



Alaska Migrant Education Program

Service Delivery Plan

Southwest Region School District

Updated: August 2024



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Identification & Recruitment Plan

Overview of the District Migratory Population

Describe the district, school site(s), and migratory population (i.e., number of children, ages/grades, and ethnic backgrounds). Describe common qualifying activities for the migratory children in the area (i.e. locations, catches, gear, and timeframes).

Southwest Region School District (SWRSD) is located in Dillingham and currently has eight PK-12 schools in rural communities surrounding Dillingham in the Bristol Bay Region. The total student population is about 616 students and 99.5% of those students are Alaska Native. The small site schools include Aleknagik School (28 students), Clarks Point School (14 students), William Sonny Nelson School (17 students), and Twin Hills School (19 students). The larger site school schools include Koliganek School (60 students), Manokotak Nunaniq School (138 students), Chief Ivan Blunka School (133 students), and Togiak School (199 students). The total migrant population in SWRS, including birth to PreK and OY children is 314. There are 272 migrant children enrolled in school, which makes up about 51% of the Pre K-12 student population. The majority of our migrant populations' qualifying activities are subsistence salmon fishing and/or commercial salmon fishing. This is primarily accomplished through drift net and/or set net gear throughout the Bristol Bay Region. Some of the most common locations for qualifying activities include Igushik (near Manokotak), Togiak lake, Nushagak Bay, Kvichak Bay, Kalukuk, the Nushagak River, Ekuk, and the waters outside of Togiak Bay. Most of the qualifying activities occur between the end of May through the beginning of October, with periods of intensity in June and July based on salmon runs.

District Migrant Education Program (MEP) Staff

Attach full job description in the appendix.

Describe how the district recruits and hires qualified MEP staff.

The district works with school principals to determine which paraprofessional would be the best person to complete the duties of a migrant recruiter. When this isn't feasible the district attempts to find a local community member for the four large sites (Koliganek, New Stuyahok, Manokotak, and Togiak). The district attempts to hire a single recruiter for the four small sites (Aleknagik, Ekwok, Twin Hills, and Clarks Point). The district posts the job on the district website and in schools/community buildings. SWRS provides training and support to recruiters in order to reduce turnover. Records Manager duties are contracted with GSD Educational Services. Coordination of the Migrant Program falls under the duties of the Migrant Program Specialist and these duties are considered when hiring for the Migrant Program Specialist position. The Migrant Coordinator works with site leaders to identify certificated staff to act as the Site Migrant Coordinators in charge of the Family Nights, Literacy Nights, Book Fair and site Liaison to the district office. The Migrant Coordinator works to higher a certificated counsleor to provide the Post-Secondary program services in conjunction with contracted services with Vince Henry and Consultants LLC.

Roles and Descriptions

MEP Role	Staff	Role Description (Duties for the MEP)
Federal programs director	Jon Clouse	Oversees duties of the Migrant Program Specialist.. Oversees the development of various plans including ID&R, SDP, PFS, and others.
Migrant coordinator/ Migrant Program Specialist MPS	Dianna Schollmeier	Title IC application and budget development. Coordinates, develops, and oversees recruiting, program services, evaluation of program, and stakeholder feedback. Coordinates and manages migrant recruiting efforts, communicates/supports site-based recruiters, recruits, communicates with parents, performs required reporting and record keeping functions. Develop/coordinate district-wide migrant services, communicate/support site-based migrant services, develop family nights as needed, and assist in analyzing data, tracking progress, and evaluation. Contacts mid-year transfers for migrant interviews. Develops parent surveys and various plans including ID&R, CNA, SDP, PFS, and others.

MEP Role	Staff	Role Description (Duties for the MEP)
Records manager (contracted)	GSD LLC - Kyle Schneider	Coordinates, develops, and oversees records management, required reporting, MIS2000, data entry, and communication with parents. Participates in services development and program evaluation. Supports the development of program services and various plans, including ID&R, CNA, SDP, PFS, and others.
Designated SEA reviewer	GSD LLC - Kyle Schneider	Reviews all COEs, final signature, and submits to MEO
Secondary designated SEA reviewer	Dianna Schollmeier & Jon Clouse	This is needed if the main designated SEA reviewer recruits a child and/or completes a COE as an interviewer.
Recruiter(s)	Aleknagik - Dianna Schollmeier Clarks Point - Dianna Schollmeier Ekwok - Dianna Schollmeier Koliganek - Ashleanne Ishnook Manokotak - Virginia Bartman & Gayle Bartman New Stuyahok - Lisa Andrew Togiak - Leilani Luhrs & Dianna Schollmeier Twin Hills - Dianna Schollmeier	Implement recruiting plans for their local community including contacting all parents, updating parent/student information, completion of COE's and ARC's, and working with SEA reviewers during the recruiting process.
Site Coordinators	Aleknagik - Ciale Aloysius Clarks Point - Angelia Kelly & Anna Hennessey Ekwok - TBD Koliganek - Karen Kapatak Manokotak - Katelyn Otani & TBD New Stuyahok - Hannah Barr Togiak - TBD Twin Hills - TBD	Participate in MEP site Liaison professional development every fall. Know the migrant eligibility of the students at the site. Act as a site liaison to students, parents, and colleagues throughout the year. Plan and implement two family nights, one of which is a literacy night. Set up and execute a book fair for migratory students to make their student selection of literature.
Post Secondary Counselor	Noel Bowe & Vincent Henry Consultant LLC (contracted)	Plan, implement, and support migratory juniors and seniors in graduation planning, post-secondary plans, college & career Alaska opportunities camp (seniors), Life Academy camp, and Post-secondary student/partent exploration trips.

Identification & Recruitment (ID&R) Efforts

Year-Round ID&R Efforts

Year-round identification & recruitment of migratory children is required. Indicate all recruiting activities for each timeframe listed below.

Recruiting Timeframe	Process for Recruitment During Timeframe
August through November	Annual emphasis is on recruiting every student by contacting every parent in the district. All recruiters work through a list of all students and their parents, based on the community of residence, to identify and recruit as many children as possible. During this time, SWRS will complete as many of the interviews, COEs and ARCs as possible before November 15.
December through February	The Records Manager and Migrant Program Specialist works with site migrant coordinators, secretaries, parents, principals, and other school districts when the possibility of a child being eligible is brought to our attention. The Migrant Program Specialist will contact parents and complete interviews. In addition, site migrant coordinators are also migrant liaisons and will notify Migrant Program Specialist of any potential migrant students. Weekly enrollment reports from PowerSchool are reviewed by the MPS.

Recruiting Timeframe	Process for Recruitment During Timeframe
March through May	Same as above. In addition, a spring letter is sent out to all families in the district containing a tide book and calendar to help them track qualifying moves throughout the summer.
June through July	The Migrant Program Specialist will contact parents when appropriate.

ID&R of Special Populations

Describe how the district will identify and recruit the following populations.

Population	Process for Identifying and Recruiting
Not yet in school	It is part of the SWRS ID&R plan to identify all children, not just students, that are eligible for the program. Recruiters are trained to recruit and interview all parents with children aged zero to PreK. SWRS uses fliers, letters, and social media to inform all parents of the community during the fall recruitment period and provides contact numbers and names.
Preschool (i.e., district, Head Start, private)	SWRS works with local headstart entities, recruiters, secretaries, school principals, and recruitment reports to ensure any potential preschool/head start students are recruited. These children are added to the site recruiter lists to ensure they are interviewed. If appropriate, the Migrant Program Specialist will contact the parents.
Private School	It is part of the SWRS ID&R plan to identify all eligible children, not just students enrolled in our schools, for the program. Recruiters are trained to inform parents that any children attending school in another district are eligible for the SWRS program and to include those children on COEs or ARCs. The MPS uses historical recruiting lists to keep track of students and/or families that may have a child attend private or boarding schools. These students are added to the recruiter's lists before the fall recruitment season. If identified later in the year, the MPS will contact the parents.
Out-of-school youth (i.e., dropouts)	It is part of the SWRS ID&R plan to identify all children, not just students, that are eligible for the program. Recruiters are trained to inform parents that children do not have to be enrolled in school to be eligible for the program. Recruiters are trained to ask parents if any OY children went on moves, or recruiters will contact OY youth directly if appropriate.
New to district (i.e., mid-year transfers)	A Migrant Eligibility Survey is included in all enrollment packets. This form is sent to the registrar, who forwards it to the MPS. Site migrant coordinators, school principals, and secretaries will contact the Migrant Program Specialist if there is an impression that a newly enrolled student may be eligible for the program. In addition, the Migrant Program Specialist will review weekly enrollment summaries. If appropriate, the Migrant Program Specialist will contact the parents.
Attend public school operated by another district (i.e., boarding, correspondence)	It is part of the SWRS ID&R plan to identify all eligible children, not just students enrolled in our schools, for the program. Recruiters are trained to inform parents that any children attending school in another district are eligible for the SWRS program and to include those children on COEs or ARCs. The MPS uses historical recruiting lists to keep track of students and/or families that may have a child attend private or boarding schools. These students are added to the recruiter's lists before the fall recruitment season. If identified later in the year, the MPS will contact the parents.
Qualifying moves after November 15	Site Liaisons and recruiters are trained to be a local point of contact for parents and/or children going on moves after November 15. These children are referred to the MPS for a recruitment interview.
Other (specify)	The MPS reviews weekly and monthly PowerSchool reports to identify possible new migratory children. If appropriate, they are to contact parents to conduct an interview.

Identification Activities

Describe the district's process for the following identification activities. A district may do some or all of these activities.

Identification Activity	Timeframe	Process
Advertising the MEP		
<ul style="list-style-type: none"> Calendar 	March/April (prior to upcoming recruiting season/school year) & September (current SY)	It is part of the SWRS MEP plan to send every school-age family a letter outlining the program information and qualifications, along with MEP calendars and MEP tide books to inform and support families in tracking qualifying moves.
<ul style="list-style-type: none"> Brochures 	Year round	It is part of SWRS MEP plan to annually distribute brochures multiple times throughout the year, including but not limited too: kick-off to recruiting season letter to every family, during migrant recruiting nights and family nights, available via recruiters, website, secretary and distributed at beginning of the year school events.
<ul style="list-style-type: none"> Newspaper, TV, or radio 	N/A	
<ul style="list-style-type: none"> Community bulletin boards 	N/A	
<ul style="list-style-type: none"> Community events 	August - October	It is part of the SWRS MEP plan to distribute the brochures during the beginning of the year-school events/activities. The MPS makes an attempt to hold a recruiting evening event night at all 8 sites in conjunction or separately from back-to-school or the first parent-teacher conference.
<ul style="list-style-type: none"> District or school newsletters 	August - May	It is part of the SWRS MEP plan to provide a monthly board report of all migrant education activities.
<ul style="list-style-type: none"> Social media 	Year round	It is part of the SWRS MEP plan to report migrant activities, services, and recruiting efforts via Facebook and Remind App.
<ul style="list-style-type: none"> Website 	Year round	It is part of the SWRS MEP plan to keep an updated migrant web page to include: program overview (advertising), eligibility, recruiting, services, and program evaluation.
<ul style="list-style-type: none"> Word of mouth/referrals 	Year round	It is part of the SWRS MEP plan to have informed secretaries, site principals, site coordinators, and recruiters to be able to act as liaisons between families and the MPS. The MPS maintains a migrant cell phone number that allows parents to reach out via text message to support recruiting efforts.
MEP Eligibility from Other Districts		
<ul style="list-style-type: none"> Records transfer forms 	School Term	All newly enrolled students complete a Migrant eligibility survey upon enrollment. Records are requested from the sending district when the survey indicates the student may be Migrant.
<ul style="list-style-type: none"> Primero Edge 	School Term	PowerSchool provides weekly and monthly reports for the MPS to review. These reports identify transfer students and previously eligible migratory children.
<ul style="list-style-type: none"> OASIS list provided by the MEO 	Upon submission	SWRS's Student Support Specialist provides downloads the list after OASIS submissions and provides it to the Migrant Coordinator.
<ul style="list-style-type: none"> Summer OASIS warnings 	June	Any students who are identified as potentially being Migrant eligible during Summer OASIS submission and who are still enrolled in the district will have their Migrant records requested from the district where they have been previously identified as Migrant. These students are top priorities for recruiting.
Outreach		
<ul style="list-style-type: none"> Enrollment questionnaire 	Year round (New enrollments)	SWRS includes a questionnaire specific to the migrant program in the enrollment packet. All questionnaires are collected by the registrar and reviewed by the Migrant Program Specialist.

