Alaska Migrant Education Program
Service
Delivery
Plan

ALASKA
Migrant Education

Alaska Service Delivery Plan Committee Membership

Region	Name	MEP Role
Anchorage	Amber Bigley	PFS Specialist
Anchorage	Shauna Bushnell	Records Manager and Recruiter
Anchorage	Elizabeth Howell	Teacher and Academic Counselor
Anchorage	Malia Tuga	State PAC Member
Anchorage	Taryn Stein	Migrant Coordinator
Coastal	Betsy Vanek	State PAC Member and Teacher
Coastal	Suzie Michaud	Federal Programs Director
Interior	Colleen Gaona	Records Manager
Interior	Judy Kangas	State PAC Member
Northwest	Annie Conger	State PAC Member
Northwest	Jamie Burgess	Federal Programs Director
Northwest	Loretta Kittrell	State PAC Member and Records Manager
Northwest	Tammy Dodd	Federal Programs Director
Northwest	Terri Walker	Parent and Assistant Superintendent
Southeast	Carlee Johnson	Records Manager and Recruiter
Southeast	Katrina Miller	State PAC Member
Southeast	Kimberly Powell	Records Manager and Recruiter
Southwest	Diana Gamechuk	State PAC Member
Southwest	Jennifer Phillip	State PAC Member
Southwest	Kyle Schneider	Records Manager
DEED	Amanda Mosher Schmitz	Data Specialist
DEED	Chris Mariano	Identification & Recruitment Specialist
DEED	Courtney Preziosi	ESEA Administrator
DEED	Deborah Riddle	Division of Student Learning Operations Manager
DEED	Kami Moore	Title IV-A Program Manager
DEED	Karen Melin	Deputy Commissioner
DEED	Kelsey Smiley	Title III Program Manager
DEED	Kristen Spencer	Early Learning Program Manager
DEED	Sarah Emmal	Title I-C Program Manager
DEED	Sharon Fishel	Title I-D Program Manager

Abbreviations

Abbreviations	Meaning
ACCESS for ELLs	Assessing Comprehension and Communication in English State-to-State for English Language Learners
ACEs	Adverse Childhood Experiences
ADP	Alaska Developmental Profile
AK	Alaska
ARC	Annual Recertification of No New Moves
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
DEED	Alaska Department of Education & Early Development
DIASA	Data Interaction for Alaska Student Assessments
ECE	Early Childhood Education
EL	English learner
ELA	English language arts
ELG	Early Learning Guidelines
ELP	English Language Proficiency
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FY	Fiscal Year
FSI	Fidelity of Strategy Implementation
HS	High School
ID&R	Identification and Recruitment
IEP	Individual Education Program
K-12	Kindergarten through Grade 12
LEA	Local Education Agency
LOA	Local Operating Agency
MEO	Migrant Education Office
MEP	Migrant Education Program
MIS2000	The Alaska Migrant Education Program Database
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
OASIS	Online Alaska School Information System
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PEAKS	Performance Evaluation for Alaska's Schools
PFS	Priority for Services
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
SY	School Year

Definitions of Terms Related to the SDP

Areas of Concern: A broad area based on the root causes of the unique characteristics of the target group. The Office of Migrant Education has identified **Common Areas of Concern** which are educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services.

Concern Statements: Clear and consistent interpretations of the points that the Needs Assessment Committee (NAC) discussed that should be used to guide the development of the Comprehensive Needs Assessment (CNA). Concern statements identify areas that require special attention for migratory children.

Continuous Improvement Cycle: An approach to improving processes and increasing efficiency and effectiveness by identifying a problem, collecting relevant data to understand its root causes, developing and implementing targeted solutions, measuring results, and making recommendations based on the results.

Implementation Question: An evaluation question that addresses the extent to which a strategy is implemented.

Measurable Program Outcomes (MPOs): Outcomes (i.e., objectives) produced by a State's migrant education program (MEP) to meet the identified unique needs of migratory children and to help these children achieve the State's performance targets.

Management Team: A core group of advisors who may help the State MEP Director to develop the management plan and oversee the CNA process and development of the Service Delivery Plan (SDP).

Migratory Child: Per Section 1309(3)(A)–(B) of the of the Elementary and Secondary Education Act (ESEA), as amended, migratory child means a child or youth, from birth up to 20 (22 with an IEP), who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent, guardian, or spouse who is a migratory agricultural worker or migratory fisher.

Need: The difference between "what is" and "what should be"; may also be referred to as a gap.

Needs Assessment Committee (NAC): Broad-based committee of partners (stakeholders) who provide input and direction throughout the CNA process.

Need Indicator: A measure that can be used to verify that a particular gap/discrepancy exists for migratory children and that sets a parameter to specify the severity of that gap.

Priority for Services: ESEA Section 1304(d) establishes a Priority for Services (PFS) requirement. In accordance with this requirement, MEPs must give PFS to migratory children who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet the State's challenging academic standards or who have dropped out of school.

Service Delivery Plan: A comprehensive plan for delivering and evaluating MEP-funded services to migratory children. It is based on the results of an up-to-date statewide CNA and is intended to meet the unique needs of migratory children and their families.

Solution Strategy: A strategy that addresses an identified need.

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Legislative Mandate

The Migrant Education Program (MEP) is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, reauthorized in 2015 by the Every Student Succeeds Act (ESSA). The purpose of the MEP is to meet the unique educational needs of migratory children and their families to ensure that migratory children reach challenging academic standards and graduate high school. Specifically, the goal of State MEPs is to design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting migratory children from doing well in school and making the transition to postsecondary education or employment [Title I, Part C, Sec. 1301(5)].

In order to identify and address these unique educational needs, State Education Agencies (SEAs) that receive Title I, Part C funds must develop a Statewide Service Delivery Plan (SDP) based on a recent Comprehensive Needs Assessment (CNA). Specifically, the SDP addresses the following (pursuant to Title I, Part C, Sec. 1306 and 34 CFR 200.83):

- Provides for the integration of services with other ESEA programs;
- Ensures that the State and its local operating agencies identify and address the unique educational needs of migratory children;
- Reflects collaboration with parents of migratory children;
- Provides migratory children with opportunities to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children are expected to meet;
- Specifies measurable program goals and outcomes;
- Encompasses the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs; and
- Reflects joint planning among local, State, and Federal programs.

Section 200.83(b) of the regulations requires the SEA to develop its comprehensive State SDP in consultation with the State migrant education parent advisory council (PAC), and with the parents of migratory children in a format and language that the parents understand. State PAC representatives attended all meetings for the CNA and SDP. See SDP Committee Membership list.

Migratory child sitting along the Yukon River.
Photo Credit: Fairbanks School District

Description of the State Migrant Education Program

In 2016-17, there were 12,964 eligible migratory children (all migratory children and youth from birth up to 20), which is an 8% increase since 2011-12. For the past eight years, there has been an overall increase in the number of migratory children. Over half of Alaska's migratory children (58%) are Alaska Native or American Indian, 21% are white, and 11% are two or more races. In 2016-2017, 40 of the 54 Alaska districts operated an MEP. Though the MEP in Alaska is implemented by individual school districts throughout the State of Alaska, there are distinct regions in the State that the Alaska MEP relies on to analyze data and to facilitate the State PAC. Children are recruited for the MEP by trained district staff as they return to their home base districts after completing summer fishing moves.

Qualifying activities in Alaska are almost all related to fishing (94% of Certificates of Eligibility [COEs] include a fishing activity), and qualifying work is most often for subsistence (86% of qualifying activities). Most moves occur during summer months. Migratory activities are seasonal but may take place in all seasons. Different runs of fish occur seasonally throughout the year, and some types of fish may be caught only in the winter through holes dug in the ice.

Migratory children in Alaska often look very similar to their non-migratory peers. In rural Alaska villages, most residents are Alaskan natives who rely on subsistence. Percentages of children who qualify for the program vary by district and school. Disparities are not due to differing culture, language, or even activities, but rather due to how the definition of migratory child is applied. For example, all families may live off the land for subsistence, but only some families move far enough from their home to qualify for the program. In other cases, students may move long distances and miss a substantial number of days of school but do not qualify because the move was for hunting rather than fishing.

English learner (EL) refers to a student whose home language is a language other than English and is not proficient on an approved State assessment of language proficiency. Sixteen percent of migratory children were identified as EL compared to 11% of the non-migratory population.

Migratory children's needs vary by region, and each site completes their own needs assessment to tie services to needs. Overall, Alaska provided services to 70% of the migratory children identified in 2016-17. Most received support services (63%), and over a third (36%) received instructional services. Services are primarily delivered during the regular school year, but 17% of the migratory children in Alaska received summer services in 2016-17.

Description of the Planning Process

The State MEP director convened a team of key stakeholders to serve on the SDP Committee, including representatives from the Alaska Department of Education and Early Development (DEED) in content areas of English language arts (ELA), mathematics, early childhood, and school health and safety; State MEP staff who coordinate data collection, staff development, educational programming, and parent engagement; and school district personnel who provide direct services to migratory children, preschoolers, and out-of-school youth (OSY). Refer to the SDP Committee Membership list. The table below summarizes the two update meetings held in Juneau to work through SDP development collaboratively.

Schedule of SDP Committee Meetings

Dates	Objectives	Outcomes
Oct. 24-25, 2018	1. Understand how the program planning process interacts with the State SDP 2. Create strategies for meeting student needs 3. Create Measurable Program Outcomes (MPOs) and align to strategies 4. Prioritize strategies and identify required and optional strategies 5. Review and decide on next steps toward determining the major components of the SDP	• Reviewed the findings from the CNA process • Established goal area teams to review solution strategies from the CNA and draft SDP strategies: ELA and math, school readiness, graduation, and support services • Drafted strategies and MPOs • Identified evidence base for solutions using the What Works Clearinghouse (ies.ed.gov/ncee/wwc/) • Drafted a logic model
Dec. 5-6, 2018	1. Review and arrive at consensus on strategies and MPOs 2. Make decisions about components of the SDP report and table of contents 3. Finalize the MEP logic model 4. Identify evaluation activities and tools to measure progress toward meeting MPOs 5. Review and adjust other SDP components	• Finalized strategies in goal area teams • Reviewed process (program implementation) and outcome (performance) objectives • Finalized MPO language for each content area strategy • Discussed components of the SDP related to the parent involvement plan, professional development plan, ID&R plan, technical assistance and monitoring plan, and student records plan • Finalized the logic model • Identified resources needed to implement strategies

Many members of the SDP Committee also served previously on the Alaska MEP Needs Assessment Committee (NAC) to provide continuity to the process. This helped to ensure that systems were aligned to meet the unique educational needs of Alaska's migratory children.

The General Framework Section contains the strategic planning chart of the SDP decisions that were determined by the SDP Committee. This chart was used throughout the process as an organizer. Prior to the first meeting and as a result of the CNA process, the needs identified included the **concern statements**, **data summary**, and **need indicators**. The SDP Committee aligned strategies and MPOs with the concern statements and goal areas.

SDP Report Components

The SDP Committee focused on the following components in providing guidance for the Alaska MEP's updated SDP:

1. **Performance Targets.** The plan specifies the performance targets that the State has adopted for all migratory children for:
    a. English language arts (ELA);
    b. mathematics;
    c. high school graduation;
    d. the number of school dropouts;
    e. school readiness; and
    f. other performance targets that the State identifies for migratory children.
2. **Needs Assessment.** The plan includes identification and an assessment of:
    a. the unique educational needs of migratory children that result from the children's migrant lifestyle; and
    b. other needs of migratory children that must be met in order for them to participate effectively in school.
3. **Measurable Program Outcomes.** The plan includes the MPOs that the MEP will produce Statewide through specific educational or educationally-related services. MPOs allow the MEP to determine whether and to what degree the program has met the unique educational needs of migratory children that were identified through the CNA. The MPOs should also help achieve the State's performance targets.
4. **Service Delivery.** The plan describes the Alaska MEP's strategies for achieving the performance targets and MPOs described above. The State's service delivery strategies must address:
    a. the unique educational needs of migratory children that result from the children's migrant lifestyle, and
    b. other needs of migratory children that must be met in order for them to participate effectively in school.
5. **Evaluation.** The plan describes how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes.

The Alaska MEP may also include the policies and procedures it will implement to address other administrative activities and program functions, such as:

1. **Priority for Services.** A description of how, on a Statewide basis, the MEP will give priority to migratory children who have made a qualifying move within the previous 1-year period **and**
    a. who are failing, or most at risk of failing, to meet the challenging State academic standards, or
    b. have dropped out of school.
2. **Parent and Family Engagement.** This section includes strategies that the State will implement to ensure that parents of migratory children are involved in the education of their children. The plan includes information on State and local migratory Parent Advisory Councils, supports for migratory parents, and resources.
3. **Identification & Recruitment and Quality Control.** A description of the State's plan for identification and recruitment activities and its quality control procedures.
4. **Student Records.** A description of the State's plan for requesting and using migratory child records and transferring migratory child records to schools and projects in which migratory children enroll.

State Performance Targets

This section describes the performance targets that the State has adopted for all migratory children for reading, mathematics, and high school graduation.

ELA and Mathematics

In the ESSA State Plan final submission on May 8, 2018, Alaska set a long-term goal of reducing by half the percentage of non-proficient students on the Statewide assessment in English language arts (ELA) and mathematics in 10 years (by the 2026-2027 school year).

Individual Growth Targets

Alaska has identified individual growth targets for all students assessed on the Statewide assessment, Performance Evaluation for Alaska's Schools (PEAKS). The table shows the levels a student needs to reach to meet the target for the given level achieved in the previous year.

Previous year	Current Year FBP Low	Current Year FBP High	Current Year BP Low	Current Year BP High	Current Year P Low	Current Year P High	Current Year A Low	Current Year A High
FBP Low		X	X	X	X	X	X	X
FBP High			X	X	X	X	X	X
BP Low				X	X	X	X	X
BP High					X	X	X	X
P Low					X	X	X	X
P High					X	X	X	X
A Low							X	X
A High							X	X

Note: FBP=Far Below Proficient; BP=Below Proficient; P=Proficient; A=Advanced

School Readiness

There are no established goals for all preschool-age children in the ESSA State Plan. However, the MEP has described "how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, **including preschool migratory children** and migratory children who have dropped out of school, have been met." Concerns, strategies, and goals align with the Early Learning Guidelines established by Alaska for all children.

High School Graduation

In the May 8, 2018 approved ESSA State Plan, Alaska set the same long-term goal of 90 percent for the four-year adjusted cohort graduation rate for all students and for each subgroup of students by the 2026-2027 school year. There are no specific targets for reductions in the number of student dropping out of high school.

Support Services

Alaska has not set targets for support services for all children in the ESSA State Plan. However, the MEP has identified unique needs of migratory children that can only be met through support services and established outcomes within the ESSA State Plan for migratory children.

Needs Identified Through the Statewide CNA

The Alaska MEP followed OME's recommended Continuous Improvement Cycle for the development of the SDP. The SDP process builds on the findings from the recent CNA (completed in 2018 and on file with DEED) using the five-step model of conducting preliminary work, exploring what is, gathering and analyzing data, making decisions, and transitioning to SDP development. The CNA serves as the foundation for the SDP process, in which key stakeholders convene to review the CNA findings, develop implementation strategies, and develop MPOs to assess impact on student progress. The State MEP will implement the strategies and data collection efforts through dissemination and training to local MEP staff beginning in 2019-20. The evaluation measures developed in the SDP inform a Statewide program evaluation to collect data on the MEP's fidelity to implementing its intended strategies and the impact of those research-based strategies on student achievement.
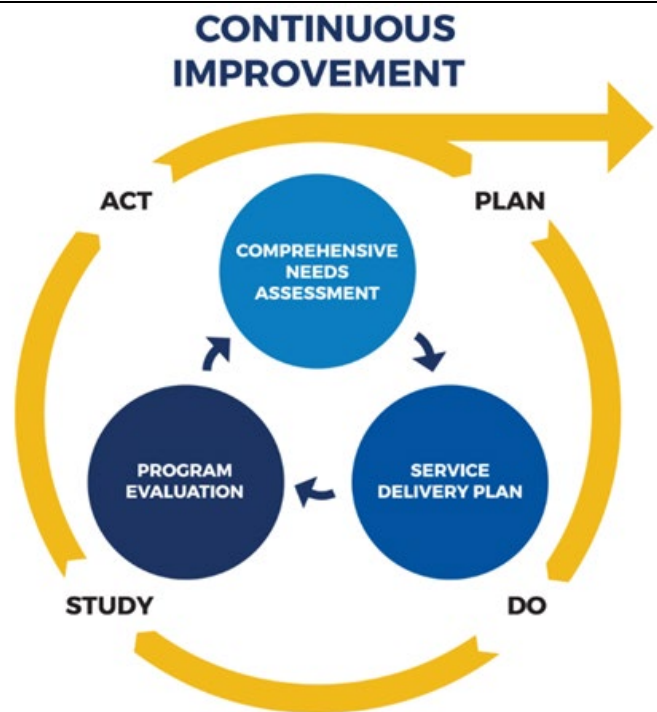
In addition to the findings from the CNA, the following alignment chart contains these SDP components:

- **Service Delivery Strategies**: The service delivery strategies identified by the SDP Committee took into consideration the needs identified during the CNA process as well as the solution strategies determined. There are three strategies for each of the four goal areas. The strategies will be used as the target for the implementation of the MEP.
- **Measurable Program Outcomes**: The SDP Committee created MPOs that reflect the State performance targets, needs identified in the CNA, and solutions and strategies identified. MPOs are the desired outcomes of the strategies that quantify the differences that the MEP will make. MPOs provide the foundation for the SDP and can be clearly communicated and evaluated.
- **Evaluation Questions**: The SDP Committee developed an Evaluation Plan for results (that relate to the State performance indicators/targets and MPOs) and for implementation (that relate to the strategies). The charts that follow provide a foundation for the MEP evaluation based on the questions identified during the SDP planning process. Please refer to the Evaluation Plan of this SDP for a detailed description of the Alaska MEP Evaluation Plan.

