students:
<p>Students new to the district</p>	<p>Each family fills out a Migrant Self Identification Questionnaire when they enroll for the new school year. Records manager reviews each completed form and then interviews family who indicated “yes” to all three questions. When students transfer into the district a records request form is sent from GCSD to the child’s last district. Migrant records are included on the request form.</p>

Children who are not yet school-age (i.e., babies, preschool/headstart)	Recruiters are trained to ask about all children, not just those who are currently enrolled in school. If the family indicates their school aged child went fishing or berry picking, the recruiter will ask about younger siblings and other children in the household during the interview process. Children enrolled in preschool at the school also receive the migrant self-identification form annually.
OSY (out of school youth)	Recruiters are trained to ask about all children, not just those who are currently enrolled in school. If the family indicates their school aged child went fishing or berry picking, the recruiter will ask about other children in the household including out of school youth and drop outs during the interview process.
Students who attend a non-public school (homeschool, private school)	All children listed on the Fall Recruitment Report are contacted regardless of whether or not they are still attending school in Galena. Recruiters are trained to ask about all children who went on the move and live in the household, not just those attending school in the district. Children who attend the district's IDEA homeschool program also receive the self-identification migrant survey form. Students are contacted based on positive responses.
Students who attend public school in another district (i.e., Mt. Edgecumbe)	All children listed on the Fall Recruitment Report are contacted regardless of whether or not they are still attending school in Galena. Recruiters are trained to ask about all children who went on the move and live in the household, not just those attending school in the district.
Students who have not achieved a diploma and are under 20	All children enrolled in the district receive a migrant self-identification survey. Families are contacted for an interview based off of the positive responses from the survey form. All children listed on the Fall Recruitment Report from the Migrant Education Office are contacted annually. After these children have been contacted the records manager contacts families whose form indicated that they might not be migrant. To follow up and ensure the form was filled out correctly. This ensures that all possible migrant children are found. The district also recruits migrant students based off of information provided in Summer OASIS. Warnings are provided indicating that a student in the district has been certified as migrant in another school district. These students are recruited during the next school year.
Other (specify)	

Filing

Original COEs/ARCs are kept for 10 years and reports are kept for 5 years.

Security of files: The COEs/ARCs are secured by this process (provide details): Are kept in the Superintendent's Office at the Galena City School District. Only limited personnel have access this secure space. The Superintendent's Office is locked when the office is unattended.

Organization of All Migrant Files

Describe how the following files are organized:

	Organization	Location
Certificate of Eligibility (COEs)	COEs are separated by active and inactive. Active files are all kept in a large hanging file. COES are kept in family bundles, alphabetized by the name of the youngest child on the COE. New COEs are stapled to the top of the family bundles. Interview notes and maps are kept with COE.	Two drawer file cabinet behind the records manager desk in the Superintendent Office. The office locks. Migrant files are kept in the top drawer of the cabinet.
Annual Recertification of No New Moves (ARCs)	ARCs are separated by active and inactive. Active files are all kept in a large hanging file. ARCs are kept with the COEs in family bundles, alphabetized by the name of the youngest child on the COE/ARC . Newer ARCs/COEs are stapled to the top of the family bundles. Interview notes and maps are kept with COE/ARC.	Two drawer file cabinet behind the records manager desk in the Superintendent Office. The office locks. Migrant files are kept in the top drawer of the cabinet.
Training Materials	Current year manuals are kept in the front of the top drawer of the migrant file cabinet.	Two drawer file cabinet behind the records manager desk in the Superintendent Office. The office locks. Migrant files are kept in the top drawer of the cabinet.
Lists/Reports		
<ul style="list-style-type: none"> Fall Recruitment Reports 	Completed Fall Recruitment Reports are kept on the district server in the migrant file. Hard copies of instruction materials are filed in a labeled folder in the migrant file cabinet, most recent year on top.	District Server. Only limited personnel have access to the information.