Identification Activity	Timeframe	Process
<ul style="list-style-type: none"> Letter to all families in district 	Year around	It is part of SWRS MEP plan to send every school age family a letter outlining the program at the beginning of the year and along with MEP calendars, MEP tide books, MEP brochures and extras are available at the school.
<ul style="list-style-type: none"> School or community functions 	August - November	The MPS makes an attempt to hold a recruiting evening event night at all 8 sites in conjunction or separately from back-to-school or the first parent-teacher conference.
<ul style="list-style-type: none"> Parent and family meetings 	August - October	It is part of the SWRS MEP plan to distribute the brochures during the beginning of the year-school events/activities. The MPS makes an attempt to hold a recruiting evening event night at all 8 sites in conjunction or separately from back-to-school or the first parent-teacher conference.
<ul style="list-style-type: none"> Assemblies or homerooms 	N/A	
Training		
<ul style="list-style-type: none"> District staff 	Year around	All recruiters attend annual Fall Recruitment training as a team; in which, they set annual goals and review recruitment plan and site lists. It is part of the SWRS MEP place to provide professional development to the Site Liaison as a point of contact for all site based-staff. They are trained to refer anyone to the MPS on all questions regarding ID&R and to pass out the MPS cell phone number to any inquiring parents.
<ul style="list-style-type: none"> Community agencies 		
Other		
<ul style="list-style-type: none"> Remind 	Year round	Beginning the 2024-2025 school year, it is part of the SWRS MEP plan to report migrant activities, services, and recruiting efforts via Remind App.
<ul style="list-style-type: none"> (specify) 		

Recruitment Activities

Describe the district's process for the following recruitment activities.

Recruitment Activity	Timeframe	Process
COE/ARC Completion		
<ul style="list-style-type: none"> Setting up interviews 	August - November	It is the SWRS MPS job to prepare recruiter lists within a few days of school opening. Recruiters use these lists to contact parents to determine eligibility of their children and it is most common that the interviews occur over the phone during the initial contact. In the case that the interview can't occur during the initial contact, an interview is scheduled for a specific time and date that is convenient for the parent. The MPS also sets up interviews in person during back to school nights and/or during the October parent teacher conferences at site.
<ul style="list-style-type: none"> COE completion methods (paper, PDF, web) 	Year around	web
<ul style="list-style-type: none"> Obtaining required signatures (electronic, ink, both) 	August - November	Recruiters will be trained on electronic signatures during the Fall 2023 training session. Beginning 2022-2023, either electronic or ink signatures will be obtained depending on what is preferred by parent and/or recruiter. It is part of the recruiter's responsibility to obtain parent signatures. Parents may come up to the school and/or recruiters will go to the home or workplaces of parents to get signatures. The SEA reviewers ensure that all required signatures are obtained. Efforts will be made to gather signatures from the prior 2020-2021-2022 SYs when COVID made this difficult.

Recruitment Activity	Timeframe	Process
<ul style="list-style-type: none"> COE/ARC review process 	Year around	All COEs are submitted to the Migrant SEA Reviewer prior to parent signature for review. Feedback is provided and forms are re-reviewed. Once correct, the recruiter obtains signatures, then uploads or emails the COE/ARC to the SEA Reviewer. The SEA Reviewer then reviews a final time before submitting COE/ARCs to MEO.
COE/ARC Submission		
<ul style="list-style-type: none"> COE/ARC submission process 	Year around	Recruiters notify SEA Reviewer via the use of GoogleDocs that an interview is complete and COE has been typed. The SEA Reviewer then reviews the COE/ARC and informs the recruiter about any changes necessary or that it is ready for signature. Recruiter makes necessary changes through a reinterview if necessary and then obtains signatures and uploads or emails to SEA Reviewers.
<ul style="list-style-type: none"> COE/ARC data entry 	Year around	Recruiters use interview notes to complete COEs/ARCs via the Migrant web system.
<ul style="list-style-type: none"> Upload changes in MIS2000 	Year around	SEA Reviewer uploads through MIS2000 once the final COE has been signed and approved.
<ul style="list-style-type: none"> Upload scanned documents (COE, maps) in the Web System 	Year around	Recruiters either upload the COEs and Maps to the websystem or they use dropbox and/or email to get them to the SEA Reviewer for uploading.
Notifications to Families		
<ul style="list-style-type: none"> Eligibility determinations (approvals and denials) 	November	The Migrant Program Specialist sends out notifications to families upon approval/denial.
<ul style="list-style-type: none"> Services available to eligible children 	November & At time of Service	The letter announcing eligibility for the Migrant Program outlines services. Services are also outlined in the brochure that recruiters distribute when interviewing families. Service letters are also sent out to eligible students at the time of the service. Beginning 2024-2025 SY, Remind will also be utilized to communicate eligible and upcoming services to parents and students.
<ul style="list-style-type: none"> Possibility of being contacted by the MEO for re-interviewing 	During the recruitment interview.	Recruiters inform parents during the initial interview that re-interviewing may happen.
Tracking Recruitment Efforts		
<ul style="list-style-type: none"> Timely completion of Fall Recruitment Report 	August - November	The recruiting process begins each year immediately after the annual EED training with the goal that all COEs are turned into the migrant records manager by October 15 th . This allows time for corrections to be made on COEs to meet the November 15 th deadline for all data to be uploaded into the MIS2000 database and be approved. The Migrant Program Specialist works closely with recruiters to ensure that COEs and ARCs are complete before the November 15 th deadline.
<ul style="list-style-type: none"> Tracking children from identification of possible move through the interview process 	August - November	Recruiters are provided a current google document that lists all students attending school in their community and all known non-school aged or OY students (including students that were migrant last year and may not be enrolled, as well as, the previous year's OY migrant children and birth to Pre-K migrant children) and asked to contact every family whether they were migrant in the past or not. Recruiters add notes about each phone call to support future recruitment processes. The fall recruitment report is revised to include all the students outlined above. If there is a student or child not in the list provided that might have made a possible move, then recruiters are asked to contact the parents of that child. Recruiters make at least three diligent attempts to contact all families and document these contacts in GoogleDocs.

Recruitment Activity	Timeframe	Process
Other		
<ul style="list-style-type: none"> Kick off Recruiting Season Letter 	August	The MPS sends out a letter to all families on the district wide recruiting list shortly after the first day of school. The MPS sends out a district wide email to all staff regarding what is the SWRS MEP, how students qualify, What is recruitment season, how to see student eligibility in PS, and services available to migratory children.
<ul style="list-style-type: none"> Onsite Recruiting Events 	August -November	The MPS makes an attempt to hold a recruiting evening event night at all 8 sites in conjunction or separately from back-to-school or the first parent-teacher conference.
<ul style="list-style-type: none"> Unable to Contact Letters 	August -November	Recruiters make at least three diligent attempts to contact all families and document these contacts in GoogleDocs. Any family that we are unable to reach, is sent a letter outlining migratory qualifications, services, and how to get in contact with the MPS via email, text, or phone.
<ul style="list-style-type: none"> Remind 	August-November	Beginning the 2024-2025 SY, the MPS will use remind to increase communications about recruitment efforts and information to parents on how to get hold of the local recruiter and/or MPS.

Electronic Signatures Written Processes

If the district chooses to collect electronic signatures on COEs outside of the Alaska Migrant Web System, the district must:

1. Follow state and local laws/policies on electronic signatures.
2. Comply with Family Educational Rights and Privacy Act (FERPA) and Personally Identifiable Information (PII) security rules.
3. Implement security measures, such as 2-factor authentication.
4. Obtain new electronic signatures on forms in accordance to Title I-C Migrant Education Program rules.
5. Adopt and implement written procedures regarding obtaining electronic signatures on the Title I, Part C Migrant Education Program Certificate of Eligibility (COE) and Annual Recertification of No New Moves (ARC).

Electronic Signatures Activity	District Processes & Procedures
Process for obtaining electronic signatures outside the Web System. Include program used.	<p>Recruiters have a district-provided iPad, tied via profile to district management software so they can be remotely erased if necessary. District Title IC staff do not provide recruiters with the Apple ID password, nor the password for the recruiter’s Dropbox account, which is used to securely sync COEs to the iPads for signature. Accounts are protected by iOS’s built-in two-factor authentication. Recruiters are given passwords for their iPads and iOS’s security protections against random guessing attempts at the passcode are enabled in addition to iOS’s default encryption of data at rest. Actual signatures are provided via an app called PDF Expert, which allows parents/guardians and recruiters to use a stylus to write their signature on the COE. Signatures are auto-saved and synced back to Dropbox the next time the iPad has an internet connection, at which point, records managers remove the COEs from the iPads.</p> <p>In the event that parents are unable to meet physically to collect the signature, the Records Manager can initiate a signature via DocuSign, using a verified email address provided by the parent during</p>

Electronic Signatures Activity	District Processes & Procedures
	<p>registration, or that is listed on the COE. If provided during registration, the Records Manager/Recruiter must verify with the signer that it is still a valid signature.</p>
<p>How the process complies with FERPA and PII security rules.</p>	<p>District users who act as records managers have read/write access to all recruiter folders, recruiters have access to only their folder which contains the COEs they are responsible for gathering signatures on. Once COEs are ready for signature, the records manager downloads the PDF of the COE and places it in the recruiter’s folder. (Dropbox privacy certification information can be found here: https://www.dropbox.com/business/trust/compliance/certifications-compliance).Data is encrypted at rest and during transfer. Data stays on portable devices for the minimum amount of time necessary to gather the signature. In addition to convenience, protection of PII is higher than in paper forms because it is never given to another staff member to scan and can never be accidentally transmitted via insecure methods.</p> <p>When using DocuSign, the following additional security measures must take place:</p> <ul style="list-style-type: none"> • An additional security code must be created and relayed to the parent via phone/text message. The COE cannot be viewed by anyone but the Records Manager without the code. • DocuSign must be configured to not attach documents to the completion emails. • Documents must be purged from DocuSign once the COE has been approved by the MEO.
<p>How the district implements security measures, such as 2-factor authentication.</p>	<p>Recruiters are given access to the minimum number of passwords necessary to complete their task - the iPad unlock passcode. Accounts are created and managed by district Title IC staff. All iPads are able to be remotely erased via district management software, and data is encrypted at rest and in-transit. iOS two-factor authentication is used on the Apple IDs. District password management software (1Password for Teams) is used to securely share credentials to the minimum number of staff necessary to support recruiters.</p> <p>When using DocuSign, accounts will be configured with at least one of the following security measures:</p> <ul style="list-style-type: none"> • OTP codes • Hardware security keys • Passkey
<p>How the district ensures the electronic signatures are valid and authentic.</p>	<p>Recruiters collect e-signatures face-to-face. Given the small number of people in each community, almost 100% of signers are personally known to the recruiters.</p> <p>When using DocuSign:</p> <ul style="list-style-type: none"> • In addition to verifying that the email address on file for a signer is correct, the access code will be provided to the signer via a secondary method such as phone call or text message. • COEs will be downloaded and submitted the the MEO with their Certificate of Completion.

Electronic Signatures Activity	District Processes & Procedures
<p>How the district makes copies of the electronic documents available, within a reasonable time frame, to those who provide electronic signatures.</p>	<p>The district provides copies of the electronic documents to those who provide electronic signatures through the same process and on the same timelines as those who provide ink signatures. On a regular schedule during the fall recruitment window, copies of COEs are mailed to signatories along with approval or denial letters (based upon MEO approval or rejection of COEs). Outside of the main recruitment window, approval or denial letters, along with copies of the e-signed COE are mailed to signatories as they are approved or rejected by MEO.</p>

Quality Control Plan

Deadlines

Describe how the district ensures that all MEP deadlines are met.

Deadline	Task Due to MEO	Assigned District Staff	Process for Timely Submission
Aug. 15	Remote access agreement(s)	Migrant Program Specialist	Migrant Program Specialist or Federal Programs Director will get required signatures and submit forms to EED before the deadline.
Aug. 15	Web access agreement(s)	Migrant Program Specialist	Migrant Program Specialist or Federal Programs Director will get required signatures and submit forms to EED before the deadline.
Sept. 15	Designated SEA reviewer form	Migrant Program Specialist	Migrant Program Specialist or Federal Programs Director will get required signatures and submit forms to EED before the deadline.
Sept. 30	Summer withdrawal report	Migrant Program Specialist	Migrant Program Specialist will complete the report using data from summer services. The Federal Programs Director will review and MPS will submit the report by the deadline.
Oct. 15	K-2 PFS list	Migrant Program Specialist	Migrant Program Specialist, Federal Programs Director and Records Manager collaborate on data analysis to determine PFS eligibility for K-2 students. The K-2 PFS list is completed by the Migrant Program Specialist and submits the report to the MEO by the deadline.
Nov. 5	Fidelity of Strategy Implementation (FSI) Tool	Migrant Program Specialist	Migrant Program Specialist will complete the report using data from summer services. The Federal Programs Director will review and MPS will submit the report by the deadline.
Nov. 15	Fall recruitment deadline	Recruiters, Migrant Program Specialist & Federal Programs	The recruiting process begins each year after the annual EED training with the goal that all COEs are turned into the migrant records manager by October 15 th . This allows time for corrections to be made on COEs to meet the November 15 th deadline; and for all data to be uploaded and approved in the MIS2000 database. The SEA reviewers travel to schools to assist recruiters in the fall when necessary.
Nov. 15	Fall Recruitment Report	Records Manager	Records Manager completes the Fall Recruitment Report during the recruiting process so that the report is ready for submission by the deadline.
Jan. 31	1 st semester Course History	Records Manager	Records Manager has processes in place to automate the course history report as soon as grades are stored in PowerSchool to ensure timely completion of the report. Namely, the Records Manager has worked with the student information system vendor to create a report that pulls the information for all students in grades 9-12 who are flagged as Migrant. This report is now part of PowerSchool's State Reporting releases.
Jun. 15	Mass Withdrawal Report	Migrant Program Specialist	Migrant Program Specialist will use GoogleDocs to record SP codes as services are provided to children throughout the year. This ensures that the Mass Withdrawal report can be completed by the deadline. The MPS will submit the report to the MEO by the deadline.
Jun. 30	2 nd semester Course History	Records Manager	Records Manager has processes in place to automate the course history report as soon as grades are stored in PowerSchool to ensure timely completion of the report.