Migratory child showing off catch. Photo Credit: Petersburg School District

Alignment Chart with MPOs, Strategies, and Evaluation Questions

Goal Area #1 English Language Arts and Mathematics

English Language Arts and Mathematics Needs Identified

Concern	Data Source	Data Summary and Need Statement
1.1 We are concerned that EL migratory children have a lower proficiency rate on State academic content assessments in **English language arts** and the ACCESS for ELLs assessment than non-migratory children.	PEAKS (2016-17) ACCESS for ELLs (2016-17)	**Data Summary**: • 4% of EL migratory children are proficient in English language arts. **Need Statement**: • The percentage of EL migratory children who are proficient on the PEAKS assessment in English language arts needs to increase by 48% to reach the long-term goal for migratory children.
1.2 We are concerned that EL migratory children have a lower proficiency rate on State academic content assessments in **mathematics** than non-migratory children.	PEAKS (2016-17)	**Data Summary**: • 5% of EL migratory children are proficient in mathematics. **Need Statement**: • The percentage of EL migratory children who are proficient on the PEAKS assessment in mathematics needs to increase by 47.5% to reach the long-term goal for migratory children.
1.3 We are concerned that migratory children have a lower proficiency rate on State academic content assessments in **mathematics** than non-migratory children due to unique migratory children needs including mobility and social and emotional needs.	PEAKS (2016-17) Migrant Parent Survey (2016-17)	**Data Summary**: • 22% of migratory children are proficient in mathematics. • 47% of parents said their child needs support with mathematics. **Need Statement**: • The percentage of migratory children who are proficient on the PEAKS assessment in mathematics needs to increase by 39% to meet the long-term goal.
1.4 We are concerned that migratory children have a lower proficiency rate on State academic content assessments in **English language arts** than non-migratory children due to unique migratory children needs including mobility and social and emotional needs.	PEAKS (2016-17) Migrant Parent Survey (2016-17)	**Data Summary**: • 26% of migratory children are proficient in English language arts. • 43% of parents said their child needed support with reading and 36% of parents said their child needed help with writing. **Need Statement**: • The percentage of migratory children who are proficient on the PEAKS assessment in English language arts needs to increase by 37% to meet the long-term goal.
1.5 We are concerned that migratory children have a higher rate of being chronically absent from school than non-migratory children, which we associate with low school engagement and academic success.	Attendance Data from Summer OASIS (2016-2017)	**Data Summary**: • 28.4% of migratory children were chronically absent, compared to 23.9% of non-migratory children. **Need Statement**: • The rate of chronic absenteeism needs to decrease by 5% to close the gap between migratory and non-migratory children.

English Language Arts and Mathematics Strategies, MPOs, and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions
1.1 Deliver targeted supplemental English language arts instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their English language arts needs that were identified through a standards-based assessment.	**1.A** Annually beginning in 2019-20, 2% more migratory children identified as PFS, EL, or who score below proficient on the State assessment will receive supplemental language arts instructional services in the regular or summer term as shown in the Mass Withdrawal and Summer Withdrawal reports starting with the baseline 2016-17 reporting period. **1.B** Annually beginning in 2019-20, 2% more PFS migratory children receiving supplemental ELA instruction will meet individual growth targets on the State assessment in English language arts than PFS migratory children who did not receive these services.	**Results Evaluation Questions:** • What percentage of migratory children identified as PFS, EL, or who score below proficient on the PEAKS received supplemental language arts instructional services? • What percentage of PFS migratory children, receiving supplemental ELA services, met individual growth targets on the PEAKS assessment in English language arts compared to PFS migratory children who did not receive these services? **Implementation Evaluation Questions:** • How many districts provided supplemental language arts instructional services? • What kinds of supplemental language arts instructional services did districts provide?
1.2 Deliver targeted supplemental mathematics instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their mathematics needs that were identified through a standards-based assessment.	**1.C** Annually beginning in 2019-20, 2% more migratory children identified as PFS, EL, or who score below proficient on the State assessment will receive supplemental mathematics instructional services as shown in the Mass Withdrawal or Summer Withdrawal reports starting with the baseline 2016-17 reporting period. **1.D** Annually beginning in 2019-20, 2% more PFS migratory children receiving a supplemental math instructional service will meet individual growth targets on the State assessment in mathematics, compared to PFS migratory children who did not receive these services.	**Results Evaluation Questions:** • What percentage of migratory children identified as PFS, EL, or who score below proficient on the PEAKS received supplemental math instructional services? • What percentage of PFS migratory children, receiving supplemental mathematics services, showed growth on the PEAKS assessment in mathematics compared to PFS migratory children who did not receive these services? **Implementation Evaluation Questions:** • How many districts provided supplemental math instructional services? • What kinds of supplemental math instructional services did districts provide?

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions
1.3 Provide evidence-based, supplemental instruction for migratory children identified as EL that are designed to increase academic skills.	**1.E** Annually beginning in 2019-20, 2% more EL migratory children who received a supplemental ELA instructional service will successfully meet interim measures of progress or exit criteria on the ACCESS for ELLs, compared to EL migratory children who did not receive these services.	**Results Evaluation Questions:** • What percentage of migratory EL children receiving supplemental ELA services successfully met interim measures of progress or exit criteria on the ACCESS for ELLs, compared to migratory ELs who did not receive these services? **Implementation Evaluation Questions:** • How many migratory ELs received supplemental ELA instructional services? • How many districts provided supplemental ELA services to migratory ELs? • What kinds of supplemental ELA services did districts provide to EL migratory children?
1.4 Implement the Migrant Literacy Grant to: • increase access to literature in the homes of migratory families, • support literacy activities that increase family engagement, and • provide parents/ guardians with strategies to support reading in the home.	**1.F** Annually beginning in 2019-20, 3% more migratory children in districts receiving the Migrant Literacy Grant will receive reading materials as shown in the literacy grant final report and/or the Mass Withdrawal and Summer Withdrawal reports starting with the 2016-17 baseline. **1.G** Annually beginning in 2019-20, the percentage of migratory children who participate in a literacy grant district/site literacy activity will increase by 1% as shown on the Mass Withdrawal and Summer Withdrawal reports starting with the 2016-17 baseline.	**Results Evaluation Questions:** • What percentage of migratory children received reading materials, such as books or magazines for use in the home? • What percentage of children participated in a district/site literacy activity? **Implementation Evaluation Questions:** • How many districts participated in the literacy grant? • What were the topics and themes of literacy activities? • What strategies did sites use during literacy activities?

Goal Area #2 School Readiness

School Readiness Needs Identified

Concern	Data Source	Data Summary/Need Statement
2.1 We are concerned that few migratory children are attending preschool programs, which results in significantly fewer being prepared for kindergarten than both their migratory peers who do attend preschool as well as all children Statewide.	Alaska Developmental Profile (2016-17) Migrant Staff Survey (2016-17) MIS2000 enrollment records (2016-17)	**Data Summary:** • 39% of migratory children attended a preschool program (district-funded, migrant-funded, or otherwise-funded). • 33.5% of staff indicate there is a need for preschool programs. • 18.3% of migratory children not attending preschool consistently demonstrate 11 out of 13 of school readiness indicators, compared to 38.2% of migratory children attending preschool, and 30.6% of children Statewide. **Need Statement:** • The percentage of migratory children enrolled in early childhood education needs to increase by 61%.
2.2 We are concerned that migratory children are not ready for the rigor of the State standards for ELA and math at the kindergarten level.	Alaska Developmental Profile (2016-17) Migrant Staff Survey (2016-17) MIS2000 enrollment records (2016-17)	**Data Summary:** • 18.6% of all migratory students mastered skills in Domain 5: Communication, Language, and Literacy on the Alaska Development Profile. 22.4% of migratory children who attended preschool consistently mastered skills in Domain 5 compared to only 9.8% of migratory children who did not attend preschool. • 37% of all migratory children mastered skills in Domain 4: Cognition and General Knowledge on the Alaska Developmental Profile. 43.6% of migratory children who attended preschool consistently demonstrated skills in Domain 4 compared to only 21.6% of migratory children who did not attend preschool. **Need Statement:** • The average percentage of students mastering skills needs to increase by 81.4% in Domain 5 and increase by 63.0% in Domain 4 in order for all children to be ready for kindergarten.
2.3 We are concerned that migratory children lack the social-emotional skills to be successful in the kindergarten classroom setting.	Alaska Developmental Profile (2016-17)	**Data Summary**: • 45.3% of the migratory children who attended a preschool program consistently regulate their feelings and impulses compared to 34.0% of migratory children who did not attend a preschool program. Overall, 41.9% of migratory children regulate their feelings and impulse control as shown on the Alaska Developmental Profile, Domain 2: Social and Emotional Development. **Need Statement:** • The percentage of migratory children able to regulate their feelings and impulses needs to increase by 58.1% to have all children prepared for kindergarten.

School Readiness Strategies, MPOs, and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions
2.1 Establish partnerships with tribal, local, district, Head Start, and other preschools in the communities to increase the enrollment of migratory children in preschool. This could include home-based visits and playgroups.	**2.A** Annually beginning in 2019-20, the percentage of migratory preschool aged children enrolled in early childhood programs will increase by 2% starting with the 2016-17 baseline.	**Results Evaluation Question:** • What percentage of migratory preschool-aged children are enrolled in preschool programs? **Implementation Evaluation Questions:** • What percentage of migratory preschool-aged children received services? • How many districts run or have access to preschool programs? • What programs do districts partner with to support preschool programs?
2.2 Provide migrant-funded instructional services for preschool-aged children with a focus on social-emotional development (home-based or site-based). Provide professional development in areas such as: working with preschool-aged children, ACEs-trauma informed practices, and social-emotional development.	**2.B** Annually beginning in 2020-21, 2% more migratory children who received migrant preschool services prior to being assessed with the Alaska Development Profile (ADP) will master skills in Domain 2: Social and Emotional Development.	**Results Evaluation Question:** • What percentage of migratory children who were enrolled in migrant-funded early childhood programs prior to being assessed with the ADP mastered skills in Domain 2? **Implementation Evaluation Questions:** • How many migratory preschool children received migrant-funded instructional services? • What migrant-funded instructional services did districts provide?
2.3 Use culturally-responsive, evidence-based curriculum and instruction that support the implementation of the Early Learning Guidelines (ELGs) at migrant-funded preschools. This includes resources and/or training for appropriate staff.	**2.C** Annually beginning in 2020-21, 2% more migratory children who received migrant preschool services prior to being assessed with the ADP will master skills in 11 of 13 goals.	**Results Evaluation Question:** • What percentage of migratory preschool children who were enrolled in migrant-funded early childhood programs mastered 11 of 13 goals on the ADP? **Implementation Evaluation Questions:** • How many districts that operate or support migrant-funded preschools implement a culturally-responsive, evidence-based curriculum and instruction that support the implementation of the ELGs? • How many staff received training and resources for implementing a culturally-responsive, evidence-based curriculum?

Goal Area #3 High School Graduation and Services for OSY

High School Graduation and Services for OSY Needs Identified

Concern	Data Source	Data Summary/Need Statement
3.1 We are concerned that migratory children are not graduating at the State's long-term target rate due the large number of migratory children not on track to graduate after their freshman year and the high percentages of Ds and Fs in ELA and Math for all high school migratory children.	CSPR (2016-17) Course History (2013-14 through 2016-17)	**Data Summary:** • The migratory child 4-year graduation rate is 77.5% and has declined during the past three years. The State's long-term target rate is 90%. **Need Statement:** • The 4-yr graduation rate needs to increase 12.5% to reach the long-term target rate. **Data Summary:** • From 2013-14 through 2016-17, 41.3% of migratory children enrolled in English and Mathematics courses earned a D or F in the course. **Need Statement:** • The percentage of migratory children earning a C or better in English and Mathematics courses needs to increase by 41.3% to ensure children are on target for graduation.
3.2 We are concerned that migratory children (including out-of-school youth) are not prepared to transition to post-secondary opportunities and the workforce.	Migrant Parent Survey (2016-17)	**Data Summary:** • 41.3% of parents of migratory high school children indicated that their children need help with college preparation, including AP classes and ACT/SAT preparation. 38.3% of parents of migratory high school children indicated that their children need help with college and career counseling. **Need Statement:** • The percent of migratory children prepared to transition to post-secondary opportunities and the workforce needs to increase.
3.3 We are concerned that migratory out-of-school youth (OSY) lack services that re-engage them with educational and life skills opportunities.	CSPR, Part II (2016-17) Migrant Staff Survey (2016-17) High School Equivalency (2014-15 through 2016-17)	**Data Summary:** • Of the 2015-16 migratory OSY, only 38.3% of them enrolled in school on October 1, 2016. **Need Statement:** • The percent of out-of-school youth receiving services leading to re-enrollment in school or to a diploma needs to increase.

High School Graduation and Services for OSY Strategies, MPOs, and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions
3.1 In the regular and/or summer terms, provide high school migratory children appropriate credit recovery and/or distance education opportunities for credit accrual.	**3.A** By the end of the 2019-20 school year and each year thereafter, the percentage of high school migratory children receiving credit accrual services (credit recovery or dual enrollment including distance delivered courses) will increase by 1% starting with the 2016-2017 baseline.	**Results Evaluation Question:** • What percentage of migratory children received credit accrual or dual credit services? **Implementation Evaluation Questions:** • How many districts provided credit accrual or dual credit services to high school migratory children? • What types of credit accrual or dual credit services did districts offer?
3.2 In the regular school term, provide middle and high school migratory children with an academic success coach to monitor child progress and provide assistance when a child is at-risk of receiving a D or F in an ELA or math course.	**3.B** By the end of the 2019-20 school year and each year thereafter, 3% more high school migratory children receiving credit accrual services (credit recovery or dual enrollment including distance delivered courses) or academic success coaching will earn 5 credits per year, compared to the 2016-2017 baseline.	**Results Evaluation Question:** • What percentage of high school migratory children receiving credit recovery, distance education services, or academic success coaching earned 5 or more credits per year? **Implementation Evaluation Questions:** • How many districts provided credit recovery, distance education, or academic success coaching? • What were the duties of districts' academic success coaches? • What was the average student load of district's academic success coaches?
3.3 In the regular and/or summer terms, provide migratory children opportunities to participate in college/career readiness activities and work towards a career path.	**3.C** By the end of the 2019-20 school year and each year thereafter, the percentage of high school migratory children receiving career and technical education services will increase by 3% starting with the 2016-2017 baseline.	**Results Evaluation Question:** • What percentage of high school migratory children received career and technical education services? **Implementation Evaluation Questions:** • How many districts provided career and technical education services to high school migratory children? • What career and technical education activities did districts provide?
3.4 In the regular and/or summer terms, provide outreach activities for migratory OSY to help them re-enroll in school and graduate.	**3.D** By the end of the 2019-2020 school year, and each year thereafter, the percentage of OSY who re-enroll in school will increase by 2% starting with the 2016-2017 baseline.	**Results Evaluation Question:** • What percentage of migratory OSY re-enrolled in school? **Implementation Evaluation Question:** • What outreach activities for migratory OSY were provided by districts?

Goal Area #4

Support Services Needs Identified

Concern	Data Source	Need Indicator/Need Statement
4.1 We are concerned that the parents of migratory children do not have access to the strategies, trainings, and related services to provide an academically supportive environment for their children to succeed and need additional support to navigate the school system.	Migrant Staff Survey (2016-17) Migrant Parent Survey (2016-17)	**Data Summary:** • 56.5% of staff identified lack of access to parent education programs as a concern. **Need Statement:** • Parent access to programs designed to improve educational support in the home needs to increase **Data Summary:** • 40.2% parents reported they needed assistance with standards, curriculum, and required tests. **Need Statement:** • Participation of parents of migratory children in programs to assist with understanding standards, curriculum, assessments, and other school requirements needs to increase.
4.2 We are concerned that migratory children have limited access to books, school supplies, technology, and technology support in their homes.	Migrant Staff Survey (2016-17) Migrant Parent Survey (2016-17) Fall & Summer OASIS Collections (2016-17)	**Data Summary:** • 49.6% of staff identified access to necessary school supplies and 46.5% identified access to computers/internet as concerns. **Need Statement:** • Access to necessary school supplies and educational technology for migratory children needs to increase. **Data Summary:** • 32.7% of staff identified transportation as being a concern. • 52.2% of staff identified children needing nutrition as a concern. • 20.1% of parents identified needing access to dental, vision, or health as a concern. • 351 MEP children were identified as being homeless. **Need Statement:** • Access to transportation, housing, nutrition, and community resources for migratory families should increase.
4.3 We are concerned that migratory children lack access to health and safety instruction such as dental, vision, mental health, housing, nutrition, and transportation to services.	Migrant Parent Survey (2016-2017)	**Data Summary:** • 27.4% of parents identified water safety and 33.8% of parents identified a need for first aid/CPR courses as concerns. **Need Statement:** • Participation in lessons for health and safety including water safety and first aid for migratory children needs to increase.

Support Services Strategies, MPOs, and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions
4.1 Provide parents of migratory children with access to information through multiple distribution methods (print and electronic) about migrant education events; support materials for reading, writing, math, and homework help; assistance navigating the school system; and additional support services during both regular and summer terms.	**4.A** By the end of the 2019-20 reporting period, 80% of parents of migratory children will indicate on the Parent Survey that they are aware of services provided through the MEP.	**Results Evaluation Question:** • What percent of parents said they were aware of the services provided? **Implementation Evaluation Questions:** • How did the local MEP communicate with parents during the regular term and/or summer? • How many parents attended informational activities? • What support materials did the local MEP provide for the home? • How did the local MEP assist migratory parents with navigating the school system?
4.2 Provide educational support resources such as books for the home, school supplies, and technology support to migratory children as needed. Examples include: • Necessary school supplies such as backpacks, pencils, pens, paper etc. • Technology support such as computer rental/ borrowing program, Internet access, and education on technology use • Advocacy through community outreach events	**4.B** By the end of the 2020-21 reporting period following updating the support services data collection, 2% more migratory children will receive necessary educational resources annually starting with the 2019-20 baseline.	**Results Evaluation Question:** • What percentage of migratory children received items such as school supplies and technology support, and how does this percentage compare to previous years? **Implementation Evaluation Questions:** • What educational support resources did the local MEP provide? • How did education support resources meet the needs of migratory children? • How many advocacy and outreach events were available for parents?
4.3 Provide support services to enable migratory children to access educational activities and community-based activities and services. Examples include: • Health services such as healthy living assistance, medical/dental/vision health, and mental health • Advocacy for housing, social services, and transportation services • Necessary support services such as clothing (winter coats and boots), nutrition, and transportation • Healthy living instruction such as safety and nutrition	**4.C** By the end of the 2020-21 reporting period following updating the support services data collection, 2% more migratory children will receive support for health and safety instruction annually starting with the 2019-20 baseline.	**Results Evaluation Question:** • What percentage of migratory children received support for health and safety instruction and how does this percentage compare to previous years? **Implementation Evaluation Questions:** • What support services did the local MEP provide? • With which organizations does the MEP partner to provide health and safety instruction? • How did the support services meet the needs of migratory children?

