



# Alaska Migrant Education Program Guiding Documents Template

**Valdez City Schools**  
Updated: 12/13/2020

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# Identification & Recruitment Plan

## Overview of the District Migrant Population

**Add a description of the district, school sites, and migrant population (number of children, ages/grades of children, ethnic background, etc.). Describe common qualifying activities (including locations, catches, gear, and time periods) for the migrant children in your area.**

Our district consists of three schools: Elementary (Pre-5th), Middle (6-8), and High School (9-12). Migrant families in our district fish, participate in berry pick all over the state due to **economic necessity**. The gear used and catch varies greatly, it can even vary from season to season. Families travel to fish wheels in Chitna, dip netting in Kenai, commercial fishing in Prince William Sound, shrimping in the Sound, subsistence fishing for salmon & halibut in the Sound.

## District MEP Staff

**Attach full job descriptions in the appendix.**

This is how the district recruits and hires qualified MEP staff: The hiring process begins with internal advertising of any open positions within the school district, for potential transfer of a qualified employee. If the position(s) is not filled within the district, the position is then advertised to the public, using multiple media resources including the district website, state/local job center and weekly newsletter through the local radio stations.

List of district MEP positions & a short job description

| Title                     | Name(s)       | Position Description  |
|---------------------------|---------------|---|
| Federal Programs Director | Suzie Michaud | <ul style="list-style-type: none"> <li>● Completes and submits grant proposals, applications and reports in a timely manner.</li> <li>● Organization and management of student activities and programs.</li> <li>● Hiring, management and evaluation of program staff.</li> <li>● Collaboration with district staff, parents and community.</li> <li>● Organizes volunteer programs, referral services, and a lending library for teachers, students and parents.</li> <li>● Obtains and reviews program relevant student achievement data on a regular basis.</li> <li>● District Homeless Liaison responsibilities and district training.</li> <li>● School to community liaison for activities and services.</li> <li>● Provides training and support opportunities for district staff that are pertinent to department programs.</li> </ul> |

|  |                 |  |
|--|-----------------|--|
|  |                 | <ul style="list-style-type: none"> <li>● Manages budgets and purchase requests following the specific guidelines for each grant funded program(s).</li> <li>● Evaluates all federally funded projects in operation in the District on a regular basis.</li> <li>● Parent Advisory Committee organization and collaboration with parents, students, community and district staff.</li> <li>● Maintain organized program records and files.</li> </ul>   |
| Migrant Coordinator (if different than Federal Programs) | SAME            |  |
| Records Manager  | Suzie Michaud   | <ul style="list-style-type: none"> <li>● Contact and interview families annually.</li> <li>● Maintain migrant family files, complete COEs, enter COE data in MIS2000, attend Migrant Ed.</li> <li>● Record manager training annually,</li> <li>● Complete course History reports, track and enter services provided on mass withdrawal report, review and file semester</li> <li>● report cards K-12, coordinate with leadership team/building principals to evaluate if migrant student's needs are being met and/or to modify student programs if necessary (throughout the year, at least quarterly.).</li> <li>● Maintains accurate records and reports through organized and confidential filing and data systems.</li> </ul> |
| SEA Reviewer   | Suzie Michaud   | <ul style="list-style-type: none"> <li>● The SEA Reviewer reviews the recruiter's handbook and attends trainings as needed.</li> <li>● Remains up to date on the changing laws and guidelines regarding state and federally funded grant requirements. SEA Reviewer reviews and signs the completed COEs, after both the recruiter and the parent has signed.</li> </ul>   |
| Secondary SEA Reviewer                                   | Amber Cockerham | This is needed in the event that the SEA reviewer recruits a child and writes a COE.   |

|                 |                                     |   |
|-----------------|-------------------------------------|---|
| Recruiter(s)    | Brandy Smelcer                      | <ul style="list-style-type: none"> <li>● Contact all migrant families every year, recruit new families, follow up on leads from teaching and district staff for families that may have had migrant qualified activity over the course of the summer, attend Migrant Ed. training annually, annual reminder for parents whose EOE date is nearing in the upcoming year, update migrant questionnaire/brochure.</li> <li>● Remains up to date on the changing laws and guidelines regarding state and federally funded grant requirements.</li> </ul> |
| Other (specify) | Academic Tutors / Paraprofessionals | <ul style="list-style-type: none"> <li>● Provide weekly scheduled academic assistance for Migrant students (Gr. K-12) during afterschool programs, or as a pull out.</li> </ul>   |