<ul style="list-style-type: none"> Course History Reports (fall and spring) 	Completed Course History Reports are kept on the district server in the migrant file. Hard copies of instruction materials are filed in a labeled folder in the migrant file cabinet, most recent year on top.	District Server. Only limited personnel have access to the information.
<ul style="list-style-type: none"> Mass Withdrawal 	Completed Mass Reports are kept on the district server in the migrant file. Hard copies of instruction materials are filed in a labeled folder in the migrant file cabinet, most recent year on top.	District Server. Only limited personnel have access to the information.
<ul style="list-style-type: none"> Summer Withdrawal 	n/a	n/a
<ul style="list-style-type: none"> PFS List 	When applicable PFS Reports are kept on the district server in the migrant file.	When applicable PFS reports are kept on the district server. Only limited personnel have access to the information.
Literacy Grant/Book Program	Literacy Grant information is kept in the business office.	Literacy Grant information is kept in hard copy with the business office manager.
Correspondence to Families	Information sent to family such as eligibility notifications are organized by year and last name....	Copies of eligibility notification to families are kept....
Correspondence to/from the MEO	Correspondence from the MEO is printed out and organized by topic and year (i.e. report type).	Hard copies are kept in the top drawer of the migrant file cabinet.

Disposal Process of Migrant Files

Describe how the following files are properly disposed of:

	Person Responsible	Timeframe of Disposal	How Files are Disposed
Certificate of Eligibility (COEs) after 10 year period	Records Manager	At the conclusion of fall recruitment as new COEs are being placed into family bundles.	Files are shredded.
Annual Recertification of No New Moves (ARCs) after 10 year period	Records Manager	At the conclusion of fall recruitment as new COEs are being placed into family bundles.	Files are shredded.

Lists/Reports with personally identifiable information	Records Manager/Federal Programs Director	Reports and lists from MIS2000 are securely destroyed after the Records Manager, Federal Programs Director, or other staff member no longer have need of them.	Files are shredded.
--	---	--	---------------------

MIS2000

MIS2000 is located on one computer. It is a Dell desktop computer.

The computer that contains MIS2000 is located at: the records manager desk on the superintendent’s office.

The only personnel who have access to this computer are: the records manager.

Security of computer:

- The computer is encrypted by the following software: N/A
- The computer is password protected.

The process for getting the Remote Access Agreement Form completed and turned into the MEO is: the records manager receives the form from the MEO at the end of July and gets signatures from the Federal Programs Director and herself, then scans and emails the form back to the MEO before August deadline.

Alaska Migrant Web System

The Alaska Migrant Web System (ak.msedd.com) is for the use of the Alaska Department of Education and Early Development Migrant Education Program, and may be accessed and used only for official Migrant Education Program business, and by authorized personnel using district issued computers only.

Users Agree to:

- To safeguard the security of any password provided by system administrators
- To follow FERPA guidelines and not distribute or share any student information or migrant records
- To not share the system access given
- To not perform actions on Alaska Department of Education and Early Development Information Technology resources which are inconsistent with the spirit of this agreement, violate any State or Federal law or result in system instability
- To not download and save COEs from the web system to a personal computer.

Individuals with access to the Alaska Migrant Web System are: records manager and federal programs director.

The process for getting the Web Access Agreement Forms completed and turned into the MEO is: the records manager receives the form from the MEO at the end of July and gets signatures from the Federal Programs Director and herself, then scans and emails the form back to the MEO before August deadline.

The process for notifying the MEO when an individual should no longer have access to the Alaska Migrant Web System: the records manager or federal programs director emails the MEO, when staff member duties change and access is no longer necessary.

Quality Control Plan

Verifying Eligibility, Validating Data & Timely Data Entry

Describe how the district verifies eligibility, validates data, and ensures timely data entry.