Note: Descriptions of all reports and forms can be found in the [Records Manager Guide](#).

Filing

File Retention

Original COEs and ARCs must be kept on file for 10 years. Reports must be kept on file for 5 years.

File Security

Describe how the district keeps COEs and ARCs secure. Note: COEs and ARCs contain information protected under FERPA.

<p>Filing location:</p> <p>COE/ARCs are filed in this location: Filing cabinet located in work space at SWRS District Office (Prior to August 2020). Digital drive post August 2020.</p> <p>Security of files:</p> <p>The COEs/ARCs are secured by this process (provide details): Files are kept in a locked filing cabinet. Only the Records Manager, Migrant Program Specialist, and Federal Programs Director have access to this filing cabinet. The digital drive is password protected and only accessible by the Records Manager, Migrant Program Specialist, and Federal Programs Director.</p>
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File Organization

Describe how the district organizes the following files.

Migrant File	File Structure (i.e., family bundles, alphabetical, by year)	Location (i.e., physical location)
COEs and ARCs	Family Bundles - via hard copies <i>LastName, FirstName (youngest to oldest) - FY24</i> COE - digital copies <i>LastName, FirstName (youngest to oldest) - FY24</i> ARC - digital copies	Filing cabinet located in work space at SWRS District Office secured digital drive SWRS GoogleDocs account
Training Materials	MEO - Held and stored by trainees SWRS - Google Documents filed by fiscal year	SWRS GoogleDocs account
Reports and Lists <ul style="list-style-type: none"> Fall Recruitment Reports Course History Reports Mass Withdrawal Reports Summer Withdrawal Reports FSI Tool PFS K-2 Report PFS K-12 List MIS2000 Lists (Snap Reports) 	Google Documents filed by fiscal year	SWRS GoogleDocs account
Literacy Grant Program	Google Documents filed by fiscal year	SWRS GoogleDocs account
Correspondence with families	Google Documents filed by fiscal year	SWRS GoogleDocs account
Correspondence with MEO	Electronic folder filed by date	Google Vault

File Disposal

Describe how the district properly disposes of migrant files.

Migrant File	Staff Responsible for Disposal of Files	Disposal Timeframe (i.e., fall, spring)	Process for Disposal (i.e., shredding)
COEs and ARCs after 10-year period	Migrant Program Specialist	Fall	Shredding
Reports with personally identifiable information after 5-year period	Migrant Program Specialist	Fall	Shredding

Scanning and Uploading Files

Describe how the district scans COEs with ink signatures and maps for upload when submitting. Include information on the resolution used, district staff responsible for scanning and uploading, and when appropriate documents are scanned.

Migrant File	District Processes & Procedures
COEs with ink signatures	Recruiters are either given a document scanner or will request that local school secretaries scan COEs with ink signatures. Scanners are generally Fujitsu ScanSnap iX1500 models which scan documents at approximately 800 x 600 points. In rare instances when recruiters are unable to get to villages for signatures, school principals will print the COE for parent signature and the COE is then either scanned by the school secretary or faxed (and then scanned at the district office). All uploads into the web system are done by the records manager after the are reviewed to ensure that the scanning process produced legible copies.
Maps for moves made within a 15K+ district	Recruiters are either given a document scanner or will request that local school secretaries scan recruiter maps. Scanners are generally Fujitsu ScanSnap iX1500 models which scan documents at approximately 800 x 600 points. All uploads into the web system are done by the records manager after the are reviewed to ensure that the scanning process produced legible copies.

Electronic Records Retention Written Plan

This is only required if the district is storing migrant records electronically. More information about electronic records retention can be found the Records Manager Guide (beginning in 2020-2021).

Electronic Records Retention Written Plan Requirement	District Processes & Procedures for Compliance
Migrant Records are Reliably and Securely Maintained	COEs are uploaded into a Shared Google Drive with very limited access. (Accessible by Migrant Records Manger, Migrant Coordinator/ Migrant Program Specialist, Federal Programs Director, Records Manager, and the district's Student Support Specialist (who serves as registrar for records request purposes).
Migrant Records are Preserved for Future Readability	All COEs are stored as PDF files, which is a longstanding format and spreadsheets are stored as Google Sheets or Microsoft Excel workbooks, which are industry standard formats.
Migrant Records are Accessible and Retrievable in a Timely Manner	Records are accessible from via web browser by any authenticated individual with access. Records are named in such a manner that student's names are easily searchable.
Migrant Records are Protected from Unauthorized Access	The access control list for the shared Google Drive is tightly controlled. Only the Migrant Records Manager, Migrant Coordinator, Student Support Services, and Federal Programs Director. . Migrant Program Specialist and Federal Programs Director can grant access to the shared drive.
Migrant Records are Kept for the Entirety of their Required Retention Period	Non-Migrant staff do not have access to delete files. Google Vault retention rule has been setup to keep all documents for 3,650 days from their creation date, and even then, only purge them if they have been deleted by Migrant Program staff.

Alaska Migrant Education Program Data Systems

MIS2000 Desktop Application

MIS2000 is the database used for the Alaska Migrant Education Program. All information regarding enrollment and withdrawal dates, supplemental program information and family contract information is contained in MIS2000. Users agree to:

- To safeguard the security of any password provided to you by system administrators.
- Not to share the system access you have been given.
- That you will not perform actions on Alaska Department of Education & 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.
- That any computer you will use to access the Migrant Education Program Student Database is protected by Anti-Virus with current updates and is free of any malicious code or applications (E.G., virus, Trojans, worms, key loggers, back doors, etc.)
- If the computer you use is a laptop, the laptop will have encryption software installed.

MIS2000 Desktop Application	Description
Type of computer MIS2000 is loaded onto	District secured laptop
Location of the MIS2000 computer	N/A
Personnel who have access to the MIS2000 computer	Migrant Program Specialist, Records Manager, and Federal Programs Director
Computer security in place: <ul style="list-style-type: none"> ● Encryption software ● Password protection 	The computer is password protected and encrypted.

Alaska Migrant Web System

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

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

Alaska Migrant Web System	Description
Personnel who have access to the AK Migrant Web System	MEO, Migrant Program Specialist, Records Manager, Federal Programs, and recruiters
Process for notifying the MEO when an individual should no longer have access to the AK Migrant Web System	Fall recruitment training via signed affidavits

Verifying Eligibility, Validating Data, and Timely Data Entry

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

Task	Description of District Process
Verifying Eligibility	
Ensure that MEP staff are trained in ID&R (i.e., recruiters, records managers, SEA reviewers)	All recruiters, the Migrant Program Specialist, Records Manager, and the Federal Program Director receive annual training provided by DEED about the recruiting process and completing COEs and ARCs. Migrant Program Specialist provides additional training to all recruiters specific to the district ID&R plan, resources, and procedures for COE/ARC completion.
Verify eligibility of qualifying moves (i.e., district maps)	Maps were developed to show the area surrounding specific communities and to mark locations and distances of common subsistence/commercial fishing sites. In addition, there are “20-mile” markers on local waterways to assist in the determination of a qualifying move. These maps are provided to recruiters and reviewed yearly for accuracy.
Verify economic necessity of qualifying moves	Signed parent affidavit
Review COEs and ARCs for completion and eligibility	Migrant Records Manager reviews all COEs/ARCs prior to parent signature.
Validating Data	
Validation and cross-reference of COE data prior to entry in MIS2000	As part of the SWRS ID&R plan, BEFORE signatures are secured, recruiters send all COE drafts to the SEA reviewers for review. If corrections are needed that information is sent back to the recruiter, the recruiter makes corrections, call for a re-interview when necessary, then secures signatures. If corrections are not needed, then the recruiters simply secure signatures. Then all COE's, with signatures secured, are reviewed a second time by the SEA reviewers prior to submission through MIS2000.
Avoid duplicate students in MIS2000	Before entering any new children into MIS2000, the Migrant Records Manager performs searches based upon the student's name, AK student ID, and portions of the first and last name to find potential misspellings.
Update information in MIS2000 (i.e., names, birthdates, ethnicities)	Any new updated information is provided in reports requested by the MEO (i.e. Mass Withdrawal, Course History, etc.).
Report supplemental services accurately	Services are tracked in Google Docs by the Migrant Program Specialist via the use of SWRS Migrant Google Drive.
Report supplemental services provided to children through the continuation of services provision accurately	These services will be reported in the Mass Withdrawal report.
Timely Data	
Verification that each site properly recruited	Recruiters are provided a list of all the enrolled students pertinent to their recruiting area. Part of this list includes a column indicated whether the parent was contacted and a column for notes. This list is in GoogleDocs so that the SEA reviewers can review the progress of recruiters and collaborate closely with recruiters on making sure the community was properly recruited.
Contact all MEP children annually during fall recruitment	Recruiters are provided a list of all the enrolled students. Part of this list includes a column indicated whether the parent was contacted and a column for notes. This list is in GoogleDocs so that the SEA reviewers can review the progress of recruiters and collaborate closely with recruiters on making sure the community was properly recruited. Recruiters are trained to make AT LEAST three attempts to contact each family. If we are unable to contact a UTC letter is mailed out to the family.
Meet fall recruitment deadline (i.e., internal deadlines and processes)	The recruiting process begins each year after the annual EED training with the goal that all COEs are turned into the migrant records manager by October 15 th . This allows time for corrections to be made on COEs to meet the November 15 th deadline; and for all data to be uploaded and approved in the MIS2000 database. The Migrant Program Specialist travel to schools to assist recruiters in the fall when necessary.
Timely data entry (i.e., COE/ARC entry)	Upon receipt of a COE from a recruiter, the COE/ARC is reviewed, and if correct, it is entered and/or submitted through MIS2000 web system, generally the same day, but always within 2 business days. On days when multiple COEs/ARCs are pending review and entry, ARCs are

Task	Description of District Process
	completed first due to the abbreviated entry process. COEs are then entered alphabetically by the date they were submitted for review. During the recruiting season, checks are made at the beginning of the day for any students who have been newly approved by the MEO (via SNAP 6 reports) and students are then flagged as Migrant in the district's student information system.
Other	
(specify)	

Maintaining Accurate Records in MIS2000

Describe how the district maintains the integrity of the Alaska Migrant Database, MIS2000.

Event	Description of Records Manager's Process
MEP child moves to another district	Every week an automated report runs looking for Migrant students with an exit code indicating they have moved to another district within the past seven days. Upon receipt of this email, the Records Manager sends the most recent COE to the receiving district.
MEP child begins attending another school	In-district transfer students are reported via a weekly email from the student information system and added to the appropriate Migrant Education in Google Docs. In order to ensure that no one is missed, a search is built into the student information system so that a list of all current Migrant Education students at a school can be generated before each Migrant event.
MEP child makes new qualifying move	The recruiting process happens year-round at all schools. Newly enrolled students complete a questionnaire to determine whether they should be contacted by a recruiter. Additionally, all families in the district are provided information on how to contact a Migrant Education recruiter after their initial interview in the fall if they believe that their status may have changed.
MEP child's address or phone number changes	Address and phone number updates are completed in the student information system by the secretaries or Records Manager. Address and phone numbers are updated in MIS2000 yearly based upon recruitment paperwork. Automated absence notification systems will email secretaries when phone numbers become disconnected so that information can be updated in the district's student information system.
Parent refuses MEP services for their child	If parents refuse services, the MEP is contacted to inform them of that family's decision. The student is still marked as being Migrant in PowerSchool. That designation in PowerSchool keeps them on the reports. (After all, they haven't refused participation in the program, just most of the services.) Had they refused participation in the program, they would have been terminated on a Mass Withdrawal or the Fall Recruitment reports. The Migrant Coordinator documents the refusal of services and only removes the family and/or child from the specific service lists that are created internally by the district. At no time is a student removed from the state reporting documents.
MEP family is unreachable for re-certification	When a family becomes unreachable, the school secretary is contacted to update the family's contact information. If the family is still in the district, their contact information is then updated.
MEP child graduates	Graduation information is updated via the Mass Withdrawal.
MEP child ages out of the program	Age out information is updated via the Mass Withdrawal.
MEP child becomes deceased	Deceased information is updated via the Mass Withdrawal.
MEP child drops out of school	Drop out information is updated via the Mass Withdrawal.

Sending and Receiving Migrant Records

Attach a copy of the district's records request from in the appendix.