Evaluation Plan

Plan for Evaluation of Project Implementation and MPO Results

The evaluation of the Alaska MEP will be completed by the State with the assistance of an external evaluation firm, META Associates, which is knowledgeable about migrant education, evaluation design, federal reporting requirements and OME guidelines, the State context, and the operation of the Alaska MEP. The evaluation will systematically collect information to improve the program and to help the State make decisions about program improvement and success.

The evaluation will report both **implementation** and **outcome** data to determine the extent to which the MPOs for the MEP in ELA, mathematics, school readiness, high school graduation, services for OSY, and support services have been addressed and met. Questions answered by implementation and outcome data are included in the alignment chart.

Data on migratory children and services are collected by the State from each of its local operating agencies (LOAs). Data sources include: migrant parents, recruiters, migrant program administrators, and other staff as appropriate. In addition, the State will develop a Fidelity of Strategy Implementation (FSI) rubric to rate the extent to which the local implementation of strategies aligns to the strategy descriptions in the SDP. LOAs will use the form to document methods of strategy implementation and evidence maintained locally regarding participation.

Data will be collected using surveys, focus groups, structured interviews, and records reviews (including assessment results reported through the State data collection and reporting system). Data analysis procedures will include descriptive statistics based on Alaska migratory child demographics, program implementation, and student and program outcomes. Means and frequencies will be calculated. Tests of educational significance will be completed, and trend analyses done.

To comply with federal guidelines, Alaska will prepare an annual performance results evaluation to inform SEA decision-making. Every two-three years, Alaska will prepare a full evaluation report that includes performance results data on State performance targets related to Performance Goals 1 and 5 and any additional performance targets identified by the State, results data on MPOs, implementation results, and implementations and recommendations for improvement of services based upon implementation results and performance results data.

Student Assessment and Progress Monitoring Plan

For **program improvement** purposes and in accordance with the **evaluation requirements** provided in 34 CRF 200.83(a)(4), the evaluation data and demographic information described in the preceding alignment chart and the following evaluation planning chart will be collected, compiled, analyzed, and summarized for the Alaska MEP. These activities will help the State determine the degree to which the MEP is on target to reach the State performance targets and effective based on the chosen MPOs. Data collection will occur through standard data reporting to the migrant-specific data system (MIS200), migrant flags in Online Alaska School Information System (OASIS), and an annual program evaluation data collection (online needs assessment and evaluation surveys).

Specifically, data will be collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data to be collected are listed in the tables on the following pages. Following each data element is information on the individual or agency responsible, the method of data collection, and the frequency of data collection.

ELA and Mathematics Evaluation Plan

MPO	What Tool is needed?	Who is Responsible?	Timelines
1.A Annually beginning in 2019-20, 2% more migratory children identified as PFS, EL, or who score below proficient on the State assessment will receive supplemental language arts instructional services in the regular or summer term as shown in the Mass Withdrawal and Summer Withdrawal reports starting with the baseline 2016-17 reporting period.	• PEAKS Assessment • Mass Withdrawal Report • Summer Withdrawal Report • MIS2000 Enrollment Records (for PFS, EL, Assessment Results) • Summer OASIS (EL status, and information needed to determine growth)	**District** • District records managers **Department** • Assessment research analyst • Summer OASIS research analyst **Migrant Education Office (MEO) at DEED** • Migrant data specialist	**District** • The Mass Withdrawal Report is due by June 15th annually. • The Summer Withdrawal Report is due by September 30th annually. **Department** • Assessment window is set annually, typically in April. • PEAKS assessment results are available to the MEP in August/ September. **MEO at DEED** • Data are analyzed annually by January when all data elements are available.
1.B Annually beginning in 2019-20, 2% more PFS migratory children receiving supplemental ELA instruction will meet individual growth targets on the State assessment in English language arts than PFS migratory children who did not receive these services.	• PEAKS Assessment • Mass Withdrawal Report • Summer Withdrawal Report • MIS2000 Enrollment Records • Summer OASIS	**District** • District records managers **Department** • Assessment research analyst • The Summer OASIS research analyst **MEO at DEED** • Migrant data specialist	**District** • The Mass Withdrawal Report is due by June 15th annually. • The Summer Withdrawal Report is due by September 30th annually. **Department** • Assessment window is set annually, typically in April. • PEAKS assessment results are available to the MEP in August/September. **MEO at DEED** • Data are analyzed annually by January when all data elements are available.
1.C Annually beginning in 2019-20, 2% more migratory children identified as PFS, EL, or who score below proficient on the State assessment will receive supplemental mathematics instructional services as shown in the Mass Withdrawal or Summer Withdrawal reports starting with the baseline 2016-17 reporting period.	• PEAKS Assessment • Mass Withdrawal Report • Summer Withdrawal Report • MIS2000 Enrollment Records (for PFS, EL, Assessment Results) • Summer OASIS (EL status, and information needed to determine growth)	**District** • District records managers **Department** • Assessment research analyst • Summer OASIS research analyst **MEO at DEED** • Migrant data specialist	**District** • The Mass Withdrawal Report is due by June 15th annually. • The Summer Withdrawal Report is due by September 30th annually. **Department** • Assessment window is set annually, typically in April. • PEAKS assessment results are available to the MEP in August/September. **MEO at DEED** • Data are analyzed annually by January when all data elements are available.

MPO	What Tool is needed?	Who is Responsible?	Timelines
1.D Annually beginning in 2019-20, 2% more PFS migratory children receiving a supplemental math instructional service will meet individual growth targets on the State assessment in mathematics, compared to PFS migratory children who did not receive these services.	• PEAKS Assessment • Mass Withdrawal Report • Summer Withdrawal Report • MIS2000 Enrollment Records • Summer OASIS	**District** • District records managers **Department** • Assessment research analyst • The Summer OASIS research analyst **MEO at DEED** • Migrant data specialist	**District** • The Mass Withdrawal Report is due by June 15th annually. • The Summer Withdrawal Report is due by September 30th annually. **Department** • Assessment window is set annually, typically in April. • PEAKS assessment results are available to the MEP in August/September. **MEO at DEED** • Data are analyzed annually by January when all data elements are available.
1.E Annually beginning in 2019-20, 2% more EL migratory children who received a supplemental ELA instructional service will successfully meet interim measures of progress or exit criteria on the ACCESS for ELLs, compared to EL migratory children who did not receive these services.	• ACCESS for ELLs Assessment • Mass Withdrawal Report • Summer Withdrawal Report • Summer OASIS (EL status) • MIS2000 Enrollment Records (EL Status)	**District** • District records managers **Department** • Department research analyst • Summer OASIS research analyst **MEO at DEED** • Migrant data specialist	**District** • The Mass Withdrawal Report is due by June 15th annually. • The Summer Withdrawal Report is due by September 30th annually. **Department** • The assessment window for ACCESS for ELLs is February 1 to March 31 annually. **MEO at DEED** • Data are analyzed annually by January when all data elements are available.
1.F Annually beginning in 2019-20, 3% more migratory children in districts receiving the Migrant Literacy Grant will receive reading materials as shown in the literacy grant final report and/or the Mass Withdrawal and Summer Withdrawal reports starting with the 2016-17 baseline.	• Literacy Grant Application • Literacy Grant Final Report • Mass Withdrawal Report • Summer Withdrawal Report • MIS2000 Enrollment Records	**District** • District migrant coordinators and federal program directors • District records managers **MEO at DEED** • Migrant data specialist	**District** • The Literacy Grant Application is due on May 31st for the following school year. • The Literacy Grant Final report is due April 17 annually. **MEO at DEED** • Data are analyzed annually by January when all data elements are available.
1.G Annually beginning in 2019-20, the percentage of migratory children who participate in a literacy grant district/site literacy activity will increase by 1% as shown on the Mass Withdrawal and Summer Withdrawal reports starting with the 2016-17 baseline.	• Literacy Grant Application • Literacy Grant Final Report • Mass Withdrawal Report • Summer Withdrawal Report • MIS2000 Enrollment Records	**District** • District migrant coordinators and federal program directors • District records managers **MEO at DEED** • Migrant data specialist	**District** • The Literacy Grant Application is due on May 31st for the following school year. • The Literacy Grant Final report is due April 17 annually. **MEO at DEED** • Data are analyzed annually by January when all data elements are available.

School Readiness Evaluation Plan

MPO	What Tool is needed?	Who is Responsible?	Timelines
2.A Annually beginning in 2019-20, the percentage of migratory preschool aged children enrolled in early childhood programs will increase by 2% starting with the 2016-17 baseline.	• MIS2000 Enrollment Records	**District** • District records managers **MEO at DEED** • Migrant data specialist	**District** • The Mass Withdrawal Report is due from districts by June 15th annually. • The Summer Withdrawal Report is due from district by September 30th annually. **MEO at DEED** • Data are analyzed annually by January when all data elements are available.
2.B Annually beginning in 2020-21, 2% more migratory children who received migrant preschool services prior to being assessed with the Alaska Development Profile (ADP) will master skills in Domain 2: Social and Emotional Development.	• MIS2000 Enrollment Records • Mass Withdrawal Report • Summer Withdrawal Report • Alaska Development Profile (ADP) assessment results.	**District** • District records managers **Department** • Department research analysts **MEO at DEED** • Migrant data specialist	**District** • The Mass Withdrawal Report is due from districts by June 15th annually. • The Summer Withdrawal Report is due from district by September 30th annually. **Department** • The ADP recording site is open from mid-September to the beginning of November annually. • Reports are available to the MEP early spring. **MEO at DEED** • Data are analyzed annually by January when all data elements are available.
2.C Annually beginning in 2020-21, 2% more migratory children who received migrant preschool services prior to being assessed with the ADP will master skills in 11 of 13 goals.	• MIS2000 Enrollment Records • Mass Withdrawal Report • Summer Withdrawal Report • ADP assessment results	**District** • District records managers **Department** • Department research analysts **MEO at DEED** • Migrant data specialist	**District** • The Mass Withdrawal Report is due from districts by June 15th annually. • The Summer Withdrawal Report is due from district by September 30th annually. **Department** • The ADP recording site is open from mid-September to the beginning of November annually. • Reports are available to the MEP early spring. **MEO at DEED** • Data are analyzed annually by January when all data elements are available.

High School Graduation and Services for OSY Evaluation Plan

MPO	What Tool is needed?	Who is Responsible?	Timelines
3.A By the end of the 2019-20 school year and each year thereafter, the percentage of high school migratory children receiving credit accrual services (credit recovery or dual enrollment including distance delivered courses) will increase by 1% starting with the 2016-2017 baseline.	• MIS2000 Enrollment Records • Mass Withdrawal Report • Summer Withdrawal Report	**District** • District records managers **MEO at DEED** • Migrant data specialist	**District** • The Mass Withdrawal Report is due from districts by June 15th annually. • The Summer Withdrawal Report is due from district by September 30th annually. **MEO at DEED** • Data are analyzed annually by January when all data elements are available.
3.B By the end of the 2019-20 school year and each year thereafter, 3% more high school migratory children receiving credit accrual services (credit recovery or dual enrollment including distance delivered courses) or academic success coaching will earn 5 credits per year, compared to the 2016-2017 baseline.	• MIS2000 Enrollment Records • Mass Withdrawal Report • Summer Withdrawal Report • Fall Course History Report • Spring Course History Report	**District** • District records managers **MEO at DEED** • Migrant data specialist	**District** • The Mass Withdrawal Report is due from districts by June 15th annually. • The Summer Withdrawal Report is due from district by September 30th annually. • The Fall Course History Report is due to the MEO by January 31st annually. • The Spring Course History Report is due to the MEO by June 30th annually. **MEO at DEED** • Data are analyzed annually by January when all data elements are available.
3.C By the end of the 2019-20 school year and each year thereafter, the percentage of high school migratory children receiving career and technical education services will increase by 3% starting with the 2016-2017 baseline.	• MIS2000 Enrollment Records • Mass Withdrawal Report • Summer Withdrawal Report	**District** • District records managers **MEO at DEED** • Migrant data specialist	**District** • The Mass Withdrawal Report is due from districts by June 15th annually. • The Summer Withdrawal Report is due from district by September 30th annually. **MEO at DEED** • Data are analyzed annually by January when all data elements are available.
3.D By the end of the 2019-2020 school year, and each year thereafter, the percentage of OSY who re-enroll in school will increase by 2% starting with the 2016-2017 baseline.	• MIS2000 Enrollment Records • Fall OASIS • Summer OASIS	**District** • District records managers **Department** • Department research analysts **MEO at DEED** • Migrant data specialist	**District** • The Mass Withdrawal Report is due from districts by June 15th annually. • The Summer Withdrawal Report is due from district by September 30th annually. **Department** • Between November and January, develop a list of children marked as dropouts who had returned to school by October 1 in coordination with the MEO data specialist. **MEO at DEED** • Data are analyzed annually by January when all data elements are available.

Support Services Evaluation Plan

MPO	What Tool is needed?	Who is Responsible?	Timelines
4.A By the end of the 2019-20 reporting period, 80% of parents of migratory children will indicate on the Parent Survey that they are aware of services provided through the MEP.	• Parent Survey	**District** • District migrant staff send survey to parents • Surveys completed offline are entered by migrant staff **MEO at DEED** • ID&R specialist formats results	**District** • Survey window closes March 31. **MEO at DEED** • Survey is made available to districts by February annually.
4.B By the end of the 2020-21 reporting period following updating the support services data collection, 2% more migratory children will receive necessary educational resources annually starting with the 2019-20 baseline.	• MIS2000 Enrollment Records • Mass Withdrawal Report • Summer Withdrawal Report	**District** • District records managers **MEO at DEED** • Migrant data specialist	**District** • The Mass Withdrawal Report is due from districts by June 15th annually. • The Summer Withdrawal Report is due from district by September 30th annually. **MEO at DEED** • Data are analyzed annually by January when all data elements are available.
4.C By the end of the 2020-21 reporting period following updating the support services data collection, 2% more migratory children will receive support for health and safety instruction annually starting with the 2019-20 baseline.	• MIS2000 Enrollment Records • Mass Withdrawal Report • Summer Withdrawal Report	**District** • District records managers **MEO at DEED** • Migrant data specialist	**District** • The Mass Withdrawal Report is due from districts by June 15th annually. • The Summer Withdrawal Report is due from district by September 30th annually. **MEO at DEED** • Data are analyzed annually by January when all data elements are available.

Alaska's MEP Data Collection and Reporting Systems

Statewide Data Collections

DEED collects data from school districts at various times of the year to comply with federal reporting requirements in addition to those required by the MEP. Migrant status is a part of three of these data collections: Fall OASIS, Participation Rate (P-Rate), and Summer OASIS. Having migrant status verified through these data collections serves to ensure that:

- the Alaska Migrant Database, MIS2000, is as accurate and as up-to-date as possible,
- migratory children are recruited and served as they move between districts, and
- federal reporting is accurate and timely.

To alleviate data collection burden, the MEO works closely with the data management team at DEED for the **OASIS data collections**. For the Fall OASIS and P-Rate data collections, the MEO provides the list of migrant eligible children on the pre-determined count dates for each data collection. This ensures that:

1. district staff are able focus on ensuring that all migratory children have updated COEs or residency verifications by the November 15th, fall recruitment deadline,
2. data generated for the district (district report card, etc.) is as accurate and up to date as possible, and
3. after the submission window has closed, the district is provided with a list identified migratory children (identified and recruited by a former district) to recruit and serve, as appropriate

The **Summer OASIS** data collection contains a student record for any child who was enrolled in the district for at least one day during the current school year. The inclusion of migrant status in the Summer OASIS file provides several data checks and important elements:

1. It ensures that information entered into MIS2000 is as up-to-date as possible. Through this process, many student identification numbers and birthdates for migratory children are corrected.
2. This validation ensures that district student information systems have up-to-date migrant statuses.
3. Through the file submission process, the district is provided with a list identified migratory children (identified and recruited by a former district) to recruit and serve, as appropriate.
4. The data generated for the district (district report card, etc.) is as accurate and up-to-date as possible.

Wild salmon berries and blue berries harvested by a migratory family.
Photo Credit: Fairbanks School District

Alaska's Migrant Database

MIS2000 is the database used for the Alaska MEP. MIS2000 is a firebird-based, Microsoft Windows-compatible, database program that stores all COE and enrollment information for Alaska's migratory children. MIS2000 was developed by MS/EdD of Little Rock, Arkansas, and has been adapted to meet the unique data needs of Alaska's MEP. The data held in MIS2000 is used for all migrant eligibility decisions. All information regarding enrollment and withdrawal dates, supplemental program information, and family contact information is contained in MIS2000. Further, the database is used by the MEP to complete federally mandated reports and to allocate funds to school districts. All data entered into MIS2000 comes from the COEs and residency verifications submitted by the district and from district reports requested by the MEO.

National Migrant Database

Migrant Student Information Exchange (MSIX) is a web-based portal that links States' migratory child record databases to facilitate the national exchange of migratory children's educational and health information among the states. MSIX produces a single, consolidated record for each migratory child that contains the information from each State in which the child has enrolled. It contains the minimum data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migratory children. Alaska has assigned unique student identifiers to migratory children that are used to identify/link student records. For more information on MSIX, go to MSIX Website (msix.ed.gov).

Surveys

In addition to these data systems, the Alaska MEP conducts MEP-specific data collection for CNA and evaluation purposes. Currently the State provides a parent survey by the beginning of February that is due in March. Surveys may be completed electronically by parents at home or sent via mail. Districts enter paper surveys into the online survey system. Districts applying for the Migrant Literacy Grant must submit a grant report in April annually.

Migratory children set netting for salmon in the Cook Inlet.
Photo credit: Kenai School District

Project Plan and Logic Model

Project Plan

The SDP Committee developed **a project plan** to flesh out activities and identify the resources needed for each strategy. All activities are for the local level, and the State is required to ensure that its local projects comply with the comprehensive State plan. Local projects have flexibility to determine activities from within the options provided to implement the strategies in the SDP and to achieve the MPOs. The committee considered the following key questions:

- What options do LOAs have for implementing the strategies?
- What other programs and agencies will be involved in the implementation of the SDP?
- What resources are needed for each activity—staffing, funding, or materials?
- What documentation should sites keep onsite about strategy implementation?