Task	District Process
Ensure staff are properly trained	District migrant staff attend MEO fall training annually for recruiting and records management.
Verify eligibility for the move (district boundaries/maps)	The records manager uses google maps to ensure that moves cross district boundaries or are 20 miles or more one way in large districts.
Meeting the recruiting deadline	Records manager ensures that all students who are on the Fall Recruitment Report and who indicated a positive response on the migrant self-identification survey are contacted well before the November 15 th deadline so that all COEs are entered and approved in MIS2000. District has internal deadlines for getting free lunch lists finalized at the district by the end of October. The records manager has a goal to get all children approved in MIS2000 before this internal deadline.
Validation of and cross-reference of COE data prior to entry in MIS2000	The records manager uses the district student information system, power school, to get updated information on migrant education children. During the interview, records manager confirms student information with family prior to creating the COE or entering data into MIS2000. When parents receive the hard copy COE, the family reviews the COE for accuracy and signs the COE if it is correct. When the COE is returned to the district, the recruiter reviews the COE for accuracy and signs the COE if they believe it is complete or correct. The COE is then given to the SEA Reviewer to review for completeness and correctness, then signs the COE. As part of the COE entry process the records manager reviews the completely signed COE before it is entered into MIS2000 to ensure completeness and correctness.
Avoiding duplicate students in MIS2000	Records manager is trained to search for all children as part of the MIS2000 entry process.
Data entry process (including how it's timely)	The district has a goal of signing and entering COES received back from parents within one day of receipt. This helps the district to reach the November 15 th recruitment deadline. The records manager follows up with parents with outstanding COEs to try to get them returned to the district before the deadline.
Updating information in MIS2000	Information is updated in MIS2000 annually, as necessary, as part of the COE entry process.
Informing parents of eligibility determination	Eligibility determination are sent by the district lunch program to families after the COE has been approved. This information includes their migrant status. In the case that a COE is cancelled the records manager will follow

	up with the family to inform them that the children are not migrant eligible.
Verification that each school site/village was properly recruited	After the fall recruitment deadline, the records manager follows up with families who's migrant self-identification form indicated that they did not participate in fishing or berry picking to ensure that no new move was made or that the family understood the form.
Continuation of services provision students are properly reported to the MEO	The records manager and federal programs director reports this on the mass withdrawal as necessary. If questions arise, the records manager and federal programs director will work with the MEO to ensure this is reported correctly.

Meets DEED Deadlines

Date	Task	Person Responsible	District plan to ensure this deadline is met
August 15	Remote Access Agreement form due	Records Manager,	Upon receipt of this form in July, the records manager signs the form and submits it to the federal programs director for their signature. After the federal programs director signs the form, the records manager scans and emails the form the MEO.
August 15	Web Access Agreement form(s) due	Records Manager,	Upon receipt of this form in July, the records manager signs the form and submits it to the federal programs director for their signature. After the federal programs director signs the form, the records manager scans and emails the form the MEO.
September 15	SEA Reviewer form due	Records Manager,	Upon receipt of this form in July, the records manager signs the form and submits it to the federal programs director for their signature. After the federal programs director signs the form, the records manager scans and emails the form the MEO.
September 30	Summer withdrawal report	Records Manager with final approval by Federal Programs Director	N/A
October 15	K-2 PFS list	Federal Programs Director	Upon receipt from DEED, the Federal Programs Director completes this report after working with the principals and site administrators. The Federal Programs Director has a district deadline goal of the first Friday in October to complete the PFS List.
October 15	LEA CPR report	Migrant Coordinator/Federal Programs Director	Upon receipt from DEED, the Federal Programs Director completes this report. The Federal Programs Director has a district deadline goal of the first Friday in October to complete the LEA CPR report.
November 15	Fall recruiting deadline *All COEs should be approved in MIS2000*	Recruiters & Records Manager	Upon receipt of the FRR and after the recruiter and records manager have attended the annual fall training, the records manager begins to contact students listed on the report. The records manager also begins to contact families who indicated they went fishing or berry picking as soon as the survey forms are available The records manager has a district deadline goal of completing all COEs by October 30 th . This helps to ensure this is returned by

			the November 15 th deadline. The records manager and federal programs director meet on a regular basis during fall recruitment to ensure that progress is being made to meet the November 15 th deadline.
November 15	Fall recruitment report	Records Manager	Upon receipt of this report and after the recruiter and records manager have attended the annual fall training, the records manager begins to contact students listed on the report. The records manager has a district deadline goal of completing all COEs by October 30 th . This helps to ensure this is returned by the November 15 th deadline.
January 31	First semester course history report	Records Manager	The records manager uses power school to get the required information on the students to complete the report. Currently the group of children contained on this report is small enough that the records manager can meet this deadline using this method.
June 15	Mass withdrawal report	Records Manager with final approval by Federal Programs Director	The records manager and the federal programs director work together to complete this report. During the school year services to migrant students are tracked on a spreadsheet updated monthly. This allows them to complete the report by the deadline and ensure that services are reported accurately.
June 30	Second semester course history report	Records Manager	The records manager uses power school to get the required information on the students to complete the report. Currently the group of children contained on this report is small enough that the records manager can meet this deadline using this method.