Event	District Process for MEP Records Transfer
MEP child transfers to another district	Every week an automated report runs looking for Migrant students with an exit code indicating they have moved to another district within the past seven days. Upon receipt of this email, the Records Manager sends the most recent COE to the receiving district.
MEP child transfers into the records manager's district	If the student is known as Migrant or indicates possible migrant status based upon the questionnaire in the enrollment packet, the Migrant Program Specialist requests information from the district from which they are leaving.

Needs Assessment

Districts must conduct an annual needs assessment in order to provide services that will meet the identified needs in accordance with the comprehensive State plan for service delivery. At the district, a needs assessment determines:

1. the extent of the needs of migratory children in that project area and how those needs relate to the priorities the State has established;
2. how to design local services; and
3. which students should receive services.

Districts identify such critical elements as the specific needs of children by grade levels, the academic areas in which the project should focus, the instructional settings, materials, staffing, and teaching techniques.

For more information see [Needs Assessment Guidance](#)

(education.alaska.gov/ESEA/TitleI-C/docs/NeedsAssessmentGuidanceTitleI-C.pdf)

Timeline

Describe the timeline in which the district conducts a local needs assessment of migratory children and youth.

Needs Assessment Activity	Timeframe	Process
Form a local needs assessment committee	Yearly	Identify committee members, gather and distribute data, provide time for evaluation of data, meet to identify and prioritize the needs.
Determine what data is available and will be used	February	Peaks, attendance, PowerSchool, MAP, AK MEP provided data, and surveys
Distribute migrant parent surveys	February	The survey is available at family nights, mailed home, and online.
Distribute migrant staff surveys	March	The survey is sent electronically.
Analyze results of surveys	April - May	Migrant Program Specialist, Federal Programs Director, and SWRSD PAC will analyze results.
Collect assessment data	April - May	Migrant Program Specialist and Federal Programs Director will collect data.
Analyze assessment results	April - May	Migrant Program Specialist, Federal Programs Director, and SWRSD PAC will analyze results.
Collect other data (i.e., dropout rates, absenteeism, suspensions/expulsions)	April - May	Migrant Program Specialist and Federal Programs Director will collect data when possible.
Analyze other data (i.e., dropout rates, absenteeism, suspensions/expulsions)	April - May	Migrant Program Specialist, Federal Programs Director, and SWRSD PAC will analyze results.
Determine needs of migratory children	May	Migrant Program Specialist and Federal Programs Director will determine needs based on analysis of collected data, and SWRSD PAC. Parents determine the needs of children through parent surveys. Migrant staff determine needs of children through staff surveys.
Share identified needs with parents of migratory children and youth	May/November	Send a letter to parents at the end of the school year with parent survey results and evaluation of services and program goals. Include the identification of migratory student needs in the program acceptance letter after fall migratory status has been determined.
Plan supplemental services to address the identified needs	April - June	Results from the needs assessment are analyzed by the Migrant Program Specialist, Federal Programs Director, and SWRSD PAC and services are determined based on expressed migrant student needs.

Needs Assessment Data

Check the data used to conduct a local needs assessment of migratory children and youth.

Used	Data
<input checked="" type="checkbox"/>	Migrant staff survey results
<input checked="" type="checkbox"/>	Migrant parent survey results
<input checked="" type="checkbox"/>	Course history of migratory children (i.e., grades, credits earned)
<input type="checkbox"/>	Retention rates of migratory children
<input checked="" type="checkbox"/>	State summative assessment results in ELA and mathematics for migratory children
<input checked="" type="checkbox"/>	English Language Proficiency (ELP) assessment results for migratory children (ACCESS of ELLs)
<input checked="" type="checkbox"/>	Alaska Science Assessment results for migratory children
<input type="checkbox"/>	Alaska Developmental Profile (ADP) assessment results of migratory children
<input checked="" type="checkbox"/>	Graduation rates of migratory children (4-year and 5-year rates)
<input checked="" type="checkbox"/>	Dropout rates of migratory children
<input checked="" type="checkbox"/>	Chronic absenteeism rates for migratory children
<input type="checkbox"/>	Suspension/expulsion rates for migratory children
<input type="checkbox"/>	Local interim assessment results for migratory children
<input checked="" type="checkbox"/>	Numbers of migratory children identified as homeless
<input checked="" type="checkbox"/>	Numbers of migratory children identified as Priority for Services (PFS)
<input checked="" type="checkbox"/>	Migrant Summative Data Report (MSDR) (provided by the MEO)
<input checked="" type="checkbox"/>	NWEA MAP data
<input checked="" type="checkbox"/>	Academic Intervention data
<input type="checkbox"/>	Other:
<input type="checkbox"/>	Other:

State Comprehensive Needs Assessment (CNA) Alignment

The district determines migratory children and youth needs in alignment with the state CNA. Describe the district's process for identifying needs in the four state goal areas.

State Goal Area	District Process for Analyzing Migratory Children Needs
Academic support in English language arts and mathematics	Student assessment data is analyzed to identify gaps between migrant students and non-migrant students to determine if the concern statements (1.1 & 1.2) outlined in the Alaska CNA should be areas of focus for our local SDP. The most recent and available state assessment data in the math and ELA content areas are used in this data analysis. If appropriate, the SWRS MEP will develop a concern statement specific to the identified needs that align with AK CNA concern statements.
School readiness	Parent surveys and feedback are analyzed to identify needs in the area of school readiness. The SWRS MEP program adopts concern statements from the AK CNA if appropriate. If appropriate, the SWRS MEP will develop a concern statement specific to the identified needs that align with AK CNA concern statements.
High school graduation and support for OSY	Graduation rate(s) are analyzed to identify gaps between migrant students and non-migrant students to determine if the concern statements (2.1) outlined in the Alaska CNA should be areas of focus for our local SDP. The most recent 4-year and 5-year cohort rates are used in this data analysis. If appropriate, the SWRS MEP will develop a concern statement specific to the identified needs that align with AK CNA concern statements.
Support services	Parent surveys, staff surveys, SWRSD PAC, and other feedback are analyzed to identify needs in the area of support. The SWRS MEP program adopts concern statements from the AK CNA if appropriate. If appropriate, the SWRS MEP will develop a concern statement specific to the identified needs that align with AK CNA concern statements.

Identified Needs

A “need” refers to the gap or discrepancy between a present state (what is) and a desired state (what should be). The need is neither the present nor the future state; it is the gap between them.

Describe the identified needs of the migratory children and youth within the district.

Desired State (What Should Be)	Current State (What Is)	Need (Gap)
<i>EXAMPLE: 100% of third grade migratory children should be reading at grade level.</i>	<i>EXAMPLE: 30% of third grade migratory children are reading at grade level.</i>	<i>EXAMPLE: 70% of third grade migratory children must learn to read a grade level.</i>
The percent of migrant students scoring proficient or above on the AK STAR ELA assessment will be equal to or greater than non-migrant students at the district level.	3.52% of migrant students scored proficient or above on the 21-22 AK STAR ELA assessment, compared to 3.13% proficient or above for non-migrant students at the district level.	The percentage of migrant students scoring proficient on the AK STAR assessment will equal or exceed the percentage of non-migrant students scoring proficient on the AK STAR assessment.
The percent of migrant students scoring proficient or above on the AK STAR Mathematics assessment will be equal to or greater than non-migrant students at the state level.	2.80% or fewer of migrant students scored proficient or above on the 21-22 AK STAR Math assessment at the district level, compared to 5% or fewer proficient or above for migrant students at the state level level.	The percentage of migrant students scoring proficient on the AK STAR assessment will equal or exceed the percentage of non-migrant students scoring proficient on the AK STAR assessment.
80% of migrant parents will complete the annual migratory survey	18% of migrant parents completed the 2023-2024 survey	In 2024-2025, 30 migrant parents will complete the survey
100% of migratory seniors will have a completed post-secondary plan.	In 203-2024, 54% of migratory seniors will have a completed post-secondary plan.	In 2024-2025, 100% of migratory seniors will have a completed post-secondary plan.
80% of OY students will have a completed a diploma/graduation or post-secondary plan.	In 2023-2024, 0% of OY students will have a completed a diploma/graduation or post-secondary plan.	In 2024-2025, 50% of OY students will have a completed a diploma/graduation or post-secondary plan.
Use Social Media, Remind, and letters to communicate available services to parents and guardians.	In 2023-2024, only letters and district website were used to communicate services.	In 2024-2025, letters, district website, and Remind will be used to communicate services.
90% of migratory parents/guardians will join the SWRSD Migrant Remind group.	0% of parents and/or guardians are currently part of the Remind app	By the end of 2024-2025 SY, 50% of the parent/guardians will have joined the SWRSD MEP Remind group

Service Delivery Plan

The district must determine, annually, how it will use its Title I-C funds based on its needs assessment. Additionally, for any expense, the district must determine the following:

1. The activity or service comports with the results of the State’s Comprehensive Needs Assessment (CNA) and the strategies outlined in the State’s Service Delivery Plan (SDP).
2. MEP funds must first be used to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.
3. The activity or service meets the needs of migratory children that are not addressed by services available from other Federal or non-Federal programs.
4. The MEP funds are used to supplement, rather than supplant, the use of non-Federal funds.
5. The costs of the service or activity must comport with the cost principles described in the Uniform Guidance (Subpart E of 2 CFR Part 200). The cost principles require, among other things, that costs of the service or activity be reasonable and necessary, and be allocable (or chargeable) to the MEP relative to the benefit received.

In terms of numbers 3 and 4 in the list above, documentation of efforts to investigate non-MEP resources is important for quality control. It also serves as evidence of compliance with the statute in case of a State or Federal monitoring or audit.

For more information see [Provision of Services Guidance](#)

(education.alaska.gov/ESEA/TitleI-C/docs/ProvisionofServicesGuidanceTitleI-C.pdf)

Title I-C Supplemental Services to Migratory Children and Youth

Describe the supplemental services that the district will provide migratory children and youth with Title I-C funds to address the identified need areas. A district may do some or all of these services.

Need Area	Title I-C Funded Supplemental Services
Priority for Services (PFS) (required)	Targeted intervention support for specifically identified students at sites with a migrant academic interventionist in the areas of ELA and mathematics. Providing age-appropriate literature, educational games, and family night activity to support academic support at home.
Academic support in ELA	Southwest’s Literacy in the Home Program provides culturally relevant or Alaska themed literature, an educational game, and two family nights (January & March) to each migrant student/family. Migrant children receive a summer literacy pack to add to their personal library. Tutoring is available depending on the ability of the school to find personnel to provide tutoring or a specific need directly related to a group of migrant students. Targeted intervention support for specifically identified students at sites with a migrant academic interventionist. Summer school to support ELA and mathematics intervention dependent on funding and certified teacher availability.
Academic support in mathematics	Targeted intervention support for specifically identified students at sites with a migrant academic interventionist in the areas of ELA and mathematics. Tutoring is available depending on the ability of the school to find personnel to provide tutoring or a specific need directly related to a group of migrant students. Summer school to support ELA and mathematics intervention dependent on funding and certified teacher availability.
School readiness	Parents of birth to preschool age migrant children will receive information, training and resources about the use and implementation of the ELGs and other age-appropriate developmental strategies that they can use to help prepare their child(ren) for Kindergarten. PreK-12 migratory students will receive backpacks, homework journals, and school supplies annually
High school graduation and dropout support	Dual credit opportunities for credit accrual will be available for migrant students including various college level courses and a school-to-work course for employment during the summer. Migrant summer school for credit recovery will be an option at sites where it is a need and staff is available to provide that

Need Area	Title I-C Funded Supplemental Services
	support. Support for OY children has been provided and is a service that is available.
Support services	Other services will be available when possible and will include access to additional education, career planning and exploration, health and nutrition, social services, and enrichment opportunities. In addition, site migrant coordinators, migrant parents, and school staff work with the migrant program to identify students that may need the type of services list in the first sentence. These types of services are typically customized based on individuals needs. Information about these services if provided to parents via letters and during recruiting.
Other unique educational needs of migratory children that result from their migratory lifestyle	Each site conducts two family nights between December and the end of March for migrant education students and their parents. At these family nights, information is presented on how to use the literature that students receive to promote learning and building of reading skills.
Vision Program	After the qualifying letters go out in November, a letter home will be mailed informing parents about the Vision program. Each child is eligible for two pairs of glasses each school calendar year. The MPS will also begin using Remind to inform families of these services.
School Preparedness Gear	Migrant students who need winter gear (coat, pants, boots, gloves, hats, etc.), tennis shoes, or alarm clocks can receive them upon request by site-based migrant coordinators or school leadership. Coordinators/leadership need to explain how the requested items support the Migrant child's participation in school.
Mental health	Migratory children in grades 10, 11, 12 will be given the opportunity to become Mental Health First Aid certified every year.
Preparation for the workforce and postsecondary opportunities	Migratory children in grades 10, 11, 12 will be given the opportunity to attend a weeklong Life Readiness Academy that focuses on mental health, independent life skills, cold water safety, swim lessons, and career interests.
Other needs of migratory children that must be met in order for them to participate effectively in school	<p><i>Alaska Concern Statement Adopted by Southwest Region School District</i></p> <p>3.1 We are concerned that migratory children are not graduating at the State's long-term target rate due to 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 mathematics for all high school migratory children.</p> <p>3.2 We are concerned that migratory children (including out-of-school youth [OSY]) are not prepared to transition to postsecondary opportunities and the workforce.</p> <p>4.1 We are concerned that parents of migratory children do not have access to the strategies, materials/supplies, and related services to provide an academically supportive environment for their children to succeed and need additional support to navigate the school system.</p> <p>4.2 We are concerned that migratory children have limited books, school supplies, and access to technology and technology support in their homes.</p> <p>4.3 We are concerned that migratory children do not have access to transportation services.</p> <p><i>Southwest Region School District Concern Statements</i></p> <p>SW.1 We are concerned that migratory children have limited access to participate in enrichment activities (i.e. ANSEP, Student Conservation Association, Student Government, etc.).</p>

Title I-C Activities

Describe the activities the district will do with Title I-C funds to address the identified need areas. A district may do some or all of these activities.