## Identification & Recruitment Efforts

### Year-Round Identification & Recruiting Efforts

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

| Time Frame  | Recruitment activity/process  |
|---|---|
| August-November   | At the beginning of each school year, all enrolled students receive a Migrant Seasonal Work Survey in their online enrollment packet (Pre-12th.). New students receive this packet also when enrolling in the District. Upon completion, the forms are returned to each building admin assistants, who collects the forms and forward them to <b>Mrs. Smelcer</b> for review. The recruiter reviews the forms, and begins interviewing families via the telephone.  |
| December-February   | <ul style="list-style-type: none"> <li>● Advertise in the district wide, PTA, HHES, GMS, and VHS Facebook about the Migrant program and who may qualify.</li> <li>● Follow up on leads from district employees, PAC members, and Migrant families who share information with building principals and admin assistants regarding other students who may be eligible to participate in the Migrant Program.</li> <li>● District migrant staff send survey to parents.</li> <li>● Surveys completed offline are entered by migrant staff.</li> </ul> |
| March-May   | Advertise in the district wide, PTA, HHES, GMS, and VHS Facebook about the Migrant program and who may qualify. Follow up on leads from district employees, PAC members, and Migrant families who share information with building principals and admin assistants regarding other students who may be eligible to participate in the Migrant Program. <b>Suzie Michaud or Mrs. Smelcer</b> will contact families that may EOE (End of Eligibility) if they do not have new qualifying activity in May.  |
| June-July   | Summer Program or Credit Recovery Program for Migrant Students.   |
| District process for capturing the new moves of children after November 15 <sup>th</sup> (midyear transfer children, or children who made a new qualifying move after the recruitment deadline) | When interviewing migrant families in the fall the recruiter clearly shares that we are trying to keep track of migrant activity that happens during the school year. Encourages families to drop an email or a phone call with any new Migrant activity that has happened, so that it can be documented on the following years COE.  |

## Identification of Special Populations

How will the following populations be identified and recruited?

| Population   | How the district will identify & recruit these children:   |
|--|--|
| Children too young to be enrolled in school  | Often times these children are only captured when they have an older sibling in our public-school system. We do however plan to have brochures available at our local preschools and childcare facilities this fall. We are also planning of sharing migrant information during parent-teacher conference.   |
| Preschool aged children (district, Head Start, private, etc.)  | Parents of preschool children will fill out migrant seasonal work survey during the initial enrollment.  |
| Out of School Youth (children who have dropped out of school)  | If one of our migrant students becomes an out of school youth we contact their parents or the student themselves, to discuss possible options for re-enrollment in public school, possible enrollment in the District home school program, or to obtain a GED.   |
| Children attending a non-district school (homeschool, private school, etc.)                              | Recruiter stays in contact with VCS's homeschool community via online discussion boards, additionally we as a district have our own homeschool program, so they receive the questionnaire with their enrollment packet.<br>We have no private schools in Valdez.   |
| Children attending a public school operated by another district (Mt. Edgecumbe, GILA, Raven, IDEA, etc.) | Through word of mouth we do catch some migrant families that have activity in our district yet attend school in other districts. Or, they are families that have moved away and we already have a relationship with them.  |
| Children newly arrived to the district (midyear transfers etc.)  | At the beginning of each school year, all enrolled students receive a Migrant Seasonal Work Survey in their online enrollment packet (Pre-12th.). New students receive this packet also when enrolling in the District. Upon completion, the forms are returned to each building admin assistants, who collects the forms and forward them to <b>Mrs. Smelcer</b> for review. The recruiter reviews the forms, and begins interviewing families via the telephone. |
| All potentially eligible children under 20 who have not received a diploma                               | Students with IEPs (attending our high school) are still recruited and interviewed each year until they reach 21.  |
| Other  |  |

## Identification Activities

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

| Identification Activity  | District Process  |
|--|---|
| Advertising/getting the word out in the community. Posters/Flyers/advertisements posted (school, community, etc.) Ads in newspapers, on TV, or on the radio. Notices on community bulletin boards or at community events | Articles on district website, questionnaire in student packets, posters on display at schools, brochures in pre-school enrollment packets. Our families are huge recruiters for the program, they often times share details with their friends and family about the program. Flyers on Facebook on all three schools. |
| Articles in the district Facebook  | Migrant Flyers will be posted in all three schools and the District Facebook page.  |
| Brochures distributed (including the parent brochure created by the Alaska PAC).   | Migrant Brochures will be posted on the district's website and each school's websites.  |
| Community agencies contacted.  | The district will send flyers to Valdez Native Tribe, Silver Bay Cannery, Peter Pan, PWCC, and to ILP.  |
| Enrollment questionnaire (or other way to survey the families of all children enrolled in district schools)  | Questioners sent out to all parents via PowerSchool Enrollment.   |
| Letter to all families with children enrolled in district schools.   | The Federal Programs Director will send letters to all families with migrant children reminding them about migrant services.  |
| OASIS lists provided by the MEO (to recruit children with MEP eligibility from other districts that are enrolled in your district schools).  | The Federal Programs Director will work closely with the district's OASIS Data person to make sure the OASIS list has accurate information regarding migrant children.  |
| Presence at school functions. Addresses to teachers/staff at fall in service training. Addresses at parent meetings. Addresses in high school assemblies or homerooms  |   |
| Primero Edge (help to identify children with MEP eligibility from another district)  | Business Manager will provide Primero Edge list of students to Federal Program Director, so that the district can help identify children with MEP from another district and provide comparable services.  |
| Records Transfer Forms   |   |
| Social media postings  | Flyers on Facebook of all three schools (HHES, GMS, and VHS). Flyer send to radio station, Valdez Native Tribe, and homeschool parents.   |
| Summer OASIS warnings (to recruit children with MEP eligibility from other districts that are enrolled in your district schools).  |   |



|                         |  |
|-------------------------|--|
| Word of mouth/referrals |  |
| Other (specify)         |  |