Maintain Accurate Records in MIS2000

Event	Records Manager action
When a MEP student moves	When students moves, the records manager notes this on the next report due to the MEO. The records manager contacts the MEO as necessary to ensure that the students continue to receive migrant services and free lunch in their new districts. Records manager reaches out to records manager of the student's new district to help ensure continuation of services and free lunch.
When a MEP student's address or phone number need updating	This information is updated annually, as needed as part of the COE entry process in MIS2000.
When a MEP student begins attending a different school	This information is captured as part of the interview process and is recorded on the new COE. If the move happens midyear, the records manager will note this on the next report due to the MEO. The records manager contacts the MEO as necessary to ensure that the students continue to receive migrant services and free lunch in their new schools/districts. Records manager reaches out to records manager of the student's new district to help ensure continuation of services and free lunch.
When a MEP student makes a qualifying school year move	Recruiters are trained to ask about all moves that happened within a one year period, not just the most recent or summer moves. This information is captured on the COE and in MIS2000.
When a MEP parent refuses service or the family becomes unreachable	The records manager notes this on the next report due to the MEO. As necessary the records manager will contact the MEO as questions or concerns arise.
When a MEP student graduates, becomes deceased, or drops out	The records manager notes this on the next report due to the MEO. As necessary the records manager will contact the MEO as questions or concerns arise.
Other (specify)	

Sending & Receiving Migrant Records

Attach a copy of the records request form in the appendix.

When a migrant student leaves the district the Records Manager: provides migrant records to the registrars as requests for records come in. Records manager reaches out to the district the student moves to, to ensure continuation of services and free lunch.

When a new student enters the district, we request their migrant student records by: the records manager requests a copy of the COE from the old district. Migrant is also included on the records request form.

Needs Assessment Process

Timeline

Task	Person Responsible	Deadline/ Timeline	Actions Required
Customization of parent & staff surveys	Records Manager/Federal Programs Director	February	Email the MEO and request customized survey questions
Distribution of parent surveys	Records Manager	March	The survey is sent electronically by the Federal Programs Director. The survey is sent non-electronically by: the Federal Programs Director
Distribution of staff surveys	Records Manager	March	The survey is sent electronically by: the Federal Programs Director The survey is sent non-electronically by: the Federal Programs Director The staff who receive this survey are: Principals, Assistant principals, Academic Support
Analysis of survey results	Federal Programs Director/Migrant Coordinator,	April	DEED provides the district with a report of the survey results.
Other needs assessment process (input from parent meetings, school assessment data)	Federal Programs Director/Migrant Coordinator	Quarterly	MAP Growth data, Migrant student grades are compiled and shared with district admin
Analysis of summative/progress monitoring testing data (state summative assessment, MAP, AIMSweb, etc)	Federal Programs Director,	May-July	MAP Growth data, Migrant student access for ELLs 2.0, Migrant student grades, and PEAKS are compiled and shared with Title 1 PAC members & district admin
Planning services to provide for the school year	Federal Programs Director,	April-July	Results from the needs assessment are analyzed and services are determined based on expressed migrant student needs.

State CNA Alignment

The district determines MEP student needs in alignment with the state CNA. The following is our process for identifying needs in the 4 state goal areas.

Goal Area	District process for analyzing MEP student needs in this goal area
Academic support in reading and mathematics	April: The Federal Programs Director creates data tables and graphs utilizing MAP Growth, Migrant student access for ELLs 2.0, Migrant student grades, and PEAKS data. This is shared with the shared with Title 1 PAC members & district admin. Trends are identified regrading academic support in reading and mathematics and strategies are identified to implement.
High school graduation	September: The Federal Programs Director creates data tables and graphs utilizing migrant progress towards graduation for Juniors and Seniors as described by contact teachers (IDEA) and counselors (SHS/GILA)
School readiness	October: The Special Education Director reports school readiness information to the Federal Programs Director after the District performs its “Child Find” interviews and the Kindergarten Development Profile is complete.
Support services	April: District and School Improvement Parent/Guardian surveys are evaluated by the Federal Program Director, Administrators, and Title 1 PAC to determine needs for advocacy and outreach activities for migrant children and their families including helping them to gain access to other education, health, nutrition and social services.