Following the project plans for each goal area is the **MEP logic model**. A logic model is a visual representation of the assumptions and theory of action that underlie the structure of an education program. The main components of the Alaska MEP logic model include inputs, activities, outputs, and outcomes (separated into short, medium, and long term). It answers these guiding questions:

- Where are you going?
- How will you get there?
- What will show that you've arrived?

ELA and Mathematics Project Plan

Strategy	Examples of strategy implementation	Resources (how to spend MEP funds, collaborators, and sources of materials)	Information sites should keep about strategy implementation
1.1	- One-on-one or small group after-school tutoring - Push-in or pull-out intervention - Curriculum/computer-based intervention programs/ software - Peer tutoring - Enrichment activities/ programs - Reading groups/book studies - Summer school - Weekend support - Distance/online instruction - Migrant tutor program	- MEP Staff - Paraprofessionals or outside tutors - Classroom teachers - Evidence-based supplemental curriculum and materials - Software/site licenses (evidence-based programs) - Electronic devices - Professional training and development - State libraries - MOUs with partners - Fees for instructional services - Student travel	- Participation of PFS, EL, and at-risk students, attendance logs - Results of standards-based assessments for students receiving services - How ELA instruction is targeted to needs - Evidence-based instructional materials/strategies used - Progress monitoring - Pre/post assessment results - Staff schedules - Individual learning plans

Strategy	Examples of strategy implementation	Resources (how to spend MEP funds, collaborators, and sources of materials)	Information sites should keep about strategy implementation
1.2	• One-on-one or small group after-school tutoring • Push-in or pull-out intervention • Curriculum/computer-based intervention programs/ software • Peer tutoring • Enrichment activities/ programs • Summer School • Weekend support • Distance/online instruction	• MEP Staff • Paraprofessionals or outside tutors • Classroom teachers • Evidence-based supplemental curriculum and materials • Software/site licenses (evidence-based programs) • Electronic devices • Professional training and development • State libraries • Migrant tutor program • MOUs with partners • Fees for instructional services • Student travel	• Participation of PFS, EL, and at-risk students, attendance logs • Results of standards-based assessments for students receiving services • How math instruction is targeted to needs • Evidence-based instructional materials/strategies used • Progress monitoring • Pre/post assessment results • Staff schedules • Individual learning plans
1.3	• One-on-one or small group afterschool tutoring • Push-in or pullout intervention • Curriculum/computer-based intervention programs/ software • Peer tutoring • Enrichment activities/ programs • Reading groups/book studies • Summer school • Weekend support • Sheltered instruction • Bilingual support • Immersion programs	• MEP Staff • Paraprofessionals or outside tutors • Classroom teachers • Evidence-based supplemental curriculum and materials • Software/site licenses (evidence-based programs) • Electronic devices • Professional training and development • State libraries • Migrant tutor program • MOUs with partners • Fees for instructional services • Student travel • Translation • Coordination with Title III	• Participation of PFS, EL, and at-risk students • Results of standards-based assessments for students receiving services • How ELA instruction is targeted to needs • Evidence-based instructional materials/strategies used • Progress monitoring • Pre/post assessment results • Staff schedules • Individual learning plans
1.4	• Book Fair Vouchers/gift certificates • Parent/Family Literacy Nights • Book distribution plans • Online libraries • Newsletters/flyers • Book distribution activities • Field trips to books stores or libraries • Activities in language rich environments • Virtual field trips	• Books, eBooks, Periodicals, Audiobooks • Literacy Specialists • Librarians • Book Provider/Seller Representatives (Follett, Scholastic, etc.) • Stipends/Extended Contracts with Certified Staff • Supplies • Student Travel • Chaperone Travel • Light Food/Refreshments for family nights	• Number of parents/children attending literacy nights • Exit tickets (how activities are received by participants) • Number of books and books per child received • Communication with parents/guardians

School Readiness Project Plan

Strategy	Examples of strategy implementation	Resources (how to spend MEP funds, collaborators, and sources of materials)	Information sites should keep about strategy implementation
2.1	• Partnership with local organizations to provide preschool services • Reimbursement to migratory families who enroll in preschool • Organize/reach out to homebased preschools and playgroups • Referrals	• Funding of staff • Enrollment costs/registration fee • Preschool support materials • Funds for reimbursement to families. • Preschool facilities, meals, transportation, etc. • funding for partnership meetings • Staff training and development • Student Tuition	• MOAs with partners • Enrollment documents • Agendas, meeting notes, sign in sheets • Personnel contracts • Transportation documentation • Communication with tribes, district, and preschools • Communication with parents/guardians (flyers, announcements, contact logs)
2.2	• Migrant-funded preschool • Homebased parenting education with parent and child together time • Attend and implement strategies from professional development • Home-based Preschool • Site-based Preschool • Preschool Playgroups • Training to Parents • Professional Development • Advocacy • Referrals to mental health providers	• Professional Development • State of Alaska Frameworks: "Strengthening Families" and "Pyramid Models" • Preschool curriculum that includes social emotional development • Alaska Resilience Initiative • ACEs in Early Childhood	• Sign-in sheets • Participation records • Evidence base for instructional materials/strategies used • School readiness checklist results • Enrollment documents
2.3	• Migrant-funded preschool • Resources and/or training for appropriate staff. • Professional Development on ELGs and cultural responsiveness	• Preschool curriculum like "Creative Curriculum" • Staff training and professional development • Preschool support materials • Funds for reimbursement to families. • Preschool facilities, meals, transportation, etc. • funding for partnership meetings	• Evidence base for instructional materials/strategies used • School readiness checklist results • Enrollment documents • PD sign in sheets

High School Graduation and Services for OSY Project Plan

Strategy	Examples of strategy implementation	Resources (how to spend MEP funds, collaborators, and sources of materials)	Information sites should keep about strategy implementation
3.1	**Credit Recovery** • Summer School Program • After School Program • Online Courses • Night Classes **Dual Credit** • CTE Programs • University of Alaska **Distance Education** • Online Courses (i.e., Penn Foster, BYU) • Cross-District collaboration **Work Experience Credit** • CTE Programs • Dual Credits • Summer academic success workshop	• Personnel • Technology • Student Tuition • Student Travel • Chaperone Travel • Nutrition • Supplemental Software/Licenses • Supplemental Curriculum and materials • Records transfer • ANSEP • Alaska Military Youth Academy (AMYA) • Institutions of Higher Education (i.e., UAA, UAF, UAS, local campuses) • Alaska Geographic • AVTEC • Alaska Health Education Center (AHEC) • Voyage to Excellence (VTE through Chugach SD)	• Contracts • Time and Effort • Student Enrollment/Logs/Attendance • Credit Earned • MOUs • Transportation documentation • Communication • Staff Schedules & assignments • Evidence of joint planning • Procedures and Policies • Communication (i.e., logs) with partners • Evidence-based instructional materials/strategies used • Progress monitoring Pre/post assessment results Individual learning plans • Evidence of interstate and intrastate coordination
3.2	• Academic Success Coach Program • Provide personnel with stipends for academic coaching • Interim/school break workshops • Coordination with parents • Periodic progress check-ins during evening classes	• Personnel • Technology (data reports) • Supplies • Professional Development • School Academic Counselor • Teachers • Parents	• Contracts • Time and Effort • Meeting logs • Communication (i.e. logs) with parents/guardians, teachers, students, and local guidance counselors • Procedures and Policies • Communication (i.e., logs) with partners • Progress monitoring Pre/post assessment results Individual learning plans • Notice of Graduation (NOGs) • Credit checks

Strategy	Examples of strategy implementation	Resources (how to spend MEP funds, collaborators, and sources of materials)	Information sites should keep about strategy implementation
3.3	• Summer School • After School • Weekend activities • Work Based Experiences • Mentorships • Internships • Career Centers • Training Programs • Job shadow • Apprenticeships • FAFSA Support • ACT/SAT/ASVAB Prep • GED Prep	• Student Travel • Student Tuition • Fees • Chaperone Travel • Supplies • Personnel • MOUs with Orgs./Businesses • Professional Development • Placement tests/fees • Local Businesses • District CTE Program • AVTEC • ANSEP • VTE • Adult Basic Ed (ABE)	• Contracts • Time and Effort • Student Enrollment/Logs/Attendance • Credit Earned • MOUs • Transportation documentation • Communication (i.e., logs) with partners • Procedures and Policies • Career interest inventories
3.4	• Night Classes • Advocacy • Referrals • Counseling Services • Child Care Support • Paperwork assistance (i.e., immunizations, transcripts) • Online Courses • Career Centers • Training Programs • Work Based Experiences • Internships • Mentorships • Weekend Supports • Daytime Transitional Program • Work Experience Credit • Credit Accrual and recovery	• Staff • Student Tuition • Student Travel • Chaperone Travel • Educational Resources/Materials • Fees • Other costs related to removing barriers to re-enrollment • AVTEC • Job Corps • Alaska Military Youth Academy • Alaska Health Education Center (AHEC) • Institution of Higher Education (i.e., UAA, UAF, UAS)	• Meeting logs • Communication (i.e. logs) with parents/guardians, teachers, students, and local guidance counselors • Procedures and Policies • Contracts • Communication (i.e., logs) with partners • Time and Effort

Support Services Project Plan

Strategy	Examples of strategy implementation	Resources (how to spend MEP funds, collaborators, and sources of materials)	Information sites should keep about strategy implementation
4.1	• Local brochures • Math/reading/writing help sheets • Family night • Local website • Public service announcement • Social media • Needs assessment • Family meeting • Flyers • Radio announcements • Automated notices (i.e., Remind App, Robo Calls, Texts)	• Tutors • Brochures • Math/reading/writing help sheets • Family night food, site rental, attendance incentives and activities • Email lists • Staff training • School-parent liaison	• Agendas • Sign-in sheets • Notes • Evaluations/surveys • Phone log • Email • Calendar • Handout copies • Social media • Tutor log • Meeting notices
4.2	• Book distribution • School supply distribution • Technology & training • Provide internet access • Family meetings • Student needs assessment • Brochures • Math/reading/writing help sheets • Family night • Local website • Public Service Announcements (PSAs) • Social media	• School supplies • Books/magazines • Internet/technology access • Family liaison • Technology borrowing • Technology training • After school programs • Before school programs • Migrant education class equipment • Staff training • Fee for online classes	• Sign in sheets • Computer use agreements • Training logs • Handout copies • Agenda • Before or after school program descriptions and sign in logs • Purchase orders • Procurement paperwork
4.3	• Medical referrals • Medical bill help request form • Transportation referral forms • Housing referral forms • Health and safety class offering • Mental Health Office • First aid • Coast Guard • Alaska Marine Safety Education Association • Local tribal support • Transportation voucher • List of resources for safety • List of resources for nutrition • Access to water safety/swim lessons	• Clothing • Classes • Medical bill help request • Survival suits • First aid kits • Nutrition support • Nutrition education • Transportation voucher • Health screening • Cooking classes • Physical education support • Staff training • Swim lessons • Water safety classes	• Medical referral form • Clothing handout log • Medical bill payment • Training log • Transportation voucher • Class description and sign in log • MOA contracts • Procurement paperwork specific to migrant education expenditures • Evidence of last resort for health services

Logic Model

Input	Activities	Output	Short-term Outcome	Mid-term Outcome	Long-term Outcome
Systems & Staff: • AK MEP funding • Local and State partnerships & MOUs • MEP staff (coordinators, recruiters, records managers, instructors) • Paraprofessionals • Certified staff • Outreach staff • Intrastate collaboration **Information:** • State and local CNA, SDP, and evaluation • PFS determinations • Student records and demographics • Assessment data (ACCESS, PEAKS, DLM, etc.) • Family surveys • Graduation & dropout data • MIS2000 & MSIX records • Mass withdrawal reporting **Materials:** • State Guidelines (ELGs) • Technology • Extended year/day programs • Evidence-based supplemental materials • Educational materials for parents	**Student services:** • Instructional services (tutoring, after school, summer programs, home-based or site-based) • Literacy grant and literacy events • Book distribution • K-readiness instruction • Culturally-responsive embedded, evidence-based strategies • Credit accrual and recovery • College and career readiness activities • Advising and counseling • Student travel • Health screenings • First aid, water safety training **Family services:** • Parent engagement activities • Technology support at home and school **District activities:** • Staff training & development	**Student outputs:** • Participation in instructional services • Participation in literacy events • Children served, particularly with PFS • Number of books distributed • Enrollment in pre-K programs • Children assessed on the developmental profile • Participation in advising and counseling services • Health screenings completed • Participation in safety/health training **Family outputs:** • Participation in parent engagement activities **District outputs:** • Districts applying for Literacy Grant • Number of staff trained • Use of culturally-responsive curriculum	**Student outcomes:** • Improved performance on PEAKS and ACCESS • Increased participation in literacy events • Increased number of students receiving books • Improvement in skills on developmental profile • Re-enrollment of OSY students • Reduction in rates of students earning Ds or Fs in ELA/Math. • Increased % of high school students receiving credit accrual and career and technical education services **Family outcomes:** • Parents understand the services available • Parents can identify the needs of students and get help **District outcomes:** • Increased staff knowledge of strategies	**Student outcomes:** • Increased proficiency on PEAKS and ACCESS meeting interim performance targets • Increased number of students enrolled in Algebra I by 9th grade • Dropout rates remain low • Increased rate of students on-track to graduate • Re-enrolled OSY students earning credit towards graduation • Increased school engagement	**Student outcomes:** • Gap reduction in student performance • Students reading at grade level • Increased English language proficiency • Third grade proficiency in ELA on PEAKS • Increased high school graduation rate • Decrease in high school dropouts • Students leaving high school prepared for postsecondary education and/or careers • Children enter kindergarten with necessary skills

Migratory Children Identified to Receive PFS

The State of Alaska receives MEP funds from the U.S. Department of Education, Office of Migrant Education, to carry out the Federal Title I, Part C law which requires that priority must be given 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. [Elementary and Secondary Act of 1965, as amended by the Every Student Succeeds Act of 2015, Title I-C 1304(d)].

Alaska's Priority for Services Criteria for Migratory Children

One factor from criteria A and one factor from either criteria B1 or criteria B2 must be met in order for a migratory child/youth to be considered PFS in Alaska. Criteria A + (Criteria B1 or Criteria B2) = PFS Student.

Criteria A

A migratory child meets the criteria for making a qualifying move within the previous 1-year period of:

☐ The Qualifying Arrival Date (QAD) of the most recent migrant move was within the previous 1-year period,

AND

Criteria B1

A migratory child meets the criteria for failing, or most at risk of failing, to meet the challenging State academic standards if one of the following criteria exists:

☐ Any eligible migratory child in grades K-2 who is determined to be at risk of failing, to meet the challenging State academic standards through a district-determined assessment such as the DIBELS, the English language proficiency assessment, or appropriate universal screening assessment; or

☐ Any eligible migratory child in grades 3-9 who is below proficient in English language arts and/or math on the State summative assessment; or

☐ Any eligible migratory child in grades 10-12 who is determined to be at risk of failing, to meet the challenging State academic standards through failing grades – student receiving D grade or below, or an incomplete, in a course during the previous 1 year period.

☐ Any eligible migratory child in grades 10-12 who is determined to be at risk of failing, to meet the challenging State academic standards through retention of grade – student is enrolled in same grade level from one school year to the next.

OR

Criteria B2

A migratory child meets the criteria for dropping out of school if:

☐ The eligible migratory child has dropped out of school.

Serving Priority for Service (PFS) Children

Alaska's districts receiving Title I-C, Migrant Education Program funds must target funds to provide services to migratory children. Districts may serve children who do not meet the "priority for services" criteria so long as they serve children who do meet the criteria first.

Identification and Recruitment and Quality Control Plans

ID&R Plan

Identification and recruitment (ID&R) in Alaska consists of a well-conceived and well-coordinated process to ensure that the State is making timely and accurate eligibility determinations. Two key documents guide specialists conducting ID&R in the State: the Records Manager Guide and the Recruiter Handbook (education.alaska.gov/ESEA/TitleI-C).

These are extensive documents that include both general information and specific eligibility rules. They highlight the COE form and migrant web system, offer tips for interviewing and recruitment techniques, include information on records management and reporting, and feature the processes that need to occur for accurate eligibility determinations.

Important roles within ID&R are the recruiter and the records manager. Coordination between these two positions is crucial for a successful ID&R process. In districts in Alaska, there may be one or more people in each position, depending on the size of the district. The two positions work closely during fall recruitment and collaborate on identification tasks and COE reviews. The recruiter works directly with families and the community. The records manager usually works with records, reports, and the migrant database. The duties are divided between the two positions as follows:

- **MEP Recruiter** – responsible for identification, recruitment, and COE completions; and
- **MEP Records Manager** – responsible to review and verify COEs and submit them through MIS2000 to DEED, conduct enrollment and withdrawal activities, generate migrant lists and reports, and maintain the student records files.

The recruiter also may be responsible for serving as a liaison for migratory children and families, and often initiates communication between the home and the school. They are in a good position to share parent concerns with school staff, refer students to counseling, work with students to encourage school attendance, relay student needs to school staff and parents, and coordinate with community agencies and businesses to secure outside assistance for migrant families. As such, the recruiter plays a pivotal part in the education of migratory children.

All eligibility determinations are reviewed by SEA-designated reviewers through the web system. No eligibility determination is final until approved by the State reviewer. In addition, every district must submit a random sample of hard copy COEs to ensure the data in the system matches the hard copy with parent signatures.

The DEED ID&R and data specialists complete about 10 school district visits (in person or virtually) per year as a part of the State's technical assistance program. During these onsite technical assistance visits, the ID&R or data specialist conducts a thorough review of the district's ID&R procedures, migratory child files, and compliance with eligibility guidelines for quality control, as will be discussed in the next section.

Quality Control Plan

The Alaska MEP Quality Control Plan provides a process to ensure that only eligible migratory children are recruited for the MEP and that all eligibility decision are supported by appropriate documentation. This plan reflects the regulatory requirements of 34 CFR § 200.89.

All school districts that receive MEP funding from DEED must develop and follow a local quality control plan. The district quality control plan must describe how the district intends to follow the guidelines and procedures delineated in the Alaska MEP Quality Control Plan.