Need Area	Title I-C Funded Activities
Parent and Family Engagement (required)	The Federal Programs Department will develop a timeline to conduct local migrant parent meetings and to establish a district Migrant Parent Advisory Committee. The purpose will be to seek feedback about the program, identify needs based on the unique migratory lifestyle, and take comment on the planning and implementation of program services. There are two migrant family nights between December and March at each of our communities where engagement opportunities can occur. Official invitations are sent out to every migratory family, attendance is recorded, and a report is written and published on SWRSD website.
Identification & Recruitment (required)	Training is provided to all recruiters and the district migrant team members. Support to recruiters is provided by the Records Manager, Migrant Program Specialist, and Federal Programs Director. All parents, regardless of previous migrant status, will be contacted at least three times, to maximize the number of migrant students identified. Recruitment and eligibility materials will be sent home at the beginning of the year and prior to the busy migratory season to all families to support recruitment and eligibility requirements.
Professional development for MEP staff	Site coordinators will receive training on program goals and needs and how to support these needs through family nights. Site coordinators will be trained to be site liaisons to staff, parents, and local community members.
Family literacy programs	The district will continue to implement the Literacy in the Home initiative which includes a traveling book fair for students to select age-appropriate books, cultural or Alaska themed books, and a family night focusing on literacy and supporting literacy in the home.
Administration	Funds will be designated to support the administration, coordination, and implementation of the migrant program.
School Readiness Program	Migratory funds will be used for <ul style="list-style-type: none"> ● Kindergarten Readiness Kits ● School Supplies, Homework journals, and backpacks ● Summer Slide materials for PreK-12 ● Vision program ● School preparedness gear
Academic Interventionist Program	Migratory funds will be used for to meet the Performance Target 1.1 & 1.2 and board goal to have all students reading and on grade level by grade 3 in reading and mathematics.
Reading Interventionists Tutors (Amplify)	All K-5 students at small sites will receive a 1-1 reading interventionists throughout the school year. They will meet with this tutor 4-5 times a week for at least 20 minutes a day.
Family Engagement	Migratory funds will be used for: <ul style="list-style-type: none"> ● Winter family/age-appropriate game mailed to homes over winter break ● Literacy and Family Nights
Post Secondary Program	Migratory funds will be used for: <ul style="list-style-type: none"> ● 9-12th Success Coach ● 10-11 Life Academy ● 12th grade Alaska career/college exploration ● Senior/Parent post-secondary exploration
Mental Health Pro-Active Supports	Migratory funds will be used for <ul style="list-style-type: none"> ● certificated training on Mental Health First Aid training
Cold Water Safety	Migratory funds will be used for <ul style="list-style-type: none"> ● Life Jackets ● Boat throw cushions ● Survival kits ● Marine-grade fire extinguishers ● 10-hour Cold Water certificated training ● Swim Lessons

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.

Delete any strategies that the district is not supporting, and provide specific district measurable outcomes for the strategies the district is supporting.

Goal Area: Academic Support in English Language Arts and Mathematics

Migrant Strategy (Should correlate with strategies checked in ESEA Consolidated Application)	State Measurable Program Outcomes	District Measurable Program Outcomes
<p>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.</p>	<p>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.</p> <p>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.</p>	<p>1.1 Annually, 2024-2025, 22% of migratory K-3 children identified as PFS or at-risk of failure will receive targeted interventions in ELA.</p> <p>1.1 Annually, 2024-2025, 80% of migratory children receiving targeted interventions will meet growth goal winter to spring with interventions than fall to winter without interventions.</p>
<p>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.</p>	<p>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.</p> <p>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.</p>	<p>1.2 Annually, 2024-2025, 22% of migratory K-3 children identified as PFS or at-risk of failure will receive targeted interventions in mathematics.</p> <p>1.2 Annually, 2024-2025, 80% of migratory children receiving targeted interventions will meet growth goal winter to spring with interventions than fall to winter without interventions.</p>

Migrant Strategy (Should correlate with strategies checked in ESEA Consolidated Application)	State Measurable Program Outcomes	District Measurable Program Outcomes
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.	N/A
1.4 Implement the Migrant Literacy Grant to: <ul style="list-style-type: none"> ● 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.	1.4 Annually, 2024-2025, 80% of migratory children will select books. at the annual migratory book fair. 1.4 Annually, 2024-2025, 100% of students will receive age-appropriate Alaskan/Indegenious book. 1.4 Annually, 2024-2025 50% of families will attend the migrant literacy family night.

Goal Area: School Readiness

Migrant Strategy (Should correlate with strategies checked in ESEA Consolidated Application)	State Measurable Program Outcomes	District Measurable Program Outcomes
2.1 Establish partnerships with tribal, local, district, Head Start, and other preschools in 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.	SWRSD provides pre-school opportunities for all children in our district.
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.	SWRSD provides pre-school opportunities for all children in our district.
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.	SWRSD provides pre-school opportunities for all children in our district.

Goal Area: High School Graduation and Services for Out of School Youth

Migrant Strategy (Should correlate with strategies checked in ESEA Consolidated Application)	State Measurable Program Outcomes	District Measurable Program Outcomes
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.	3.1 Annually, 90% of migratory children seeking credit recovery will complete the credit recovery program.
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.	
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.	3.3 Annually, 10 migrant 10th/11th graders will attend a weeklong life ready academy focusing on academic success skills: goal setting, time management, and life skills. 3.3 Annually, 10 migrant seniors will attend a weeklong Post-Secondary Exploration academy. 3.3 Annually, at least 2 of migrant seniors will participate in a Parent/Student Post-Secondary Institution Tour.
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.	3.4 Annually, Success Coaches will provide outreach opportunities at least twice throughout the school year with needs of out-of school youth and post-secondary counseling.

Goal Area: Support Services

Migrant Strategy (Should correlate with strategies checked in ESEA Consolidated Application)	State Measurable Program Outcomes	District Measurable Program Outcomes
<p>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.</p>	<p>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.</p>	<p>4.1 By the end of 2024-2025 SY, 50% of the parent/guardians will have joined the SWRSD MEP Remind group</p>
<p>4.2 Provide educational support resources such as books for the home, school supplies, and technology support to migratory children as needed. Examples include:</p> <ul style="list-style-type: none"> ● 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 	<p>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.</p>	<p>4.2 All qualifying PreK students during the 2024-2025 school year, 100% of parents with preschool aged children will receive information, supplies to support school readiness.</p> <p>4.2 At the beginning of the 2022-23 school year, 100% of PreK-12 students, will receive school supplies, homework journals, and backpacks</p>
<p>4.3 Provide support services to enable migratory children to access educational activities and community-based activities and services. Examples include:</p> <ul style="list-style-type: none"> ● 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 	<p>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.</p>	<p>4.3 Annually, 10 migrant students will become Mental Health First Aide certified, complete cold-water safety training, and pass the Life Academy camp.</p> <p>4.3 Annually, 100% of students with vision needs will receive glasses.</p> <p>4.3 Annually, 100% of students with ID needs will obtain their Real ID.</p>

Migrant Strategy (Should correlate with strategies checked in ESEA Consolidated Application)	State Measurable Program Outcomes	District Measurable Program Outcomes
		4.3 Annually, 100% of students with educational clothing barriers will receive appropriate winter gear.

SW1 Provide support services to migratory children to access enrichment programs.	N/A	SW1 Annually, 90% of migrant students seeking enrichment opportunities, outside the purview of the school or district, will complete that enrichment activity (ANSEP, post-secondary training, Student Conservation Association, etc.)
Parent Engagement - provide a platform for parents of migratory children to participate in the planning and evaluation of the migrant program.		<p>By the end of the 2024-2025 school year, there will be a 30 parent surveys will be returned.</p> <p>By the end of the 2024-2025 school year, there will be a migrant parent advisory committee and two annual meeting completed.</p> <p>By the end of the 2024-2025 school year, there will be a SWRSD PAC team to review survey and evaluation program data.</p>

Priority for Services

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. See the [Title I-C Supplemental Services to Migratory Children and Youth](#) section of this document for a description of the services provided to PFS 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 enter type of data used for PFS data (DIBELS, 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

Under the Continuation of Services Provision, school districts may choose to offer continuation of services (COS) to migratory children whose eligibility has ended, under the following conditions:

1. *A child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term (i.e., fall, spring, summer).*
2. *A child who is no longer a migratory child may continue to receive services for 1 additional school year, but only if comparable services are not available through other programs.*
3. *Students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.*

Note: Once a child ages out of the program or graduates, they are no longer eligible for COS.

Describe the District's processes to ensure COS rules are met.

COS Provision	Identifying Children Eligible for COS	Ensuring COS Stop Once COS Period Ends	Documenting Services Provided under COS
A child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term (i.e., fall, spring, summer).	The majority of SWRSD migratory students typically EOE during the summer-fall months. The MPS creates a list of any that age or EOE during a semester.	The MPS ceases all services once the COS period ends.	The MPS documents all service in the district secured Google drive and notes them on the Mass Withdrawl.
A child who is no longer a migratory child may continue to receive services for 1 additional school year , but only if comparable services are not available through other programs.	The MPS will keep a list of all students that fall into this bracket.	For students that cease to be eligible for migrant services during a school term, the district will review each case individually to determine if it is feasible to continue services for an additional year.	The MPS documents all service in the district secured Google drive and notes them on the Mass Withdrawl.

COS Provision	Identifying Children Eligible for COS	Ensuring COS Stop Once COS Period Ends	Documenting Services Provided under COS
Students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.		The MPS ceases all services once the COS period ends.	The MPS documents all service in the district secured Google drive and notes them on the Mass Withdrawal.

Refer to the Records Manger Guide for additional guidance on the COS Provision.

Program Evaluation

Evaluation means systematically and methodically collecting information about a program or some aspect of a program in order to improve the program or make decisions about the merit or worth of the program. Annual evaluations allow districts to:

1. determine whether the program is effective and document its impact on migratory children;
2. improve program planning by comparing the effectiveness of different types of interventions;
3. determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation; and
4. identify areas in which children may need different MEP services.

A proper evaluation can provide powerful information regarding how best to use MEP funds to achieve the desired result.

For more information visit: [Title I-C Program Evaluation Guidance](https://education.alaska.gov/ESEA/TitleI-C/docs/ProgramEvaluationGuidanceTitleI-C.pdf)

(education.alaska.gov/ESEA/TitleI-C/docs/ProgramEvaluationGuidanceTitleI-C.pdf)

Evaluation Process

Describe the district process of evaluating the Migrant Education Program.

Topic	Timeframe	Process of Evaluating
Records keeping	July - December	The records keeping timelines and requirements by the state Migrant Education Office are followed. In August, records over 10 years old are shredded. COEs are reorganized into inactive folders. During the recruiting process COEs are placed into pending and active folders as they are submitted and approved by the AK MEO.
Identification & recruitment	November/December	A review of the recruiting lists for each community to determine if all parents, regardless of previous migrant status, had been contacted or attempted to be contacted (on three separate occasions). The fall recruitment report is completed to ensure that all current parents of migrant students or the migrant students themselves were contacted.
Individual recruiters	August - November	The evaluation process is centered on the review of recruiting lists to determine if all parents, regardless of previous migrant status, had been contacted or attempted to be contacted (on three separate occasions). Additional factors of evaluation include timeliness of communication with migrant program leaders, timeliness of recruiting, and ability to serve as a liaison to parents.
Supplemental instructional services	January - April	Evaluated through parent and staff surveys and SWRSD annual PAC meetings. Book distributions with instructional services are evaluated using attendance records and completed reports by migrant coordinators usually between January and April. Tutoring/interventionists are evaluated on a continuous basis January through April through informal conversations between tutors and the Migrant Program Specialist, which occurs twice each month. The tutoring/interventions are also evaluated using growth data from the MAP assessment, which compares growth rate without interventions versus growth rate with interventions. Each interventionist is interviewed at the conclusion for continuous program development and growth Other academic content or study skills support and Career & Technical Education support is evaluated through the completion rates or courses or activities
Supplemental support services	January - April	Supplemental support services are evaluated through the migrant parent and migrant staff surveys; the percentage of migrant children that receive a book from the literacy program, and the completion of the support service.
Measurable program outcomes	May - June	Every measurable program outcome is evaluated using the appropriate data. A determination of “met” or “not met” is made including the data to support the determination. This information is disseminated to the public on the district website.