### Recruitment Activities

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

| Recruitment Activity   | District Process  |
|--|---|
| Setting Up Interviews  | <p>The district follows MEO recommended interview process to ensure that eligible children receive as much uninterrupted services as possible:</p> <ol style="list-style-type: none"> <li>1. Interview families with children who have ended their eligibility since last school year.</li> <li>2. Interview families with children whose eligibility will soon end.</li> <li>3. Interview families with children who are currently eligible.</li> <li>4. Interview new families. <ul style="list-style-type: none"> <li>● With children who are new to the district but have migrant eligibility from another district.</li> <li>● With children new to the migrant program.</li> </ul> </li> </ol> <p>Use the Interview Framework recommended by MEO.</p> |
| COE Completion Methods (including paper, pdf, or web system)                                   | All sections of the COE will be filled out online, and then printed to obtain signatures.   |
| COE/ARC review process in district   | <p>All COE/ARC will be reviewed by record manager.</p> <p>After signatures are obtained, the record manager submits to the MEO.</p>   |
| Obtaining Required Signatures on COEs/ARCs (Interviewee, Interviewer, Designated SEA Reviewer) | <p>After signatures are obtained, the record manager submits to the MEO.</p> <p>Prior to submission, all COEs created in the Alaska Migrant Web System, must be printed on order to obtain required signatures.</p>   |
| COE/ARC submission process   | Prior to submission, all COE/ARC created in the Alaska Migrant Web System, must be printed on order to obtain required signatures.  |
| COE Data Entry/Upload through MIS2000  | <p>COEs are reviewed for missing, needed, and accurate information, COEs are entered as they are completed, not postponed. All information is entered exactly as it is printed on the original COE. Recruiter enters all required COE data in the Web System except for the signature fields.</p> <p>Recruiter prints the COE from the Web System and obtains the interviewee and interviewer signatures.</p>   |

|  |  |
|--|--|
|  | <p>Recruiter types the interviewee and interviewer signature information into the COE on the Web System.</p> <p>Recruiter submits electronic COE data in the Web System and sends the signed hard copy COE records manager.</p> <p>Records Manager Utilizes the Web System to approve and reject COEs.</p> <p>Records Manager has access to Web System year-round.</p>   |
| Timely completion of the Fall Recruitment Report   | The Federal Programs Director will complete fall recruitment report in timely with the input from migrant recruiter.   |
| Procedures for communicating approvals and/or denials to families  | Personal phone call, if ineligible we follow up with an official denial letter after a phone call.   |
| Information to parents about recruiting process and services offered, when children are eligible   | Personal phone call and e-mail are used to inform parents about recruiting process and services offered, when children are eligible.   |
| How do you ensure that the families of all potential children are interviewed and COEs/ARCs are submitted (Tracking children from identification of possible move through the interview process) | All families of VCS's, including those with children younger than school age and has out of school youth will be contacted and if appropriate, interviewed. The Records Manager, oversees all student enrollments in the District, will be responsible for noting students who leave for possible migrant activities. School Secretaries are tasked with noting reasons for withdrawals as students leave our schools in the student database. |
| Other  |  |

# Quality Control Plan

## Meets DEED Deadlines

How does the district ensure that MEP deadlines are met?

| Date         | Task  | Person Responsible   | District plan to ensure this deadline is met   |
|--------------|---|--|--|
| August 15    | Remote Access Agreement form due                                  | Suzie Michaud  | We complete this form immediately once it is received.   |
| August 15    | Web Access Agreement form(s) due                                  | Suzie Michaud  | We complete this form immediately once it is received.   |
| September 15 | SEA Reviewer form due   | Suzie Michaud  | We complete this form immediately once it is received.   |
| September 30 | Summer withdrawal report  | Suzie Michaud  | This report will be completed shortly after we return to school in August. (If a Summer School program is offered)   |
| October 15   | K-2 PFS list  | Suzie Michaud  | Once possible list is received, we pull MAPS scores and review with teacher to see if there is an academic need or concern. Then, the form is completed and emailed. This whole identification process happens within one week.  |
| November 15  | Fall recruiting deadline *All COEs should be approved in MIS2000* | Recruiters & Records Manager<br>Brandy Smelcer/Suzie Michaud | This report is completed when it is received by email, and submitted before the deadline date. The record manager sets an internal goal to have all interviews completed, COEs/ARCs written, signatures obtained, and information entered into Web System by November 1 <sup>st</sup> annually. This ensures that there is adequate time to make corrections, and that all children are approved by the November 15 <sup>th</sup> deadline.                                  |
| November 15  | Fall recruitment report due                                       | Records Manager- Brandy Smelcer                              | This recruitment window & following report is given a high priority. Our goal is to identify and provide additional supplemental services to all eligible Migrant students in the district. As needed, the director will assist with contacting and interviewing families. Records manager/recruiter monitors the status of all current and possible migrant families, with a spreadsheet. This sheet is cross-referenced along with fall recruitment report and Snap 6. All |