The Alaska Migrant Education Program's quality control goals are to:

1. identify and recruit all eligible migratory children and youth, including preschool migratory children and migratory children who have dropped out of school, in Alaska;
2. ensure that proper migratory eligibility determination are made by MEP personnel; and
3. ensure that the districts and State maintain strong and accurate documentation.

Regulatory Requirements for ID&R Quality Controls

34 CFR § 200.89(d): Responsibilities of an SEA to establish and implement a system of quality controls for the proper identification and recruitment of eligible migratory children. An SEA must establish and implement a system of quality controls for the proper identification and recruitment of eligible migratory children on a statewide basis. At a minimum, this system of quality controls must include the following components:

1. Training to ensure that recruiters and all other staff involved in determining eligibility and in conducting quality control procedures know the requirements for accurately determining and documenting child eligibility under the MEP.
2. Supervision and annual review and evaluation of the identification and recruitment practices of individual recruiters.
3. A formal process for resolving eligibility questions raised by recruiters and their supervisors and for ensuring that this information is communicated to all local operating agencies.
4. An examination of each COE by qualified individuals at the SEA or local operating agency level to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligible for MEP services.
5. A process for the SEA to validate that eligibility determinations were properly made, including conducting prospective re-interviewing.
6. Documentation that supports the SEA's implementation of this quality-control system and of a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so.
7. A process for implementing corrective action if the SEA finds COEs that do not sufficiently document a child's eligibility for the MEP, or in response to internal State audit findings and recommendations, or monitoring or audit findings of the Secretary.

Training

Statewide Training

The identification and recruitment (ID&R) of eligible migratory children in the Alaska is mission critical. Each year, approximately 13,000 children in Alaska and their families are identified and recruited for the MEP by migrant district personnel. It is a requirement of the Alaska MEP to annually train and guide recruiters and records managers on how to identify and recruit migratory children, and how to make appropriate eligibility determinations. It is the Alaska MEP's responsibility to make sure district personnel carry out quality control procedures designed to ensure accuracy of recruiters' and records managers' eligibility determinations and written eligibility documentation. This is accomplished through recruiter and records manager training.

Recruiters, records managers and new migrant program coordinators are required to receive annual MEP training on identification and recruitment. The MEP's fall trainings for recruiters and records managers are provided at several regional sites throughout the State. DEED funds the travel costs for district personnel to attend these trainings. On an as needed basis, webinars are hosted to any personnel who could not attend an in-person training.

Topics covered include, but are not limited to, program overview, eligibility requirements, COE instructions, interviewing, COE completion, FERPA, cyber security, Alaska Migrant Web System, eligibility determination process, administering the program overview, recruiters and records managers duties, quality control requirements, reporting requirements, and the Alaska Migrant Database (MIS2000). All annual fall training materials, the Recruiter Handbook, and the Records Manager Guide can be found on the Title I-C webpage (education.alaska.gov/esea/titlei-c)

Attendance Guidelines

- Federal programs directors and migrant coordinators should attend an in-person training within one year of hire.
- Federal programs directors and migrant coordinators should attend an in-person training once every three years to keep up to date with migrant identification, recruitment, and records management procedures.
- Records managers and recruiters should attend an in-person training annually.
- Records managers and recruiters must review all training materials to better understand the necessary information needed to make eligibility determinations for the MEP.

Local Training

All staff involved with the district's MEP should be given local training regarding local procedures and issues. The district should ensure that new manuals and training materials are given to all migrant staff. Local migrant training should include all people involved with migrant identification, recruitment, and eligibility certification. Depending on the district, this may include recruiters, records managers, data entry specialists, migrant program coordinators, designated SEA reviewers, superintendents, principals, federal programs coordinators, teachers, counselors, registrars, and paraprofessionals.

Supervision, Annual Review, and Evaluation

COE Approval Reviews

The MEO is the final approval for every COE in Alaska. Through the review process, the MEO can see which recruiter created each COE. If inconsistencies or issues are found, the MEO alerts the district's records manager and the records manager then addresses the issues with the recruiters.

Annual Statewide Re-Interviewing

Each year the MEO conducts, at minimum, 50 statewide re-interviews. If inconsistencies are found the MEO alerts the district's records manager and the records manager then addresses the issues with the recruiters. Monitoring and technical assistance procedures include review of ID&R practices including eligibility determinations, record keeping, and training.

Certificate of Eligibility Quality Control Procedures

The MEP ID&R Quality Control Plan provides a process to ensure that only eligible migratory children are recruited for the MEP and that all eligibility decisions are supported by appropriate documentation. All local projects that receive MEP funding from DEED must develop and follow an approved local quality control plan and local identification and recruitment plan.

The Alaska MEP Quality Control goals are:

- To identify and recruit all eligible migratory children residing in Alaska.
- To ensure that proper MEP eligibility determinations are made in a collaborative manner by MEP personnel.
- To ensure that proper MEP eligibility determinations are supported by accurate documentation.

These goals will be accomplished through the following components:

- Proper statewide, annual training for all recruiters, records managers and federal programs coordinators.
- MIS2000 COE approval process.
- Prospective Re-Interviewing.
- ESEA Title I-C monitoring & Migrant Technical Assistance Visit based on a risk assessment.

The Alaska MEP has several layers of review prior to a child being approved as eligible for the program. Each COE is reviewed by the interviewee, interviewer, records manager, the designated SEA reviewer, and the MEO. A final eligibility determination is made by the MEO staff. Recruiters and records managers do not determine final eligibility.

- Each COE is reviewed by qualified and trained records managers at each district. Training occurs each fall and additional training can be provided on a case by case basis, if necessary.
- The Eligibility Specialist at the MEO reviews each COE. If corrections are needed or information is unclear, the COE is sent back to the district for revision. It is reviewed again by the Eligibility Specialist once it is returned.
- If needed, the Eligibility Specialist will bring COE questions to the ID&R specialist and/or data specialist at the MEO. If questions still exist regarding child eligibility, the COE will go to a team meeting for team review. Team meetings are held weekly.
- If there are questions or doubts regarding eligibility or other unusual factors at the district level, the district office should contact the MEO.
- Children are not eligible for services in the Migrant Education Program until the COE is approved by the MEO.

Validation of Eligibility Determinations: Prospective Re-Interviewing

Validations of Child Eligibility

Districts must have a written quality control plan that describes their procedures for: maintaining accurate migratory child data records in MIS2000 with all required data elements; resolving data discrepancies; sending and receiving migratory child records; validating and verifying all information on COEs and migratory child records; entering information into MIS2000 in a timely manner; and validating and verifying all information reported to the MEO. The MEO reviews districts' quality control plans during monitoring and technical assistance visits.

Additionally, every COE is reviewed by the interviewee, interviewer, and district Records Manager before sending to the State. Every COE is then reviewed by the Eligibility Specialist at the MEO.

COE Quality Control

Each year, at the conclusion of the major fall recruitment push, the MEO conducts a COE quality control review. Districts not being monitored or receiving a technical assistance visit by the MEO are required to securely submit a random sample of COEs via the Alaska Migrant Web System. The sample size is based on the migratory population size of the district and risk factors. At a minimum, each district is required to send in two COEs. The MEO pulls a sample of students approved in the current recruiting season; however, for any student on the list who is recertified through an Annual Recertification of No New Moves (ARC), the MEO will request a copy of the original COE the ARC is based on. If inconsistencies are found the MEO alerts the district's records manager and the records manager then addresses the issues with the recruiters.

Re-Interviewing

Technical Assistance Re-Interviewing

The MEO conducts Technical Assistance visits with districts in conjunction with the ESEA Consolidated Monitoring visits. Prior to the technical assistance visit, the MEO calls 10% of the migratory population for that district (max cutoff of 20) to re-interview them. These re-interviews are in addition to the mandated statewide re-interviewing. If inconsistencies are found the MEO addresses them as part of the technical assistance visit.

Prospective Re-Interviewing

As part of the system of quality controls the MEO, on an annual basis, validates current-year child eligibility determinations through the re-interview of a randomly selected sample of children previously identified as migratory.

- The Alaska MEP contacts 50 families each year as part of random re-interviews. These are in addition to the calls conducted each year for federal programs monitoring/technical assistance visits.
- Every three years an independent contractor is used for the calls. The last independent interviews were conducted in 2018-2019 by SERRC.
- Due to the nature and size of the Alaska MEP, phone calls are utilized for re-interviewing.
- An individual interview form is completed for each interview and the results are logged in a database.
- If any child is found ineligible, the COE is immediately canceled, and the district and parents are notified. Ineligible students are immediately removed from the MIS2000 and removed from child counts. Districts are instructed to stop serving any children found ineligible.
- Results are reported in the CSPR.
- If multiple inconsistencies are noted within a particular district or recruiter, this would be an indicator for the MEO to conduct a technical assistance visit.

Documentation

Prospective Re-Interviewing and Technical Assistance Visit Re-Interviewing Logs

Prospective re-interviewing and technical assistance re-interviewing phone call logs/results are saved at the MEO. Interview questions, responses, and determination of eligibility are also logged.

COE Quality Control Review Logs

The MEO keeps a log of the results of the annual COE quality control review results. The log includes the results for each district's COE review.

Team Meetings

The MEO at the Alaska Department of Education & Early Development conducts weekly team meetings. These meetings include the program manager, data specialist, ID&R specialist, and eligibility specialist. During these meetings, the MEO discusses actions to be taken to improve the State's quality control system. This has included, but is not limited to: improvement to data quality checks in the migrant database, creation of imports to streamline data entry, progress of COE approval and rejections, and discussions regarding specific districts.

Annual Training

Based on various quality control checks done throughout the year, the MEO updates the training materials to address areas of need.

MIS2000 and Alaska Migrant Web System

COE Data Quality Checks

The MEO has implemented a series of pop-up messages throughout the MIS2000 system and the Alaska Migrant Web System in an attempt to avoid common errors with data entry and to ensure the fidelity of historical data. Various pop-up error, warning, and reminder messages are displayed in these systems as users create and submit COEs. See the Records Manager Guide for a detailed list of COE data quality control checks being implemented.

Validation

In order to ensure the fidelity of the Alaska Migrant Database, MIS2000, in order to approve a COE for submission to the MEO for final approval, district records manager's must manually search for and approve each child listed on the COE. This searching/validation process ensures that duplicate student records are not created in MIS2000, and that all of a particular child's records are kept in a single unified student record in MIS2000, regardless of when and how the child moves among the districts in the State. COEs cannot be submitted without this step being completed. This is one of the areas that records managers are trained on annually.

Imports

The MEO has worked with MS/EdD to create imports into MIS2000 to alleviate the manual entry of several data elements. These imports have also improved data quality and reduced typographical and data entry errors. These imports also ensure that data from the Alaska Migrant Database can synch properly with MSIX.

DEED Data Collections Involving Migrant Status

The Alaska Department of Education & Early Development (DEED) collects data from school districts at various times of the year to comply with federal reporting requirements in addition to those required by the MEP. Migrant status is a part of three of these data collections: **Fall OASIS**, **Participation Rate (P-Rate)**, and **Summer OASIS**.

Refer to the Statewide Data Collections Section within this document for more information.

Process for Corrective Action

There are three main times in which the MEO may find that a COE does not sufficiently document a child's eligibility for the MEP: 1) initial COE review process, 2) re-Interviewing process, 3) COE hard copy quality control reviews.

1. Information regarding the COE and the reason for it not being eligible is logged into an ACCESS database found in the Quality Control Folder on the MEO secure server.
2. The PDF version of the COE is saved on the MEO's secure server under the applicable school year folder and is named its COE ID #.
3. The MEO then deletes the COE from MIS2000.
   a. The COE must be Queued and Printed prior to deleting in MIS2000.
4. Notification email is sent securely to the district's records manager and federal programs director with information as to why the COE was found ineligible. In cases when the COE had already been approved, and the COE was found to be ineligible through re-interview or COE hard copy quality control checks, the email includes a form letter describing why the COE was found to be ineligible.
   a. The MEO saves a copy of the email with the COE on the MEO's secure server.
5. The district may appeal the decision, in writing, and the migrant program manager will review it.
   a. If COE is found to be eligible, the district must re-enter and re-submit the COE through MIS2000.
   b. If the eligibility information on the COE is documented incorrectly in the Qualifying Move & Work Section of the COE, the district must create a new COE and obtain new signatures prior to submitting through MIS2000.

This information is documented in applicable logs and is taken into consideration when conducting the internal risk assessments for monitoring districts or providing additional technical assistance. In cases where errors consistently persist with a specific recruiter or records manager, the MEO will first provide additional training and technical assistance to that staff member, and then request the district reassign the staff member to duties which do not include determining child eligibility for the MEP.

Migratory child hauling water.
Photo Credit: Fairbanks School District

Parent Advocacy for their Children

Section 1304 of ESEA, as amended, requires that both the State MEP and LOAs consult with parents of migratory children, including Parent Advisory Councils (PACs) in planning and operating programs and projects that last at least one school year. In addition, these programs and projects must be carried out, whenever possible, according to the same parent and family engagement requirements of Section 1116 of ESEA. This provision requires SEAs and LOAs to involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the MEP.

The State PAC includes representation from all six regions of the Alaska MEP. There are nine members on the State PAC, all of whom participated in one or more of the CNA and SDP meetings. As a whole, the State PAC meets annually. The council helps the Department develop, implement, and review plans for the State MEP. Regional representatives are nominated for the State PAC on a three-year basis. The number of regional representatives on the State PAC is determined by the number of migratory children in each region.

The State PAC has developed the following mission statement: "We are parents of migratory children whose purpose is to gather and share information on migrant education activities and support migratory families in their endeavors to raise children able to reach personal and academic goals. We make a difference by offering support to the parents of migratory children and encouraging statewide programs that build confidence and skills in our migratory children for their futures."

Section 1116 requires States to demonstrate, in their Consolidated State Plan, that they will provide schools and districts with effective parent and family engagement strategies. For their part, LOAs must have a State-approved plan for parent and family engagement that establishes the LOA's expectations and objectives for meaningful parent and family engagement. In addition, 34 C.F.R. § 200.83(b) requires SEAs to develop their SDP in consultation with the State PAC if the program is one school year in duration, and State PAC members were involved in developing this plan.

Parent and family consultation in planning the MEP at the State and local level is critical because parents, as the first teachers of their children, know their children best and can provide insight into their children's strengths and weaknesses. As such, parents of migratory children play a pivotal role in planning the educational programs and projects in which their children participate. Involving parents of migratory children in planning the MEP also builds their capacity to assist their children's learning at home.

The parent and family engagement provisions of Title I, Part A of the ESEA stress the following:

- shared accountability between schools and parents for high student achievement;
- local development of parent and family engagement plans with sufficient flexibility to address local needs; and
- building parents' capacity for using effective practices to improve their own child's academic achievement.

To address the unique needs of migratory families, MEP goals for parent and family engagement should include:

- Helping parents understand the impact of mobility on their children's education and consider moving at times when the least disruption occurs, such as at the end of the school year or semester, during breaks, or after grading periods.
- Reinforcing the importance of enrolling their children quickly when they move to a new site.
- Helping parents keep their children's records (birth certificates, immunization records, report cards) in a convenient place so that they can provide them when enrolling their children in a new school.

Since parents value learning and want the best for their children, their engagement is key to the academic and social success of all students. DEED endorses the following standards for parent and family engagement:

- Communication between home and school is regular, two-way, and meaningful.
- Parenting skills are promoted and supported.
- Parents and families play an integral role in assisting student learning.
- Parents and families are welcome in the school, and their support and assistance are sought for volunteering.
- Parents and families are full partners in the decisions that affect children and families.
- Collaboration with the community strengthens schools, families, and student learning.

Local and State Parent and Family Engagement Plans

Local and State parent and family engagement plans involve the following four interrelated activities: needs assessment, dissemination of information, representation at planning meetings, and State and local PACs.

Needs Assessment

Parents provide feedback on State and local needs assessment surveys, participate in focus groups, and discuss needs at local and State PACs. Surveys and focus group results are compiled and summarized for distribution to all stakeholders including parents, MEP staff, local school district personnel, and State MEP and Title I-A staff. Results are used by committees at the local and State levels for the purpose of planning and designing MEP services to the extent that available funds and regulations allow.

Dissemination of Information

Each local MEP sponsors parent development, family events for sharing information and resources, and culminating activities such as end-of-year programs featuring their child's educational success in which parents are invited to participate. Examples of effective topics and formats for encouraging parent and family engagement include:

- PAC meetings
- Literacy nights
- Teaching parents about educational games
- Supporting dual language development in the home
- Technology nights for parents (i.e., social media, children apps, accessing student information systems)
- Parenting education

Representation at Planning Meetings

At least one representative from the State PAC serves on Statewide planning meetings to ensure that parent views are represented and communicated with the rest of the State and local PACs about decisions made regarding the education of migratory children. Representatives to the State PAC are nominated by local school districts. Most recently, parents were involved in the Alaska MEP CNA and the SDP process.

State Parent Advisory Council (PAC)

The Alaska MEP has a Statewide PAC with regional representation from six regions as illustrated below. The districts, number of representatives for each region, and name of the current representative are available on the Statewide Parent Advisory Council webpage (education.alaska.gov/esea/titlei-c/pac).

The Statewide PAC meets at least once each year and has responsibility for reviewing key MEP documents (e.g., the CNA and SDP drafts), discussing topics pertinent to the education of migratory children (e.g., student records transfer, strategies for engaging parents), and identifying resources to support local MEPs.

Agendas for the Statewide PAC and participant lists are on file at the DEED State MEP staff participate in these meetings to serve as resource personnel, represent the DEED, and present information as requested. Regional migratory parent representatives serve on the PAC for a term of three years. These meeting are open to all migratory parents; however, only the elected parent representatives have voting rights as representatives of their respective regions.