Service Delivery Plan

Our school district will only provide services to eligible migrant students and families participating in programs and projects in accordance with the state comprehensive needs assessment and service delivery plan.

Services to MEP Students

Need Area	Services the district will provide to meet the needs of migrant students
Priority for Service student needs (These needs are addressed first) (Required if the district has PFS students)	Interventions will be customized for individual students on an as needed basis. Academic services will be managed through the contact teachers or counselors.
School readiness/Preschool (required)	Small class size, no cost to parent/guardian ½ day preschool
Parent involvement (annual consultation with migrant parents in the planning and operation of migrant programs is required)	<ul style="list-style-type: none"> -Title 1 Annual meeting: in person, audio conference, webinar -Migrant survey - District and school needs assessment survey -Title 1 PAC meeting twice (end of each semester)
Academic support in reading and mathematics	<ul style="list-style-type: none"> - Voluntary After School program - Academic support Classes during school day - Independent credit recovery options - Individualized curriculum (IDEA) - Academic Coaches (iGrad)
High school graduation or programs to facilitate transition of secondary school students to postsecondary education	
Support services (advocacy and outreach activities for migrant children and their families including helping them to gain access to other education, health, nutrition and social services)	<ul style="list-style-type: none"> - Guidance counselors at each school - Migrant Academic Support staff - Partnership/referrals with Edgar Nollner Health Center (physical and mental health services) GILA & SHS
Professional development for MEP staff	<ul style="list-style-type: none"> - EED annual training and Webinars
Family literacy programs	<ul style="list-style-type: none"> - Migrant Literacy Grant “free books”
Other unique educational needs of migrant students that result from their migratory lifestyle	

Other needs of migrant students that must be met in order for them to participate effectively in school	
Other (specify)	

Performance Targets and Measurable Outcomes

Alaska has measurable program outcomes (MPOs) and statewide service delivery strategies in the four areas of academic support, high school graduation, school readiness, and support services. They were designed to guide the planning, implementation, and evaluation of the migrant education program. The MPOs and key strategies in academic support are listed below. Note that for all four areas, all strategies are optional; however, sites approved for funding must select from this list the strategies they will implement based on local needs. Please delete any strategies that your district is not supporting, and provide specific district measurable outcomes for the strategies you are supporting.

Goal Area	Migrant Strategies (Should correlate with strategies checked in the ESEA Application, Title I-C Program Details.) Note: delete the strategies the district is not using.	District Measurable Outcomes (How will you know the migrant students successfully achieved this goal?)
Academic Support	<ul style="list-style-type: none"> ● 1.1-Provide researched-based academic support in English/language arts ● 1.2-Provide researched-based academic support in math ● 1.3 Provide instructional and support services and/or activities to address the impact of missing school and support student engagement ● 1.4 Provide professional development for migrant funded staff ● 1.5 Provide supplemental academic English language acquisition instruction 	<ul style="list-style-type: none"> ● 1.1; 1.2 Migrant Academic Support Teachers, monitor 9th -12th grade SHS and GILA migrant students. Weekly grade, attendance, behavior check in PowerSchool, write Log Notes PowerSchool, Monthly meaningful 2 way communications with parents, liaison between migrant student/guardians & school staff, monitor migrant attendance in after school academic support, initiate Intervention Team (I Team) as needed, share migrant news with students and guardians, work with assist with Migrant Literacy Grant ● 1.3 All Migrant students enrolled in credit recovery courses pass their credit recovery courses within the semester/time designated when enrolling in the credit recovery/Academic Support class.
High School Graduation	<ul style="list-style-type: none"> ● 2.1 Provide migrant high school students appropriate credit recovery ● 2.2 Provide opportunities to participate in college/career readiness ● 2.3 Implement supplemental advising and counseling strategies to encourage graduation and discourage dropping out ● 2.4 Provide supplemental academic services for students 10th grade and above 	<ul style="list-style-type: none"> ● 2.1 Migrant students enrolled in credit recovery courses pass their credit recovery courses within the semester/time designated when enrolling in the credit recovery/Academic Support class.

	<ul style="list-style-type: none"> 2.5 Provide outreach activities for migrant out-of-school youth (OSY) to help students graduate and/or obtain a GED or work toward a career path 	
<p>School Readiness (Preschool)</p>	<ul style="list-style-type: none"> 3.1 Provide the Alaska Early Learning Guidelines and parent education regarding the ELGs to parents of migrant preschoolers 3.2 Coordinate with early childhood and other service providers 3.3 Provide resources and/or training on the ELGs and best practices to appropriate staff at migrant-funded preschools 3.4 Use research-based curriculum and instruction that support the implementation of the ELGs at migrant-operated and funded preschools 	
<p>Support Services</p>	<ul style="list-style-type: none"> 4.1 Provide parent involvement events and/or materials 4.2- Provide educational support resources to migrant students as needed 4.3 Provide direct or referred support services in medical/dental, health and safety, and/or nutrition 4.4 Provide/initiate referrals and/or resource lists regarding community service providers for migrant families 4.5 Provide information or activities designed to facilitate parent involvement 4.6 Provide transportation services to enable migrant students to access educational activities/services 4.7- Provide information and activities to migrant parents and/or school staff regarding migrant program instruction and support services available to migrant families during the regular term and/or summer. 	<p>4.2- The GILA Administrators and Counselors will report participate educational support resources to migrant students, such as After School Tutoring. After School Tutoring will be provided a “majority” of the days during a week when school is in session. Example: majority of a 4 or 5 school day week is 3 days.</p> <p>4.2- IDEA/iGrad contact teachers will provide educational support resources to migrant students as needed. 50% or more IDEA migrant parents will respond “Yes” to the question “Do you know what services are available to your child through the Migrant Education Program?” on the Migrant Education Parent Survey.</p> <p>4.7- 50% or more parents & staff will respond “Yes” to the question “Do you know what services are available to your child through the Migrant Education Program?” on the Migrant Education Parent Survey or Staff survey.</p>
<p>Other district-identified migrant student need areas (specify)</p>		

Priority for Service Student Policy

Priority for Service students are 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.

Priority for service is given to Priority for Service Students.

Identification of K-2 PFS students

- The MEO will send a list of students who made a qualifying move within the previous 1-year period.
- The Records Manager will check District Child Find (DIBLES) and Kindergarten Developmental Profile data (or other screeners) to identify students who are failing or most at risk of failing. The Records Manager will also seek teacher recommendations for any students on the list who are failing or at risk of failing.
- The Records Manager will send the list back with notes of any students who are failing or at risk of failing to meet the content and achievement standards by October 15.

Identification of 3-12 PFS students

The MEO will provide the district with a list of students in grades 3-12 who are considered Priority for Services Students.

Continuation of Services Provision

A migrant child who ceases to be a migratory child during a school term is eligible for services until the end of such term. A child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

Program Evaluation

The effectiveness of the overall migrant program is determined by examining the following data: Migrant Parent and Staff Surveys, MAP Growth, quarterly grades

The effectiveness of migrant education record keeping is determined by this process: Fall and Summer Oasis error reports

The effectiveness of the identification & recruitment of migrant students is determined by this process: comparing previous migrant count with current school year count. If the count Increases or is the same then positive.

The evaluation of the migrant program is conducted during the Title 1 PAC meeting (usually April or May) and involves the following people: Title 1 PAC members, a principal, Federal Programs Director

The results from this evaluation determine what changes will be made to the migrant education program.

Parent Engagement

Local Migrant Parent Advisory Council/Parent Meetings

Local Migrant Parent Advisory Council meetings are held once a year (usually April or May)

The annual parent meeting where migrant parents are consulted in the planning and operation of migrant programs and projects is held during the 3rd quarter of the school year.

Providing Information to Parents

Parents of migrant students are informed of the migrant services their child receives through:

- IDEA contact teacher communications
- GILA/SHS Principal communications (email, mailing, public notice)

Strategies to Increase Parent Involvement

District strategies to increase migrant parent involvement are:

- direct invitations (phone call), varying meeting times and days, providing multiple ways to participate (audioconference, webinar, in person)

Appendix

The following documents are suggestions of documents to include in the appendix

Standard District Map (for recruiting)

District MEP Staff Job Descriptions

Recruiting Brochure/Flier

Recruiting Questionnaire/Enrollment Form

Eligibility Determination Letter

Student Records Request Form

Evaluation & Needs Assessment Surveys