Topic	Timeframe	Process of Evaluating
Fidelity of Strategy Implementation (FSI)	November	The FSI is evaluated and completed by the Migrant Program Specialist and the Federal Program Director
Other (specify)		

The results from the district's evaluation determines what changes will be made to the Migrant Education Program.

Parent and Family Engagement

Districts are required to engage parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the MEP.

For more information visit: [Title I-C Parent Engagement Guidance](https://education.alaska.gov/ESEA/TitleI-C/docs/ParentEngagementGuidanceTitleI-C.pdf)

(education.alaska.gov/ESEA/TitleI-C/docs/ParentEngagementGuidanceTitleI-C.pdf)

Local Migrant Parent Advisory Council and Parent Meetings

Describe the district's process for conducting parent meetings.

Activity	Timeframe	Process
Conduct local Migrant Parent Advisory Council meetings	Continuous	To be determined - there are eight communities in the district. A schedule will be built in order to conduct a local parent advisory meeting.
Conduct annual parent meeting where parents of migratory children are consulted in the planning and operation of migrant education programs and projects	Continuous	To be determined - there are eight communities in the district. A schedule will be built in order to conduct a local parent advisory meeting. Annual parent meetings will be conducted to discuss the needs assessment and service delivery plan, with the purpose of getting feedback in the planning and operation of migrant programs and projects.
Other (specify)		

Disseminating Information to Parents

Describe the district's process for disseminating information to parents of migratory children.

Information Sent to Parents of Migratory Children	Timeframe	Process
MEP services available to their children	Continuously	The district website, site coordinators, letters home at time of each service, Remind app, and word of mouth are methods SWRS MEP use to disseminate information. Pamphlets are distributed during the fall recruitment period. A annual letter and program brochure detailing every service is mailed to every parent/guardian of a qualifying child. Calendars with MEP services are sent to every family in the district.
Opportunities to participate in the planning and evaluating of the local MEP	Year Around	Surveys are provided at family nights, mailed out and also made available online. SWRS PAC works with district MEP team to evaluate and support planning for the next years services. During recruiting season, the MPS engaged parents in conversations to gain additional feedback and information.
Annual Parent Survey	March	Surveys are provided at family nights, mailed out and also made available online.
Other (specify)		

Strategies to Increase Parent and Family Engagement

Engaging parents of migratory children in planning the MEP builds their capacity to assist in their children's learning at home. In addition, parental engagement in the planning of the program enables parents to understand the program and have informed conversations with MEP and school staff regarding their children's education. Through their participation

in the planning process, parents of migratory children are also more likely to become advocates and supporters of the program because they have a personal stake in its success.

Describe how the district works to increase parent and family engagement.

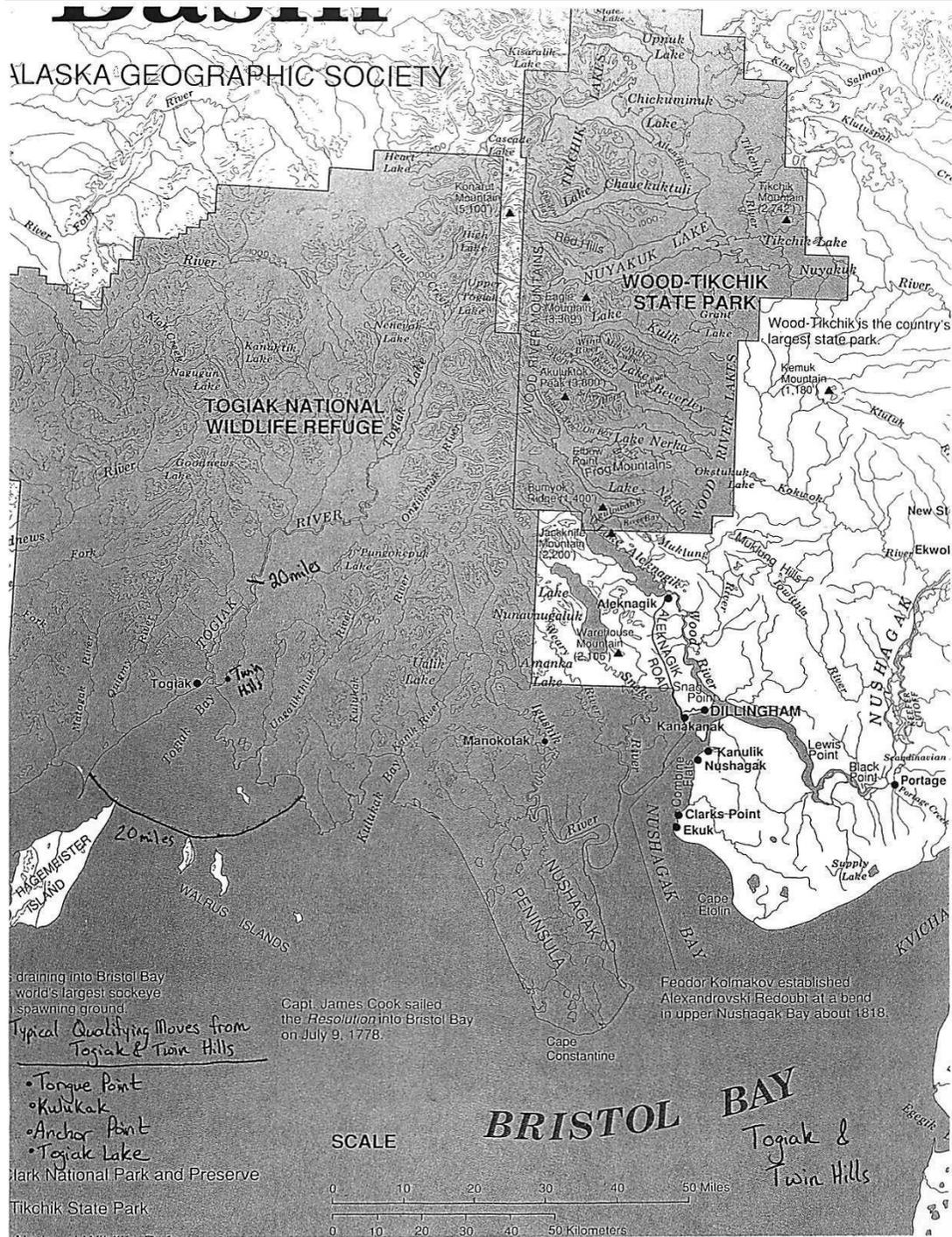
The Federal Programs Department will develop a timeline to conduct local migrant parent meetings and to establish a district Migrant Parent Advisory Committee. The purpose will be to seek feedback about the program, identify needs based on the unique migratory lifestyle, and receive comments on the planning and implementation of program services. There are two migrant family nights at each of our communities where engagement opportunities can occur. Invitations are sent out to each migratory family, attendance is taken through a sign in sheet, and a report is written and published on the SWRSD website. Starting FY24, Remind will be used to increase parent and family engagement.



Appendix

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

District Boundary Map



MEP Staff Job Descriptions - Federal Program Director

Director of State and Federal Programs

POSITION LOCATION: SWRS District Office

QUALIFICATIONS: Type B Administrative certificate required; Must possess thorough knowledge of educational process and school operations; Minimum of five (5) years of professional experience in education environment required; Must possess a thorough understanding of school administration, grant writing processes, and state and federal program guidelines; Must possess excellent verbal, written and interpersonal communications skills; Must be proficient in technology to include productivity and workstation software (databases, spreadsheets, and word processing); Demonstrated leadership abilities and supervisory experience preferred.

REPORTS TO: Superintendent

DUTIES AND RESPONSIBILITIES:

1. Knows current State and Federal Regulations for Elementary & Secondary Education Act (ESEA) requirements, documentation, and communicates with staff, administration, and parents.
2. Administers district-wide programs including:
 - a. ESEA (Title) Grants
 - i. Title IA Basic
 - ii. School Improvement
 - iii. Highly Qualified
 - iv. Title IC – Migrant Education
 - v. Title IIA – Professional Development
 - vi. Title IIIA – LEP
 - b. Carl Perkins
 - c. Quality Schools
 - d. State Boarding Home Program
3. For each of the above areas, responsibilities shall include, but not be limited to:
 - a. Leadership, training and advice to the superintendent, board and staff, regarding program priorities and policies
 - b. Design, development, and evaluation of programs and services in assigned areas
 - c. Budget development, and resource allocation, in accordance with program priorities and requirements and available funds and staff.
 - d. Maintenance of continuous knowledge of all applicable compliance requirements and regulatory provisions
 - e. Conformance of all assigned programs with federal, state, and district policies and requirements, with notice and advice to the superintendent, as needed.
 - f. Maintenance of records needed to prepare federal and state reports and evaluations.
 - g. Preparation of program evaluations and reports, at least annually to the board, and as required by state and federal education officers.
 - h. Recruitment, selection and assignment of staff for assigned programs in cooperation with the superintendent and site administrators.
 - i. Evaluation of staff, in accordance with district evaluation procedures.
 - j. Consultative supervision and evaluation of program personnel at sites, in cooperation with site administrators.
 - k. Development and dissemination of procedural handbooks, guidelines and reference materials as needed for uniformity of programs, services and records across the district.
 - l. Observations and monitoring of site programs and records, with advice and assistance to sites as needed.
 - m. Advocacy and representation of district priorities, needs and constraints at the state level, as needed.
4. Additional responsibilities:
 - a. Serves as a district liaison with local, regional and state agencies and providers whose services relate to district programs; develop formal interagency agreements and memorandums, where necessary.
5. Additional responsibilities as assigned by the superintendent.

MEP Staff Job Descriptions - Migrant Program Specialist

Migrant Program Specialist/Coordinator

POSITION TITLE: Migrant Program Coordinator
POSITION LOCATION: SWRS District Office

QUALIFICATIONS: Type A Professional or Master teacher certificate required; Must possess thorough knowledge of educational process and school operations; Five (5) years of professional experience in classroom instruction environment preferred; Must be familiar with educational, cultural, health and social services resources in the region; Must possess excellent verbal, written and interpersonal communications skills; Must be proficient in technology to include productivity and workstation software; Ability to work with parents, staff and students; Ability to establish and maintain communication with relevant community organizations; Ability to coordinate meetings and activities; Knowledge of record keeping and ability to prepare reports; must be able to lift 35lbs.

Preferred: Experience/knowledge in a Migrant Education Program including recruiting process; Knowledge of the communities of the Southwest Region School District and of regional organizations; experience with rural Alaska public education.

REPORTS TO: Federal Programs Director

Duties and Responsibilities:

1. Migrant Recruiting Coordination
 - a. Coordinate migrant recruiting efforts
 - b. Communicate with and provide support to site-based recruiters
 - c. Recruit as needed throughout the year
 - d. Communicate with parents
 - E. Performs required reporting and record keeping functions
2. Migrant Services Coordination
 - a. Develop and coordinate district-wide migrant services
 - b. Communicate with and provide support to site-based migrant service coordinators/providers
 - c. Develop and coordinate site specific family events as needed
 - d. Assist in with analyzing data, tracking progress, and evaluating program services
 - e. Performs required reporting and record keeping functions.
3. Migrant Records Manager
 - a. coordinates all recruiting activities and will collaborate weekly with recruiters about barriers, questions, corrections to COEs, and other issues.
 - b. supplies documents to recruiters to increase the effectiveness and efficiency of the recruiting process including student lists, copies of blank COEs, updated harvest manual, and interviewing techniques.
 - c. reviews all COEs for accuracy and works with recruiters to make corrections.
 - d. enters data into MIS2000.
 - e. when necessary travels to the communities to assist in the recruiting process and/or will contact parents in the communities for clarification.
 - f. organizes and maintains migrant files according to the guidelines of EED.
 - g. completes all necessary reports including the fall recruitment report, mass withdrawal, course history reports, summer withdrawal, and others as needed.
3. ESEA Services Coordination
 - a. Support site-based after school and parent involvement activities
 - b. Organize communication to parents, staff, and local organizations
 - c. Performs required reporting and record keeping functions
4. Communicates effectively with students, parents, and staff members
5. Promotes positive public relations for the school district

MEP Staff Job Descriptions - Migrant Services - Temporary Hire

Position Title: Migrant Services Project Lead – Temporary Hire

Position Location: SWRS District Office

Hire Period: TBD

Qualifications: High school diploma; Must possess thorough knowledge of educational process and school operations; Must possess excellent verbal, written and interpersonal communications skills; Must be proficient in technology to include productivity and workstation software; Ability to work with parents, staff and students; Ability to establish and maintain communication with relevant community organizations; Ability to coordinate meetings and activities and work independently; must be able to lift 50lbs.