State PAC Regional Representation

Region	Districts	Number of Representatives
Anchorage	Anchorage	1
Coastal	Cordova, Kenai, Kodiak, Valdez, Yakutat	1
Interior	Alaska Gateway, Copper River, Delta/Greeley, Fairbanks, Galena, Iditarod, Mat-Su, Nenana, Tanana, Yukon/Koyukuk	2
Northwest	Bering Strait, Nome, North Slope, Northwest Arctic	2
Southeast	Craig, Haines, Hydaburg, Kake, Klawock, Mt. Edgecumbe, Pelican, Petersburg, Southeast Island, Sitka, Wrangell	1
Southwest	Aleutians East, Bristol Bay, Dillingham, Kashunamiut, Kuspuk, Lake & Peninsula, Lower Kuskokwim, Lower Yukon, St. Mary's, Southwest Region, Yupiit	2

State PAC Responsibilities

The responsibilities of the Alaska Migrant Education State PAC are to help DEED develop, implement, and review plans for the State MEPs. To fulfill these responsibilities, the State PAC provides advice and assistance to the DEED by:

- Advocating for program priorities and plans for developing, implementing and evaluating migrant education programs.
- Advocating for methods for mobilizing and coordinating all Statewide and local resources in a concerted effort to provide services that will accommodate the needs of the eligible migratory children.
- Acting as a forum for any individual or group wishing to propose changes to the MEP.
- Acting as liaison between the local district migrant education programs and the DEED.
- Encouraging and supporting the involvement of parents in their child's education and supporting the DEED to provide MEP information to parents.

Student Records Exchange and MSIX Usage Plan

In order to achieve the goal of facilitating the transfer of education records between states and districts in those States to which migratory children move Section 1308(b)(1) of the ESEA, as amended, requires the Secretary to "assist States in the electronic transfer of student records and in determining the number of migratory children in each State". Furthermore, Section 1308(b)(2) requires the Secretary, in consultation with the SEAs to "ensure the linkage of migratory child record systems for the purpose of electronically exchanging, among the States, health and educational information regarding all migratory students eligible under this part."

Established and administered by ED contract, the Migrant Student Information Exchange (MSIX) system is the technology that allows SEAs to share educational and health information on migratory children who travel from state to state and who as a result, have student records in multiple states' information systems. MSIX works in concert with the existing migratory child information systems that SEAs currently use (MIS2000 in Alaska) to manage their migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migratory children nationwide.

DEED staff have direct access to the MSIX system. DEED primarily utilizes MSIX on the districts' behalf to:

1. Check migrant status of children newly arrived to the State, at the districts' request.
2. Send move notifications when children leave the State.
3. Receive move notifications from other States when children move to Alaska.

Districts should work directly with DEED if they have questions regarding a child's migrant status in another State. If a child is migrant eligible in another State, DEED can obtain that child's records to help facilitate migrant recruitment and ensure placement in appropriate classes and grade levels. When a migratory child leaves the State, the district should notify the DEED as soon as possible regarding when and where a child is transferring to. This ensures that a child will continue to receive MEP services in their new location.

Currently, interstate migratory children comprise less than 2% of the eligible migratory children in the State, and SEA staff can perform all required MSIX tasks for all interstate migratory children. LOAs should contact the MEO if they believe they require access to MSIX or a student's consolidated record. For the more than 98% of migratory children who permanently reside in Alaska, records managers have access to all minimum data elements in MIS2000.

Records in MIS2000 include course history and placement for credit accrual transfers. Flags for migrant status and are included in PrimeroEdge (the database for the DEED Child Nutrition Program. In addition, every district has a records transfer request form that includes a flag for migrant status.

Local-level Communication and Professional Development

Collaboration and Resource Sharing Among Local MEP Sites

Opportunities for technical assistance typically occur in conjunction with compliance monitoring, through contact initiated by schools working with migratory children, in response to a local site need or a need for clarification of MEP requirements, or when a new initiative is undertaken such as is the case with the updated SDP. The State of Alaska sponsors activities that allow the sharing of information and collaboration among local MEP sites. Some examples include:

- ESEA Consolidated Application Technical Assistance Work;
- Visits by State ID&R and data specialists for quality control and information dissemination;
- Statewide PAC meetings;
- DEED website (education.alaska.gov);
- Alaska MEP website (education.alaska.gov/esea/TitleI-C);
- Weekly ESEA Federal Programs Listserv; and
- Classroom observations, local MEP observations, and site visits during ESEA Monitoring by Alaska DEED MEP staff.

Collaboration and resource sharing around the Alaska MEP SDP will be undertaken beginning in the spring of 2019. Full implementation of the SDP will begin in the fall of 2019 following the alignment that will be done among the Alaska MEP application, sub-allocation process, evaluation systems, and the updated Alaska MEP SDP.

Professional development is an essential component of the Alaska MEP and is designed to support instructional and support services that meet the program objectives. Professional development takes many forms including meetings and conferences; online learning modules; ongoing professional development opportunities; partnerships with universities, community colleges, and adult education centers; and monitoring and assistance for MEPs.

DEED has web-based eLearning modules that consist of interactive training courses. A number of the eLearning topics apply to educators and other staff who work to meet the academic and support-service needs of migratory children. Examples of the eLearning modules are Early Childhood Outcomes, Identifying Learning Theory, and Supporting Student Learning Styles. These courses are free to Alaska LEAs and carry optional course credit.

The following are examples of national and local resources in professional development that the Alaska MEP may employ for both migrant staff and in some cases for regular school personnel who work with migratory children. The organizations represented below have print materials, presentations, and conferences that are useful for providing more information about the needs of migratory children and best practices for providing services. In addition, many also have resources in ELA, math, school readiness, parent and family engagement, ID&R, and graduation from high school.

State, Regional, and Local Resources for Professional Development

Examples of resources that Alaska MEP shares among local migrant education programs are listed below.

General Resources

- **Alaska's Education Resource Center**: The SERRC (Southeast Regional Resource Center) provides customized direct student services, school and district support services, and community services (including adult education) to students of all ages, educators, schools and school districts throughout Alaska. (serrc.org/)
- The **Alaska eLearning** online professional development provides web-based, interactive training courses to assist educators in complying with many of the ten State and federal laws requiring district staff training. (education.alaska.gov/ELearning/)
- Staff development for **local MEP staff** embraces professional development processes, strategies, and activities to further staff knowledge and encourage application of learning. Training is provided within districts on addressing the needs of students with different learning styles, improving student behavior in the classroom, involving parents in their child's education, and understanding and using data and assessment results to improve classroom practice and student learning.
- Districts coordinate **general professional development** for educators who have migratory children in their classrooms about unique needs of migratory children, what the program is and services available, who qualifies, and OSY needs. Programs collaborate with **Alaska's Institute of Technology** (AVTEC) (avtec.labor.state.ak.us/) and the **University of Alaska** (alaska.edu/alaska/) for postsecondary planning, information, teacher training and helping students prepare for postsecondary education and/or a career.
- The mission of the **Alaska Staff Development Network** (ASDN) is to improve student achievement by providing researched-based distance learning and face-to-face professional development programs for Alaska's teachers and school administrators. (asdn.org/)
- Annual training is provided in the fall for recruiters and records managers on ID&R and records management practices. This training is provided at regional locations throughout the State.
- The ESEA Consolidated Application Workshop annually provides assistance and training to district staff in regards to completing their grant application to apply for federal funds.
- The **Alaska Society for Technology in Education** (ASTE) is a professional organization whose mission is to promote access to technology, connectivity to information resources, and technology integration for all Alaskan (learners.aste.org/)
- The **Alaska Internet Circle of Safety** is a resource for adults who would like to teach their children to be responsible online citizens. (akla.org/safety/)
- **Alaska Afterschool Network** is the only Statewide organization dedicated to increasing afterschool and expanded learning opportunities for school-age children, youth, and families in Alaska. (akafterschool.org)

ELA & Mathematics

- **Alaska DEED** resources
  - **Alaska Content Standards** (education.alaska.gov/standards)
  - **Teacher Toolbox** is a collection of resources intended to help educators and administrators understand and meet the educational standards adopted by the State of Alaska. (education.alaska.gov/standards/teachertoolbox)
- **Statewide Library Electronic Doorway** (SLED) provides live online homework help to residents of Alaska 7 days a week from noon until 2am Alaska Time. (lam.alaska.gov/sled/homework/)
- **Alaska State Library** developed a website to make available free online books for Alaskans of all ages. (library.alaska.gov/books.html)

Early Childhood

- The **Alaska Head Start Association** (AHSA) is dedicated to strengthening early learning programs through advocacy, education, and leadership. (akheadstart.org/)
- **Best Beginnings** is a public-private partnership that mobilizes people and resources to ensure all Alaska children begin school ready to succeed. Includes Dolly Parton's Imagination Library. (bestbeginningsalaska.org/)
- The **Alaska Early Childhood Coordinating Council** (AECCC) promotes positive development, improved health outcomes, and school readiness for children prenatal through age eight by creating a culturally responsive, comprehensive, and accessible service delivery system that links service providers, empowers families, and engages communities. (dhss.alaska.gov/Commissioner/Pages/aeccc/default.aspx)
- **thread** is a Statewide network of professionals who work individually with families and early educators to ensure that they are knowledgeable and supported in guiding children to lifelong success. (threadalaska.org/)
- **Alaska Association for the Education of Young Children (AEYC)**
  - **Anchorage AEYC** – (anchorageaeyc.org/)
  - **Southeast AEYC** – (aeyc-sea.org/)
  - **Northern Interior AEYC** – (niaaeyc.org/)
- **Alaska Association for Infant and Early Childhood Mental Health** (AK-AIMH) is a non-profit State wide organization and network of parents, multidisciplinary professionals and caring individuals developed to support the emotional health and well-being of infants, young children and their families. (akaimh.org/)
- **Alaska Department of Health and Social Services Child Care Assistance Program** provides assistance with child care expenses for eligible families who are working or participating in an education or training program. (dhss.alaska.gov/dpa/Pages/ccare/families.aspx)
- **Alaska Department of Education & Early Development's Early Learning** webpage (education.alaska.gov/earlylearning)
- Early childhood **social-emotional training** opportunities:
  - Strengthening Families training provided by **UAA Child Welfare Academy** (rise.artiulate.com) or **thread** (threadalaska.org/index.cfm/calendar)
  - **Pyramid Model** training (threadalaska.org/index.cfm/calendar)

High School Graduation

- The **Alaska Military Youth Academy's** mission is to help intervene in and reclaim the lives of Alaska's at-risk youth and produce graduates with the values, skills, education, and self-discipline necessary to succeed as adults. (dmva.alaska.gov/AMYA/)
- The **Alaska Performance Scholarship** provides an opportunity for Alaska high school students to earn a scholarship to help cover the cost of an Alaska postsecondary education. Alaska high school students who take a more rigorous curriculum, get good grades, and score well on college placement or work ready exams, can earn an Alaska Performance Scholarship to qualified Alaska colleges, universities, or vocational/technical programs. (acpe.alaska.gov/FINANCIAL-AID/AK-Performance-Scholarship)
- **Nine Star's** mission, through education and employment services, is to help Alaskans get a job, keep a job, and advance on the job. (ninestar.org/)

School Health and Wellness

- Alaska DEED's **School Health, Safety, and Alternative Education** webpage (education.alaska.gov/SafeSchools)
- Alaska Department of **Health and Social Services**
  - **Adolescent Health Program** aims to promote positive youth development and reduce negative health outcomes for all Alaskan adolescents. (dhss.alaska.gov/dph/wcfh/Pages/adolescent/default.aspx)
  - **Alaska ACEs Study** (dhss.alaska.gov/abada/ace-ak/Documents/ACEsReportAlaska.pdf)
  - **School Health Program** raises awareness about the importance of addressing all aspects of a student's health to ensure their best chance at academic success, and to promote policies and practices supporting that purpose. (dhss.alaska.gov/dph/Chronic/Pages/SchoolHealth/default.aspx)
  - **Alaska Family Violence Prevention Project** is helping to raise awareness about intimate partner violence as a public health issue in Alaska. (dhss.alaska.gov/dph/Chronic/Pages/InjuryPrevention/akfvpp/default.aspx)
- **Alaska Alliance for Healthy Kids** is a community-driven Statewide coalition to coordinate efforts to address childhood obesity and promote healthy active lifestyles. (akhealthykids.org/)
- **Alaska School Health and Safety Framework** (education.alaska.gov/tls/schoolhealth/pdf/ak_health_safety_plan.pdf)
- **Alaska Department of Public Safety Council on Domestic Violence and Sexual Assault** (dps.alaska.gov/CDVSA/Home)
- **Alaska Network on Domestic Violence & Sexual Assault** promotes and sustains a collective movement to end violence and oppression through social change. (andvsa.org/)
- **Alaska Department of Education & Early Development Child Nutrition Programs** commit to help school districts and other program sponsors provide quality nutrition programs assuring that our families are well-nourished, healthy, and our children are ready to learn. (education.alaska.gov/cnp)
- **Covenant House Alaska** (CHA) provides three main programs including Emergency Shelter, Street Outreach and Transitional Living Programs, and associated services, including housing services, health care services, youth enrichment program, and employment/education assistance, to meet the basic needs of youth in crisis, while also providing them with the support to become healthy, self-sufficient, contributing members of the community. (ak.covenanthouse.org/)
- **Alaska 2-1-1** connects a wide variety of vital resources in a community including emergency food and shelter, disability services, counseling, senior services, healthcare, child care, drug and alcohol programs, legal assistance, transportation needs, educational opportunities, and much more. Dial 2-1-1 or 1-800-478-2221 Monday through Friday from 8:00 am to 5:00 pm to or visit the website 24/7 when in need of finding help. It's free and confidential. (alaska211.org/)
- **Denali KidCare** is designed to ensure that children and teens of both working and non-working families can have the health insurance they need. It is an expansion of the Medicaid Program in Alaska. Denali KidCare provides excellent health insurance coverage for children and teens through age 18 who meet income guidelines. (dhss.alaska.gov/dhcs/Pages/denalikidcare/default.aspx)
- **Alaska Crossings** is a short-term intensive behavioral health program dedicated to helping youth, ages 12 to 18, learn and develop the skills they need to succeed. Alaska Crossings believes that combining therapeutic interventions with outdoor and expeditionary activities provides a powerful catalyst for engaging in the process of change. (alaskacrossings.org)

School Climate
- **Alaska Positive Behavior Supports** gives people a different way to think about behavior. It is based on understanding why problem behaviors occur - the behavior's function. (education.alaska.gov/swpbs)
- **Alaska DEED** resources:
  - **School Counseling/Behavioral Health** (education.alaska.gov/schoolcounselbhlth)
  - **Bullying** (education.alaska.gov/tls/safeschools/bullying.html)
  - **Suicide Awareness, Prevention & Postvention** (education.alaska.gov/tls/suicide)
  - **School Safety and Emergency Management** (education.alaska.gov/safeschools/safeandemerg)

Parent and Family Engagement
- **Alaska Association of School Boards Initiative for Community Engagement** (Alaska ICE) collaborates with school districts, school boards, and communities to strengthen partnerships that lead to more positive environments and outcomes for youth. (ice.aasb.org/)
- **Stone Soup Group** is a Statewide 501(c)3 non-profit that provides information, support, training and resources to assist families caring for children with special needs. (stonesoupgroup.org/)
- **Alaska Parent Information and Resource Center** provides information and resources to increase parent/family involvement in schools, student learning, and child development. (serrc.org/educational-services/akpirc4/)

National Resources for Professional Development

The following are examples of national resources for professional development that the Alaska MEP will employ for migrant staff and make available for regular school personnel who work with migratory children.

- The U.S. Department of Education's **RESULTS Center** provides information and technical assistance to State MEPs. (results.ed.gov/)
- The **National Association of State Directors of Migrant Education** (NASDME)offers its annual National Migrant Education Conference held in the spring. Alaska typically sends about one or more staff to this event to learn strategies in curriculum and instruction, parent involvement, assessment, identification and recruitment, and migrant program administration. (nasdme.org)
- **Interstate Migrant Education Council's** (IMEC) mission is to advocate policies that ensure the highest quality education and other needed services for migratory children. imec-migranted.org/
- The **Geneseo Migrant Center** houses resources useful in the classroom to understand and teach migratory children and youth. (migrant.net)
- The **Migrant Services Directory: Organizations and Resources** provides contact information for Federal programs and national organizations that serve migrant farmworkers (ed.gov/about/offices/list/oese/ome/migrantdirectory.pdf)
- The **What Works Clearinghouse** (WWC) reports on effective educational programs, practices, and products. (ies.ed.gov/ncee/wwc/)
- The **National Association for the Education of Young Children** (NAEYC) is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8. (naeyc.org)
- The **National Center for Family Literacy** (NCFL) offers training, information, and materials on migrant family literacy. The NCFL works to strengthen and broaden approaches to family literacy, building on advancements in education and technology as well as the changing needs of families. (famlit.org/)
- The **American Red Cross** provides first aid and CPR training as well as babysitting certification. (redcross.org/take-a-class/babysitting-child-care)

Sub-granting Process

The SDP is implemented at the local level through grants to local projects. The State MEP uses the grant making process as a means of ensuring that LOAs are implementing their programs in accordance with the SDP. Section 34 C.F.R. § 200.83(c) requires the SEA to ensure its LOAs comply with the plan. In the requirements for local project applications, DEED has established expectations for what LOAs must address to receive funding. Critical components of the local project application include:

- local needs assessment;
- assurance that the local project will work to achieve the State MPOs and implement the strategies in the SDP;
- additional or alternate strategies (if the local data show that the needs of migratory children in the community do not match those identified in the CNA);
- activities to put the strategies into operation, included in a project plan;
- an evaluation and data collection plan;
- descriptions of how funds will be used for administrative activities, ID&R, regular school year activities, preschool, and summer activities;
- description of how services are to be provided to migratory children in private schools; and
- a budget.

Project applications are evaluated against descriptions of how they will implement the strategies (which are listed in the applications) and the extent to which the described activities align with the SDP. All requests to modify grants after they have been awarded require an explanation of the rationale for the change and supporting data that outlines how the proposed change aligns with the SDP.

The evaluation plan includes information about statewide implementation and results. Districts must align to this plan and describe the process they use for annually reviewing and evaluating the effectiveness of the use of Title I-C funds in ensuring that migratory children and youth, including preschool migratory children and migratory children who have dropped out of school, have support to effectively participate in school and in increasing the achievement and graduation rates of migratory children and revising the activities to be provided as necessary based on the results of the evaluation.

ESEA Consolidated Application

Each school district operating a local MEP is funded by DEED through a sub-granting process. The total amount allocated to applicants is based on the availability of Federal funds and on sub-granting factors determined by DEED. Title I-C MEP grant funds are not guaranteed. School districts are authorized by DEED to expend MEP funds through the approval of grant applications called the ESEA Consolidated Grant Application.