|            |   |   |   |
|------------|---|---|---|
|            |   |   | families are contacted/recruited/ COEs completed/signed/entered prior to fall deadline.   |
| January 31 | First semester course history report due  | Records Manager with final approval by Federal Programs Director (Brandy Smelcer and Suzie Michaud) | When high school has the semester, grades finalized the records manager prints semester report cards, and then enters data on the course history report.                                    |
| June 15    | Mass withdrawal report due                | Records Manager with final approval by Federal Programs Director (Brandy Smelcer and Suzie Michaud) | Services are tracked throughout the year for all migrant students. The Mass withdrawal report is completed once school has completed. Before records manager/director leave for the summer. |
| June 30    | Second semester course history report due | Records Manager with final approval by Federal Programs Director (Brandy Smelcer and Suzie Michaud) | When high school has final semester grades finalized, the records manager prints semester report cards and then enters data on course history report.                                       |

## Filing

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

Security of files: The COEs/ARCs are secured by this process (provide details):

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

### Users Agree to:

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

Individuals with access to the Alaska Migrant Web System are: The records manager and the recruiter.

## Organization of All Migrant Files

Describe how the following files are organized:

| File Type  | Organization  | Location  |
|--|---|---|
| Certificates of Eligibility (COEs)   | Active files are kept in locked file cabinet.<br>Inactive files are stored in a file box, in locked storage closet.   | Migrant file cabinet in the records manager's office. |
| Annual Recertifications of No New Moves (ARCs)   | ARCs are filed with the COES in the current school year folder. ARCs are filed numerically based off of the COE ID Number they are based on.  | Migrant file cabinet in the records manager's office. |
| Training Materials   | Training materials for the current year are kept in the front of the migrant filing cabinet.  | Migrant file cabinet in the records manager's office. |
| Reports and Lists  | Reports are kept in hard copy in the migrant files. There is a file called "communications and reports". They are kept according to year. Most recent communications and reports are kept toward the front of the file. | Migrant file cabinet in the records manager's office. |
| <ul style="list-style-type: none"> <li>• Fall Recruitment Reports</li> </ul>                 | Electronic copy of Fall Recruitment Reports is kept on Federal Programs Director's Computer in Migrant Report folder.   | VCS: District Office                                  |
| <ul style="list-style-type: none"> <li>• Course History Reports (fall and spring)</li> </ul> | Electronic copy of Course History Reports (fall and spring) is kept on Federal Programs Director's Computer in Migrant Report folder.   | VCS: District Office                                  |

|   |  |                      |
|---|--|----------------------|
| <ul style="list-style-type: none"> <li>Mass Withdrawal</li> </ul>                               | Electronic copy of <b>Mass Withdrawal (fall and spring)</b> are kept on Federal Programs Director's computer in Migrant Report folder. | VCS: District Office |
| <ul style="list-style-type: none"> <li>Summer Withdrawal</li> </ul>                             | Electronic copy of <b>Summer Withdrawal</b> is kept on Federal Programs Director Computer's in the Migrant Report folder.              | VCS: District Office |
| <ul style="list-style-type: none"> <li>PFS K-2 Report</li> </ul>                                | Electronic copy of <b>PFS K-2 Report</b> is kept on Federal Programs Director Computer's in the Migrant Report folder.                 | VCS: District Office |
| <ul style="list-style-type: none"> <li>Final PFS List from MEO</li> </ul>                       | Electronic copy of <b>Final PFS List from MEO</b> is kept on Federal Programs Director Computer's in the Migrant Report folder.        | VCS: District Office |
| <ul style="list-style-type: none"> <li>Snap Reports (lists printed out from MIS2000)</li> </ul> | Electronic copy of <b>Final PFS List from MEO</b> is kept on Federal Programs Director Computer's in the Migrant Report folder.        | VCS: District Office |
| Literacy Grant/Book Program   | Electronic copy of <b>Literacy Grant</b> is kept on Federal Programs Director Computer's in the Migrant Report folder.                 | VCS: District Office |
| Correspondence to Families  | Electronic copy of <b>Correspondence to Families</b> is kept on Federal Programs Director Computer's in the Migrant Report folder.     | VCS: District Office |
| Correspondence to/from the MEO  | Communication from the MEO is kept in hard copy in the Communications and Reports file. Most recent toward the front of the file.      | VCS: District Office |

### Disposal Process of Migrant Files

Describe how the following files are properly disposed of:

| File Type   | Person Responsible        | Timeframe of Disposal  | How Files are Disposed  |
|---|---------------------------|--|---|
| Certificates of Eligibility (COEs) after 10 year period             | Federal Programs Director | COEs and ARCs are kept for ten years. The records manager annually destroys COEs older than ten years at the end of the school year. | Migrant records are securely destroyed using a company out of Anchorage called Shred Alaska. While files are pending destruction they are kept in the locked records room. Only limited personnel have access to this room. |
| Annual Recertifications of No New Moves (ARCs) after 10 year period | Federal Programs Director | ARCs are kept for ten years. The records manager annually destroys COEs older than ten years at the conclusion of the school year.   | Migrant records are securely destroyed using a company out of Anchorage called Shred Alaska. While files are pending destruction they are kept in the locked records room. Only limited personnel have access to this room. |
| Lists/Reports with personally identifiable information              | Federal Programs Director |  | These lists/reports are shredded after ten year.  |

### Alaska MEP Data Systems

#### Alaska Migrant Web System

Individuals with access to the Alaska Migrant Web System are: **Suzie Michaud and Brandy Smelcer.**

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

The process for notifying the MEO when an individual should no longer have access to the Alaska Migrant Web System:

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

Users Agree to:

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

### Verifying Eligibility, Validating Data, & Timely Data Entry

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

| Task  | District Process   |
|---|--|
| Ensures staff are properly trained (state and local procedures, recruiters, records managers, designated SEA reviewers) | The recruiter/records manager attends state training annually either in person or via WebEx depending upon offerings. The recruiter/records manager trains the SEA reviewer annually on migrant eligibility  |
| Verify eligibility for the move (district boundaries/maps)  | The recruiter is experienced with the MEP and the district. He knows the boundaries of the district and common fishing locations. When necessary, the recruiter/ uses the maps attached to COEs from their district of origin, Google maps, and works with other districts to get appropriate maps, to determine that moves meet the distance requirements   |
| In district review process for COEs and ARCs  | All COE/ARC will be reviewed by record manager.<br>After signatures are obtained, the record manager submits to the MEO.   |
| Verification that each school site/village was properly recruited   | VCS is a small school and the recruiter is familiar with families of, those students who are enrolled in school and those who are not, and who in the district is fishing. Families complete one survey per child. Families are contacted based on survey response. If any of the questions indicate a positive response, the family is contacted by the recruiter.<br><br>In addition, the recruiter interviews families based off of the Fall Recruitment Report, returned migrant surveys, transfer paperwork, and lunch lists. Families are interviewed and COEs completed as they appear eligible |
| Contact/re-enroll all MEP children annually during the fall recruitment period  | N/A  |
| Meeting the recruiting deadline   | The records manager sets an internal goal to have all interviews completed, COEs/ARCs written, signatures obtained, and information entered into MIS2000 by October 31st annually. This ensures that there is adequate time to make corrections, and that all children are approved by the November 15th deadline.   |

|  |  |
|--|--|
| Ongoing/year round recruitment   |  |
| Validation of and cross-reference of COE data prior to entry in MIS2000      | The recruiter looks over completed COEs/ARCs to ensure completeness and accuracy before they are sent for signature. For COEs, the parent reviews the COE for accuracy before signing. When COEs are returned to the district, the recruiter reviews the COE again for accuracy and completeness before signing. The SEA Reviewer reviews the COE for completeness and accuracy before signing. If the COE or ARC appears to be incomplete or ineligible more information is obtained before signatures are obtained and information is entered into MIS2000 |
| Avoiding duplicate students in MIS2000                                       | The records manager is trained to search for children in the database as part of the COE entry process. The records manager searches by last and first name to ensure that no duplicates are created.  |
| Updating information in MIS2000  | Information in MIS2000 is updated annually as recruiting occurs and COEs/ARCs are entered into MIS2000   |
| Data entry process (including how it's timely)                               | The records manager has a goal to enter COEs/ARCs into MIS2000 within a day of receipt of signed document. Furthermore, the district has an internal goal of entering all COEs/ARCs into MIS2000 by October 31st. This ensures that there is adequate time to make any corrections.  |
| Informing parents of eligibility determination                               | Once the COE has been approved, the records manager sends an eligibility letter to the family and a copy of the completely approved COE through the mail. Letter includes information about services. In the event that a child is not approved an eligibility determination letter.   |
| Continuation of services provision students are properly reported to the MEO | Children that EOE during the school year will continue to receive services till the end of the term. Secondary school migrant students (that have been served through credit accrual programs) that EOE can still be served until graduation. These students/services are entered on the mass withdrawal report.   |
| Other (specify)  |  |



## Maintain Accurate Records in MIS2000

How does the district maintain the integrity of the Alaska Migrant Database?

| Event  | Records Manager action  |
|--|---|
| When a MEP child moves to another district   | When migrant children leave the district the records manager makes note of it, works with the secretary to ensure that migrant records are included with other student transfer paperwork. If the records manager is aware of a child's intended district she works directly with other records managers to ensure an easy transition. Moved children are reported to the MEO on the Fall Recruitment and Mass Withdrawal Reports |
| When a MEP child begins attending another school   | During the recruitment process this information is updated if the child has changed schools within the district. If the child has changed schools and districts, this is reported on the Fall Recruitment Report of the Mass Withdrawal Report depending upon when it occurs during the year.   |
| When a MEP child makes a new qualifying move (before or after the Nov 15 <sup>th</sup> recruitment deadline) | If children move during the school year and are not already migrant eligible the district interviews and completes COEs for as eligible.  |
| When a MEP student's address or phone number need updating   | Information is updated annually, as necessary, in the school history box or the comments sections of the COE.   |
| When a MEP parent refuses service or the family becomes unreachable  | When a family refuses services the records manager will work with the MEO to document this as it occurs. When a family becomes unreachable the RM documents it on the Fall Recruitment Report. Records manager will note contact attempts on an ARC or other paperwork, as it is appropriate.   |
| When a MEP child graduates, ages out of the program, becomes deceased, or drops out                          | The records manager reports this information annually on the mass withdrawal report. The records manager will continue to recruit and serve children who have dropped out, and still meet eligibility requirements.   |
| Other (specify)  |   |

## Sending & Receiving Migrant Records

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

When a migrant student leaves the district the Records Manager: **makes note if it and works with the secretary to ensure that migrant records are sent with other student transfer paperwork to the new school district. Children that transfer out of the school district are reported to the MEO on the Fall Recruitment and Mass Withdrawal Reports.**

When a new student enters the district, we request their migrant student records by: **working with the secretary to obtain migrant records from the previous school.**

# Needs Assessment Process

## Timeline

| Task   | Person Responsible                             | Deadline/<br>Timeline | Actions Required   |
|--|--|-----------------------|--|
| Customization of parent & staff surveys  | Records Manager/Federal Programs Director      | February              | Email the MEO and request customized survey questions  |
| Distribution of parent surveys   | Records Manager                                | March                 | The survey is sent electronically by: email  |
| Distribution of staff surveys  | Records Manager                                | March                 | The survey is sent electronically by: email  |
| Analysis of survey results   | Federal Programs Director/Migrant Coordinator, | April                 | DEED provides the district with a report of the survey results.  |
| Other needs assessment process (input from parent meetings, school assessment data)                    | Federal Programs Director                      | September-May         | Results from the needs assessment are analyzed and services are determined based on expressed migrant student needs. |
| Analysis of summative/progress monitoring testing data (state summative assessment, MAP, AIMSweb, etc) | Federal Programs Director                      | May-July              | Results from the needs assessment are analyzed and services are determined based on expressed migrant student needs. |
| Planning services to provide for the school year   | Federal Programs Director                      | April-July            | Results from the needs assessment are analyzed and services are determined based on expressed migrant student needs. |

## State CNA Alignment

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

| Goal Area                                   | District process for analyzing MEP student needs in this goal area  |
|---|---|
| Academic support in reading and mathematics | The Migrant Coordinator reviews migrant students' formative and summative assessment data to determine students who need additional support in reading and math.                        |
| High school graduation                      | The Federal programs director reviews migrant students' formative and summative assessment data to determine students who need additional Support in reading and math.                  |
| School readiness                            | The Federal Programs director and recruiter use both parent feedback and student grades to determine appropriate Literacy material to provide to the preschool and elementary students. |
| Support services                            | The migrant administrative staff communicates with parents and advises the school administration regarding student needs and parent requested services.                                 |

## Identified Needs

Describe the identified needs of the migratory population within the district.

| Type of Need  | Identified needs of the district's migratory population  |
|---|--|
| Unique educational needs of migratory children as a result of the children's migratory lifestyle                        | The district ensures that migrant students receive short-term academic interventions after migrant related absences. |
| Other needs of migratory students that must be met in order for migratory children to participate effectively in school | The district will ensure migrant students have the required supplies and materials necessary to succeed in school.   |

## Service Delivery Plan

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

### Services to MEP Students

| Need Area  | Services the district will provide to meet the needs of migrant students   |
|--|--|
| <p>Priority for Service student needs (These needs are addressed first)<br/><b>(Required</b> if the district has PFS students)</p>   | <p>Students, who have been identified for Priority Services, will be targeted to participate in both classroom and supplemental programs promoting academic success in the content areas in which they demonstrate a deficit. Migrant students who have been identified as possible at risk for failure, are referred for supplemental academic services supported with Title IC funding, in the form of afterschool academic tutoring by highly qualified teachers and paraprofessionals, pullout or classroom assistance by highly qualified paraprofessionals and/or tutoring through an effective district volunteer or mentor program (subject areas of math, reading, writing, and science).</p>   |
| <p>School readiness/Preschool (<b>required</b>)</p>  | <p>Literacy material is provided to the local preschool and our elementary students. We make sure our migrant parents are aware of early childhood screenings done both by the district and the Infant &amp; Learning Program through email, phone, newsletter, and/or postcards mailed home. We advertise open enrollment through district Facebook, KVAK, Fliers, and via PTA Facebook . Coordinate with early childhood and other service providers in order to provide opportunities for parent training on school readiness.</p>  |
| <p>Parent involvement (annual consultation with migrant parents in the planning and operation of migrant programs is <b>required</b>)</p>  | <p>An annual meeting with migrant parents/guardians will take place as soon as commencement of the school year to discuss academic needs and challenges facing the migratory student. Additionally, we invite our migrant families to complete the annual Migrant survey and to call or stop in and visit with us to share any input/ideas they have for our programs.</p>   |
| <p>Academic support in reading and mathematics</p>   | <p>Tutoring is offered for migrant students in grade K-12. Migrant students, who have been identified as below proficient in core subject areas and/or possess accelerated academic abilities, will be targeted for services in addition to their regular academic school day. Migrant students who are at risk for academic failure in math, reading and/or writing will be identified and referred for additional assistance in the classroom and/or afterschool tutoring programs. Elementary academic tutoring 3 days per week (afterschool). Middle School academic tutoring and prevention programs 2-4 days per week (afterschool) targeting at risk 6-8<sup>th</sup> grade migrant students. High School (grades 9-12) academic tutoring, 1-4 days per week (afterschool). Two paraprofessionals will provide academic intervention assistance for migrant students in grades K-12<sup>th</sup> in the classroom or as pullouts.</p> |
| <p>High school graduation or programs to facilitate transition of secondary school students to postsecondary education</p>   | <p>The high school guidance counselor provides opportunities to high school students to explore local career and college. We provide opportunities to participate in college/career readiness activities. Secondary migrant students and parents receive additional information and opportunities through building counselors, administrators, career counselors, building bulletins (opportunities for internships, scholarships, community training, etc...)</p>   |
| <p>Support services (advocacy and outreach activities for migrant children and their families including helping them to gain access to other education, health, nutrition and social services)</p> | <p>We provide parent involvement events and/or materials regarding reading, writing, and math homework/study support for migrant parents, educational support resources to migrant students as needed (e.g. books for the home, school supplies and/or clothing not provided by the school to all children), direct or referred support services in medical/dental, health and safety, and/or nutrition, provide information or activities designed to facilitate parent involvement in their student's education during the regular and/or summer</p>   |

|   |   |
|---|---|
|   | terms. We also provide information and activities to migrant parents and and/or school staff regarding migrant program instruction and support services available to migrant families during the regular term and/or summer.  |
| Professional development for MEP staff  | Staff is provided the opportunity to attend trainings through the State of Alaska Dept. of Education & Early Development – Migrant Education Office.  |
| Family literacy programs  | The Migrant Literacy Grant provides opportunities for increased student achievement in reading comprehension, vocabulary growth, and fluency. Book distribution through Federal Programs Office promotes increased student interest and parent involvement, encouraging parents to read aloud with their children and utilize literacy resources and Family Literacy Events.<br>Allowing Middle/High school students to choose their own book titles (book fairs & online vendors), motivates students to read more often, and to participate in literacy events. |
| Other unique educational needs of migrant students that result from their migratory lifestyle           | Books and other programs are offered. Flexibility with registration procedures pertaining to late enrollment due to late summer or fall Migrant activities. Flexibility in scheduling final exams and academic/study assistance for students who withdraw early in the Spring to participate in commercial fishing activities.  |
| Other needs of migrant students that must be met in order for them to participate effectively in school | Teachers assist to make referrals on a case-by-case basis. As indicated by students' demonstrated needs. Appropriate and adequate student supplies, including backpacks, academic materials (pencils, binders, paper, calculators, P.E. shoes, etc...).<br>Collaboration with local agencies to provide necessary services or materials, including: Local health or medical facilities, counseling services, preschool programs, infant learning, etc..   |
| Other (specify)   |   |

## Performance Targets and Measurable Outcomes

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

| Goal Area        | Migrant Strategies<br>(Should correlate with strategies checked in the ESEA Application, Title I-C Program Details.)<br><b>Note: delete the strategies the district is not using.</b>   | District Measurable Outcomes<br>(How will you know the migrant students successfully achieved this goal?)   |
|------------------|---|---|
| Academic Support | <ul style="list-style-type: none"> <li>1.1-Provide researched-based academic support in English/language arts</li> <li>1.2-Provide researched-based academic support in math</li> <li>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</li> </ul> | <p><b>Data Summary:</b><br/>43.14% of VCS migratory students are proficient in English language arts.<br/>100% of VCS migratory students received PFS.</p> <p><b>Need Statement:</b><br/>50% of VCS migratory student needs to increase academic scores to proficient or above proficient in English/language arts.</p> |

|                              |  |  |
|------------------------------|--|--|
|                              | <p>parent/guardians with strategies to support reading in the home</p>   | <p>50% of VCS migratory student needs to increase academic scores to proficient or above proficient in math.</p> <p>100% of VCS migratory student needs to receive migrant books funded by literacy grant.</p> <p>50% of VCS migratory family will participate in family literacy night.</p>   |
| High School Graduation       | <ul style="list-style-type: none"> <li>● 2.1- Provide migrant high school students appropriate credit recovery</li> <li>● 2.2- Provide opportunities to participate in college/career readiness</li> <li>● 2.4- Provide supplemental academic services for students 10th grade and above</li> </ul>  | <p><b>Data Summary:</b></p> <p>90% of VCS migratory students were promoted to the next grade level.</p> <p>40% of VCS migratory students received full credit for Algebra 1.</p> <p>33.33% of VCS migratory students scored proficient or higher in Mathematics.</p> <p><b>Need Statement:</b></p> <p>2.1 50% of VCS migratory students will receive full credit for Algebra 1.</p> <p>2.2 100% of Migrant students in grades 7-12<sup>th</sup> will participate in either the State or local Secondary Level School Career/College Fair or successfully complete the “I’m Going to College” program. All Migrant students in grades 6-12<sup>th</sup> meet with the building counselor at least twice per year, and complete an individualized college or career path plan.</p> <p>2.4 100% of Migrant students receiving academic assistance and support for the PEAKS will pass all sections of the exam before graduating.</p> |
| School Readiness (Preschool) | <ul style="list-style-type: none"> <li>● 3.1- Provide the Alaska Early Learning Guidelines and parent education regarding the ELGs to parents of migrant preschoolers</li> <li>● 3.2- Coordinate with early childhood and other service providers</li> </ul>   | <p>All migrant students entering kindergarten will demonstrate kindergarten readiness on the Alaska Development Profile.</p> <p>3.2 90% of Migrant students entering Kindergarten will reflect an academic proficiency level of Average or above on the EPSF screening, prior to entering Kindergarten.</p>  |
| Support Services             | <ul style="list-style-type: none"> <li>● 4.1- Provide parent involvement events and/or materials</li> <li>● 4.2- Provide educational support resources to migrant students as needed</li> <li>● 4.3- Provide direct or referred support services in medical/dental, health and safety, and/or nutrition</li> <li>● 4.5- Provide information or activities designed to facilitate parent involvement</li> <li>● 4.7- Provide information and activities to migrant parents and/or school staff</li> </ul> | <p>4.1 A minimum of 50% of Migrant parents will attend parent workshops, family literacy events, or visit the Lending Library in the Parent Resource Center, as measured by attendance sheets and Lending Library records.</p> <p>4.2 100% of Migrant students (Gr. K-12<sup>th</sup>) will be prepared and/or have the required materials for academic classes, electives, physical education courses or afterschool study services, as measured by teacher &amp; parent surveys, increased assessment scores or verbal communication.</p>  |

|   |  |   |
|---|--|---|
|   | <p>regarding migrant program instruction and support services available to migrant families during the regular term and/or summer.</p> | <p>4.3 100% of identified Migrant students or families in need of referrals, will receive information or direct referral services from Migrant Ed. Staff or associated district staff, as measured by District staff &amp; Migrant staff communication records.</p> <p>4.5 100% of Migrant parents will receive information, schedules, and/or invitations for parent/student involvement activities, through a large variety of media resources, as measured by activity attendance including both parent &amp; student attendees.</p> <p>4.7 100% of Migrant parents and district staff will receive program information and objective goals through a large variety of media resources, as measured by staff initiating referrals for services and materials for Migrant students, Migrant student participation in programs as recorded on attendance reports, and parent participation records through the Lending Library, surveys, or parent comments.</p> |
| <p>Other district-identified migrant student need areas (specify)</p> |  |   |

## Priority for Service Student Policy

Priority for Service students are migratory children who have made a qualifying move within the previous 1-year period and who—

- (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or
- (2) have dropped out of school.

Priority for service is given to Priority for Service Students.

### *Identification of K-2 PFS students*

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

### *Identification of 3-12 PFS students*

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

## Continuation of Services Provision

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



## Program Evaluation

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The effectiveness of the overall migrant program is determined by examining the following data: Student report cards, local and state standards assessment data and records, attendance reports, teacher & parent survey data, parent comments and communications, and teacher comments.

The effectiveness of migrant education record keeping is determined by this process: Reports and records from the Dept. of Migrant Education and District reports are reviewed comparatively throughout the school year to verify accuracy. Discrepancies are corrected immediately. Record revisions and updates are made throughout the school year, pending student entrance/withdrawals and additional moves by Migrant families.

The effectiveness of the identification & recruitment of migrant students is determined by this process: COES and ARC approved by the state, Annual Audit, which evaluates the accuracy of VCS's records with State records.

The evaluation of the migrant program is conducted at the end of the school year and involves the following people: parents, leadership team, teachers, and tribal group member.

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

## Parent Engagement

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### Local Migrant Parent Advisory Council/Parent Meetings

Local Migrant Parent Advisory Council meetings are held annually.

The annual parent meeting where migrant parents are consulted in the planning and operation of migrant programs and projects is held at the beginning of the school year.

### Providing Information to Parents

Parents of migrant students are informed of the migrant services their child receives through meetings and phone calls.

### Strategies to Increase Parent Involvement

District strategies to increase migrant parent involvement are meetings and parent-teacher conferences.

## **Appendix**

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The following documents are suggestions of documents to include in the appendix  
**Standard District Map (for recruiting)**

**District MEP Staff Job Descriptions**

**Recruiting Brochure/Flier**

**Recruiting Questionnaire/Enrollment Form**

**Eligibility Determination Letter**

**Student Records Request Form**

**Evaluation & Needs Assessment Surveys**