Preferred: Experience/knowledge of schools and communities within Southwest Region School District; experience with rural Alaska public education. Experience with GoogleDocs

Reports To: Federal Programs Director

Duties and Responsibilities:

1. Understanding of Title IC grant and prepare services that align with program goals
 2. Lead migrant recruiting efforts during fall
 3. Communicate with and provide support to site-based recruiters and coordinators
 4. Support migrant manager in reviewing of migrant education applications
 5. Organize, travel, and execute site based fall migrant recruiting events at each site
 6. Organize, order, and ship supplies for program services under budgetary constraints
 7. Prepare communication to parents regarding migrant program services, annual recruiting notifications, parent survey results, etc.
 8. Communicates effectively with students, parents, and staff members
 9. Promotes positive public relations for the school district
 10. Ability to have flexible hours
 11. Other duties as assigned
-

MEP Staff Job Descriptions - Migrant Recruiter

POSITION LOCATION: At Sites

QUALIFICATIONS: Must possess excellent verbal, written and interpersonal communications skills; Must be proficient in the use of online resources (GoogleDocs, email, etc.)

REPORTS TO: Federal Programs Director

DUTIES AND RESPONSIBILITIES:

1. Migrant Recruiting
 - a. participate in the annual recruiter training session.
 - b. responsible for all recruiting during the fall recruitment period which occurs from immediately following the recruiter training session until all families have been contacted.
 - c. contact all families within the community using the supplied list in order to identify as many eligible children as possible.
 - d. complete COE's as necessary and work with the Migrant Records Manager when corrections are necessary or when questions arise.
 - e. provide information to parents about the migrant program.
 - f. Provide suggestions on how to improve the ID&R process and services that should be offered.
2. Promote positive public relations for the school district.
3. Other duties as assigned.

MEP Staff Job Descriptions - Migrant Site Coordinator

POSITION LOCATION: At Sites

1. Participate in a fall 2-hr professional development
2. Literacy Program - Student Choice
 - a. Work migrant students on selecting a variety of age-appropriate books to go home with each student - by the end of January.
 - b. Scholastic Book Fair or Order (approximately \$100/student)
 - c. Complete selection report in GoogleDocs
3. Family Night #1: Literacy Theme
 - a. Organize, promote, and complete a migrant family night with a literacy theme around the use of the magazines and books resources by parents to support learning in the home - by the end of February.
 - b. During the event: Take attendance, take pictures
 - c. Within a week of each family night, provide a brief report of the family night using the report template, including pictures, and which migrant students & parents attended.
 - d. Add pictures from family night to GoogleDocs
4. Family Night #2: Optional Idea: STEAM Theme
 - a. Organize, promote, and complete a migrant family night with a science, art, cultural, or other content area theme - by the end of March.
 - b. During the event: Take attendance, take pictures
 - c. Within a week of each family night, provide a brief report of the family night using the report template, including pictures, and which migrant students & parents attended.
 - d. Add pictures from family night to GoogleDocs
5. Support the parent survey at the 2nd family night. Input all paper surveys into survey monkeys prior to survey close date.
6. Support distributions of other migrant services that cannot be mailed from vendor or DO
7. Complete the migrant staff survey

MEP Staff Job Descriptions - Migrant Academic Interventionist

POSITION LOCATION: Sites vary from year to year (FY22 - Togiak, Manokotak, Clarks Point, Aleknagik, New Stuyahok)



Southwest Region School District
P.O. Box 90
Dillingham, Alaska 99576
(907) 842-8210 / dschollmeier@swrsd.org

Dillingham City School District
P.O. Box 170
Dillingham, AK 99576
(907) 842-6779 / rchancey@dcsd.org



POSITION TITLE: Academic Interventionist Internship
Content Focus: Reading & Mathematics Foundational Skills
POSITION LOCATION: Southwest Regions & Dillingham City School Districts

Dates: January 1, 2022 to May 2, 2022
Pay/Hours: \$21/hour; 37.5 hours/week; \$500 pay advance supplied @ orientation
Hire Status: Temporary special/classified employee
Travel & Housing: Paid Travel & Housing

QUALIFICATIONS:

Must have a college degree in education; State or Alaska certification a plus; Must be able to travel, self-sufficient, flexible, open-minded, and adventurous; Interventionist must be able to read, understand, and apply student data to build meaningful student lessons with a focus in foundational skills in Reading and Math; Must possess excellent verbal, written and interpersonal communications skills; Must have a practical understanding of Response to Intervention (RTI); Must be able to develop awareness of local culture; Must be able to promote positive public relations for the school district.

Duties and Responsibilities:

1. Assignment
 - a. January 1, 2022 to May 2, 2022; 4-month assignment; virtual December 8-hr paid orientation
 - b. Paid travel to and from school site from nearest major airport to site
 - c. Fully furnished housing supplied; possibility of shared housing
 - d. 37.5 hours/ week @ \$21/hour; must keep time via district time-clocks or timesheets
 - e. Performs required reporting and record keeping data; Analyze data, tracking progress, and evaluating program services
2. Schedule
 - a. Flexibility in work assignment and schedule for before, after, and during school hours
 - b. Manages time, space and resources for the achievement of desired objectives
 - c. Able to be creative, flexible, and adapt to the needs that arise in rural Alaska; technology outages, visiting guests, community events
3. Must be able to collaborate with classroom teacher throughout the students RTI process
4. Small Group or one-on-one instruction
 - a. Able to work in small group or one-one one student setting
 - b. Focus reading, writing, and math at a K-5 level
 - c. Maintains education competency
 - d. Create and implement RTI lessons based on student needs and data
 - e. Employs a variety of motivating methods, materials, and learning experiences
 - f. Selects, develop and employ appropriate evaluation techniques to assess student progress and instructional effectiveness.
5. Technology: Google Applications; MacOS; iPads (computer & iPad supplied)
6. Promotes positive public relations for the school district
7. An active participant in school and community functions

Job Orientation:

Once hired, the district will provide round trip airfare from the closest regional or international airport to Anchorage, where Interventionist will be met by district representatives for a two or three-day orientation and assistance with shopping and shipping. Part of the orientation will be introducing the teaching assignment. This includes a teaching schedule, student data, and effective RTI strategies.

From Anchorage, the district will fly the Interventionists to their assigned school site for the majority of the spring semester. Interventionists will meet with administrators, classroom teachers, and staff to review current interventions, MAP data, PEAK data, and any other pertinent information to formulate a school-wide plan to address the needs of each student. Interventionists will be available before school, after school, and during school hours to work with students according to their tutoring schedule.

REPORTS TO: Migrant Program Coordinator/Site Principal

Offers of employment are contingent upon completion of a satisfactory criminal background check. Dillingham City School District and Southwest Region School District are Equal Opportunity Employers. Employment Terms: District Board Policy & Terms of Temporary special/classified employees.

June						
su	mo	tu	we	th	fr	sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July						
su	mo	tu	we	th	fr	sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August						
su	mo	tu	we	th	fr	sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September						
su	mo	tu	we	th	fr	sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

CONTACT INFORMATION

Dianna Schollmeier
Migrant Program Coordinator

- ☎ (907) 842-8210 (office)
- ☎ (907) 843-3395 (text messaging)
- ✉ dschollmeier@swrsd.org

Jon Clouse
Federal Program Director

Kyle Schneider
SEA Reviewer

Recruiters

- | | |
|---|--|
| Aleknagik,
Clarks Point,
Ekwok, Twin Hills
Dianna Schollmeier | Togiak
Janet Evatt &
Dianna Schollmeier |
| New Stuyahok
TBD | Koliganek
Natalia Ishnook &
Pam Johnson |
| Manokotak
Virginia Bartman | |

Site Coordinators

- | | |
|------------------------------------|--|
| Aleknagik
Ciale Aloysius | Clarks Point
Angelia Kelly |
| Ekwok
Becky Kahlvik | Koliganek
Pam Johnson &
Mickey Pender |
| New Stuyahok
TBD | Manokotak
TBD |
| Togiak
TBD | Twin Hills
TBD |



Southwest Region Schools
MIGRANT EDUCATION PROGRAM

2023-2024



MIGRANT PROGRAM INFORMATION

A primary goal of the migrant program is to increase literacy at home and assist in improving educational opportunities for migrant children to help meet the challenging state academic content, to graduate from high school, provide postsecondary supports, and remove educational barriers.



In 2022-23 there were
343 migratory children
in Southwest Region School District;

50% of the student body population

All eight sites in the district have a migrant coordinator that helps organize family nights and support student selected book distribution.

HOW DOES MY CHILD QUALIFY?

To qualify, any or all of your children have to meet the following conditions:

-  Traveled 20 miles one way or crossed school district boundaries to go commercial fishing, subsistence fishing, clamming or berry picking.
-  Spent a total of 7 nights/8 days away from home doing 'qualifying' activities within a 12-month period (does not have to be consecutive nights).
-  There is an economic need for the commercial or subsistence activities.
-  Children ages birth to 20 (22 if the child is receiving special education services) can qualify for the program. However, once a child has graduated with a diploma, they no longer qualify for services.

PROGRAM SERVICES

-  **Literacy Program**
Traveling book fair
-  **Family Engagement**
Kiwi-crates (January, February, March), Summer Lego kits
-  **Family Nights**
Literacy and STEM related activity nights (at least 2 per site per year)
-  **Kindergarten Readiness**
Kindergarten readiness kit; Early learning information on childhood and developmental milestones
-  **School Supplies**
School supplies, backpacks and homework journals (Aug)
-  **Academic Interventionists**
Targeted tutoring; Elementary Tier II supports in reading and mathematics
-  **Post Secondary Program**
11/12 Success Coach, high school transition support, college/career planning and exploration, mental health, life skills
-  **PK-12th Summer Slide**
Reading, writing, math workbooks, activity books
-  **Water Safety**
Life jackets
-  **Vision Program**
2 glasses per calendar year





**Southwest Region
School District**

Kick-off to Migrant Recruiting Season



August 23, 2021

Complete your family migrant interview
to be entered into the drawing.

«ParentGuardianNameForCorrespondance»
«Mailing_Street»
«City», «Mailing_State» «Mailing_ZipCode»



Dear «Parentguardiannameforcorrespondance»:



Migrant recruiting season is here, and our Southwest Region Schools expert recruiters will begin calling ALL families in the district soon. Having the following information available will be extremely helpful to see if your child/children will qualify for the SWRS Migrant Education Program. See the included brochure for more information.

- Dates of overnight “qualified” migrant activities
- Activity (fishing (subsistence & commercial), clamming, berry picking, ect.)
- Who went on the trip? (all children & adults)
- Where did they go? (at least 20 miles from home base)
- Economic needs statement (Why are these commercial or subsistence activities a necessity to your family?)



Children that qualify receive free books, family nights, and extra supplemental programs/services on top of the what the school already provides.



Community	Recruiter	Phone #
Aleknagik, Clarks Point, Ek & Twin Hills	Dianna Schollmeier	842-8210
Koliganek	Natalia Ishnook & Pam Johnson	596-3444
Manokotak	Virginia Bartman	289-1013
New Stuyahok	Leah Sizemore	693-3144
Togiak	Martha Fox & Dianna Schollmeier	493-5613 Martha 842-8210 Dianna

We appreciate your time! Interview to Win!



To be entered into the drawing for a \$20 Amazon gift card, you do not need to qualify for the program, but just complete an interview with a recruiter by October 15th. An interview consists of answering the phone or returning a call from your local recruiter, and being willing to be asked questions like the ones stated above. There will be 20 family names drawn, across Southwest Region School District. Winners will receive a \$20 Amazon gift card mailed from the district office. Please contact the migrant education team or myself if you have any questions.



Sincerely,



Dianna Schollmeier
SWRS Migrant Coordinator
907.842.8210

P.O. Box 90 • Dillingham, AK 99576 • 574 Kenny Wren Rd (907) 842-5287 • Phone (907) 842-5428 • Fax

Aleknagik • Clarks Point • Ekwok • Koliganek • Manokotak • New Stuyahok • Togiak • Twin Hills

Migrant Education

Directions: Please fill out one of these forms per family unless you need more forms to complete it accurately for each child.

Village: _____ Date: _____

Parents name(s): _____

Phone Number: _____

1. Have you or your children gone on a fishing related trip where you stayed overnight at any time during the past three years?

No Yes, please provide the names of your children that either worked or went with you while you worked. _____

2. What kind of fishing activity did you participate in (commercial or subsistence and what type of fish)?

3. When was your most recent fishing related trip where you stayed overnight? Did you take other, overnight, fishing related trips that year?

Date: _____

No Yes, Location traveled to: _____
Location traveled from: _____

4. How long was your family gone? (Number of days) _____

If you made more than one overnight trip, please note them in the blanks below (Location traveled to/from, dates, and activity):

School Secretaries – Please return to Kyle Schneider at the District Office.



Southwest Region School District

Dianna Schollmeier
P.O. Box 90
Dillingham, AK 99576
dschollmeier@swrsd.org
907-842-5287



October 5, 2018



Parent Name
Mailing Street
Mailing Info

Dear Parent and/or Guardian,



This is the time of the year that the Migrant Education team reaches out to all families with children 0-20 years of age to see if they may qualify for the Migrant Education Program. A team member has attempted to contact you via phone and/or email and has been unsuccessful. We want to make sure every family has an equal opportunity to be interviewed. Below is an outline of how your child(ren) might qualify, and a Migrant Program brochure is also included to provide more information about our program.



How does my child qualify?

To qualify, any or all of your children have to meet the following conditions:



- Traveled 20 miles one way or crossed school district boundaries to go commercial fishing, subsistence fishing, clamming or berry picking.
- Spent a total of 7 nights/8 days away from home doing 'qualifying' activities within a 12-month period (does not have to be consecutive nights).
- There is an economic need for the commercial or subsistence activities.
- Children ages birth (0) to 20 (22 if the child is receiving special education services) can qualify for the program. However, once a child has graduated with a diploma, they no longer qualify for services.



If you feel that a child in your household does meet the above eligibility requirements, please contact me as soon as possible to set up a migrant interview:



Work: 907-842-8210
Work Cell: 907-843-1837 (text or call)
Email: dschollmeier@swrsd.org



Hope to hear from you soon,

Dianna Schollmeier

Dianna Schollmeier
Migrant Coordinator



Eligibility Determination Letter - Eligible Student Letter



Southwest Region School District

SWRSD Migrant Education Team
P.O. Box 90
Dillingham, AK 99576



November 14, 2022



Dear I



The State of Alaska's Migrant Education office has identified _____ s eligible to participate in Southwest Region School District's Migrant Education Program. _____'s eligibility is good for three years from the last qualifying trip taken. Currently, our records indicate that _____'s eligibility will end on (_____) Each year we attempt to contact every family to extend this eligibility. If you believe that _____ has made a recent qualifying trip that we don't know about, please contact us using the information above.



Southwest's Migrant Education Program provides several services to our migrant students. These activities are based upon the results of parent surveys.

Program Services



- **Literacy in the Home:** student selection (Dec-Mar), Alaska themed books & games send-out (Dec), Scholastic summer packs
- **Family Engagement in the Home:** Kiwi-crates (Jan-Feb-Mar)
- **Family Nights:** Literacy and STEM related activity nights (at least 2 per site per year). All migrant parents and children are always welcome to attend family nights.
- **Kindergarten Readiness:** Kindergarten readiness kit; Early learning information on childhood learning and developmental milestones.
- **School Supplies:** School supplies, reading & homework journals
- **Academic Interventionists:** Individualized reading and math support for students
- **9th/10th Life-Ready Academy:** life skills, college/career planning, mental health (TBD)
- **PK-5th Grade Summer Slide:** reading, writing, math workbooks
- **Water Safety:** Life jackets, first aid kits, survival tools



Other Possible Services: Career Exploration & Guidance, Summer School, Enrichment programs (ANSEP, Student Conservation Association, Student Gov't), College courses (dual-credit, in-school, out-of-school, & summer opportunities), Graduation Assistance.



If you are interested in these services or have ideas for other services, please contact the Migrant Education Coordinator using the information below.



Sincerely,
Dianna Schollmeier - Migrant Program Coordinator
Work: (907) 842-8210
Text: (907) 843-3395
dschollmeier@swrsd.org



P.O. Box 90 • Dillingham, AK 99576 • 574 Kenny Wren Rd (907) 842-5287 • Phone (907) 842-5428 • Fax
Aleknagik • Clarks Point • Ekwok • Koliganek • Manokotak • New Stuyahok • Togiak • Twin Hills



Southwest Region School District

SWRSD Migrant Education Team
P.O. Box 90
Dillingham, AK 99576



November 14, 2022



Dear



The State of Alaska's Migrant Education office has identified _____ as eligible to participate in Southwest Region School District's Migrant Education Program. _____ eligibility is good for three years from the last qualifying trip taken. Currently, our records indicate that _____ eligibility will end on _____. Each year we attempt to contact every family to extend this eligibility. If you believe _____ has made a recent qualifying trip that we don't know about, please contact us using the information above.



Southwest's Migrant Education Program provides several services to our migrant students. These activities are based upon the results of parent surveys.

Program Services

- **Literacy in the Home:** student selection (Dec-Mar), Alaska themed books & games send-out (Dec), Scholastic summer packs
- **Family Engagement in the Home:** Kiwi-crates (Jan-Feb-Mar)
- **Family Nights:** Literacy and STEM related activity nights (at least 2 per site per year). All migrant parents and children are always welcome to attend family nights.
- **Kindergarten Readiness:** Kindergarten readiness kit; Early learning information on childhood learning and developmental milestones.
- **School Supplies:** School supplies, reading & homework journals
- **Academic Interventionists:** Individualized reading and math support for students
- **9th/10th Life-Ready Academy:** life skills, college/career planning, mental health (TBD)
- **PK-5th Grade Summer Slide:** reading, writing, math workbooks
- **Water Safety:** Life jackets, first aid kits, survival tools



Each site also holds a family night for Migrant Education students and their parents. At these family nights, information is presented on how to use the literature that students receive to promote learning and building of reading skills. You are welcome to attend these family nights.



If you have any questions, please feel free to contact me using the information below.



Sincerely,
Dianna Schollmeier - Migrant Program Coordinator
Work: (907) 842-8210
Text: (907) 843-3395
dschollmeier@swrsd.org



P.O. Box 90 • Dillingham, AK 99576 • 574 Kenny Wren Rd (907) 842-5287 • Phone (907) 842-5428 • Fax

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Southwest Region School District

SWRSD Migrant Education Team
P.O. Box 90
Dillingham, AK 99576



November 14, 2022



Dear



The State of Alaska's Migrant Education office has identified _____ as eligible to participate in Southwest Region School District's Migrant Education Program. _____ eligibility is good for three years from the last qualifying trip taken. Currently, our records indicate that _____ eligibility will end on _____. Each year we attempt to contact every family to extend this eligibility. If you believe that _____ made a recent qualifying trip that we don't know about, please contact us using the information above.



Southwest's Migrant Education Program provides several services to our migrant students. Some of these services are extended to the parents of children that live in our villages but attend schools outside of Southwest Region School District. These activities typically focus on literacy and are based upon the results of parent surveys.

Program Services



- **Literacy in the Home:** student selection (Dec-Mar), Alaska themed books & games send-out (Dec), Scholastic summer packs
- **Family Engagement in the Home:** Kiwi-crates (Jan-Feb-Mar)
- **Family Nights:** Literacy and STEM related activity nights (at least 2 per site per year). All migrant parents and children are always welcome to attend family nights.
- **Kindergarten Readiness:** Kindergarten readiness kit; Early learning information on childhood learning and developmental milestones.
- **School Supplies:** School supplies, reading & homework journals
- **Academic Interventionists:** Individualized reading and math support for students
- **9th/10th Life-Ready Academy:** life skills, college/career planning, mental health (TBD)
- **PK-5th Grade Summer Slide:** reading, writing, math workbooks
- **Water Safety:** Life jackets, first aid kits, survival tools



Other Possible Services: Career Exploration & Guidance, Summer School, Enrichment programs (ANSEP, Student Conservation Association, Student Gov't), College courses (dual-credit, in-school, out-of-school, & summer opportunities), Graduation Assistance.



If you have any questions, please feel free to contact the Migrant Education Coordinator using the information below.



Sincerely,
Dianna Schollmeier - Migrant Program Coordinator
Work: (907) 842-8210
Text: (907) 843-3395
dschollmeier@swrsd.org





Southwest Region School District

SWRSD Migrant Education Team
P.O. Box 90
Dillingham, AK 99576



November 14, 2022



Dear _____,



The State of Alaska's Migrant Education office has identified _____ as eligible to participate in Southwest Region School District's Migrant Education Program. _____ eligibility is good for three years from the last qualifying trip taken. Currently, our records indicate that _____ eligibility will end on _____. Each year we attempt to contact every family to extend this eligibility. If you believe that _____ has made a recent qualifying trip that we don't know about, please contact us using the information above.



The Southwest Region School District Migrant Education program understands the importance graduating from high school and seeking opportunities after graduation. Southwest's Migrant Education Program provides several services to our migrant students including those that have chosen not to attend school. These activities typically focus on literacy and are based upon the results of parent surveys.



Southwest's Literacy in the Home Program allows students to select books to add to their personal library at home. Each site holds a family night for Migrant Education students and their parents. At these family nights, information about using the literature that students receive to promote learning and building of reading skills. You and your child are welcome to attend these family nights. Other services available to all migratory children include: Alaska themed books, games to encourage family engagement, school supplies, summer reading book packs, and life jackets.



Other services may be available, such as:

- information on pursuing a GED or re-enrolling in school
- assisting with application fees to colleges or vocational training facilities
- assisting with costs for certain college courses through the Bristol Bay campus
- assisting with enrollment in the Alaska Military Youth Academy or other alternative education institutions.
- school & career counseling services



If you are interested in these services, or have any questions, please contact the Migrant Education Coordinator using the information below.



Sincerely,
Dianna Schollmeier - Migrant Program Coordinator
Work: (907) 842-8210
Text: (907) 843-3395
dschollmeier@swrsd.org



P.O. Box 90 • Dillingham, AK 99576 • 574 Kenny Wren Rd (907) 842-5287 • Phone (907) 842-5428 • Fax

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Southwest Region School District

SWRSD Migrant Education Team
P.O. Box 90
Dillingham, AK 99576



November 14, 2022



Dear _____,



_____ has been a participant in Southwest Region School District's Migrant Education Program. Through that program Marques has received services such as family nights, culturally appropriate books, math and literacy games, and money to spend through Scholastic book fairs/orders. Marques may have also participated in summer school, targeted tutoring, summer enrichment programs such as ANSEP, dual credit.



Our records show that, Marques's eligibility for the Migrant Education Program ended on _____. Each year we attempt to contact every family to extend students' eligibility, however, we were either unable to reach you, or you indicated that Marques has not made any/enough recent qualifying trips. If you believe this is in error, please contact the Migrant Education Coordinator using the information below.



Sincerely,
Dianna Schollmeier Migrant Program Coordinator
Work: (907) 842-8210
Text: (907) 843-3395
dschollmeier@swrsd.org



Student Records Request Form



Southwest Region School District

P.O. Box 90
574 Kenny Wren Road
Dillingham, AK 99576

(907) 842-5287 • Phone
(907) 842-5428 • Fax

Student Records Request

Student Name: _____ Bd: _____ Grade: _____
 Student Name: _____ Bd: _____ Grade: _____
 School Last Attended: _____
 Fax# _____ Telephone# _____
 Date Student Last Attended Your School: _____

To expedite the enrollment of the student(s) please fax the following (*) information to site and mail or fax the originals to district office.

Site: _____ Fax# _____

Complete Grade Transcripts
 Report Cards
 *Health Records
 Attendance Records
 *Standardized Test Results
 Bilingual/Language Category
 *Grades @ Withdrawal/Transfer

Special Ed Records:
 Include copies of:
 Orig. Consent for Placement
 Most Recent IEP
 ESER, Psych Reports
 Speech/Lang. Reports
(Most Current Records)

WE AGREE TO OBSERVE APPROPRIATE CONFIDENTIALITY ON ALL MATERIAL.

Aleknagik

Clark's Point

Ekwok

Koliganek

Manokotak

New Stuyahok

Portage Creek

Togiak

Twin Hills

 (Signature of School Official) (Position) (Date)

Send To: Southwest Region School District
 P.O. Box 90
 Dillingham, Alaska 99576
 Attn: Registrar
 Or Fax to: (907)842-5428

 (Parent Signature) (Date)

*Required if requesting records from Outside the State of Alaska.

Evaluation & Needs Assessment Surveys

SWRS works collaboratively with the MEO to combine district specific questions to the parent and staff survey developed by MEO. This “combined” survey is what is used for the needs assessment and part of the evaluation of the program. These surveys are on file at EED.

The evaluation of the program is included in the Performance Targets and Measurable Outcomes section of this plan. Migrant Survey Results and Needs Evaluation is published on the website each year.

<https://www.swrsd.org/Page/156>

Parent and Family Engagement Meeting Notices and Agendas

Each school conducts a family engagement meeting/activity twice a year. These meetings/activities are designed to provide hands-on learning experiences for families on best practices to support learning in the home, serve as an opportunity for gathering feedback from parents through the survey, and to foster relationships between families and the school. The notices of these events are site specific and sent out by individual site migrant coordinators. The timelines for these family engagement activities are as follows:

- Family Engagement Event #1 - December/January
- Family Engagement Event #2 - February/March
- Reports published on website <https://www.swrsd.org/Page/213>

Every fall, the Federal Programs Director reviews the Migrant Program objectives and budget at a public meeting in each community. These meetings are part of a larger meeting where all federal programs are presented at that public meeting. These meetings typically occur between September and November of each year. This is typically a discussion item on an agenda at a public meeting title “Educational Overview”