Funding

DEED considers the following factors in determining subgrants to school districts:

- The availability of other funds.
- The number of migratory children meeting the priority for services (PFS) definition.
- The number of eligible migratory children served during regular school year.
- The number of eligible migratory children who were not served.
- The number of migratory children served during the summer.
- The number of migratory children in grades 3-9 scoring below or far below proficient on at least one State summative assessment in ELA and mathematics.
- Identification & recruitment needs based on the total number of eligible migratory children and youth.

Application

The ESEA Consolidated Application is a single, consolidated application for all ESEA formula entitlements, including the following: Title I-A, Title I-C, Title I-D, Title II-A, Title III-A, and Title IV-A. The consolidated application is completed using an electronic web-based application, known as the Grants Management System (GMS) (gms.education.alaska.gov).

Resources for assisting district in completing the Title I-C portion of the ESEA Consolidated Application, are provided below.

- Grants Management System (gms.education.alaska.gov)
- ESEA Consolidated Application Handbook (gms.education.alaska.gov/documentlibrary/)
- Budgeting for a Migrant Summer Program Guidance (gms.education.alaska.gov/documentlibrary/)

Funding Period

The funding period is July 1 through June 30.

Carryover is not permitted unless operating a summer program that crosses fiscal years. See guidance for Budgeting for a Migrant Summer Program (gms.education.alaska.gov/documentlibrary/)

Fishing for white fish.
Photo Credit: Lower Yukon School District

Monitoring and Accountability

State Monitoring and Technical Assistance Process

Monitoring of local MEPs is the responsibility of DEED. This includes both the compliance monitoring process as well as the follow-up and ongoing technical assistance that supports project implementation and student achievement. The State of Alaska conducts its monitoring and technical assistance through three primary means.

The first occurs in conjunction with the consolidated State ESEA monitoring. Districts are chosen to be monitored through a risk-based assessment. Title I, Part C monitoring occurs in every school district that operates a local migrant education program by a team of DEED staff.

Appendix B contains the Title I, Part C section of the consolidated ESEA monitoring tool, showing how this tool addresses compliance issues related to ID&R, inter- and intrastate coordination, use of funds, parent and family engagement, needs assessments, PFS, professional development, eligibility, and program requirements. Specific documentation or evidence that districts provide as evidence that the statutes and regulations are complied with include the following:

- Identification & Recruitment Plan
- Quality Control Plan
- Evidence of local trainings
- Student records transfer form(s)
- Local needs assessment
- Local service delivery plan
- Local evaluations
- Local parent and family engagement plan
- Evidence of planning meetings

- Staff schedules
- Parent meeting plans, agendas, minutes
- Student selection criteria
- Staff interviews
- Student files
- Classroom observation
- PD plans, agendas, minutes
- ESEA Consolidated application
- Evidence of parent consultation

The second type of activity occurs through technical assistance site visits (in person or virtual) to local MEPs. Technical Assistance (TA) visits occur in conjunction with the consolidated ESEA monitoring, but the team consists of State MEP ID&R staff. Appendix C contains a copy of the Alaska MEP Technical Assistance Visit Form. This tool provides a means to determine and document the following:

- File organization
- MEP reporting requirements
- Technology
- Mapping and documentation of eligibility
- Supplemental services
- Identification procedures
- Recruitment procedures

- ID&R management and quality control procedures
- Parent and family engagement and feedback
- Re-interviewing
- Hard copy file reviews
- Training to district MEP staff

A third type of activity occurs through routine, ongoing communication through desk monitoring, audio/video technical assistance, Statewide conferences, meetings, trainings, and face-to-face interaction between DEED and LOA staff as needed or requested by LOAs. This interaction is documented by the State and follow-through provided in response to specific issues that arise during the discussion. Due to the vast area covered by the State of Alaska, this type of technical assistance/monitoring is both cost and time effective.

District quality control processes, including COE documentation, are reviewed and verified for accuracy as part of the monitoring, technical assistance, and DEED quality control processes. This aspect of monitoring is described in the Identification & Recruitment and Quality Control Plans section.

Technical Assistance Visits

Each school year, the MEO will conduct approximately ten technical assistance visits with migrant staff. These technical assistant visits will be conducted virtually, or onsite at the district. During these visits, a staff member from the MEO will conduct a thorough review of the district's identification and recruitment procedures, migrant files, and compliance with eligibility requirements.

Typically, the technical assistance visits focus on three main areas:

1. **Technical Assistance Eligibility Verification from the MEO**: This process involves calling a small percentage, drawn at random, of migratory families within that district to verify that the information on the COE is accurate. This is done prior to the technical assistance visit. Technical assistance eligibility verification will also be used to verify that original COEs in district files match what is in MIS2000.
2. **Technical Assistance Form**: An interview based on the technical assistance form will be conducted. The MEO staff will ask the records manager a series of questions about the district's identification and recruitment procedures, review the district's COE and ARC files, and review supporting files. This helps guide the visit, noting any areas or strength or where improvements could be made.
3. **Training**: The technical assistance visit also provides a retraining or extended training opportunity for migrant staff. During the on-site visit, a staff member from the MEO will devote time to answering questions, assisting records managers with MIS2000 entry and reports, developing and improving recruitment procedures, and any other specific requests.

Hanging Salmon.
Photo Credit: Fairbanks School District

Summary and Next Steps

The comprehensive process for needs assessment and service delivery planning used by the Alaska MEP involved many migrant educators, administrators, parents/community representatives, and specialists with knowledge about the content areas of reading, mathematics, school readiness, promoting high school graduation, and programs and other services for meeting the unique educational needs of migratory children and families. Alaska will begin implementation of the new SDP with the 2019-20 sub-allocation application. New MPOs and strategies will be phased in over the 2019-20 and 2020-21 program years.

In the summer and fall of 2019, the Alaska MEP will continue its strategic planning and systems alignment process by undertaking the following key activities:

- Convene a small workgroup of key decision makers to focus on systems alignment. This workgroup will consist of the Alaska MEP Director, an SEA staff member with expertise in data collection and reporting, a local MEP coordinator, and a consultant knowledgeable about the Alaska MEP and the alignment of systems to support the implementation of the SDP.
- Revisit all data collection decisions and examine current procedures to determine whether they are in alignment with the evaluation plan described in the SDP.
- Develop new tools as necessary that measure the degree to which the MPOs have been achieved.
- Develop frameworks for professional development and parent involvement.
- Review the sub-grantee application and revise it to align with the new MPOs, strategies, and resources.
- Design and deliver a SDP rollout to include technical assistance for designing services to match SDP strategies, using new data collection forms, and reporting new or revised strategies and MPOs.
- Revisit the Alaska MEP monitoring tool to include accountability for progress made toward meeting the Alaska MPOs and other aspects of the new SDP.
- Update the FSI to align to the new strategies, and put in place procedures for observing and evaluating the implementation of strategies. This activity will help ensure that the data needed for the implementation evaluation is collected each year to include in an annual evaluation report.

Migratory child dip-netting.
Photo Credit: Fairbanks School District

Appendix A: SDP Meeting Agendas

Service Delivery Plan Update Meeting #1

Juneau, AK – October 24-25, 2018

Day 1

8:30–8:45	Welcome, introductions, review of handouts, and overview of the meeting
8:45–9:15	Review key elements of the CNA for feedback
9:15–9:45	Service Delivery Plan (SDP) requirements and suggestions from the Office of Migrant Education (OME) Toolkit
9:45–10:15	Activity #1 (Whole group) Review example logic model and discuss most important activities to measure
10:15 – 10:30	Break
10:30 – 10:45	Review 2018 CNA solutions and strategies from the 2013 SDP
10:45–11:45	Activity #2 (Goal area groups) Based on concerns and solutions identified in the CNA, identify strategies the MEP will use to address concerns on the alignment chart
11:45–1:00	Lunch on your own
1:00–1:30	Activity #3 (Whole group): Review strategies from all groups and make recommendations
1:30–2:00	Activity #4 (Goal area groups): Refine and prioritize strategies
2:00–2:15	Break
2:15–3:15	Activity #5 (Table): Review 2013 outcomes and establish Measurable Program Outcomes on the alignment chart
3:15–3:45	Activity #6 (Whole group): Review outcomes from all groups and provide suggestions
3:45 – 4:00	Wrap-up, review agenda for Day 2, Q&A

Day 2

8:30 – 8:45	Welcome, review of meeting objectives, review of Day 1 results
8:45 – 9:30	Review objectives to ensure they meet guidelines and are achievable
9:30 – 10:15	Activity #7: Complete the logic model template (resources from the CNA will help with the input piece)
10:15 – 10:30	Break
10:30 – 11:00	Activity #8: (Goal Area Groups) Identify evidence base for each strategy
11:00 – 11:30	Activity #9: Determine implementation and results evaluation questions for each strategy and MPO using the alignment chart
11:30 – 12:00	Wrap-up, follow-up, next steps, and timelines

Meeting Objectives

1. Understand how the program planning process interacts with the State SDP
2. Create strategies for meeting student needs
3. Create MPOs and align to strategies
4. Prioritize strategies and identify required and optional strategies
5. Review and decide on next steps toward determining the major components of the SDP

Service Delivery Plan Update Meeting #2

Juneau, AK – December 5-6, 2018

Day 1

8:30–8:45	Welcome, introductions, review of handouts, and overview of the meeting
8:45–9:15	Activity #1: Prioritizing services for achievement impact on the alignment chart
9:15–9:45	Review Service Delivery Plan (SDP) requirements and suggestions for strategies
9:45–10:30	Activity #2: (Small groups) Review and make adjustments to strategies
10:30 – 10:45	Break
10:45 – 11:45	Activity #3: Review suggestions for MPOs, additional MPO data, and make adjustments to MPOs
11:45–1:00	Lunch on your own
1:00–1:30	Activity #4 (Whole group): Revisit logic model considering changes to MPOs and strategies and adjust as needed (see also Indiana's model)
1:30–2:00	Evaluation requirements for implementation and results
2:00–2:15	Break
2:15–3:15	Activity #5 (Small groups): Make suggestions for evaluation plan including data collection tools, measures, persons responsible, and timelines
3:15–3:45	Activity #6 (Whole group): Review table of contents and make adjustments
3:45 – 4:00	Wrap-up, review agenda for Day 2, Q&A

Day 2

8:30 – 8:45	Welcome, review of meeting objectives, review of Day 1 results
8:45 – 9:15	Activity #7: Review and adjust parent involvement plan
9:15 – 9:45	Activity #8: Review and adjust professional development plan
9:45 – 10:15	Activity #9: Review and adjust ID&R plan
10:15 – 10:30	Break
10:30 – 11:00	Activity #10: Review and adjust technical assistance and monitoring plan
11:00 – 11:30	Activity #11: Review and adjust student records plan
11:30 – 12:00	Wrap-up, follow-up, next steps, and timelines

Meeting Objectives

1. Review and arrive at consensus on strategies and MPOs
2. Make decisions about components of the SDP report and table of contents
3. Finalize the MEP logic model
4. Identify evaluation activities and tools to measure progress toward meeting MPOs
5. Review and adjust other SDP components

Appendix B: Title I, Part C Section of Monitoring Tool

This is an example of the Title I, Part C Monitoring form. This document is not meant to be completed or printed from the SDP. Contact the department for a copy of this form.

Title I, Part C – Education of Migratory Children

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 1	**Identification & Recruitment** The district has assisted the State in determining timely and accurate identification and recruitment of eligible migratory children including: ☐ developing a recruitment plan that includes recruitment efforts year round throughout the community; ☐ establishing a quality control process for ensuring the correctness of the information used to determine each child's eligibility under the MEP definitions including a process for resolving eligibility discrepancies; ☐ hiring qualified staff and providing for annual training related to the State's identification and recruitment procedures; ☐ meeting all deadlines for the submission of records and data and adhering to the State's established procedures for the identification and recruitment of migratory children; and ☐ validating and verifying all information on the COE and entered into MIS2000.	**Sample Sources of Evidence:** • Identification & Recruitment Plan • Quality Control Plan • Training provided to district staff • Other **Evidence on File at DEED:** • State ID&R training attendee lists • Random re-interviewing • COE quality control review • Onsite file review • Fall Recruitment Report	1304(c)(8), 1308(b)(2)(A), 200.89(c), 200.89(d)
	District Response		
	Click or tap here to enter text.		

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 2	**Data Quality Control** The district has implemented written procedures for: ☐ maintaining accurate migratory child data records in MIS2000 with all required data elements; ☐ resolving data discrepancies; ☐ sending and receiving migratory child records; ☐ validating and verifying all information on COEs and migratory child records; ☐ entering information into the MIS2000 in a timely manner; and ☐ validating and verifying all information reported to DEED.	**Sample Sources of Evidence:** • Quality control plan • Student records transfer request forms • Service delivery plan • Other **Evidence on File at DEED:** • Timeliness and accuracy of data submissions • COE Quality Control Review	1308(b)(2)(A), 200.89(d)
	District Response		
	Click or tap here to enter text.		

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 3	**Interstate and Intrastate Coordination** The district promotes interstate and intrastate coordination of services for migratory children including: ☐ providing for the educational continuity through the timely transfer of pertinent student records, including health records (whether or not the move occurs during the regular school year); ☐ establishing a procedure to coordinate services and records transfers with surrounding districts or districts that MEP students move to/from; and ☐ meeting all deadlines for the submission of student records and data in MIS2000.	**Sample Sources of Evidence:** • Communication with receiving districts of migratory children • Student records transfer forms and procedures • Service delivery plan • Other **Evidence on File at DEED:** • Move alerts submitted to DEED • Timeliness of data submissions	1304(b)(3), 200.85(c)
District Response			
Click or tap here to enter text.			

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 4	**Parent & Family Engagement** The district has, in a format and language understandable to the parents: ☐ consulted with parents, including parent advisory councils, in the planning and operation of migrant programs and projects on topics such as: • Design and implementation of the MEP service delivery plan and current district Title I-C application • Existing federal MEP law and regulations • Migratory child data and other data showing progress on meeting the performance targets and measurable program outcomes ☐ provided information to parents about the migrant program services received by their students; ☐ implemented strategies to increase the engagement of migrant parents in supporting their child's education and opportunities for involvement in decision making about their child's education; and ☐ provided outreach activities for migratory children and their families to inform them of other education, health, nutrition, and social services to help connect them to such services	**Sample Sources of Evidence:** • Meeting notices (letters, flyers, social media, student info. system, website, call logs) • Meeting minutes, sign-in sheets, and agendas • Communications with parents • Parent activities • Other **Evidence on File at DEED:** • ESEA Consolidated Application • Parent surveys	1304(c)(3), 1304(c)(6)
District Response			
Click or tap here to enter text.			

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations

I-C 5	**Needs Assessment**
	The district has conducted a local needs assessment that:
	☐ is aligned with the State comprehensive needs assessment (CNA), including the following goal areas:
	  • Academic support in English/language arts and mathematics
	  • High school graduation
	  • School readiness
	  • Support services
	☐ has identified the unique educational needs of migratory children, including preschool children and children who have dropped out of school, that result from the migratory lifestyle and other needs of migratory children that must be met in order for them to participate effectively in school.
		Sample Sources of Evidence:
		• Needs Assessment
		• Needs assessment planning team members, agendas, minutes, data analysis, evaluation results
		• Other
		
		Evidence on File at DEED:
		• ESEA Consolidated Application
		• Parent & staff surveys
		• Migrant Summative Data Report
			1306(a)(1)
			200.83(a)

District Response
Click or tap here to enter text.

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations

I-C 6	**Service Delivery Plan**
	The district has developed a local service delivery plan for migratory children, including preschool children and children who have dropped out of school, that:
	☐ addresses the unique educational needs of migratory children as identified in the needs assessment;
	☐ includes performance targets and measurable outcomes in order to meet the same challenging State academic content and achievement standards that all children are expected to meet;
	☐ encompasses the full range of services that are available for migratory children from appropriate local, State, and federal educational programs and provides for integration of services, as appropriate;
	☐ is the product of joint planning among such local, State, and federal programs, including programs under Title I-A, early childhood programs, and language instruction educational programs under Title III-A; and
	☐ aligns with the State Service Delivery Plan which includes 4 goal areas for service:
	  • Academic support in English/language arts and mathematics
	  • High school graduation
	  • School readiness
	  • Support services
		Sample Sources of Evidence:
		• Service delivery plan
		• Needs assessment
		• Staff schedules & assignments
		• Data to measure progress toward MPOs
		• Evidence of joint planning among programs
		• Evidence of migratory children receiving other program services
		• Other
		
		Evidence on File at DEED:
		• ESEA Consolidated Application
		• Migrant Summative Data Report
		• Mass and Summer Withdrawals
		• Competitive Grant Reports
			1306(a)(1),
			200.83(a),
			200.83(c)

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 7	Use of Funds Title I-C funds: ☐ must first be used to meet the identified needs of migratory children that result from their migratory lifestyle and other needs of migratory children that must be met to permit these children to participate effectively in school; ☐ are used for services to migratory children; ☐ will be used only for programs and projects, including acquisition of equipment, in accordance with the State comprehensive needs assessment (CNA) and service delivery plan (SDP); ☐ are coordinated with similar programs and projects within the State and other states and with other federal, State and local programs as applicable; and ☐ supplement the funds that would, in the absence of such federal funds, be made available from non-federal sources for the education of pupils participating in programs assisted under this part, and not to supplant such funds.	Sample Sources of Evidence: • Service Delivery Plan • Needs Assessment • Detailed schedule(s) for migrant funded staff, including time designated for migrant duties (schedules and time and effort.) • Other Evidence on File at DEED: • ESEA Consolidated Application	1304(c)(1)(A) 1304(c)(1)(B) 1304(c)(2) 1118(a) 1306(b)(1)
District Response			
Click or tap here to enter text.			

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 8	Programs and Projects ☐ To the extent feasible, the district's migrant programs and projects provide for: • advocacy and outreach activities for migratory children and their families including helping them to gain access to other education, health, nutrition and social services; • professional development programs, including mentoring, for teachers and other program personnel; • family literacy programs; • integration of information technology into educational and related programs; and • programs to facilitate transition of secondary school students to postsecondary education or employment.	Sample Sources of Evidence: • Service delivery plan • Professional development plans, agendas, and minutes • Participant lists • Other Evidence on File at DEED: • ESEA Consolidated Application • Literacy Grant Application and Final Report	1304(c)(7)
District Response			
Click or tap here to enter text.			

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 9	Addressing Unmet Needs of Preschool Children and Dropouts ☐ In planning and carrying out programs funded with I-C funds, there has been, and will be, adequate provision for addressing the unmet needs of preschool migratory children and migratory children who have dropped out of school.	Sample Sources of Evidence: • Needs assessment • Service delivery plan • Staff schedules & assignments • Other Evidence on File at DEED: • ESEA Consolidated Application • Mass and Summer Withdrawals	1304(c)(4)
District Response			
Click or tap here to enter text.			

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 10	Priority for Services (PFS) ☐ When providing services with migrant funds, priority for service is given to migratory children who have made a qualifying move within the previous 1-year period and who— • are failing, or most at risk of failing, to meet the challenging State academic standards; or • have dropped out of school.	Sample Sources of Evidence: • Service delivery plan • Written procedures that document PFS migratory children are being served on a priority basis through the migrant education program • Evidence regarding how K-2 PFS students are identified • Evidence PFS students received services • Staff schedules & assignments • Other Evidence on File at DEED: • ESEA Consolidated Application • District PFS list • Mass and Summer Withdrawals • PFS K-2 Report	1304(d)
District Response			
Click or tap here to enter text.			

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 11	**Continuation of Services (COS)** ☐ The district only provides services to a child who has met the end of their eligibility in the following instances: • a 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.	**Sample Sources of Evidence:** • Written procedures for the identification process and services provided to COS students • Documentation that comparable services are not available • Service delivery plan • Other **Evidence on File at DEED:** • Mass and Summer Withdrawals	1304(e)

District Response
Click or tap here to enter text.

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 12	**Evaluating Effectiveness of Program** ☐ The district measures the effectiveness of migrant programs and projects, and, where feasible, uses the same approaches and standards that are used to assess the performance of students and schools under Title I, Part A. ☐ The district uses the results of the evaluation to improve the services to migratory children.	**Sample Sources of Evidence:** • Assessment results • Data collection to measure progress toward MPOs • Service delivery plan • Meeting agendas, sign-in sheets, minutes • Other **Evidence on File at DEED:** • ESEA Consolidated Application • Migrant Summative Data Report	1304(c)(5), 200.84

District Response
Click or tap here to enter text.

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 13	Title I-C Consolidation into a Title I-A Schoolwide Program A school that receives I-C funds that consolidates all or part of those funds into a Title I-A schoolwide program has met the following criteria: ☐ parents have been consulted regarding the consolidation of I-C funds into the schoolwide program; ☐ the school has described and documented how it has met the unique educational needs of the migratory children prior to consolidating funds in the schoolwide plan; and ☐ the schoolwide plan addresses the needs of migratory children and indicates the amount of I-C funding consolidated in the schoolwide plan.	Sample Sources of Evidence: • Title I-A schoolwide plan • Service delivery plan • Needs assessment • Parent consultation agenda, sign-in sheets, and meeting notes • Other Evidence on File at DEED: • ESEA Consolidated Application • Application to consolidate funds	1306(b)(4), 200.86
District Response			
Click or tap here to enter text.			

Appendix C: Technical Assistance Visit Form

This is an example of the Title I, Part C Technical Assistance Visit Form. This document is not meant to be completed or printed from the SDP. Contact the department for a copy of this form.

District Overview

Contact Information

District Name:

District Office Address:

Federal Programs Director/Migrant Coordinator:

Phone Number:

Records Manager:

Phone Number:

Allocation & Services Information

FY19 Migrant Allocation (Based on 16-17 Data):

FY19 Literacy Grant Allocation:

Number of Migratory Children in District (16-17):

Total Number of Children Enrolled in the District (16-17):

Approximate Percentage of Migratory Children in the District (16-17):

Percentage of Migratory Children Receiving a Targeted Title I-C Service (16-17):

Number of Migratory Children not Proficient on the State Assessment (16-17):

Number of PFS Children (16-17):

Number of PFS Children (18-19):

Targeted Title I-C Funded Services Provided in the District (16-17):

Miscellaneous Information

District Greater than 15,000 Square Miles:

District Number:

District Display Code:

DBID:

File Organization

Criteria	Yes	No	N/A
A. COEs/ARCs	☐	☐	☐
• Meets retention requirements o Files purged after 10 years	☐	☐	☐
• Alphabetized	☐	☐	☐
• Active Files	☐	☐	☐
• Inactive Files o Uses inactive file labels	☐	☐	☐
• Pending Files	☐	☐	☐
• Gone Forever Files	☐	☐	☐
• Cancelled COEs o Kept for 1 school year	☐	☐	☐
• Location	☐	☐	☐
B. Timely Completion of Forms	☐	☐	☐
• Remote Access	☐	☐	☐
• Designated SEA Reviewer	☐	☐	☐
• Web Access – RM	☐	☐	☐
• Web Access – Recruiter	☐	☐	☐
• Location	☐	☐	☐
• Format (Electronic or Hardcopy)	☐	☐	☐
C. Lists (MIS2000 Generated or Other)	☐	☐	☐
D. Reports	☐	☐	☐
• Meets retention requirements o Files kept for 5 years	☐	☐	☐
• Location	☐	☐	☐
• Format (Electronic or Hardcopy)	☐	☐	☐
E. Correspondence	☐	☐	☐
• With families	☐	☐	☐
• With the MEO	☐	☐	☐

Discussion/Observations:

Recommendations:

Child/Student Lists

Criteria	Yes	No	N/A
A. Eligibility Status Report (Snap 6)	☐	☐	☐
• Can utilize MIS2000 or the web system to pull report	☐	☐	☐
• Has been pulled for the current school year	☐	☐	☐
• Currently on file	☐	☐	☐
B. Eligible Student List (Snap 12)	☐	☐	☐
• Can utilized MIS2000 or the web system to pull report	☐	☐	☐
• Has been pulled for the current school year	☐	☐	☐
• Currently on file	☐	☐	☐
C. COEs Active and the Children on Each COE (Snap 7)	☐	☐	☐
• Can utilize MIS2000 or the web system to pull report	☐	☐	☐
• Has been pulled for the current school year	☐	☐	☐
• Currently on file	☐	☐	☐
D. Migrant Lunch List	☐	☐	☐
• Can utilize MIS2000 or the web system to pull report	☐	☐	☐
• Has been pulled for the current school year	☐	☐	☐
• Currently on file	☐	☐	☐
• List communicated to district staff to ensure that children receive free meal benefits.	☐	☐	☐
E. PFS List (Snap 14)	☐	☐	☐
• Can utilize MIS2000 or the web system to pull report	☐	☐	☐
• Has been pulled for the current school year	☐	☐	☐
• Currently on file	☐	☐	☐
• Final PFS List from MEO distributed to staff	☐	☐	☐
• Snap 14 pulled as new COEs/children are approved in the district	☐	☐	☐
F. Other Child/Student Lists	☐	☐	☐
G. Access to District Student Information System	☐	☐	☐

Discussion/Observations:

Recommendations:

Migrant Reports

Criteria	Yes	No	N/A
A. Fall Recruitment Report	☐	☐	☐
• Used for recruiting purposes	☐	☐	☐
• Given to district recruiters	☐	☐	☐
• Report in migrant files	☐	☐	☐
• Returned to the MEO by November 15	☐	☐	☐
• Completeness/Accuracy	☐	☐	☐
B. Missing Eligible Report	☐	☐	☐
• District received report	☐	☐	☐
• Returned to MEO by date requested	☐	☐	☐
• Completeness/Accuracy	☐	☐	☐
• Report in migrant files	☐	☐	☐
C. Course History Reports	☐	☐	☐
• District received report	☐	☐	☐
• Returned to MEO by January 31 and June 30	☐	☐	☐
• Completeness/Accuracy	☐	☐	☐
• Report in migrant files	☐	☐	☐
D. Mass Withdrawal Report	☐	☐	☐
• Returned to MEO by June 15	☐	☐	☐
• Completeness/Accuracy	☐	☐	☐
• Report in migrant files	☐	☐	☐
E. Summer Withdrawal Report	☐	☐	☐
• District received report	☐	☐	☐
• Returned to MEO by September 30	☐	☐	☐
• Completeness/Accuracy	☐	☐	☐
• Report in migrant files	☐	☐	☐
F. PFS K-2 Report	☐	☐	☐
• District received report	☐	☐	☐
• Returned to MEO by October 15	☐	☐	☐
• Completeness/Accuracy	☐	☐	☐
• Report in migrant files	☐	☐	☐
G. Other	☐	☐	☐

Discussion/Observations:

Recommendations:

Mapping

Criteria	Yes	No	N/A
A. Detailed Map of the District	☐	☐	☐
• Outlines district boundaries	☐	☐	☐
• Has a scale	☐	☐	☐
• Has common activity sites	☐	☐	☐
• Map is available at the district office	☐	☐	☐
• Map is obtained from an official source	☐	☐	☐
• Map is reviewed/updated annually	☐	☐	☐
B. Map is Distributed to Recruitment Staff	☐	☐	☐
C. Maps are Attached to Appropriate COEs	☐	☐	☐

Discussion/Observations:

Recommendations:

ID&R Instructional Materials

Criteria	Yes	No	N/A
A. Current Year Manuals	☐	☐	☐
• Easily accessible to records manager	☐	☐	☐
• Distributed to recruitment staff	☐	☐	☐
• Distributed to Designated SEA Reviewers	☐	☐	☐
• Recruiter Handbook	☐	☐	☐
• Records Manager guide	☐	☐	☐
B. Statewide/Region Training Notes	☐	☐	☐
C. Local Training Notes	☐	☐	☐
D. Guidance/Memos for MEO	☐	☐	☐
E. Other	☐	☐	☐

Discussion/Observations:

Recommendations:

Technology

Criteria	Yes	No	N/A
A. **Records Manager has Access to a Computer that:**	☐	☐	☐
• Is capable of holding sufficient data	☐	☐	☐
• Has the MS Office Suite including excel	☐	☐	☐
• Has fast printing capabilities	☐	☐	☐
B. **MIS2000 is Housed on a Computer in the District that is Accessible to the Records Manager**	☐	☐	☐
• Describe type of computer (desktop or laptop)	☐	☐	☐
• Describe brand of computer/ operating system(windows, apple)	☐	☐	☐
• Computer is encrypted ○ Describe encryption software	☐	☐	☐
• Computer is password protected	☐	☐	☐
• Computer is accessed only by limited personnel with a business need to know	☐	☐	☐
• Computer is kept in a secure location	☐	☐	☐
C. **Records Manager is trained and proficient in MIS2000**	☐	☐	☐
• Can complete an upload changes and check for upgrades in MIS2000	☐	☐	☐
• MIS2000 database is up to date	☐	☐	☐
D. **Records Manager is trained and proficient in the web system**	☐	☐	☐
E. **Records Manager Works Well with MEO Staff/Eligibility Specialist In Regards to Data Entry**	☐	☐	☐

Discussion/Observations:

Recommendations:

Identification Procedures

Criteria	Yes	No	N/A
A. Identifying & Contacting Harder to Reach Children:	☐	☐	☐
• Children too young to be enrolled in school	☐	☐	☐
• Preschool aged children (district, Head Start, private, etc.)	☐	☐	☐
• Out of School Youth (children who have dropped out of school)	☐	☐	☐
• Children attending a non-district school (homeschool, private school, etc)	☐	☐	☐
• Children attending a public school operated by another district (Mt. Edgecumbe, GILA, Raven, IDEA, etc.)	☐	☐	☐
• Children newly arrived to the district (midyear transfers etc.)	☐	☐	☐
• All potentially eligible children under 20 who have not received a diploma	☐	☐	☐
• Other	☐	☐	☐
B. Methods Used to Identify Children Enrolled in District Schools:	☐	☐	☐
• Enrollment Questionnaire	☐	☐	☐
• Parent Brochures	☐	☐	☐
• Letter to all families with children enrolled in district schools	☐	☐	☐
• Articles in the district/school newsletter	☐	☐	☐
• Addresses at parent meetings	☐	☐	☐
• Addresses in high school assemblies or homerooms	☐	☐	☐
• Addresses to teachers/staff at fall in service training	☐	☐	☐
• Word of mouth/referrals	☐	☐	☐
• Presence at school functions	☐	☐	☐
• Social media postings	☐	☐	☐
• Other	☐	☐	☐
C. Methods Used to Identify Transferring Children	☐	☐	☐
• Primero Edge	☐	☐	☐
• Summer OASIS	☐	☐	☐
• OASIS lists provided by the MEO	☐	☐	☐
• Records Transfer Forms	☐	☐	☐
• Other	☐	☐	☐
D. Methods Used to Identify Children Within the Community	☐	☐	☐
• Brochures	☐	☐	☐
• Posters	☐	☐	☐
• Notices on community bulletin boards or at community events	☐	☐	☐
• Ads in newspapers, on TV, or on the radio	☐	☐	☐
• Community agencies contacted	☐	☐	☐
• Social media postings	☐	☐	☐
• Other	☐	☐	☐

Discussion/Observations:

Recommendations:

Recruitment Procedures

Criteria	Yes	No	N/A
A. Recruiting Methods	☐	☐	☐
• Ensure that all potential children are interviewed and COEs/ARCs are submitted	☐	☐	☐
• Tracking children from identification of possible move through the interview process	☐	☐	☐
• COE/ARC review process in district	☐	☐	☐
• COE/ARC submission process	☐	☐	☐
• Timely completion of the Fall Recruitment Report	☐	☐	☐
B. Setting Up Interviews	☐	☐	☐
C. COE Completion Methods	☐	☐	☐
• Paper	☐	☐	☐
• PDF	☐	☐	☐
• Web system	☐	☐	☐
D. Obtaining Required Signatures on COEs/ARCs	☐	☐	☐
• Interviewee	☐	☐	☐
• Interviewer	☐	☐	☐
• Designated SEA Reviewer	☐	☐	☐
E. COE Data Entry/Upload in MIS2000	☐	☐	☐
F. Documentation of Eligibility Determinations	☐	☐	☐
• Procedures for communicating approvals and/or denials to families	☐	☐	☐
• Information to parents about recruiting process and services offered, when children are eligible	☐	☐	☐

Discussion/Observations:

Recommendations:

ID&R Management & Quality Control Plans

Criteria	Yes	No	N/A
A. Ensure Migrant Staff are Properly Trained (State and Local Procedures)	☐	☐	☐
• Recruiters	☐	☐	☐
• Records managers	☐	☐	☐
• Designated SEA Reviewers	☐	☐	☐
• Other	☐	☐	☐
B. Procedures for Verifying Accurate Eligibility Determinations	☐	☐	☐
• Verify eligibility for the move (district boundaries/maps)	☐	☐	☐
• Verifying moves listed on the COE were made due to economic necessity	☐	☐	☐
• In district review process for COEs and ARCs	☐	☐	☐
• Other	☐	☐	☐
C. Verification that Each Village/School Site in the District was Properly Recruited	☐	☐	☐
• Contact/re-enroll all MEP children annually during the fall recruitment period	☐	☐	☐
• Ongoing/year round recruitment	☐	☐	☐
• Other	☐	☐	☐
D. Validating Data & Timely Data Entry	☐	☐	☐
• Validation and cross reference of COE/ARC data prior to entry/upload in MIS2000	☐	☐	☐
• Avoiding duplicate students in MIS2000	☐	☐	☐
• Updating information in MIS2000	☐	☐	☐
• Data entry process including how it is timely	☐	☐	☐
• Informing parents of eligibility determination	☐	☐	☐
• Continuation of services provision children are properly reported to MEO	☐	☐	☐
E. Data Integrity Procedures: Maintaining Accurate Records in MIS2000	☐	☐	☐
• When a MEP child moves to another district	☐	☐	☐
• When a MEP child begins attending another school	☐	☐	☐
• When a MEP child makes a new qualifying move	☐	☐	☐
o Before or after the Nov 15th recruitment deadline			
• When a MEP child's address or phone number needs updating	☐	☐	☐
• When a MEP parent refuses services or the family becomes unreachable	☐	☐	☐
• When a MEP child "terms out" of the program	☐	☐	☐
o Graduates, Ages out, Becomes Deceased			
o Drops out			
o Moves, Becomes Unreachable, Refuses Services			
F. Sending & Receiving Migrant Records	☐	☐	☐
• When a migratory child leaves the district	☐	☐	☐
• When a migratory child moves in to the district	☐	☐	☐
G. Meets MEO Deadlines	☐	☐	☐
• Recruitment	☐	☐	☐
• Reporting	☐	☐	☐
H. Files in Order and Aligned with DEED Standards and are maintained/updated annually	☐	☐	☐
I. Communication and Workflow Between District Migrant Staff	☐	☐	☐
J. Procedures for Analysis and Accuracy of Migrant Reports	☐	☐	☐
K. Written Documentation of File	☐	☐	☐
• Quality Control Plan	☐	☐	☐
• Identification & Recruitment Procedures	☐	☐	☐

Discussion/Observations:

Recommendations:

Supplemental Services

Criteria	Yes	No	N/A
A. How is SP Data Collected for the MEP	☐	☐	☐
• Who collects the data	☐	☐	☐
• How frequently is it collected	☐	☐	☐
• Method of collection	☐	☐	☐
B. Service data reported correctly by Mass Withdrawal Deadline	☐	☐	☐
C. Supplemental Services Offered to Migratory Children in the District	☐	☐	☐
D. Migrant Education Literacy Grant	☐	☐	☐
• Applied for the literacy grant	☐	☐	☐
• Family literacy activities conducted ○ MEP funded or other ○ Certified teacher or para	☐	☐	☐
• Book distribution	☐	☐	☐
E. Recruitment Staff Knowledgeable about Migrant Funded Services	☐	☐	☐

Discussion/Observations:

Recommendations:

Parent Feedback Methods

Criteria	Yes	No	N/A
A. Methodology/Frequency	☐	☐	☐
• State survey used	☐	☐	☐
• How is the survey distributed (online or paper)	☐	☐	☐
• other	☐	☐	☐
B. District PAC Meetings are Held	☐	☐	☐
• Annual parent meeting where migrant parents are consulted in the planning and operation of the MEP	☐	☐	☐
C. Providing Information to Parents	☐	☐	☐
D. Strategies to Increase Parent Engagement	☐	☐	☐

Discussion/Observations:

Recommendations:

Prospective Re-Interview

Discussion/Observations:

Recommendations:

COE/ARC File Review

Discussion/Observations:

Recommendations: