Records Manager Guide

2020-2021

Alaska Department of Education & Early Development

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Program & Policies Overview

The Alaska Migrant Education Program (MEP)

The U.S. Department of Education provides formula grants to States to establish or improve education programs for migratory children and youth. In turn, the Alaska Migrant Education Program provides grants to school districts to improve educational opportunities for migratory children to help them succeed in the regular school program, meet the challenging State academic standards that all children are expected to meet, and graduate from high school.

History

The Migrant Education Program is authorized by Title I, Part C of the Elementary and Secondary Education Act of 1965. Congress established the national Migrant Education Program in 1966 to provide funds to establish or improve educational programs designed to meet the unique needs of migratory children and youth. Congressional support has increased steadily since then.

The State of Alaska became involved with the Migrant Education Program in 1980 when the Federal definition of qualifying migratory activity was expanded to include both logging and fishing. Currently, 41 of Alaska's school districts operate a Migrant Education Program.

Today, the Migrant Education Program identifies roughly 250,000 children across the country with approximately 13,000 migratory children in Alaska. With these funds, States and local schools provide a broad range of instructional and support services to supplement regular classroom instruction and to help migratory children overcome barriers arising from lifestyle, mobility, and educational interruption.

Purpose

The purpose of the Migrant Education Program is to:

- Assist States in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during the summer or intersession periods, that address the unique educational needs of migratory children.
- Assure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards.
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
- Help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.
- Help migratory children benefit from State and local systemic reforms.[1]

Goal

The primary goal of the Migrant Education Program is to ensure that all migratory children and youth reach challenging academic standards and graduate with a high school diploma that prepares them for responsible citizenship, further learning, and productive employment.

[1] ESEA §1301.

Legal/Authoritative Reference

The Migrant Education Program is authorized by the following legal and authoritative references:

- **Statute** – Elementary and Secondary Education Act (ESEA), Title I, Part C, §1301-1309, as amended by the Every Student Succeeds Act (ESSA)
- **Code of Federal Regulations** – 34 CFR §§ 200.81-200.89
- **Guidance** – MEP Policy Non-Regulatory Guidance

Organization

The Migrant Education Program (MEP) is organized at several different levels of government and operation:

- U.S. Department of Education - Office of Migrant Education (OME)
- Alaska Department of Education & Early Development - Migrant Education Office (MEO)
- School Districts - Local Migrant Education Program

Role of the Federal MEP Staff

At the Federal level, the Office of Migrant Education (ed.gov/programs/mep) administers the MEP nationally and provides guidance and support to States that receive grants. The OME has several responsibilities, including providing national leadership, conducting special initiatives, helping U.S. Department of Education (ED) to calculate State MEP allocations, monitoring State programs for compliance with Federal requirements, collecting and analyzing student performance data, developing regulations and guidance, and providing technical assistance on how to implement the MEP. A Federal program officer (i.e., contact person) is assigned to each State to assist and monitor its implementation of the MEP.

Role of State MEP Staff

OME awards MEP formula grants to the Alaska Department of Education & Early Development – Migrant Education Office (education.alaska.gov/ESEA/TitleI-C). The MEO is then responsible for the operation and administration of the State migrant education program. The MEO sub-grants the funds to districts to administer and operate local migrant education programs. MEO staff are responsible for overseeing all aspects of the administration of the program, including the State's Identification & Recruitment (ID&R) system. The focus of the MEO is to provide overall leadership and direction for the State as a whole, and to ensure that local programs comply with all applicable laws and other requirements. The State is responsible for finding and enrolling migratory children from across the State, for determining their unique needs, and for developing a service delivery plan that uses resources in an equitable and effective manner. The MEO also provides statewide leadership and guidance to recruiters. When a recruiter asks a question that cannot be answered at the local level, the district should raise the question at the State level for a response.

Role of District MEP Staff

At the district level, the emphasis is on finding and serving individual migratory children. The recruiter, perhaps with assistance from other local staff, finds potentially eligible migratory children, determines whether they may be eligible for the MEP, and helps connect them with appropriate services. Once the child is identified and the child's needs are assessed, migrant educators and others at the district level may provide extra services that are beyond those offered by the local school. For example, MEP teachers and tutors may provide in-home tutoring, after school coursework, or summer programs. Migratory children may also be eligible to receive services through other programs serving migratory students.

Local school districts that receive a sub-grant from the State Education Agency (SEA) to serve migratory children are responsible to the State MEP. When a recruiter or anyone else at the local level has a question or needs support, the recruiter should turn to an immediate supervisor for assistance. The supervisor may be an ID&R staff member or a local program coordinator who has broader duties. Local projects are often asked to gather local data for the State for evaluation purposes and also to inform State decision makers.

Family Educational Rights and Privacy Act (FERPA)

Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Parents or eligible students (eligible students are children who have reached the age of 18 or have otherwise had FERPA rights transferred to them) have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement within the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- school officials with legitimate educational interest,
- other schools to which a student is transferring,
- specified officials for audit or evaluation purposes,
- appropriate parties in connection with financial aid to a student,
- organizations conducting certain studies for, or on behalf of, the school,
- accrediting organizations,
- to comply with a judicial order or lawfully issued subpoena,
- appropriate officials in cases of health and safety emergencies, and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, directory information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Family Policy Compliance Office
1-800-USA-LEARN
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520
(ed.gov/policy/gen/guid/fpco/ferpa)

FERPA Overview

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a Federal law which:

- Protects the privacy of student education records (including the hard copy Certificate of Eligibility (COE), as well as any electronic versions of the COE).
- Applies to all schools and educational agencies that receive funds under an applicable program of the U.S. Department of Education.
- Gives parents certain rights with respect to their children's education records. These rights transfer to students when they turn 18 or attend a school beyond high school.
- Requires that educational agencies and institutions adopt a policy regarding how they meet the requirements of FERPA and how they notify parents and eligible students annually of their rights.

Parent Information

- Parents or eligible students have the right to access and inspect the student's educational records.
- Parents or eligible students have the right to request that education records be corrected if they are found to be inaccurate or misleading.
- Generally, schools and districts must have written permission from the parent or eligible student before releasing any information from a student's education record (including the COE).

Recruiter Information

When closing interviews with families, the following conditions and FERPA rights must be explained to parents:

- Before the interviewee signs the COE, have them review the COE for accuracy.
- Tell the parent: "The information that you have provided to us is confidential. By signing the COE, you give us permission to enroll your child into the Migrant Education Program (if they are approved). FERPA gives you the right to access and update your children's records upon request."
- Obtain a signature from the parent.
- Explain that the COE will be reviewed and after a determination of eligibility is made, the parent will be contacted and will be given a copy of the approved COE.
- Tell the parent: "If approved into the program, your children may be eligible to receive services such as: enrollment in the free lunch program, educational tutoring, and educational books."
- Tell the parent: "You might receive a call from the Migrant Education Office (MEO) to verify the information on the COE."
- Thank parents for their time and inform them that somebody will follow up with them once an official eligibility determination has been made.

FERPA Best Practices

Personally Identifiable Information (PII)

- Personally Identifiable Information includes but is not limited to: child's name, date/place of birth, parents' names, addresses, student ID, etc.
- Personally Identifiable Information is protected under FERPA. Any notes with personally identifiable information should be shredded once the interview has concluded.
- Personally Identifiable Information may not be disclosed without written consent.

Paper Security

- Be sure to shred any extra copies of the COE, or any COEs that had mistakes.
- If recruiters keep notes of interviews, be sure to properly store/destroy them if they contain personally identifiable information (child's name, parents' names, address, student ID, date/place of birth, etc.).

Electronic Security

- Electronic COEs must be completed using official district computers (not personal computers) and copies must be securely deleted (not stored on the computer).
    - Laptop computers are required to have encryption to protect child data.
- If transmitting COEs to a parent's personal email account, consider obtaining parent permission (even verbal permission) prior to emailing. The district may consider password protecting the COE before emailing it to parents.
- Always use official district email accounts to send child data (COEs).
- When receiving reports containing personally identifiable student information, consider saving the report to a secure location and deleting the email. When sending reports, consider deleting the sent email.
- Consider password protecting documents containing personally identifiable student information before saving or sending them.

COE Requests

If another district requests a copy of a COE:

- Ask if that child has moved to their district and is enrolling in their district.
- Ask if the parent signed a written release.
- Check if the current district has a written release on file.
- Call the MEO and inform us of the child's move and we can coordinate with the receiving district.

Online Safety and Security

To protect the information of Alaska's migratory children, it is important to keep cyber security in mind. Recruiters, records managers, and other MEP staff must ensure that child data is secure by utilizing best practices in regards to password and email security. MEP staff should be careful when accessing or sharing confidential child data. Only those with a business need to know should receive MEP data or access to the MIS2000 database (via the Desktop App or the Alaska Migrant Web System), or district MEP data systems.

Some of the most common threats to data security are email phishing and weak passwords. It is important that MEP staff recognize such threats and protect their accounts with strong passwords. Passwords, usernames, and other credentials should never be shared. MEP child information must only be accessed from official district computers. Computers must be encrypted to ensure the protection of data. District staff accessing MEP data from the Alaska Migrant Web System, must have official district email addresses. Furthermore, MEP staff should only email MEP data securely, complying with district policies, with those with a business need to know.

District MEP staff must adhere to all district cyber security policies in order to protect migrant data. Computers should be locked when unattended. Digital information should be stored in an encrypted format where technically possible. Any information printed from the Alaska Migrant Web System, Desktop App, and other services should be kept securely (locked up) when not in use. Any security breaches must be reported to the State MEO immediately.

Password Security

It is important that users have strong passwords and utilize best practices when accessing secure data systems. Passwords for secure systems should meet district policy requirements. Passwords should:

- contain a minimum of eight characters,
- have a mixture of uppercase and lowercase letters, numbers, and special characters (#, @, !, etc.), and
- be changed periodically.

It is equally important to know that passwords should not be:

- shared among users,
- remembered using an internet browser's "remember password" feature, or
- written down or kept in an area where they are easily discoverable.

Email Security

District staff must utilize caution when responding to email requests and/or sending migrant program data. District staff should follow district policy when emailing MEP data and should use official district emails only. Below is a list of best practices:

- Do not open unexpected attachments.
- Do not click on suspicious links within emails.
- Install and update anti-virus software on all devices.
- Learn how to recognize phishing.
- Only give email addresses to websites and services that are trustworthy.

MEP staff should only email child data securely to individuals with a business need to know. MEP staff must follow district policies and procedures to ensure that data is protected.

Recognizing Phishing

One common threat to data security is email phishing. Phishing is an attempt to obtain sensitive information such as usernames, passwords, and other personal information, often for malicious reasons. The individual phishing will disguise themselves as a reputable entity in electronic communication in order to gain the user's trust and obtain access to sensitive materials. Users should be wary of emails soliciting identification and/or password information from them. Please be aware that the Alaska Migrant Web System and State MEP staff will never email users to ask for their account credentials.

Users must learn how to recognize phishing emails. Some common hallmarks of phishing include but are not limited to:

- Messages that contain threats to shutdown accounts or devices.
- Requests for personal information (passwords, etc.).
- Language pushing the user to act fast, such as "urgent."
- Forged email addresses (ones that look similar to official but are not quite right).
- Poor writing and bad grammar emails.

For more information on data security, contact the district's IT department or the State Migrant Education Office.

Administering the Program

The purpose of this section is to provide guidance to the Federal programs coordinator and/or migrant coordinator in the design and execution of the district's Migrant Education Program (MEP). Federal programs coordinators and/or migrant coordinators have several responsibilities for the MEP including, but not limited to: oversight of the MEP, program planning, fiscal management, data collection, coordination of all MEP components, professional development and training, cross-program coordination, and quality control.

General Requirements of the MEP

Districts that receive Title I-C funds must carry out a variety of activities as a condition of participating in the program including, but not limited to:

- Identifying and recruiting migratory children and youth.[2]
- Establishing and implementing a system of quality controls for the proper ID&R.[3]
- Promoting interstate and intrastate coordination of services for migratory children.[4]
- Conducting parent and family engagement in the planning and operation of the local MEP.[5]
- Identifying and addressing the unique educational needs of migratory children and youth.[6]
- Evaluating the effectiveness of the MEP to improve services provided to migratory children.[7]

General Responsibilities of the Federal Programs Coordinator

Federal program coordinator and/or migrant coordinator responsibilities include, but are not limited to:

Program Planning and Oversight

Identifying the Unique Needs of Migratory Children and Youth

- Work with the district Parent Advisory Council to help identify the unique needs of the migratory children and youth within the district.
- Send the annual Migrant Education Program survey out to parents of migratory children to get feedback on the district MEP, and the unique needs of the district's migratory children and youth.
- Send the annual Migrant Education Program survey out to district staff to get feedback on the district MEP, and the unique needs of the district's migratory children and youth.

Planning Supplemental Activities

- Use the identified unique needs of the district's migratory children and the grant application to plan supplemental activities and services for migratory children.
- Ensure Title I-C funds supplement services provided by other State or local funds for migratory children.
- Ensure Title I-C activities and services align with the State's Comprehensive Needs Assessment (education.alaska.gov/ESEA/TitleI-C/docs/cna_final_report.pdf) and the strategies outlined in the State's Service Delivery Plan (education.alaska.gov/ESEA/TitleI-C/docs/migrant_service_delivery_plan.pdf).
- Ensure Title I-C costs of the service or activity follow the cost principles described in the Uniform Grant Guidance (Subpart E of 2 CFR Part 200).

[2] ESEA, Section 1304(c)(8)
[3] 2 CFR § 200.89(d)
[4] ESEA, Section 1304(b)(3)
[5] ESEA, Section 1304(c)(3)
[6] ESEA, Section 1306(a)(1)
[7] 2 CFR § 200.84

Grant Planning and Fiscal Management

- Use the Grants Management System (GMS) to submit the Title I-C portion of the ESEA Consolidated Application.
- Complete revisions to the Title I-C portion of the ESEA Consolidated Application, as required.
- Ensure the application for the Migrant Education Literacy Grant is completed and sent to DEED.

Ensuring all Required Plans are Written and Updated

- Establish written plans for identification & recruitment, quality control, needs assessment, service delivery, evaluation, and parent and family engagement.

DEED has created an optional template for districts to use that consolidates the required written policies and procedures district must have for the migrant education program into one document. It includes: Identification & Recruitment Plan, Quality Control Plan, Comprehensive Needs Assessment, Service Delivery Plan, and Evaluation Results. Please note that the template is optional, but districts must have written policies and procedures that are covered in the template (education.alaska.gov/ESEA/TitleI-C/docs/District-Level-Guiding-Template.docx.).

Data Collection and Reporting

Tracking the Title I-C Funded Services Migratory Children and Youth Receive

- Establish and maintain a method of tracking supplemental services provided with Title I-C funds.
- Create a written service delivery plan.

Ensuring all Reports are Submitted

- Work with the district records manager to ensure that data provided on reports are accurate.
- Work with the district records manager to ensure that all reports are submitted by the due dates.

Identification & Recruitment

Training

- Federal programs directors and migrant coordinators should attend an in-person training within one year of hire.
- Federal programs directors and migrant coordinators should attend an in-person training once every three years to keep up to date with migrant identification, recruitment, and records management procedures.
- Ensure that recruiters and records managers attend fall training annually or as directed by DEED.

Quality Control

- Establish a quality control process for ensuring the correctness of the information used to determine each child's eligibility under the MEP definitions.

Recruit and Re-recruit Migratory Children and Youth by November 15th

- Develop a written ID&R Plan that includes recruitment efforts year-round throughout the community.
- Hire qualified staff and provide for annual training related to the State's ID&R procedures.
- Meet all deadlines for the submission of records and adhere to the State's established procedures for the identification and recruitment of migratory children and youth.
- Work with the district records manager to ensure that all migratory children and youth in the district are recruited annually before the November 15th deadline.
- Continue recruitment year-round as children come to the attention of the MEP (i.e., mid-year transfers, new qualifying moves)

Statewide Guiding Documents

The Alaska Migrant Education Program is based on two guiding documents required of all States. They are the Comprehensive Needs Assessment (CNA) and the Service Delivery Plan (SDP). Both documents for Alaska can be found on DEED's Title I-C webpage (education.alaska.gov/ESEA/TitleI-C).

Comprehensive Needs Assessment (CNA)

The primary purpose of a CNA is to guide the overall design of the MEP on a statewide basis. Alaska's most recent CNA was finalized in December 2018. The CNA committee identified four areas of need for the Alaska MEP: academic support in ELA and math, high school graduation, school readiness, and support services.

A needs assessment is a systematic assessment and decision-making process that progresses through a defined series of phases to determine needs, examine their nature and causes, and set priorities for future action. A needs assessment is comprehensive as long as it:

- includes both needs identification and the assessment of potential solutions;
- addresses all relevant performance targets established for migratory children (i.e., proficiency in ELA and mathematics, graduation rates, dropout rates, and any other program goals set for migratory children);
- identifies the needs of migratory children at a level that is useful for program design purposes;
- collects data from appropriate target groups (i.e., parents, or teachers)
- examines data disaggregated by key subgroups; and
- is conducted on a statewide basis.

Service Delivery Plan (SDP)

States are required by ESEA to develop a migrant-specific plan that will assist migratory children in making progress toward achievement of the State's long-term goals and measurements of interim progress. This plan, known as the Service Delivery Plan (SDP), outlines the delivery and evaluation of the services provided to migratory children through their MEP. The SDP is developed from the results of an up-to-date statewide CNA.

The SDP is a comprehensive plan that describes the services the State will provide directly or through districts to meet the unique needs of migratory children; in other words, it is the State's operational plan for the MEP.

Alaska's most recent Service Delivery Plan was updated as of February 2019. This plan outlines strategies for meeting the needs of migratory children and youth identified in the CNA. It also sets Measurable Program Outcomes (MPOs) on which the migrant education program will be evaluated.

Evaluation of Effectiveness

States are required to evaluate the effectiveness of the MEP and to provide guidance to their local projects on how to conduct local evaluations. A proper evaluation can provide powerful information regarding how best to use MEP funds to achieve the desired result. The evaluation determines whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. The main methods used to do this are by measuring:

- The progress toward the desired outcomes (MPOs) the MEP aimed to achieve in the SDP.
- The level of implementation of each strategy in the SDP to determine the extent to which MEP services were delivered with fidelity.

Fidelity of Strategy Implementation (FSI) Tool

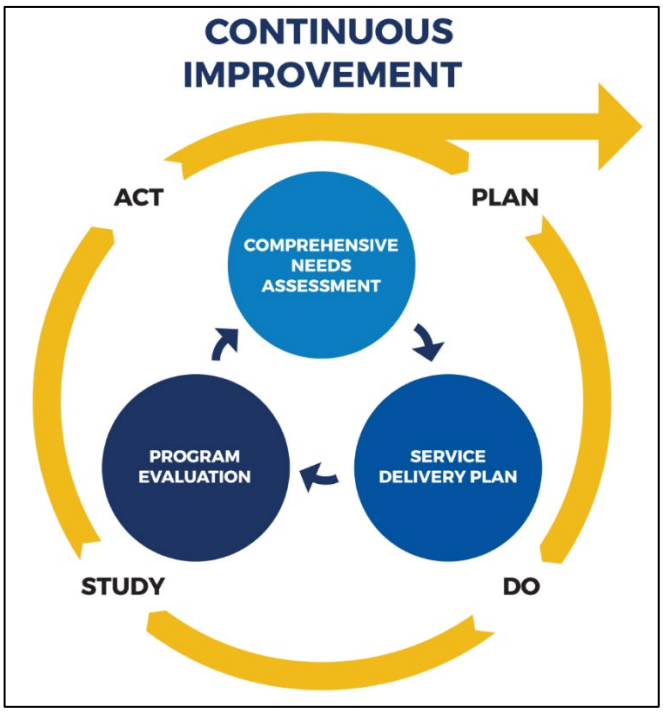
The FSI Tool is a self-assessment resource for districts to evaluate their implementation of migrant-funded services in the Service Delivery Plan Goal Areas (education.alaska.gov/ESEA/TitleI-C/docs/migrant_service_delivery_plan.pdf). More information can be found in the Migrant Reports section, which starts on page 51.

District Level Program Planning

District Continuous Improvement Cycle

Overview

In planning the district's MEP, consider the annual continuous improvement cycle of the Migrant Education Program. In this cycle, each step in developing a program—assessing needs, identifying strategies, implementing strategies, and evaluating the results builds on the previous activity and informs the subsequent activity.



The needs assessment provides an opportunity to review data about migratory children and review the progress toward program goals included in the MEP program evaluation. This information is used to identify further needs and to propose evidence-based strategies to meet those needs. The needs assessment, in turn, informs the service delivery plan. In the process of developing a plan for providing services to migratory children, a planning team reviews the strategies, prioritizes them, and develops a plan for implementing them.

The program evaluation assesses the level of implementation, and the MEP uses the results to improve its delivery of services, in particular for migratory children identified under the Priority for Services (PFS) provision. The MEP also uses the program evaluation to determine the progress of migratory children toward Federal and State goals. The program evaluation feeds into the needs assessment process and the cycle continues.

Needs Assessment

A needs assessment is a systematic assessment and decision-making process that progresses through a defined series of phases to determine needs, examine their nature and causes, and set priorities for future action. Similar to the State CNA, districts conduct a local needs assessment to determine the needs of local migratory children. The district can consult a variety of sources for the needs assessment including, but not limited to: annual staff surveys, annual parent surveys, annual State assessment results, and progress monitoring assessment results. During the monitoring process, DEED will verify that the district needs assessment is aligned with the State CNA, including elements in the following four goal areas: academic support in ELA and mathematics, high school graduation, school readiness, and support services. DEED will also verify that the needs assessment has identified the unique educational needs of migratory children that result from their migratory lifestyle and other needs of migratory children that must be met in order for them to participate effectively in school.

The district cannot reasonably design the MEP or determine the grade levels and instructional areas on which individual projects should focus without information on the unique educational needs of all eligible children identified in the district. At the district level, a needs assessment determines:

1. the extent of the needs of migratory children and youth in the district 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.

For more information, refer to DEED's Needs Assessment Guidance (education.alaska.gov/ESEA/TitleI-C/docs/NeedsAssessmentGuidanceTitleI-C.pdf).

Service Delivery

The district's service delivery plan should be a written document that outlines many of the district's policies and procedures. In the district's service delivery plan, the district must choose the applicable strategies from the list of service delivery strategies in the State SDP to implement to meet the needs of the district's migratory children. The service delivery plan is the basis for the use of all MEP funds in the district.

States must develop measurable outcomes for the MEP that are appropriate measures of the success of the program and that contribute to the achievement of the State's performance targets. Districts must develop measurable outcomes that are aligned with the State's measurable outcomes for the MEP.

The service delivery plan helps the district develop and articulate a clear vision of:

1. the needs of migratory children;
2. the district and State's MEP measurable outcomes and how they help achieve the State's performance targets;
3. the services the district MEP will provide; and
4. how to evaluate whether, and to what degree, the program is effective.

For additional information, refer to DEED's Provision of Services Guidance (education.alaska.gov/ESEA/TitleI-C/docs/ProvisionofServicesGuidanceTitleI-C.pdf).

Evaluation of Effectiveness

Districts must conduct a local project evaluation that measures both the implementation of the project and student performance against the district's measurable outcomes, the State's measurable outcomes, and the State's performance targets.

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.

As a resource, DEED provides districts with a Migrant Summative Data Report (MSDR) annually in the spring. This document is just one of several resources districts should utilize when evaluating their local MEP.

The results from the evaluation can be incorporated into the needs assessment for the following year.

For additional information, refer to DEED's Program Evaluation Guidance (education.alaska.gov/ESEA/TitleI-C/docs/ProgramEvaluationGuidanceTitleI-C.pdf).

Fidelity of Strategy Implementation (FSI) Tool

The FSI Tool is a self-assessment resource for districts to evaluate their implementation of migrant-funded services in the Service Delivery Plan Goal Areas (education.alaska.gov/ESEA/TitleI-C/docs/migrant_service_delivery_plan.pdf). More information can be found in the Migrant Reports section, which starts on page 51.

Consultation Requirements

Parents of Migratory Children

Parent and family engagement is an integral part of all Title I programs, including the MEP. Research shows that parents play a significant role in the academic achievement of their children. Therefore, it is important for parents and schools to develop partnerships and build ongoing dialogues to improve student achievement. Title I supports parent and family engagement by enlisting individual parents to help their children do well in school. In order to receive MEP funds, districts must implement programs, activities, and procedures that effectively engage parents of migratory children.

Districts must consult with parents of migratory children in the planning and operation of the Migrant Education Program.[8] This consultation must be in a format and language understandable to the parents. Districts are required to have, at minimum, one annual meeting of parents of migratory children, although a local Parent Advisory Council (PAC) is recommended.

The annual meeting should address the following:

- consultation with parents of migratory children regarding the planning and operating of the local migrant education program,
- the design and implementation of the local migrant Service Delivery Plan,
- migratory child data showing progress on performance targets and measurable program outcomes,
- information about the migrant program services available to their children, and
- strategies to increase engagement of parents of migratory children in supporting their children's education.

Benefits of Parent Consultation

As the first teachers of their children, parents know the needs of their children best and can provide insight into their children's strengths and weaknesses. As such, parents of migratory children can play a pivotal role in planning the educational programs and projects in which their children participate. Engaging parents of migratory children in planning the MEP also 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.

Tribes or Tribal Organizations

To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, districts that meet the requirements below must consult with appropriate officials from tribes or tribal organizations approved by the tribes located in the area served by the districts prior to the district's submission of their ESEA Consolidated Application. Such consultation must be done in a manner and in such time that provides the opportunity for such appropriate officials from tribes or tribal organizations to meaningfully and substantively contribute to such plan.[9]

Districts that are required to consult with tribes or tribal organizations are districts:

- with an enrollment of American Indian or Alaska Native students that is not less than 50 percent of the total enrollment of the local educational agency; or
- that received a grant in the previous fiscal year under Title VI (Indian Education) that exceeded $40,000.[10]

[8] ESEA, Section 1304(e)
[9] ESEA, Section 8538(a)
[10] ESEA, Section 8538(c)(1)

Each district that is required to conduct this consultation must maintain in the district's records and provide to the State a written affirmation signed by the appropriate officials of the participating tribes or tribal organizations approved by the tribes, that the consultation required by this section has occurred. If such officials do not provide such affirmation within a reasonable period of time, the district must forward documentation that such consultation has taken place to the State.[11]

Private Schools

Districts must engage in timely and meaningful consultation with appropriate private school officials.[12] The district and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for migratory eligible private school children, on issues such as:

- how the children's needs will be identified;
- what services will be offered;
- how, where, and by whom the services will be provided;
- how the services will be assessed and how the results of the assessment will be used to improve services;
- the size and scope of the equitable services to be provided to the eligible private school children, the amount of funds available for those services, and how that amount is determined;
- how and when the district will make decisions about the delivery of services; and
- whether the district shall provide services directly or through a separate government agency, consortium, or entity, or through a third-party contractor.

Each district shall maintain in their records, and provide to the State, a written affirmation signed by officials of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the district shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State.[13]

For more information, visit the DEED Private School webpage (education.alaska.gov/esea/private-schools)

[11] ESEA, Section 8538(b)
[12] ESEA, Section 8501(c)(1)
[13] ESEA, Section 8501(c)(5)

Activities and Supplemental Services

For purposes of the MEP, services are a subset of all the activities that the MEP provides through the program. Although districts may spend MEP funds on many types of allowable activities, some of these activities do not constitute a service (e.g., identification and recruitment or parent and family engagement activities). Services are distinct in that they are the educational or educationally related activities provided to migratory children to enable them to succeed in school. Because student success is the overarching goal of the MEP, services are a vital aspect of the program. In providing services, districts must give priority to migratory children who are priority for service (PFS).

In general, districts may use migrant education funds for allowable activities and supplemental services, as long as those activities and services address an identified need of migratory children. Refer to the General Spending Considerations section on page 26 for information regarding how to determine if Title I-C funds may be used for a particular activity or service.

Activities

Some expenses are allowable that are not used to provide direct services to students.

Possible activities a district could fund:

- Identification & Recruitment
- Records Management
- Administration of the Program
- Migrant Parent and Family Engagement
- Migrant Parent Meetings
- Professional Development (i.e., training programs for school personnel to enhance their ability to understand and appropriately respond to the needs of migratory children)

Supplemental Services

The U.S. Department of Education, Office of Migrant Education (OME) has issued specific non-regulatory guidance to define what constitutes a service in the MEP. For purposes of the MEP, services are a subset of all the activities that the MEP provides through its programs and projects. Although States and districts may spend MEP funds on many types of allowable activities, some of these activities do not constitute a service (i.e., identification and recruitment or parent and family engagement activities). Services are distinct in that they are the educational or educationally related activities provided to migratory children to enable them to succeed in school. Because student success is the overarching goal of the MEP, services are a vital aspect of the program.

Services are those educational or educationally related activities that:

- directly benefit a migratory child;
- address a need of a migratory child consistent with the State's Comprehensive Needs Assessment (education.alaska.gov/ESEA/TitleI-C/docs/cna_final_report.pdf) and Service Delivery Plan (education.alaska.gov/ESEA/TitleI-C/docs/migrant_service_delivery_plan.pdf);
- are evidence-based or, in the case of support services, are a generally accepted practice; and
- are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets as outlined in the Service Delivery Plan.[14]

[14] Non-Regulatory Guidance, Chapter V, #A1

Types of Supplemental Services

OME differentiates services per the following definitions:

- **Instructional** – MEP-funded[15] supplemental services that provide evidence-based instruction to migratory children in a subject area on a regular or systematic basis, usually for a predetermined period of time. It can include instruction provided by MEP-funded teachers or MEP-funded paraprofessionals. It can include correspondence courses taken by a student. The one-time act of providing instructional packets to a child or family does not constitute an instructional service.
- **Support** – MEP-funded[16] supplemental services to provide support and advocacy to migratory children. These services include, but are not limited to, health, nutrition, counseling, and social services for migratory children, necessary educational supplies, and transportation.

Possible services a district could offer:

- Academic Instruction
- Tutoring
- After School Programs
- Help with School Supplies
- Graduation Support
- Career Education Services
- Support Services
- Health Services
- Distance Learning Programs
- Counseling and Testing Services
- Parent and Family Engagement Activities
- Referral to Local Agencies
- Preschool Services
- Literacy Materials through the Literacy Grant
- Family Literacy Nights
- Saturday Programs
- Summer or Intersession Programs
- Credit Recovery Programs

Types of Service Delivery

Districts have used a wide variety of service delivery designs. Districts can offer one or more types of programs to migratory children:

- During school day, during regular school year
- Extended time during regular school year
- Summer school
- Preschool

Note that it is often difficult to show that migrant services are supplemental if the district's migrant program is offered during the school day, during the regular school year.

Consolidation of Title I-C Funds into a Title I-A Schoolwide Program

Under certain conditions, ESEA allows Title I-A Schoolwide schools to consolidate Title I-C funds with other Federal, State, and local funds to support any component of the educational schoolwide plan. Consolidation of Title I-C funds is a three-step process:

1. prerequisites must be met,
2. data must be gathered and analyzed, and
3. documentation must be uploaded in GMS.

For further information about consolidation of Title I-C funds into the schoolwide program, please consult the guidance located in the GMS Document Library (gms.education.alaska.gov/DocumentLibrary) and/or contact the migrant program manager. Contact information can be found on page 196.

[15] MEP-funded is any supplemental service that is funded in whole or in part with Migrant Education Program funds.
[16] MEP-funded is any supplemental service that is funded in whole or in part with Migrant Education Program funds.

Selecting Migratory Children for Supplemental Services

When selecting children for services, the district should:

1. identify the eligible migratory children with unique educational needs who reside in the area;
2. determine the educational and educationally related needs of the children to be served;
3. determine the focus of the program (i.e., instructional areas) based on a needs assessment; and
4. select children with the greatest need for MEP services according to the priority for services[17] criteria on page 20.

Priority for Services

In accordance with the Priority for Services (PFS) provision[18], the districts must prioritize services for migratory children who have made a qualifying move within the previous one-year period and who: are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school.

Alaska's districts receiving Title I-C, Migrant Education Funds must target funds to provide services to migratory children. Districts may serve children who do not meet the "priority for services" criteria so long as they serve children who meet the criteria first. For example, a MEP project that operates only in the summer may serve migratory children who reside in the area during the summer, as long as it gives priority for summer services to migratory children who meet the priority for services criteria.

Refer to page 20 for Alaska's Priority for Services criteria.

Preschool and Dropped Out of School

In addition to children who meet the criteria of the PFS provision, the needs of preschool migratory children and migratory children who have dropped out of school must also be addressed by the districts, as part of its effort to address the unique educational needs of migratory children more generally.

It is a requirement that that the unique needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed.[19] Furthermore, districts must, in carrying out their programs and projects, address the unmet needs of preschool migratory children and migratory children who have dropped out of school.[20]

Continuation of Services

Under the Continuation of Services Provision,[21] 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).
    - The first subsection of the COS provision provides that any child who ceases to be migratory (i.e., reaches the end of their MEP eligibility period) during a school term shall be eligible for services until the end of such term. The U.S. Department of Education Office of Migrant Education (OME) interprets this to be applicable to any formerly eligible child, including OSY, and regardless of whether or not the child received MEP-funded services during their eligibility period.
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.
    - The second subsection of the COS provision allows a child who is no longer MEP-eligible to continue to receive MEP services for one additional school year, but only if comparable services

[17] ESEA, Section 1304(d)
[18] ESEA, Section 1304(d)
[19] ESEA, Section 1304(b)(1)
[20] ESEA, Section 1304(c)(4)
[21] ESEA, Section 1304(e)

are not available. This may be applied to OSY, provided that he/she received MEP-funded services at some point during his/her period of eligibility, and provided that the MEP is able to document that comparable services are not available.

3. Students who were eligible for services in secondary school may continue to be served through **credit accrual programs until graduation**.
    - OME interprets the third subsection of COS to be applicable to a specific subset of all formerly eligible migratory children, based on the use of the term "students" rather than "children," so only those children who meet all of the following criteria may be served through credit accrual programs until graduation:
        - Received MEP-funded services at some point during their period of eligibility (not necessarily credit accrual services),
        - Were MEP-eligible while in secondary school, and
        - Are considered by the State to be secondary school students.

Before the district provides services under these provisions, it should consider whether the child's unmet unique educational needs are addressed by the general school program and whether migratory children who have a priority for services have already been served.

Children Who Have Aged Out of the MEP

The U.S. Department of Education Office of Migrant Education (OME) does not consider individuals who aged out of the program to be eligible for the MEP, nor do they consider such individuals eligible to receive MEP services under the COS authority, because such individuals do not meet the definition of "child." As described in Chapter II of the MEP Non-Regulatory Guidance (NRG), in order to be eligible for the MEP, a child must meet the definition of "migratory child" and "eligible children" in the statute and regulations that apply to the MEP and have the basis for MEP eligibility documented on a Certificate of Eligibility (COE). According to section 1115(c)(1)(A) of the Elementary and Secondary Education Act of 1965 (ESEA) as amended (incorporated into the MEP by sections 1304(c)(2), 1115(b), and 1309(3) of the ESEA and 34 CFR §200.103(a)), a " child" needs to be under 20 years of age, or under 22 years of age with an active Individualized Education Program (IEP) on file.

As described in Chapter V, A9 of the MEP NRG, in certain situations, a local operating agency (LOA) may continue to provide MEP services to children whose MEP eligibility has ended. However, given the use of the term "child" in this statutory provision (see section 1304(e) of the ESEA, as amended), OME interpret COS to be applicable only to individuals who meet the definition of "child". OME acknowledge that the third COS provision (see section 1304(e)(3)) of the ESEA, as amended) uses the term "students" as opposed to "child", but they consider students to be a subset of all children for purposes of the MEP.

Priority for Service (PFS) Criteria

The State of Alaska receives MEP funds from the U.S. Department of Education, Office of Migrant Education, to carry out the Federal Title I, Part C law which requires that priority must be given to migratory children who have made a qualifying move within the previous 1-year period **and** who— (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school. [22]

Alaska's Migratory Children Priority for Services Criteria

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

Criteria A

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

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

AND

Criteria B1

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

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

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

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

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

OR

Criteria B2

A student meets the criteria for dropping out of school if:

☐ The eligible student has dropped out of school.

[22] ESEA, Section 1304(d)

Identifying Priority for Service (PFS) Students

Grades K-2

1. For students who were in grades K-2 during the 2019-2020 school year, the MEO will identify those students who meet Criteria A of the PFS definition by having made a qualifying move within the previous 1-year period. The MEO will send this list of K-2 students to the districts at the beginning of the 2020-2021 school year. Refer to page 18 for PFS definition.
    - This list will contain names of students in grades K-2 during the 2019-2020 school year who had a qualifying arrival date (QAD) between 06/01/2019 through 05/31/2020.
2. Districts will be responsible for sending back the list of K-2 students to the MEO by **October 15, 2020**, noting which of the students are failing or at risk of failing, to meet the challenging State academic standards.
    - These students should be selected based on district determined criteria, such as DIBELS, the English language proficiency assessment, preschool recommendation, or another appropriate universal screening assessment.
3. The MEO will flag these students as PFS in MIS2000.
    - The Data Field that flags students as PFS can only be accessed for data entry by the MEO.
    - District personnel will be able to see whether a student has been flagged as PFS in MIS2000.
4. Districts can request an updated PFS list that includes students in all grades (K-12) after November 15.
5. Records managers should ensure that the list of PFS students is communicated to the migrant program coordinator and/or person overseeing the PFS program so that appropriate services are targeted to these students.

Grades 3-9

1. For students who were in grades 3-9 during the 2019-2020 school year, the MEO will identify those students who meet Criteria A and Criteria B1 or B2 of the PFS definition using a combination of data from MIS2000 and the State summative assessment data.
2. The MEO will send this list of all Priority for Service students to each district records manager and migrant coordinator at the beginning of the 2020-2021 school year. Refer to page 18 for PFS Definition.
    - This list will contain names of students in grades 3-9 during the 2019-2020 school year who had a qualifying arrival date (QAD) between 06/01/2019 through 05/31/2020 and were below proficient in English language arts and/or math on the 2018-2019 State summative assessment (due to the cancellation of the 2019-2020 State assessments) or had dropped out of school.
3. The MEO will flag these students as PFS in MIS2000.
    - The Data Field that flags students as PFS can only be accessed for data entry by the MEO.
    - District personnel will be able to see whether a student has been flagged as PFS in MIS2000.
4. Districts can request an updated PFS list that includes students in all grades (K-12) after November 15.
5. Records managers should ensure that the list of PFS students is communicated to the migrant program coordinator and/or person overseeing the PFS program so that appropriate services are targeted to these students.

Grades 10-12

1. For students who were in grades 10-12 during the 2019-2020 school year, the MEO will identify those students who meet Criteria A and Criteria B1 or B2 of the PFS definition using a combination of data from MIS2000.
2. The MEO will send this list of all Priority for Service students to each district records manager and migrant coordinator at the beginning of the 2020-2021 school year. Refer to page 18 for PFS definition.
    - This list will contain names of students in grades 10-12 during the 2019-2020 school year who had a qualifying arrival date (QAD) between 06/01/2019 through 05/31/2020 and had failing grades, retention of grade, or had dropped out of school.
3. The MEO will flag these students as PFS in MIS2000.
    - The Data Field that flags students as PFS can only be accessed for data entry by the MEO.
    - District personnel will be able to see whether a student has been flagged as PFS in MIS2000.
4. Districts can request an updated PFS list that includes students in all grades (K-12) after November 15.
5. Records managers should ensure that the list of PFS students is communicated to the migrant program coordinator and/or person overseeing the PFS program so that appropriate services are targeted to these students.

Identifying PFS Migratory Children During the School Year

If any additional migratory children meet the PFS criteria during the 2020-2021 school year, the records manager must alert the MEO data specialist to flag that student as PFS.

Examples:

- A 5th grade student is newly certified as migrant, and has a qualifying arrival date within the previous 1-year period. The student scored below proficient on the State summative assessment.
- An 11th grade migratory child, who has a qualifying arrival date within the previous 1-year period, drops out of school.

Coordination with Other Programs

Districts must identify and address the unique educational needs of migratory children by providing them a full range of services from appropriate local, State, and Federal educational programs.[23] In providing these services, district must plan jointly with local, State, and Federal programs and integrate the MEP with services provided by other programs. By coordinating with other programs, the districts ensure that the needs of migratory children are met through a variety of sources in a way that leverages other program funds and optimizes the use of MEP funds for the unique needs of migratory children. Districts must determine the children's needs and identify all the available services that address these needs. Districts should then coordinate with those programs and agencies to provide services that meet the identified needs and help ensure that migratory children have access to appropriate programs and services.

Districts need to consider a full range of programs and carefully determine which ones to coordinate with in order to maximize the quality of, and access to, educational opportunities for migratory children. Below are a few examples of programs in which districts may coordinate with to meet the needs of migratory children.

Other ESEA Programs

Title I-A

Districts that receive Title I-A must ensure that eligible migratory children and formerly migratory children are selected to receive Title I-A services on the same basis as other eligible children.[24] In a schoolwide program, schools must implement reform strategies that address the needs of all children in the school.[25] In a targeted assistance school, migratory children are eligible to participate in the Title I, Part A program on the same basis as other eligible children.[26]

Title III-A

If the district qualifies for a Title III sub-grant, migratory children who are English Learners must be selected to receive Title III services on the same basis as all other English Learner children.

Title IV-A – Student Support and Academic Enrichment

This program is intended to improve students' academic achievement by increasing the capacity districts to: 1) Provide all students with access to a well-rounded education; 2) Improve school conditions for student learning; and 3) Improve the use of technology to improve the academic achievement and digital literacy of all students.

Title IV-B – 21st Century Community Learning Centers

This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools.

Title V-B – Rural & Low-Income School Program / Small Rural School Achievement Program

The purpose of these programs is to provide rural districts with financial assistance for initiatives aimed at improving student achievement. Awards are issued annually through the U.S. Department of Education (USED).

Title VI-A – Indian Education

It is the purpose of this program is to support the efforts of districts, tribes and tribal organizations, and other entities in developing programs for American Indian/Alaska Native students that are designed to: meet the unique cultural, language, and educational needs of such students; and ensure that all students meet the challenging State academic standards. USED manages these awards.

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[23] ESEA, Sections 1304(b) and 1306(a)
[24] ESEA, Section 1112(c)(1)
[25] ESEA, Sections 1114(b)(7)(i) and (iii)
[26] ESEA, Sections 1115(c)(2)(A) and (C)

McKinney-Vento Homeless Assistance Act - Education for Homeless Children

Collaboration between MEP and the local Homeless Liaison to serve migratory children and youth experiencing homelessness ensures that services are provided in an efficient, non-duplicative fashion and that students receive a full range of supports to meet their needs.

MEP personnel can provide the local Homeless Liaison with the following: insights on the work patterns of local migrant communities, understanding of the educational, health, emotional, or social needs unique to migratory children; locations of migrant camps and communities; referrals of migratory children and youth who may be experiencing homelessness; and contact and communication with families of migratory children whose children may be eligible for, and in need of, the educational services provided by the McKinney-Vento Act.

The local Homeless Liaison can provide MEP personnel with the following: guidance in determining which migratory children and youth are eligible for McKinney-Vento services according to the definition of homeless; understanding of the provisions of the McKinney-Vento Act and ways it may be used to provide services, including immediate school enrollment and school stability, to eligible migratory children; assistance with accessing supports available through Title I, Part A, homeless set-aside funds; and knowledge of community referral resources, including providers of health, mental health, housing, and basic needs services.

By working together, the MEP and the local Homeless Liaison benefit migratory children and youth experiencing homelessness in their education and beyond by ensuring they are served efficiently and effectively with a comprehensive array of services.

Other Federal Programs

The Office of Migrant Education has compiled various coordination resources for the MEP (results.ed.gov/resources/resources).

U.S. Department of Agriculture – Child Nutrition Programs

The Child Nutrition Programs provide healthy, nutritious meals and snacks to the Nation's children. Through the National School Lunch Program and School Breakfast Program, school children have access to healthy meals. Through the Special Milk Program, school children who do not have access to other meal programs can supplement their day with a serving of milk. Through the Child and Adult Care Food Program, children in childcare settings have access to healthy meals and snacks. Day care centers and home day care providers can participate in these programs. Through the Summer Food Service Program, children are provided healthy meals during those times when school is closed for the summer.

U.S. Department of Education – Individuals with Disabilities Education Act (IDEA)

IDEA provides early intervention, transitional services, professional development, technical assistance, and dissemination of knowledge about best practices to improve results for children with disabilities, including migratory children with disabilities.

U.S. Department of Health and Human Services – Head Start Program

Provides comprehensive developmental services to income eligible children from birth to age 5 in order to increase their school readiness.

U.S. Department of Education – Carl D. Perkins Career and Technical Education Act

The purpose of this program is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study.

Fiscal Management

Sub-Grants to School Districts

Below are brief descriptions of each of the sub-grants a district may receive through Title I-C. For more information regarding the applications, award determinations, and funding periods refer to the Title I-C Spending Handbook (education.alaska.gov/ESEA/TitleI-C/docs/SpendingHandbook-TitleI-C.pdf).

ESEA Consolidated Application

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

DEED considers the following factors in determining sub-grants to school districts:

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

Annual Fall Training on the Identification & Recruitment of Migratory Children

DEED provides annual training for recruiters, records managers, migrant coordinators, SEA Reviewers, and Federal programs coordinators in the fall. Most expenses for attending the training are reimbursable to the district.

DEED considers the approximate number of attendees and their projected costs to attend training. This information is provided to DEED annually during the registration process in the spring.

Alaska Migrant Education Literacy Grant

The Alaska Migrant Education Literacy Grant is a supplemental migrant education grant awarded to districts who choose to participate. The goal of this supplemental grant is to support districts in improving literacy with migratory children and their families. Family literacy nights are encouraged, as well as supporting literacy efforts of migratory children who are not yet in school and those who have dropped out of school.

DEED considers the following factors when determining the award amount:

- how many districts applied, and
- the estimated number of migratory eligible children that will be participating (taken from a district's submitted application).

State Parent Advisory Council (PAC)

The Alaska Migrant Education State Parent Advisory Council meets annually and is comprised of members from six (6) regions in Alaska. The council helps the MEO develop, implement, and review plans for the State MEP.

DEED considers the approximate number of in-person meetings and the distance which the PAC representative would have to travel to attend the meetings when determining the allocation amount for each grant.

General Spending Considerations

All Federal Funds

There are three general issues that affect districts spending Federal funds.

First, all costs charged to U.S. Department of Education (USED) grants must be **necessary and reasonable** considering the amount of money being spent and the needs of the program.[27] This requirement comes from a set of Federal regulations known as the Uniform Grant Guidance (UGG), which applies to all Federal grants including ED grants.[28]

UGG affects ED grant spending in a number of ways. It:

- **Lists costs that may never be paid for with Federal funds.**[29] For example, Federal funds can never pay for alcohol[30] and typically cannot pay for lobbying.[31]
- **Lists general criteria all costs supported with Federal funds must satisfy**.[32] For example, Federal funds can only pay for costs that are allocable to the relevant grant.[33]
- **Sets additional requirements for certain costs supported with Federal funds.**[34] For example, districts that use Federal funds for employee salaries and benefits must keep records documenting how much time the employees spend on grant activities.[35]
- **Sets rules for how districts procure goods and services** with Federal funds,[36] how they **track items** paid for with Federal funds,[37] and the **kinds of records** they must keep about their grant spending. [38]

Second, activities supported by ED funds must be **consistent with the district's application** for funds approved by DEED.[39]

Third, as discussed throughout this document, some ESSA programs require districts to spend on activities that are supported by evidence, are demonstrated to be effective, or that are consistent with a formal needs assessment. Even where this is not required, ED grant spending has the most impact when districts spend Federal funds on effective activities designed to meet program goals. To do this, districts are encouraged to:

- Carefully consider the needs of students, educators, and other relevant stakeholders,
- Determine which activities are most likely to effectively address those needs, and
- Prioritize those activities when deciding what costs to support with ESSA funds (unless those activities are being paid for by other funding sources).

For more information on how to adhere to Uniform Grant Guidance (UGG) and the Education Department General Administration Regulations (EDGAR), visit DEED's Federal Grants Management webpage (education.alaska.gov/grants/fed-grants).

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[27] 2 CFR 200.403(a)

[28] The Uniform Grant Guidance (UGG) is contained in Part 200 of Title 2 of the Code of Federal Regulations (ecfr.gov). U.S. Department of Education's Technical Assistance for ED Grantees (ed.gov/policy/fund/guid/uniform-guidance) contains more Federal guidance and other resources about the UGG.

[29] See 2 CFR Part 200, Subpart E

[30] 2 CFR § 200.423

[31] 2 CFR § 200.450

[32] See 2 CFR § 200.403

[33] 2 CFR § 200.403(a)

[34] See 2 CFR §§ 200.420-200.475

[35] 2 CFR § 200.430

[36] 2 CFR §§ 200.317-200.326

[37] 2 CFR §§ 200.313-200.314

[38] See, for example, 2 CFR § 200.318(h)(i) for procurement records or 2 CFR § 200.302(b)(3) for financial records.

[39] 34 CFR § 76.700

Title I-C Migrant Education Program Funds

Determining Allowability

When determining if MEP funds may be used to support a particular activity or service, the district must determine the following:

1. the activity or service comports with the results of the State's Comprehensive Needs Assessment (education.alaska.gov/ESEA/TitleI-C/docs/cna_final_report.pdf) and the strategies outlined in the State's Service Delivery Plan (education.alaska.gov/ESEA/TitleI-C/docs/migrant_service_delivery_plan.pdf);[40]
2. the 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;[41]
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;[42]
4. the MEP funds are used to supplement, rather than supplant, the use of non-Federal funds;[43] and
5. the costs of the service or activity must comport with the cost principles described in the Uniform Grant Guidance (Subpart E of 2 CFR Part 200). The cost principles require, among other things, that costs of the service or activity be reasonable, necessary, and allocable (or chargeable) to the MEP relative to the benefit received.[44]

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 example, if speaking with service agencies, another Federal Program Director, or district officials, be sure to document the name and title of individuals spoken with and the date of the conversation.

Supplement, Not Supplant and Unaddressed Needs

Supplement, not supplant, means that funds must be used to provide for extra support or services. ESEA specifically applies the following rule to MEP funds: all Federal funds under this program shall supplement and not supplant all other non-Federal funds.[45] The MEP statute makes it clear that **MEP services are in addition to, not in lieu of**, other services that can or should be provided by the core educational program or by any other program.

Each of the instructional services provided with MEP funds must be supplemental to the core instruction provided by a district, and whenever possible, should NOT occur during the regular school day. If services are provided during the school day, the district must document the supplemental nature of those services.

The MEP statute also requires that MEP funds be used to address the needs of migratory children that are not addressed by services available from other Federal or non-Federal programs.[46] This is very similar to the supplement, not supplant rule, but it applies to services funded by Federal or non-Federal programs. In essence, it means that if there are other services available that address the needs of migratory children (including services provided with Title I- A or Title III funds), then **migratory children must be selected for, and provided those services, on the same basis as other eligible children—prior to applying MEP funds**.

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[40] ESEA, Section 1306(a)
[41] ESEA, Section 1306(b)(1)
[42] ESEA, Section 1306(b)(2)
[43] 34 CFR § 200.87
[44] 2 CFR § 200
[45] 34 CFR § 200.87
[46] ESEA, Section 1306(b)(2)

Interstate and Intrastate Coordination

It is a requirement that MEP funds are used to promote interstate and intrastate coordination of services to migratory children.[47] This effort must include, but is not limited to, providing educational continuity through the timely transfer of pertinent school records, including health information, when children move from one school to another, and whether or not such moves occur during the regular school year. Interstate and intrastate coordination helps reduce the effects of educational disruption that migratory children experience as a result of repeated moves.

Interstate coordination refers to collaborative activities undertaken by two or more States to improve the education of migratory children in those States. Ideally, this term refers to the collaborative activities that two or more States assume to improve the education of migratory children who move between those States. Intrastate coordination refers to efforts involving two or more districts within a State to improve educational services to migratory children in that State.

Interstate and intrastate coordination strategies may include, but are not limited to, the following types of services between and among districts and States:

- Notifying "receiving" school districts about families of migratory children who have moved to those districts.
- Promoting the exchange of student educational records.
- Developing academic credit accrual and academic credit exchange programs.
- Collaborating in the development of summer-term project curriculum.
- Exchanging teachers and teaching materials.
- Exchanging information on health screenings and health problems that interrupt a student's education.

A State meets its requirements for student records transfer by participating in the Migrant Student Information Exchange (MSIX), the nationwide system administered by the U.S. Department of Education for linking and exchanging specified educational and health information for all migratory children. Regulations require states to collect, maintain, and submit to MSIX 76 Minimum Data Elements (MDEs) and otherwise exchange and use that information to facilitate enrollment, placement, and accrual of secondary credits towards graduation and MEP participation.[48]

Transfer of Student Records

Section 1304(b)(3) requires interstate and intrastate coordination by providing for educational continuity through the timely transfer of pertinent school records (including health information) when children move from one school to another, whether or not the move occurs during the regular school year.

The timely transfer of student records can be an effective means of reducing the effects of educational disruption on migratory children. It enables school officials (e.g., school registrars, teachers, and guidance counselors) to make appropriate decisions regarding a student’s enrollment in school, grade placement, and academic plan (including, but not limited to, credit accrual and exchange).

Districts must request the records of eligible migratory children who arrive in their district and must transmit records of those migratory children who move out of their State or district to another location in a timely manner.

[47] ESEA, Section 1304(b)(3)

[48] 34 CFR § 200.85

ESEA Monitoring

Districts' ESEA grants are monitored through the Federal programs monitoring process. Please contact the district's DEED ESEA program manager for information regarding the risk assessment process DEED utilizes to determine the districts monitored each year. During the monitoring visit, the migrant program manager reviews the Title I-C program and the migrant identification & recruitment specialist provides a technical assistance visit with the district records manager. For more information about technical assistance visits, refer to the Technical Assistance Visit (page 34) and Technical Assistance Preparation Checklist (page 186) sections.

Common documents that could be requested during the monitoring and technical assistance visits are:

- Identification & Recruitment Plan
- Quality Control Plan
- Needs Assessment, Service Delivery Plan, and evaluation results
- ESEA Consolidated Application
- Paper copies of COEs and ARCs from the past 10 years
- Parent and staff survey results
- Migratory children and youth data
- Student records transfer request form
- Minutes/agendas from migrant parent meetings
- Migrant consolidation documentation (if applicable)

ESEA Monitoring Form can be found on DEED's Forms page (education.alaska.gov/forms).

Resources

Alaska Resources

- **Alaska Migrant Education Website** (education.alaska.gov/ESEA/TitleI-C)
- **Fall Training Resources** (livebinders.com/play/play?id=2029583)
- **Alaska Guidance Documents**
  - **Title I-C Spending Handbook** (education.alaska.gov/ESEA/TitleI-C/docs/SpendingHandbook-TitleI-C.pdf)
  - **Needs Assessment** (education.alaska.gov/ESEA/TitleI-C/docs/NeedsAssessmentGuidanceTitleI-C.pdf)
  - **Provision of Services** (education.alaska.gov/ESEA/TitleI-C/docs/ProvisionofServicesGuidanceTitleI-C.pdf)
  - **Program Evaluation** (education.alaska.gov/ESEA/TitleI-C/docs/ProgramEvaluationGuidanceTitleI-C.pdf)
  - **Parent Engagement** (education.alaska.gov/ESEA/TitleI-C/docs/ParentEngagementGuidanceTitleI-C.pdf)
- **District Level Guiding Documents Template** (education.alaska.gov/ESEA/TitleI-C/docs/District-Level-Guiding-Template.docx)
- **Alaska Statutes** (touchngo.com/lglcntr/akstats/Statutes/Title14.htm)
- **Alaska Administrative Code** (legis.state.ak.us/basis/aac.asp)

Federal Resources

- **Every Student Succeeds Act (ESSA)** (ed.gov/essa)
- **Code of Federal Regulations – Migrant Education (Title 34–Subtitle B–Chpt. II–Part 200–Subpart C)** (ecfr.gov)
- **MEP Non-Regulatory Guidance** (ed.gov/programs/mep/mepnonregulatoryguidance317.docx)
- **Family Education Rights and Privacy Act (FERPA)** (ed.gov/policy/gen/guid/fpco)
- **Federal Office of Migrant Education Websites**
  - **Office of Migrant Education** (ed.gov/about/offices/list/oese/ome)
  - **Migrant Education Basic State Formula Grants** (ed.gov/programs/mep)
  - **Results** (results.ed.gov)

Quality Control

The Alaska Migrant Education Program (MEP) has created quality control processes that ensure that only eligible migratory children are recruited for the MEP and that all eligibility decision are supported by appropriate documentation. These processes reflect the regulatory requirements of 34 CFR § 200.89.

All school districts that receive MEP funding from the Alaska Department of Education & Early Development must develop and follow a local quality control plan. The district quality control plan must describe how the district intends to follow Alaska's MEP quality control guidelines and procedures.

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

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

Quality Control Procedures

Staff Training

Statewide Training

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

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

Topics covered during DEED's statewide trainings include, but are not limited to: program overview, eligibility requirements, detailed walkthrough of COE, interviewing, COE completion, FERPA, cyber security, Alaska Migrant Web System, eligibility determination process, administering the program overview, recruiters and records managers duties, quality control requirements, reporting requirements, and the Alaska Migrant Database (MIS2000). All annual fall training materials, the Recruiter Handbook, and the Records Manager Guide can be found on the Title I-C webpage (education.alaska.gov/ESEA/TitleI-C).

Local Training

All staff involved with the district's MEP should be given local training regarding local procedures and issues. The district should ensure that new manuals and training materials are given to all migrant staff. Local migrant training should include all people involved with migrant identification, recruitment, and eligibility certification.

Depending on the district, this may include:

- Recruiters
- Records Managers
- Data Entry Specialist
- Migrant Program Coordinators
- Designated SEA Reviewers
- Superintendents
- Principals
- Federal Programs Coordinators
- Teachers
- Counselors
- Registrars
- Paraprofessionals

District Migrant Staff Communication and Coordination

There should be effective workflow and communication between migrant staff members. The roles and responsibilities of each staff member should be understood by everyone in the program.

Communication and coordination steps should include:

- All migrant staff should understand the district's migrant program including the program structure, purpose, requirements, services offered, and families served.
- Migrant staff should know their individual job requirements and understand how they fit into the workflow of the program.
- The lines of communication within the district, with the MEO, or with other districts should be clear.
- The district staff structure should be such that the workflow ensures the district's program meets all requirements for State and Federal migrant regulations and laws.

Accuracy of Eligibility Determinations

The Alaska Migrant Education Program has several layers of review prior to a child being approved as eligible for the program. Every Certificate of Eligibility (COE) and Annual Recertification of No New Moves (ARC) must be quality reviewed by the recruiter, records manager, and designated SEA reviewer. By signing a COE or ARC, each district staff member ensures that the COE or ARC is complete, filled out correctly, and that the information meets the MEP eligibility requirements. Recruiters and records managers do not determine final eligibility.

After the COE or ARC data is entered into MIS2000 and uploaded, the MEO's eligibility specialist reviews the information to ensure that it meets all eligibility requirements. The MEO makes the final eligibility determination on all COEs and ARCs. For more information on the appeals process, refer to page 43. Children new to the MEP are not eligible for services until the COE is approved by the MEO.

- Each COE is reviewed by qualified and trained records managers at each district. Training occurs each fall and additional training can be provided on a case-by-case basis, if necessary.
- The Eligibility Specialist at the MEO reviews each COE. If corrections are needed or information is unclear, the COE is sent back to the district for revision. It is reviewed again by the Eligibility Specialist once it is returned.
- If needed, the Eligibility Specialist will bring COE questions to the ID&R specialist and/or data specialist at the MEO. If questions still exist regarding child eligibility, the COE will go to a team meeting for team review. Team meetings are held weekly.
- If there are questions or doubts regarding eligibility or other unusual factors at the district level, the district office should contact the MEO (page 196).
- Children are not eligible for services in the Migrant Education Program until the COE is approved by the MEO.

Analysis and Accuracy of Migrant Reports

Any discrepancies between reports generated by the district and the MEO need to reported to the MEO immediately. Refer to page 196 for the MEO contact information.

Quality Control and Identification & Recruitment (ID&R) Plans

Quality Control Plan

Quality control is a vital part of a successful Migrant Education Program (MEP). All districts with a MEP should follow basic quality control procedures. A quality control process must be established through a written quality control plan. The quality control plan protects the integrity and accuracy of identification and recruitment policies and procedures. It also ensures that all potential migratory children are identified and recruited, only eligible children are certified as eligible, and policies are in place to ensure migratory children files and data are accurate.

Each district must have a written quality control plan on file. It is a document that establishes a quality control process for ensuring the integrity and accuracy of the identification and recruitment policies and procedures of a district-level MEP. This includes:

- Maintaining accurate migratory child data records in MIS2000 with all required data elements;
- Resolving data discrepancies;
- Sending and receiving migratory child records;
- Validating and verifying all information on COEs and migratory child records;
- Entering information into MIS2000 in a timely manner; and
- Validating and verifying all information reported to the MEO.

The MEO reviews districts' quality control plans during monitoring and technical assistance visits. It is recommended that districts utilize the Migrant Education District Level Guiding Documents (education.alaska.gov/ESEA/TitleI-C/docs/District-Level-Guiding-Template.docx).

ID&R Plan

Identification and recruitment (ID&R) in Alaska consists of a well-conceived and well-coordinated process to ensure that the State is making timely and accurate eligibility determinations. **Each district must have a written ID&R Plan on file.** The purpose of an ID&R Plan is to ensure efficient identification and recruitment of migratory children within a district-level MEP.

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

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

The MEO reviews districts' ID&R plans during monitoring and technical assistance visits. It is recommended that districts utilize the Migrant Education District Level Guiding Documents (education.alaska.gov/ESEA/TitleI-C/docs/District-Level-Guiding-Template.docx).

Prospective Re-Interviewing

The United States Department of Education's Office of Migrant Education (OME) requires each State to conduct an annual review of the program's eligibility determinations. Re-interviewing may alert the MEO to misunderstandings of the eligibility requirements at the district level. It may also help to find clerical or computer errors. The prospective re-interviews are conducted by trained and qualified personnel who are independent of the original interviews. The prospective re-interviews may be conducted either in-person or by telephone.

Interviewees are selected from a random student list generated by MIS2000. Interviews are conducted using a standard eligibility interview form. Following the interview, the answers from the form are compared to the COE. If the information contradicts the information on the COE or indicates that the family is not eligible for the migrant program, the MEO will bring the COE and issues raised during the re-interview to the attention of the records manager. The records manager will then have the opportunity to provide additional information such as notes from the recruiter, further information regarding the family's migrant moves, as well as other pertinent information. The MEO will work with district staff until all questions and data integrity issues are resolved. An interviewee signature on a COE certifies that a parent is willing to talk to the MEO, should they be contacted.

COE Quality Control Review

Each year, at the conclusion of the major fall recruitment push, the MEO conducts a COE quality control review. Districts not being monitored or receiving a technical assistance visit by the MEO are required to securely submit a random sample of COEs via the Alaska Migrant Web System. The sample size is based on the migratory population size of the district and risk factors. At a minimum, each district is required to send in two COEs. The MEO pulls a sample of students approved in the current recruiting season; however, for any student on the list who is recertified through an ARC, the MEO will request a copy of the original COE the ARC is based on. If inconsistencies are found between the hard copies submitted and the data in MIS2000, the MEO alerts the district's records manager and the records manager then addresses the issues with the recruiters. This quality control process ensures accurate data at both the district and the MEO.

Technical Assistance (TA) Visits

The MEO conducts technical assistance visits with districts in conjunction with the ESEA Consolidated Monitoring visits. Each school year, the MEO will conduct approximately ten technical assistance visits with migrant staff. These technical assistance visits will be conducted virtually, or onsite at the district. During these visits, a staff member from the MEO will conduct a thorough review of the district's identification and recruitment procedures, quality control procedures, migrant files, and compliance with eligibility requirements.

Technical Assistance Eligibility Verification from the MEO – This process involves calling a small percentage (10% of a district's migratory population with a max cut off of 20), drawn at random, of families of migratory children within that district to verify that the information on the COE is accurate. This is done prior to the technical assistance visit. Technical assistance eligibility verification will also be used to verify that original COEs in district files match what is in MIS2000.

Technical Assistance Form – An interview based on the technical assistance form will be conducted. The MEO staff will ask the records manager a series of questions about the district's identification and recruitment procedures, review the district's COE and ARC files, and review supporting files. This helps guide the visit, noting any areas of strength or where improvements could be made.

Training – The technical assistance visit also provides a retraining or extended training opportunity for migrant staff. During the on-site visit, a staff member from the MEO will devote time to answering questions, assisting records managers with MIS2000 entry and reports, developing and improving recruitment procedures, and any other specific requests.

MIS2000 Overview

Please note that all data and pictures of data shown throughout this guide are fictitious. This is done to protect child privacy and give the user an accurate look at systems and requirements.

About MIS2000

MIS2000 is the database used to store all migratory child data for the Alaska Migrant Education Program (MEP). MIS2000 is a firebird-based, Microsoft Windows-compatible, database program which stores all COE and enrollment information for Alaska's migratory children. MIS2000 was developed by MS/EdD of Little Rock, Arkansas, and has been adapted to meet the unique data needs of Alaska's MEP.

The data held in MIS2000 is used for all migrant eligibility decisions. All information regarding enrollment and withdrawal dates, supplemental program information, and family contact information is contained in MIS2000. Further, the database is used by the MEP to complete federally mandated reports and to allocate funds to school districts. All data entered into MIS2000 comes from the COEs and ARCs submitted by the district and from district reports requested by the MEO.

MIS2000 can be accessed and interacted with in two ways: 1) Through the MIS2000 Desktop App and 2) Through the Alaska Migrant Web System. Both tools draw from the same MIS2000 database but look and operate slightly differently. The MIS2000 database remains constant, but the way users interact with it varies slightly depending on whether they are using the Desktop App or the Web System. Unless otherwise noted, all usages of "MIS2000" in this guide refer the MIS2000 database from which the Desktop App and Web System pull information, and not the specific platform (Desktop App or Web System) used to access that database.

Starting in school year 2020-2021, records managers will need to choose whether they want to use the Desktop App or Web System as their primary means of accessing and interacting with MIS2000. More on this can be found in Desktop- vs. Web-Based Records Manager on page 38.

For more information on MIS2000, general questions, further assistance, or to report a problem, please contact the MEO. Refer to page 196 for MEO Contact Information.

Migrant Records Exchange Initiative

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

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

In Alaska, the MEO primarily utilizes MSIX on the districts' behalf to:

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

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

MIS2000 Updates

The following updates have been made to the Desktop App and/or the Web System for the 2020-2021 school year.

Approving COEs in the Web System

Records managers are now able to review and approve COEs in the Web System before submitting them to the MEO for final eligibility determinations. This new feature is only available to records managers who choose to be web-based users.

Viewing COE Owners (Web only)

Users are able see who owns a particular COE when searching for COEs "in process" or "requires attention."

Auto Fill Question 4 in the Qualifying Moves & Work Section (Web only)

Recruiters and web-based records managers now have the flexibility to auto fill information from question 1 in the Qualifying Moves and Work Section to question 4 when entering COEs in the Web System. The process to autofill question 4 is outlined on page 91.

Question 6 in the Qualifying Moves & Work Section Hidden Unless Selected (Web only)

The Qualifying Moves & Work Section is now defaulted to hide question 6 (determination of temporary employment). It will only be displayed to users if they have checked "temporary employment" in question 5a. The question will remain hidden if users have checked "seasonal employment" in question 5a. This update only applies to recruiters and web-based records managers entering COEs in the Web System.

Reports

12_Monthly_Eligible_Updated_(Snap_12) – The Snap 12 report has been updated to show Priority for Services (PFS) status in data view (csv format).

Errors/Submission Checks

Enroll_Date_During_Current_Year_Restriction – Enroll dates must fall within the current COE year. This means that all enroll dates listed on COEs or ARCs will fall on or after 08/01/20 and on or before today's date (the date at the time of submission). This will help ensure data quality in MIS2000 and on required paperwork.

Enroll Date Before Date of Birth Error – An error message will appear if the enroll date is prior to the child's date of birth.

Enrollments Exceeding One Year – The length of time between a child's enroll date and withdrawal date cannot exceed 12 months.

Future Withdrawal Date – Users cannot enter future withdrawal dates. A withdrawal date must occur on or before the date of entry.

Phone Number Restrictions Error – The telephone number entered in the Family Data tab must be 10 digits in length. An error message will appear if the phone number is less than 10 digits.

District Facility Name Only for Grades 00 and OY – Error checks have been implemented in both the Desktop App and the Alaska Migrant Web System to ensure that only children that are too young to be enrolled in school (grade 00) or children that have dropped out of school (grade OY) can be put in the district facility name.

Additional Qualifying Moves Date Restrictions – Error checks have been implemented in both the Desktop App and the Alaska Migrant Web System to ensure that the start date for additional qualifying moves must be within 1 year/365 days of the Qualifying Arrival Date (QAD).

Additional Qualifying Moves Date Errors – Error checks have been implemented in both the Desktop App and the Web System to ensure that all additional qualifying moves contain a Move From Date and a Move To Date. Any Additional Qualifying Move From Date must be earlier than the Move To Date.

Interviewee Signature Date Before QAD Error – The date on which the interviewee signed the COE must be before the Qualifying Arrival Date (QAD).

Interviewer Signature Date Before Interviewee Error – The date on which the interviewer signed the COE must be must the same, or after the data on which the interviewee signed the COE.

SEA Reviewer Signature Date Restrictions – The date on which the SEA Reviewer signs the COE cannot be prior to the date the Interviewee or Interviewer signed the COE.

SEA Reviewer Name Restriction – The SEA Reviewer and Interviewer names must be different. If the names are the same, it will generate an error.

City Name Restrictions – Error checks have been implemented in both the Desktop App and the Alaska Migrant Web System to ensure that if the district names listed in question 1 or 4 of the Qualifying Moves & Work Section are the same for both the **TO** and **FROM** districts, then the **TO** and **FROM** cities must be unique.

Tracking ARCs (Web only)

The COE Recerts tab lists all web-created ARCs that are in process for the district. There are now two radio buttons available the user: **ALL** (records managers only) and **MINE**. **MINE** is the default view, and shows all ARCs owned by the user. **ALL** shows all ARCs that are in process for the district (records managers only). Users can only edit the ARCs that they own. A list of all ARCs in process can be downloaded from the COE Recerts tab, and users will receive an alert upon logging in if there are ARCs requiring attention. Refer to page 70 for more information.

Printing an ARC (Web only)

Users are now able to view a COE and print the most recent recertification. This button will not appear if the COE has not yet been recertified. Refer to page 73 for instructions.

Desktop- vs. Web-Based Records Manager

Starting in school year 2020-2021, records managers (RMs) must choose whether they want to use the Desktop App or the Alaska Migrant Web System (Web System) as their primary means of accessing and interacting with MIS2000. From a work-completion standpoint, this decision will primarily affect how records managers review, approve, edit, and create (for records managers who also recruit) COEs. All desktop-based records managers will still be required to utilize the Web System to exchange files securely with the Migrant Education Office. They will still be able to view student data, run Snap reports, etc., and create/approve ARCs in the Web System, if they so choose. Web-based records managers will have the option to completely forego using the Desktop App, if they wish.

RM Type	Pros	Cons
Desktop-Based	**General** • Not dependent on internet connection to complete work (internet needed to send/receive data) • Progress saving is more automatic • Original, familiar system for most RMs **COE** • Recruiters (not RMs) can create COEs in the web app and submit to the RM in the Desktop App.	**General** • Must work from a windows-based computer • Must "upload changes" to send/receive data • Error checks cannot be completed on-demand, and are less intuitive • More complicated system navigation **COE** • RM cannot create COEs in the Web System • COEs are broken up onto separate tabs • Must change views to access COEs in different COE statuses and when approving/rejecting • Printing COEs requires multiple steps •
Web-Based	**General** • Web System works from any district-issued computer with internet access • Complete all tasks/work on a single platform • Do not have to "upload changes" to send/receive data **COE** • User-friendly data/error checks, including on-demand checks • COE is on one page • Ability to auto-populate repetitive data • COE sections are hidden until data entry triggers their display • Improved/streamlined student search when approving children onto COE	**General** • Requires internet connection • Progress must be intentionally saved and can be lost due to internet instability & auto-logout feature (inactive for 15 minutes) **COE** • RM cannot input COEs into the Desktop App

If a records manager chooses to be one type of user, and later changes his/her mind, it is possible to switch user-type. Please contact the MEO (page 196) to request this type of change.

The Records Manager

Role of the District Records Manager

This guide provides an in-depth timeline of a records manager's responsibilities throughout the school year. The MEO recommends that these procedures be followed as closely as possible by district migrant staff in order to ensure that all migrant files are accessible, organized, and updated. There are some unique needs and circumstances that may cause districts to modify their procedures; however, records managers should consult the Migrant Education Office (MEO) before making changes. Records management and reporting procedures are intended to:

- provide systematic procedures for tracking COEs/ARCs through the identification and recruitment process;
- simplify filing procedures, eliminate duplicate copies, and make file retrieval easier; and
- ensure that records are organized and maintained in compliance with State and Federal guidelines.

Records managers are responsible for ensuring that all forms, resource materials, reports, and lists are prepared for migrant recruitment. Districts must keep all migrant files and related information in a central location. Most districts begin recruitment at the start of the school year and continue through the **November 15** deadline. Records managers are encouraged to recruit on a year-round basis as they become aware of new children or children with new migrant activity.

If records managers have questions, need assistance with file maintenance or with other job duties, they should contact the MEO. Refer to page 196 for MEO Contact Information.

Records Managers' Responsibilities

Training

- Attend the annual migrant education fall training on identification & recruitment.
- Review all training materials to better understand the necessary information needed to make eligibility determinations for the MEP.
- Train new recruiters and other district staff about the MEP.

Manage Recruitment Process

- Provide recruiters with needed materials: Fall Recruitment Report, Certificates of Eligibility (COEs), Annual Recertifications of No New Moves (ARCs), maps, etc.
- Set recruiter deadlines for parent interviews and COE/ARC completion.
- Obtain designated SEA reviewer signature on COE hard copies.
- Review and enter complete and accurate COEs/ARCs into MIS2000.
- Review and validate recruiter COEs in MIS2000.
- Review and approve ARCs in MIS2000.
- Regularly upload entered COEs/ARCs in MIS2000 to the MEO for approval.
- Work with the MEO to correct COEs/ARCs.
- Make sure every child on the Fall Recruitment Report has been contacted.
- Provide parents with their eligibility determinations and a signed copy of their completed COE.

Filing/Reports

- Maintain COE/ARC records and all other migrant files following guidelines set forth in this guide. Refer to the Records Retention section on page 44.
- Ensure all required migrant reports (page 51) are submitted by due dates to the MEO. Refer to page 165 for Records' Managers Critical Dates.

Fall Recruitment

Identification Methods

Federal regulations require that a satisfactory effort be made to identify all eligible migratory children. Every effort must be made to find and enroll every migratory child who lives in the district, regardless of when they arrive in the district, whether they enroll in school, or how long they stay.

It is not enough to enroll children that come to school. Special efforts need to be made to find and certify eligible children not in an Alaska public school including private school children, homeschool children, dropouts, infants, and preschoolers. Records managers often assist with migrant identification. This section describes various identification and recruitment methods.

Questionnaires

Within the school district, questionnaires given to parents as part of the annual school enrollment packet are a valuable tool for finding potentially eligible migratory children. Refer to page 188 for sample questionnaires. Questionnaires can be brief, including a few questions concerning basic migrant eligibility requirements. The migrant staff member will collect the questionnaires and determine which families should be contacted for an interview based on their answers.

This identification method can be very useful throughout the school year if the district continues to use the questionnaire for all new and transferring students.

The sample forms are included only as a guide; each district may want to develop its own questionnaire. It is important that the questions are worded carefully to avoid confusion and frustration for the parents. The MEO is always available for assistance.

District Outreach

- **Referrals** – Referrals from school officials are another valuable identification method. Teachers, counselors, and administrators should be provided with basic instructions concerning the eligibility requirements for the migrant program. If school officials believe a child might qualify for the migrant program, they can let migrant staff know. This referral can be done informally, or a referral form can be made available by the district's migrant program.
- **Newsletter** – Another way to bring attention to the migrant program is to include articles explaining the importance of the program in the school newsletter.
- **Information Booths** – Many districts find it effective to set up information booths at school events such as: assemblies, start of school parent/student orientation meetings, parent-teacher conferences, literacy nights, etc.

Community Outreach

Districts are responsible for informing the community about their migrant program. Examples include:

- **Posters/Flyers** – Posters and/or flyers placed in prominent places and in areas of migrant work activity are used to notify the public of the migrant program. Many districts find harbors, post offices, grocery stores, Laundromats, community halls, housing units, fish processors, and preschools to be locations that are useful for reaching families of migratory children.
- **Newspaper Articles, Radio Announcements, TV Advertisements** – Articles concerning the migrant program can be submitted to the local newspaper, radio, TV station.
- **Community Organizations** – Many community organizations can provide connections to families. Providing information to and communicating with social service agencies, tribal councils, employers, libraries, PTAs, employment centers, and other community organizations can facilitate referrals.

- **Word of Mouth** – Many families are referred through word of mouth by other families of migratory children.
- **Social Media** – Many families frequently turn to social medial platforms to connects with district, schools, and programs. Utilizing social media to advertise the program and connect to community members and families is a valuable tool for the MEP. Social media posts might include information on recruitment, services, and family engagement activities.

Identification & Recruitment Materials

Each year, records managers must obtain and provide their recruiters with:

- copies of the COE (printed, electronic, web) for the current school year,
- copies of the ARC (printed, electronic, web) for the current school year,
- Recruiter Handbook,
- Records Manager Guide (as needed),
- Fall Recruitment Report, and
- other training materials and notes.

Training materials are updated annually and distributed at the migrant fall trainings. They can also be downloaded from the MEO website (education.alaska.gov/ESEA/TitleI-C). Current manuals and materials should be stored with migrant files. All fall training materials from previous years should be discarded to avoid confusion.

Maps

Each district should have a map that outlines the area of its school district. The map needs to be more detailed than a map of the entire State. School district maps must be:

- reviewed annually, and updated showing common migrant activity sites, distances, and school district boundaries,
- have a legend/scale for determining distance,
- available in the district's migrant office, and
- distributed to recruiters.

Districts are responsible for ensuring that all migrant staff understand the location of the school district boundaries and any important details (landmarks, water boundaries) that are required to indicate that a move was across school district boundaries, or that the move was 20 miles or more, one way, in a school district of more than 15,000 square miles.

Moves across district boundaries do not require a map attached the hard copy COE on file at the district office.

Moves within a district that is greater than 15,000 square miles always require a map to be attached to the hard copy COE on file at the district office to document that both the child's moves and the worker's moves were at least 20 miles or more, one way, to a temporary residence.

One map tool districts may use is the Alaska Schools & Education Map. This particular map will show all of Alaska's public school district boundaries, as well as the communities & schools within them. Districts can use this resource to track routes, measure distances, and print custom maps. Instructions for the Alaska Schools & Education Map can be found on page 193.

Important Lists and Reports

During recruiting, there are several lists and reports that records managers will need to prepare and refer to during the recruiting process. Lists pulled from MIS2000 that will be highly useful during recruitment include the Snap 12 and Snap 6 reports. Refer to the Reports & Lists section starting on page 51 for a detailed list and descriptions of these reports.

Additional Paperwork Preparation

The next step is to prepare the paperwork for recruiters. Recruiters will need to have:

- new blank COE and ARC forms and/or electronic COE and ARC forms with current school year;
- access to the web COE and ARC (as applicable);
- pre-printed COEs (copies of last year's COEs), if requested;
- copies of the parent questionnaires/surveys that indicate the family may have made a qualifying move, if applicable; and
- a list of children from the district's Fall Recruitment Report that they must contact, **listed in order of priority**.

The blank hard copy and electronic COE and ARC must have the current school year printed on the top right corner. Use of a previous year's COE/ARC forms is not permitted.

Tracking Recruitment Progress

During the fall recruitment period, records managers should establish a regular schedule for receiving progress reports from recruiters regarding their contacts and interviews with families of migratory children. This is important because it allows the records manager to provide updates to the MEO and assess whether the recruiting strategies need to be adjusted. Records managers are encouraged to call the MEO for assistance as needed. After the **November 15** deadline, records managers should establish a procedure for regular communication with the district recruiters.

Each district will need to have a system for tracking the progress of migrant recruitment. Effective processes include:

- setting recruitment deadlines;
- regular communication between recruiters and records managers;
- a uniform method of noting progress on recruitment paperwork;
- a system in place for collecting completed COEs and ARCs from recruiters; and
- an organized filing system.

Submitting COEs

Records managers should submit their COEs to the MEO as early as possible. This allows time for the MEO to review the information and get back to the districts with questions, if necessary, before the **November 15** deadline.

On **November 15**, districts are required to:

- submit the completed Fall Recruitment Report, and
- have entered and submitted all COEs for review and approval by the MEO.

The COEs submitted to the MEO and approved as eligible by the November 15 deadline establish the district's Federal child count for funding purposes.

For more information and instructions, refer to Entering a COE in the Desktop App on page 145, or Approving a COE in the Web System starting on page 100 and Creating a COE in the Web System starting on page 85.

Submitting ARCs

Annual Recertifications of No New Moves (ARCs) should be entered and submitted to the MEO as early as possible. This allows time for the MEO to review the information and get back to the districts with questions, if necessary, before the **November 15** deadline.

The ARCs entered and approved by the November 15 deadline establish the district's Federal child count for funding purposes.

For more information and instructions, refer to the section on Entering ARCs into the Desktop App (page 152), or Creating an ARC in the Web System (page 68), and Reviewing an ARC Submitted through the Web System (page 71).

Eligibility Notification

Records managers are responsible for notifying families of their child's eligibility determination, including those not approved. Records managers need to provide families with a copy of their child's current school year COE. Refer to page 191 for a sample eligibility notification letter. If there are any questions about eligibility at the district level, the issue should be referred to the eligibility specialist at the MEO for guidance.

Appeals Process

The MEO makes the final eligibility determination on all COEs. If a district or a parent would like to appeal a decision from the MEO, they may do so using the processes detailed below.

District Appeals Process

If a district would like to appeal the eligibility determination of a COE made by the MEO, it may submit a written request (via email) to the MEO for a second review. The MEO will conduct a team review of the COE and provide a written response to the district's records manager regarding eligibility determinations. If the district is still not satisfied with the decision, it may contact the migrant program manager directly. If the situation continues to be unresolved, the migrant program manager will contact the regional representative from OME to assist.

Parent Appeals Process

If parents would like to appeal the eligibility determination made by their district or the MEO, they must first contact their district's records manager. The records manager will review the eligibility determination with the parent. If the parents are not satisfied with the response from the records manager, they may contact the MEO (page 196) directly (via phone or email). The MEO will review the eligibility determination as a team and provide a written response to the parents. If the parents are still not satisfied with the decision, they may contact the migrant program manager directly. If the situation continues to be unresolved, the migrant program manager will contact the regional representative from OME to assist.

Records Retention

Records managers are responsible for ongoing recruitment of new children, providing migrant eligibility information to school district staff, and maintaining the migrant files. It is the job of the records manager to ensure that migrant COE and ARC files are kept in an orderly fashion. The following section describes recommended migrant file organization. Starting in school year 2020-2021, files may be stored physically (paper copies), or electronically. This section will cover both hard-copy and electronic records retention.

Definition of a "Record"

Per AS 40.21.150(6), a record is defined as "any document, paper, book, letter, drawing, map, plat, photo, photographic file, motion picture film, microfilm, microphotograph, exhibit, magnetic or paper tape, punched card, electronic record, or other document of any other material, regardless of physical form or characteristic, developed or received under law or in connection with the transaction of official business and preserved or appropriate for preservation by an agency or a political subdivision, as evidence of the organization, function, policies, decisions, procedures, operations, or other activities." In other words, school districts may store records in any format as long as the record remains readable and accessible for its retention period.

Additionally, the Uniform Guidance (2 CFR §200.335) states that when original records are paper, electronic versions may be substituted through the use of duplication or other forms of electronic media provided that they are subject to periodic quality control reviews, provide reasonable safeguards against alteration, and remain readable. Therefore, the district may choose to scan copies of their migrant eligibility records (e.g., Certificate of Eligibility, Annual Recertification of No New Moves) and store them electronically. Refer to the Destroying Old Records section (page 50) for more information on the required retention period of migrant eligibility forms.

All migrant records should be stored securely so that only individuals with a business need to know can access them.

Types of Records

There are a variety of records that districts will need to retain. Below is a list of migrant record types that districts will likely keep on file, as well as recommended naming conventions to help with the organization of these records.

Certificate of Eligibility (COE) Filing

The COE is the most important document in the migrant files; it is the basis for each child's migrant eligibility. The original COE must be kept by the district office for **ten school years**. The information on the COE is sent to the MEO through MIS2000 where it is entered and uploaded. Instructions on entering COEs into the Desktop App start on page 145, and instructions on creating COEs in the Web System start on page 85.

Annual Recertification of No New Moves (ARC) Filing

The ARC should be filed with the most recent eligible COE. Information on the ARC is sent to the MEO through MIS2000 where it is entered and uploaded. Entering ARCs in the Desktop App is covered on page 152. Entering ARCs into the Alaska Migrant Web System is covered on page 68. The ARC must be attached to the original COE and kept by the district office for **ten school years**.

Active Files

These are COEs and ARCs for families with at least one currently eligible migratory child. The COEs and ARCs have been reviewed and approved by the MEO. They should be organized into family bundles and kept in the Active File, as long as at least one child listed on the COE and ARC remains eligible in the program.

Pending Files

These are COEs and ARCs that have not yet been approved by the MEO. Depending upon the number of COEs and ARCs a district has, the records manager may want to file these in categories, as the follows:

- **District Review** – Completed COEs and ARCs that need the signature of the Designated SEA Reviewer.
- **Questions** – COEs with specific eligibility concerns that require review or approval from the MEO.
- **To Be Entered** – COEs and ARCs that have been approved at the district level, but have not been entered into MIS2000.
- **Uploaded** – COEs and ARCs that have been entered into MIS2000 and uploaded for the MEO review. Hold COEs in this file until they have been reviewed by the MEO.
- **Corrections and Clarification** – COEs and ARCs that have been reviewed by the MEO, but more information or corrections are required from the district in order to determine eligibility. The corrections must be entered into MIS2000 and uploaded to the MEO for another review once that information is provided.

Inactive Files

These are COEs and ARCs for families of migratory children who are not currently eligible, but could become eligible in the future. For a COE or ARC to be categorized as inactive, every child listed on the COE or ARC must be in inactive status. Some possible reasons why COEs and ARCs may become inactive: all children on the COE or ARC move out of the district, their eligibility ends or parents withdraw children from the program. The completed Inactive Form/File Tab can be attached to the bundle, explaining the reason and date that each child was made inactive. If any child could become eligible again, the family bundle is kept in this file. Refer to page 187 for the Inactive File Labels Template.

Gone Forever File

These are COEs and ARCs for migratory children who cannot become eligible again, because they graduated from high school, aged out (turned 20 years old or 22 if an active IEP is on file), or are deceased. A family bundle can only be placed in this file if every child listed on the COE is in Gone Forever status. Many districts combine the Gone Forever files with the Inactive files. Either method can be used as long as files are clearly labeled.

Canceled COEs

COEs for children who did not qualify for the program because they did not meet all the eligibility requirements.

Other Migrant Files

- **Documentation on Termed out Children** – This could include correspondence with families of migratory children, or district documentation on the termination of eligibility for a child.
- **Other Paperwork** – Any other documentation provided to the MEO for eligibility verification.
- **Map of School District** – Every district is required to maintain a school district map showing district boundaries and work locations such as fish camps, rivers, etc. Maps must have a scale.

Correspondence

This includes printed letters, e-mail messages, or other important information sent by the MEO or U.S. Office of Migrant Education (OME) regarding the Migrant Education Program in general. It may include the MEO guidance, deadlines, trainings schedules, or correspondence sent by the records manager to the MEO.

MIS2000 Migrant Lists

There are several useful lists of migratory children and youth that can be kept filed with the migrant records; however, once a district no longer has need of a Snap report printed from MIS2000, it can choose to securely destroy it. For more details on MIS2000 lists, refer to page 55.

- Current Eligible Student List (Snap 12)
- District All Eligible Service/Lunch List
- Missing Eligible Students
- Eligibility Status Report (Snap 6)
- COEs Active and the Children on each COE (Snap 7)
- Priority for Service Student (Snap 14)
- MEO Provided Lists (Missing Eligible, PFS 3-12)

Reports

Districts are required to submit several reports throughout the year. These should be kept with the district's migrant files. These reports must be kept for **five school years**, after which they can be destroyed. For more information each report, refer to Migrant Reports on page 51.

- Summer Withdrawal Report
- PFS K-2 Report
- Fall Recruitment
- Course History Reports
- Alaska Migrant Education Literacy Grant Final Report
- Mass Withdrawal Report
- Fidelity of Strategy Implementation

Physical Records Maintenance

Before school year 2020-2021, districts were required to store hard copy, paper copies of migrant files. This section will cover guidance for districts wishing to continue storing physical copies of migrant records. Physical records should be kept in a secure, locked location to prevent unauthorized access to student data.

COE/ARC Filing

The COE is the most important document in the migrant files; it is the basis for each child's migrant eligibility. The information on the COE is sent to the MEO through MIS2000 where it is entered and uploaded. Instructions on entering COEs into the Desktop App start on page 145, and instructions on creating COEs in the Web System start on page 85.

The ARC should be filed with the most recent eligible COE. Information on the ARC is sent to the MEO through MIS2000 where it is entered and uploaded. Entering ARCs into the Desktop App is covered on page 152. Entering ARCs into the Alaska Migrant Web System is covered on page 68. The ARC must be attached to the original COE. Both COEs and ARCs must be kept by the district office for **ten school years**.

For districts storing paper copies of COEs & ARCs, it is recommended that districts file their COEs according to the following specifications:

- When filing COEs & ARCs, they should be grouped into family bundles by family last name. ARCs should be kept with the most recent COE.
- The family name is determined by the last name of the first child listed on the COE/ARC, who is the youngest qualifying child in the family.
- Within the family bundle, COEs/ARCs should be in descending chronological order, with the most recent COE in the front of the family bundle.
- After eligibility has been confirmed, all COEs/ARCs should be attached to the front of the appropriate family bundle.
- The family bundle must be filed according to the most recently approved COE/ARC.
- Due to blended families and other circumstances, the family last name may change from year-to-year.
- Remember that COEs and ARCs must be kept for **ten school years** before being destroyed.

Electronic Records Retention

Beginning in school year 2020-2021, the MEO is allowing districts to store their migrant records electronically.

Per AS 40.21.150(6), a record is defined as "any document, paper, book, letter, drawing, map, plat, photo, photographic file, motion picture film, microfilm, microphotograph, exhibit, magnetic or paper tape, punched card, electronic record, or other document of any other material, regardless of physical form or characteristic, developed or received under law or in connection with the transaction of official business and preserved or appropriate for preservation by an agency or a political subdivision, as evidence of the organization, function, policies, decisions, procedures, operations, or other activities." In other words, school districts may store records in any format as long as the record remains readable and accessible for its retention period.

Additionally, the Uniform Guidance (2 CFR §200.335) states that when original records are paper, electronic versions may be substituted through the use of duplication or other forms of electronic media provided that they are subject to periodic quality control reviews, provide reasonable safeguards against alteration, and remain readable. Therefore, the district may choose to scan copies of their migrant eligibility records (e.g., Certificate of Eligibility, Annual Recertification of No New Moves) and store them electronically. Refer to the Destroying Old Records section (page 50) for more information on the required retention period of migrant eligibility forms.

General Electronic Records Guidance

Electronic records must be reliably and securely maintained:

- Electronic records should be maintained in their electronic form, because preserving the context and structure of records and facilitating access to them are best accomplished in the electronic environment.
- Records created and maintained within reliable electronic recordkeeping systems should serve, in most cases, as the official record copy.

Electronic records must be preserved without loss of any vital information for as long as required by law and policy:

- The future usability of electronic records must be ensured through the development of migration or conversion strategies designed to update hardware, software and storage media.
- Electronic records must include or be linked to the essential metadata describing content and structure of the business record and the context of its creation.

Electronic records must be accessible and retrievable in a timely manner throughout their retention period:

- Electronic records must be easily accessible in the normal course of business.
- Electronic records must be searchable and retrievable for reference and secondary uses including audits, legal proceedings, and historical research.

Access to electronic records must be controlled according to well-defined criteria. Recordkeeping systems must ensure that electronic records are protected from unauthorized access:

- School districts must take measures to prevent unauthorized access to private and confidential electronic records by identifying records that are subject to restrictions.
- Records must be accessed to the minimum amount necessary to perform a business activity or function.

Maintenance and Long-term Preservation of Electronic Records

To ensure that electronic records are readable for future use a proactive maintenance plan must be implemented. The maintenance plan would involve migrating records when operating systems and/or software applications are changed or upgraded. It is best practice to create a documentation trail when files are migrated from one system to another, and this documented trail file should include: systems and software specifications,

date of migration, name and job title of person responsible for migration, and description of any loss of information that may occur during the migration process. Electronic records are best maintained in a managed environment that includes regular system back-ups and a disaster recovery plan.

The National Archives publishes a list of preferred formats for electronic records (archives.gov/records-mgmt/policy/transfer-guidance-tables.html).

Migrant Electronic Records Retention

If a district chooses to begin maintaining their migrant eligibility records electronically, they must follow the General Electronic Records Guidance outline on page 47. This section provides additional expectations for maintaining electronic migrant eligibility records.

Districts must have the final approved version of any COE/ARC securely saved in their electronic filing structure. These forms must match what is approved in MIS2000.

The COE/ARC must be easily readable. Poor quality scan/faxes are not acceptable.

Each COE that requires a map be attached must have such map saved with the COE in the same document. The COE and map must be saved as a single file – they cannot be saved as separate files. Even if a family moves to the same place each year, a map must be attached to the COE each year.

The filing structure and naming conventions must be consistent and easily understandable. Districts are not required to go back in time and save previous year migrant eligibility records electronically. They can continue to maintain the paper files until the end of their retention period. However, if a district chooses to migrate previous year migrant eligibility forms to their electronic records, each migrant eligibility form (with applicable required attachments) must be saved as individual files. It is not acceptable to scan all migrant eligibility forms into one document; this would not meet the requirements of being easily accessible and retrievable.

Districts must work with their IT department to ensure that the electronic records are maintained in a managed environment that includes regular system back-ups and a disaster recovery plan and to implement measures to prevent unauthorized access to the confidential migrant eligibility forms.

Plans must be in place around migrating records when operating systems and/or software applications are changed or upgraded. It is imperative the district avoids file format obsolescence (i.e., Microsoft Word 1996). There should also be a plan in place around migrating records from one format to another to ensure continued access using new technologies. Districts should avoid media and hardware/software obsolescence (i.e., floppy disks).

Written Plan

Districts choosing to save migrant eligibility forms electronically must have clear written procedures that describe how the records are:

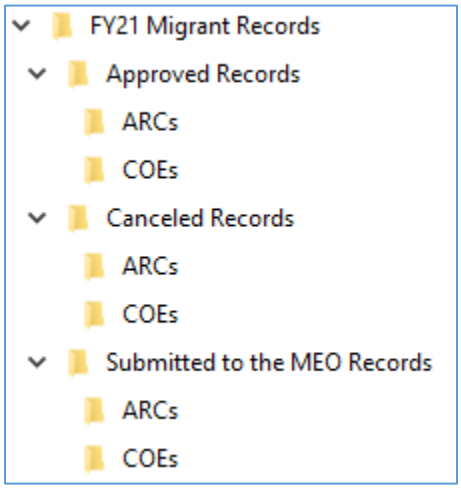
- reliably and securely maintained,
- preserved for future readability,
- accessible and retrievable in a timely manner,
- protected from unauthorized access, and
- kept for the entirety of their required retention period

Refer to the Electronic Records Retention (page 47) section for more information regarding the requirements for electronic records.

Possible Electronic File Structures and Naming Conventions

Example of File Structure

In general, DEED strongly encourages districts to create folders for each fiscal year. Within the fiscal year, there would be folders for approved, submitted to the MEO, and canceled records. This would allow records managers to keep track of the records while they are in process for approval. Districts must keep approved records separate from those in process and canceled. As COEs and ARCs are moved through the process, the records managers would move the COEs and ARCs from the "Submitted to the MEO" file to the appropriate "Approved" file. Below is a screen shot of what one year's filing structure could look like.



Possible COE/ARC Naming Conventions

DEED does not have a mandatory naming convention. However, it is expected that the district is consistent in their naming convention and that the naming enables individuals to efficiently find specific COEs and ARCs. Below are two examples of naming conventions districts could use.

Option 1

Save the COEs by the COE ID # (generated from the migrant student information system, MIS2000).

Save the ARCs by the COE ID # of the COE that it recertified and then add "ARC" to the end of the name.

Examples:

- The approved 2020-2021 COE for the Anderson family is COE ID# of AK0-21-15595. The electronic record name would then be: "AK0-21-15595"
- The approved 2020-2021 ARC for the White/Kendall family recertified their 2019-2020 COE (COE ID# AK0-20-99999). The electronic record name would then be: "AK0-20-99999 ARC"

Option 2

Save the COEs and ARCs by the last name, then the first names of the children, followed by "COE" or "ARC," and then the fiscal year.

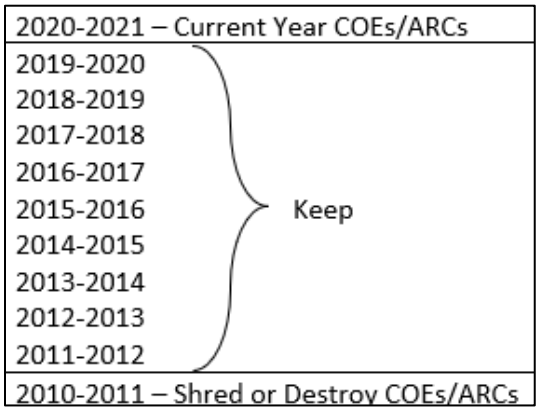
Examples:

- An approved 2020-2021 COE for the Anderson family that has two children named Alicia Anderson and Matthew Anderson on it would have the record name: "Anderson, AliciaMatthew – COE – FY21"
- An approved 2020-2021 ARC for the White/Kendall family that has three children named Tom White, Jessica Kendall, and Levon Kendall on it would have the record name: "WhiteKendall, TomJessicaLevon – ARC – FY21"

Destroying Old Records

COEs/ARCs are kept for a total of 10 years. Districts should only have COEs and migrant paperwork dating back to the 2010-2011 school year in their files. Older COEs/ARCs should be shredded, even if the family still has active children in the program. COEs/ARCs from 2009-2010 and all prior years must be securely shredded.

Example: A COE that indicates that a child made a qualifying move in October 2010 means that the child will remain eligible, without another qualifying move, until October 2013. A child eligible in October 2013 would be included in the Federal child count for the period 09/01/2013-08/31/2014 and would generate Federal FY15 (State FY16) funding for Alaska. Federal FY15 (State FY16) funds may be used until September 30, 2017. DEED does not need to submit the final expenditure report for these funds to USED until December 31, 2017. *The three-year record retention period begins in December 2017 when DEED submits the final expenditure report and runs until December 31, 2020. Therefore, the district would have to keep the COE until December 31, 2020.*



Reports can be shredded/destroyed after **five years** and printed MIS2000 lists (Snap reports) can be shredded as the district no longer has need of them. All migrant records (including COEs, ARCs, reports, migrant lists, correspondence and other notes) should be reviewed and old files shredded annually.

Reports & Lists

Migrant Reports

States are required to collect and report minimum data elements (MDEs) to the U.S. Department of Education – Office of Migrant Education (OME). MDEs are data elements that States must collect and maintain in their migratory child databases (i.e., MIS2000) for each of their eligible migratory children in order to make those data available to other States via the national migratory child database, MSIX.

Alaska collects the federally required MDEs for each migrant eligible child through COEs, ARCs, statewide data collections, and the various migrant reports listed below. If the district has questions regarding migrant reports, contact the data specialist at the MEO. For MEO contact information, refer to page 196.

Reports are exchanged between the MEO and district staff utilizing the Alaska Migrant Web System. This is done to protect migrant data and child privacy. For more information, refer to Web System File Transfer Exchange Protocol starting on page 74.

Summer Enrollment and Withdrawal Report

This report is only for districts that run a migrant-funded summer program. Districts will receive the Summer Enrollment and Withdrawal Report from the MEO in mid-August each year. Records managers report the supplemental program services migratory children received during the summer program on this Summer Withdrawal Report. The deadline for submission of this report to the MEO is **September 30**.

This report should be completed for any summer program regardless of whether or not it crosses the fiscal year.

- **2020 Summer** (Between 2019-2020 and 2020-2021 school years) Report due **September 30, 2020**
- **2021 Summer** (Between 2020-2021 and 2021-2022 school years) Report due **September 30, 2021**

Information collected on the Summer Enrollment and Withdrawal Report for students that participated in a migrant funded summer program:

Data Element	*Description*
Summer Enroll Date	Enter the first day the student received services through the migrant funded summer program.
Summer Withdrawal Date	Enter the last day the student received services through the migrant funded summer program.
SP Code	Enter SP codes provided to each student. A full list of SP Codes starts on page 168. SP codes need to be separated by a comma and a space. SP codes do not need to be listed alphabetically.

Sample Migrant Reports can be found starting on page 166.

PFS K-2 Report

This list will contain the names of students in K-2 (during the previous year) who have made a qualifying move within the previous 1-year period and will be sent to districts by the MEO. Districts will be responsible for sending back the list of K-2 students to DEED by **October 15**, noting which of the students are failing, or at risk of failing, to meet the challenging State academic standards. These students should be selected based on district-determined criteria, such as DIBELS, preschool recommendation, etc. The deadline for submission of this report to the MEO is **October 15**.

Data Element	*Description*
Qualify as PFS	This is a yes (Y) or no (N) field used by the district to denote whether the child qualifies as PFS.
What Method Used to Determine "At Risk of Failing"	In this field, the district will describe the method used to determine that the migratory child is at risk of failing to meet the challenging State academic standards.

Sample Migrant Reports can be found starting on page 166.

Fall Recruitment Report

The Fall Recruitment Report (FRR) serves as a to-do list showing all of the eligible children in the district that were certified as migrant from the previous school year. The records manager must contact the families of all of the children on the FRR. It is the main report used for fall recruitment; completion of this report by the district records manager is mandatory. Districts will receive the Fall Recruitment Report from the MEO in mid-August. The report must be filled out and returned to the MEO in electronic format by the **November 15** deadline and the district must keep a copy on file (electronic or hard copy) with the migrant records.

All families of the children on the Fall Recruitment Report should be contacted and interviewed to determine if their children:

- are still living in the district, **and**
- have made a new move(s), **and**
- are still attending school in the district.

All students whose eligibility ended during the summer or whose eligibility will expire at the beginning of the school year should be contacted first.

Information collected on the Fall Recruitment Report:

Data Element	*Description*
Term Code	List a term code (reason why the student exited the MEP before the end of their eligibility), if applicable. • Example: family moved to another district, district would enter term code "M." • Refer to page 170 for a complete list of term codes.
Term Date	Provide the date the student "termed out," if term code was provided. • Example: family moved to another district on 10/15/20. • Make sure to list all graduates and their graduation dates (term date).
Family Interviewed	Mark if the family was interviewed.
New Move and No New Move	Mark if a COE or an ARC was completed for the student.
Uploaded	Mark if the COE/ARC was uploaded to the MEO in MIS2000.
Why No COE/ARC	List reason why there was no COE or ARC completed, if applicable.
Notes	Enter any other information the MEO should know regarding the student.

If the district does not recertify all eligible children by **November 15** each year, they will not be in the district count and the district will not receive funding for them. However, they are still eligible for, and entitled to receive migrant supplemental program services and free meal benefits.

Sample Migrant Reports can be found starting on page 166.

Course History Reports

Each district is required to report course history on all currently eligible migratory children, grades 9-12. This data is collected and reported to the MEO twice a year. Districts will receive the Course History Report twice a year (December 15 and May 1), which will include all eligible migratory children for the current school year, grades 9-12. The deadline for submission of the Course History Report to the MEO are twice a year, on **January 31** (semester one) and **June 30** (semester two).

Information collected on the Course History Reports:

Data Element	*Description*
Subject	Subject options include: Career and Tech Ed, Fine Arts, Health, Language Arts, Math, Other, Performing Arts, Physical Education, Science, Social Sciences, Social Studies, World Languages.
Course Title	Provide name of the course the student is taking/has taken.
Course Type	Course Type options include: Regular, Honors, Pre-Advanced, Advanced Placement, International Baccalaureate, Dual Enrollment, Other, Not Applicable.
Course Section	This is pre-filled with the current period for course history data reporting.
Term Type	Term Type options include: Full School Year, Semester, Trimester, Quarter, Summer, Other.
Clock Hours	This field is for only if the course was not completed. Provide the number of clock hours the student has completed to date.
Credits Granted	Credits Granted options include: .00, .25, .50, .75, 1.00, 1.25, 1.50, 1.75, 2.00.
Grade to Date	This field is required only if the course was not completed. Provide a percentage grade, rounded to the nearest whole number, that the student has completed on the course at the time of withdrawal. Do not enter a letter grade.
Final Grade	Final Subject Grade options include, A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, P (Pass)
Notes	Provide any pertinent notes the MEO should know.

Sample Migrant Reports can be found starting on page 166.

Alaska Migrant Education Literacy Grant Final Report

This report is for districts that choose to participate in the Alaska Migrant Education Literacy Grant. It is a short, final report that serves as the conclusion of the Literacy Grant year. The Final Report will be sent to districts in the spring. Districts will indicate how many books were ordered and how many migratory children received books. Districts will also describe the book distributions, and any associated activity, on the report. The deadline for submission of this report to the MEO is **April 30**.

Mass Withdrawal Report

Districts will receive the Mass Withdrawal Report from the MEO in early April each year. The Mass Withdrawal Report serves two purposes: to withdraw all migratory children and youth from MIS2000 each year, and to provide the MEO with a list of supplemental services each migratory child received during the school year. Through the Mass Withdrawal Report, districts also report term codes and dates, such as graduates, out of school youth, and families who have moved out of district. The Mass Withdrawal Report is one of the major resources consulted for preparing State and Federal reporting. Instructions on the Mass Withdrawal Report are provided in the spring. Federal Programs Directors/Migrant Coordinators need to review the Mass Withdrawal Report and complete the cover page worksheet. The deadline for submission of this report to the MEO is **June 15**.

Information collected on the Mass Withdrawal Report:

Data Element	*Description*
Term Code	List a term code (the reason a migratory child exited the MEP before the end of their eligibility), if applicable. Example: family moved to another district, district would enter term code "M." Refer to page 170 for a complete list of term codes.
Term Date	Provide the date the student "termed out," if term code was provided. Example: family moved to another district on 12/15/20. Make sure to list all graduates and their graduation dates (term date).
Withdrawal Date	Enter the date of the last day of school for the district. Note: term date and withdrawal date do not have to match.
SP Codes	Enter SP codes provided to each student. A full list of SP Codes starts on page 168. SP codes need to be separated by a comma and a space. SP codes do not need to be listed alphabetically.
Comments	Provide any other information the MEO should know about each student.

Sample Migrant Reports can be found starting on page 166.

For questions regarding migrant funded supplemental services and/or how to report these services, contact the data specialist at the MEO. For MEO contact information, refer to page 196.

Fidelity of Strategy Implementation (FSI) Tool

Required by the U.S. Department of Education's Office of Migrant Education, the FSI Tool is a self-assessment resource for districts to evaluate their implementation of migrant-funded services in the Service Delivery Plan Goal Areas (education.alaska.gov/ESEA/TitleI-C/docs/migrant_service_delivery_plan.pdf). This resource will help address the implementation evaluation of the Alaska Migrant Education Program (MEP), aid in determining the extent to which MEP services are delivered with fidelity, and inform State MEP staff and the program evaluator about the level of Strategy implementation at each local MEP. Beginning in school year 2020-2021, and reflecting on services provided during the 2019-2020 school year, districts will complete the FSI Tool for Regular School Year and Summer (as applicable) Programs. Districts will rate only those activities that were planned and carried out (do not rate planned activities that have not yet occurred), and only those activities implemented using Title I-C funds.

MEO Provided Lists

Missing Eligible Students

This report is useful to districts after fall recruitment is over. The report lists the children in the district that still have migrant eligibility but were not recertified for the current school year. The MEO will run the missing eligible student list for the districts and send out in mid-December.

Priority for Services 3-12 List

This list contains the names of students in grades 3-12 who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards or have dropped out of school. The children on this list have already been determined to be PFS for the current school year; the district **is not** determining their PFS status. This list will be sent to districts by the MEO at the beginning of the school year, and should be used to target services to children most in need.

MIS2000 Lists

For information on how to run each of the following reports, refer to Pulling Reports in the Web System (page 84) or Pulling Reports in the Desktop App (page 139).

Monthly Eligible_Updated (Snap 12)

This is a list of all migratory children who are currently eligible (recertified for the current school year) in the records manager's school district. This report now also includes Priority for Services (PFS) status. It includes migratory children who are one of the following:

- Attending school in the records manager's district.
- Attending school in another district but reside in the records manager's district.
- Too young for school.
- Not attending any school.

The Monthly Eligibile_Updated List should be saved on a district computer that is easily accessible to the records manager. It can be used to track children not attending school, note family changes, and create other reports that the school district may need for migratory children. Depending on the needs of the district, an updated list may be shared with district personnel to keep them informed of which children are enrolled in the MEP. This data is confidential information and should not be shared publicly.

Eligibility Status Report (Snap 6)

This is a report, by COE ID, of the district's current school year COEs that have been entered into MIS2000, but are not active (i.e., not yet approved by the MEO). This report will tell the records manager the COEs current status (incomplete, new/rejected, reviewed/verified, and canceled).

COEs Active and the Children on each COE (Snap 7)

This report lists the district's active COEs and the children on them for the current school year. This report only lists students who have been certified or recertified on a COE for the current school year. Children recertified via an ARC will not appear on this list.

Priority for Services Students (Snap 14)

This report lists the children determined to be PFS who are within their three years of eligibility as determined by an approved COE on file in the user's district. This report is an unduplicated list of students by the current year. PFS status is attached to the student and not the district. This means that as students move between

districts they carry their PFS status with them. As districts certify transfer students, the district should check PFS status in MIS2000 by looking at student records and running the "14 Priority for Services Students" Snap report.

Migrant Lunch List

The Migrant Lunch List is a list of all eligible migratory children in the records manager's district as of July 1 of the current school year, regardless of whether a new school history line has been entered for them. These children have end of eligibility (EOE) dates that happen on or after July 1 of the current school year. This report should be used for free meal benefits eligibility under the Child Nutrition Program (CNP).

Free Meal Benefits Eligibility:

EOE Date	*Guidance*	*Example*
EOE Before July 1st	District must contact the families of all migratory children whose eligibility ended before July 1st of the current school year. Starting on the first day of school, these students have a 30-day carryover period for continued free meal benefits. After the 30-day period, they are no longer eligible for the free meal benefits unless they are recruited by their district before the end of the 30 days and a new COE is determined eligible by the MEO.	Student meets the end of their eligibility on May 15, 2020. Because the student EOE'd before July 1, 2020, starting on the first day of school the student has a 30-day carryover period for continued meal benefits.
EOE On or After July 1st	If a migratory child's eligibility ended on or after July 1st of the current school year, the migratory child is categorically eligible for free meal benefits until the end of the school year. The families of these students must still be contacted by the district in order to update eligibility status.	Student meets the end of their eligibility on July 20, 2020. Because the student EOE'd on or after July 1, 2020, the student is eligible for free meal benefits until the end of the school year.
Not EOE'd	If the migratory child still has eligibility (regardless of whether they were recertified), they are categorically eligible for free meal benefits.	Because the student has not EOE'd, the student is eligible for free meal benefits.

If the district does not recertify all eligible children by November 15 each year, they will not be in the district count and the district will not receive funding for them. However, they are still eligible for, and entitled to receive, migrant supplemental program services and free meal benefits.

Primero Edge

The MEO provides the DEED Child Nutrition Program with monthly, statewide, migrant lunch lists. These lists are imported into the statewide Child Nutrition Program database, Primero Edge. It is recommended that district MEP staff work with their local child nutrition teams to find students who are migrant eligible, but have not been recruited by the district. This will assist districts in identifying and recruiting migratory children that are attending school in their district, but have migrant eligibility from other districts.

DEED Data Collections Involving Migrant Status

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

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

For more information regarding the OASIS data collections contact DEED's data management team (education.alaska.gov/data-center/data-management).

Fall OASIS and P-Rate

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

- district staff are able to focus on ensuring that all migratory children are identified and recruited prior to the **November 15**, Fall Recruitment deadline,
- data generated for the district (district report card, etc.) is as accurate and up to date as possible, and
- after the submission window has closed, the district is provided with a list of identified migratory children (identified and recruited by a former district) to recruit and serve as appropriate.

Summer OASIS

The Summer OASIS data collection contains a student record for any child who was enrolled in the district for at least one day during the current school year. DEED defines the current school year as July 1 to June 30, annually (example: 20/21 School year is from July 1, 2020 to June 30, 2021). The due date of the Summer OASIS data collection is **July 15**. This file is how the department determines important information such as graduation rate.

For the Summer OASIS data collection, districts are responsible for inputting migrant status in a Y/N field for each of the children listed in the file. This information is validated against a list of all of the eligible migratory children pulled by the MEO from MIS2000. This list contains any child who was certified as migrant eligible (in the district) for at least one day between July 1 and June 30. This list could potentially have children listed as migrant, who ended their eligibility before the first day of school.

Importance of the district submitting migrant status for the Summer OASIS file:

- The inclusion of migrant status in this data collection ensures that information entered into MIS2000 is as up to date as possible. Through this process, many AKSIDs and DOBs for migratory children are corrected.
- This validation ensures that district student information systems have up-to-date migrant statuses.
- Through the file submission process, the district is provided with a list identified migratory children (identified and recruited by a former district) to recruit and serve as appropriate.
- The data generated for the district (district report card, etc.) is as accurate and up to date as possible.

Web System for All Records Managers

Even though records managers will choose to be web-based or desktop-based for the majority of their work, all records managers will be required to access the Alaska Migrant Web System (Web System) for certain tasks. Furthermore, recruiters will still need access as they will be able to enter COEs into the Web System, even for desktop-based records managers (more information on this can be found in the Recruiter Handbook). For these reasons, all records managers should have a basic understanding of the Alaska Migrant Web System. This section will provide a basic overview of how to navigate the Web System, and what tasks are required to be completed in the Web System for all records managers. For web-based records managers seeking detailed instructions regarding specific tasks in the Alaska Migrant Web System, please see the Web-Based RMs Guide to the Web System on page 77.

About the Web System

The Alaska Migrant Web System (ak.msedd.com) is a secure website utilized in several ways to help streamline Alaska's Migrant Education Program. It is one of two platforms that users can use to access the MIS2000 database (the other being the Desktop App). Listed below are some of the applications of the Alaska Migrant Web System:

- A **secure transmission** portal of migratory child data between recruiters, records managers, and the Migrant Education Office (MEO).
- A **recruiting tool** for recruiters and records managers to use to complete a Certificate of Eligibility (COE) or Annual Recertification of No New Moves (ARC) and submit to the district migrant database, MIS2000.
- A generator of migratory child **snap reports**.

Web System Basics

Web System Aligned to State of Alaska Security Standards

The Web System has been aligned to State of Alaska security standards. This includes:

- A Privacy Notice that users must accept upon log in, in order to access the Web System. Refer to page 63 for more information.
- Passwords must be changed every 90 days.
- Passwords must meet State of Alaska security requirements, which are:
    - be at least eight characters long, and
    - be sufficiently complex. This means the password contains a mixture of uppercase and lowercase letters, numbers, and symbols.

Accessing the Web System

Authorized Users

The Alaska Migrant Web System is for the use of the Alaska Department of Education & 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.

Recruiters, records managers, and other authorized users of the system must annually sign a user access agreement form prior to access being granted access to the Alaska Migrant Web System.

Terms of the agreement include:

- 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 users have been given.
- To 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.
- To not download and save reports from the Web System to a personal computer.

Termination of Access

User access to the Alaska Migrant Web System will be terminated when staff no longer have a business need for the access, such as recruiting being complete for the school year, employees changing jobs, employees resigning, etc. It is the responsibility of the records manager/migrant coordinator to immediately notify the MEO when authorized personnel have been terminated or no longer have a business need for access to the system.

The duration of access to the Web System for recruiters is determined by the migrant coordinator/records manager and is marked on the Migrant Web System Recruiter Access Form. Access will be granted for either of the terms described below:

- July 1st to December 31st, or
- July 1st to June 30th.

Once the term is completed, users are disabled in the Web System until a new access form has been completed.

Setting Up User Accounts

The Alaska Migrant Web System is located at ak.msedd.com. After the signed User Access Agreement form is received by the MEO, a profile will be built in the system for each user. In order to use the Alaska Migrant Web System, users are required to possess a district issued email.

Username – The username for each migrant staff member will be their district issued email.

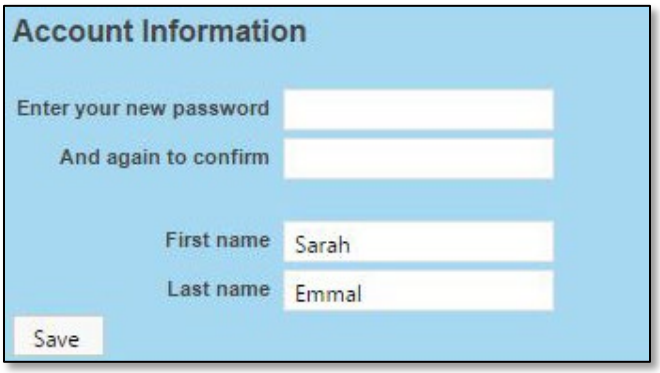
Password – Users create their own passwords for the Alaska Migrant Web System.

- Please note that passwords must be in compliance with State of Alaska security standards outlined on page 8.

Setting Passwords

Steps to setting up a password for the Alaska Migrant Web System:

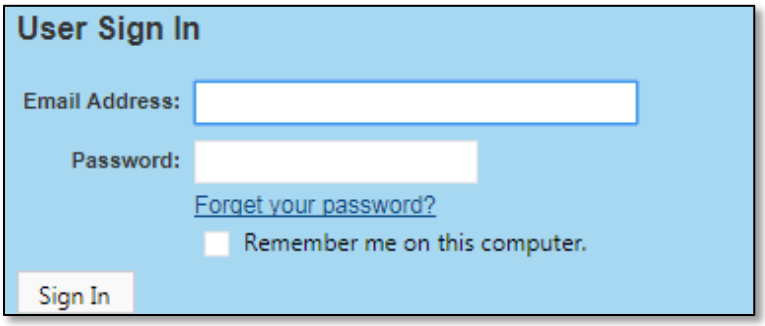
1. After the MEO receives the user access agreement and builds a user profile, an activation email from the Web System (support@msedd.com) will be auto generated and sent to the user at their district email address.
2. The email will prompt the user to activate their account by clicking on the included hyperlink, or copying and pasting the customized web address into their internet browser.
3. Both the hyperlink and web address included in the email will lead the user to the same page, where the user can create a password for the system. Their first and last name will be populated into the **FIRST NAME** and **LAST NAME** boxes shown below.
4. The user will need to type a password into the field labeled **ENTER YOUR PASSWORD**.
    a. Passwords must be strong. For more information on strong passwords, review the Online Safety and Security section starting on page 7.
5. The user will be required to confirm their password by typing their password in the box labeled **AND AGAIN TO CONFIRM**.
6. Click the **SAVE** button.



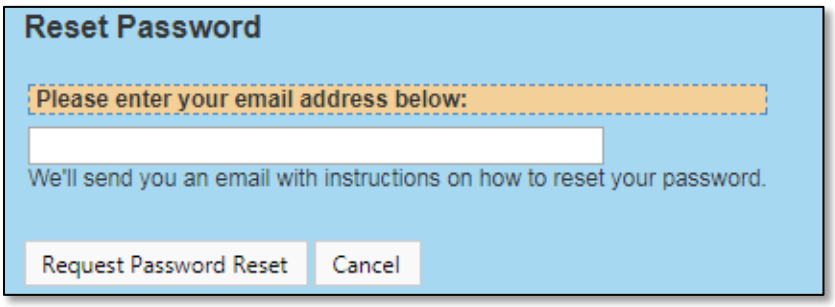
Resetting Passwords

In the event that district staff need to reset their passwords to the Alaska Migrant Web System, please follow the steps outlined below:

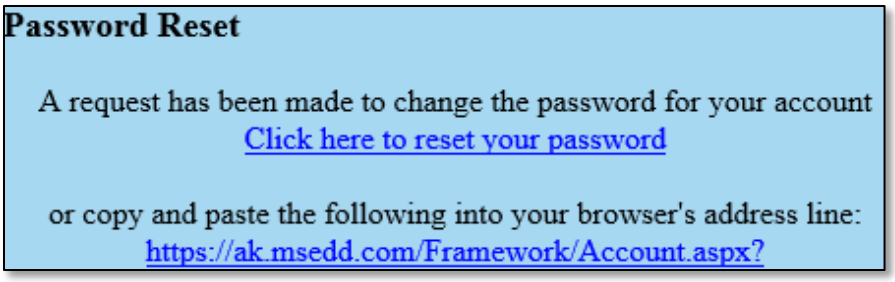
1. In an internet browser, go to the Alaska Migrant Web System (ak.msedd.com).
2. Click on the **FORGOT YOUR PASSWORD?** hyperlink.



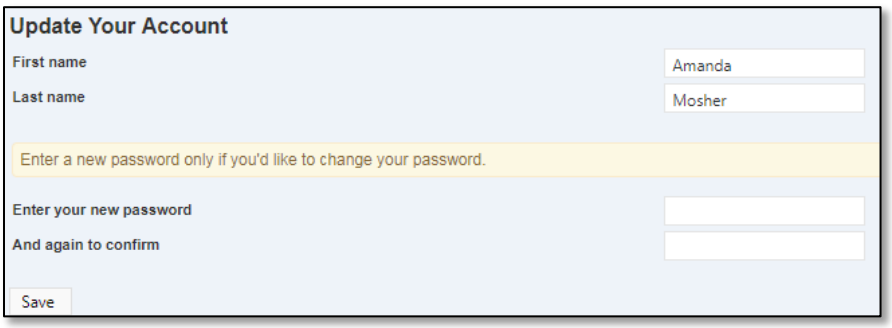
3. Enter the district email address where prompted and click on the **REQUEST PASSWORD RESET** button.



4. The user will receive an email prompting them to click on the password reset link or to copy and paste the individualized link to an internet browser.



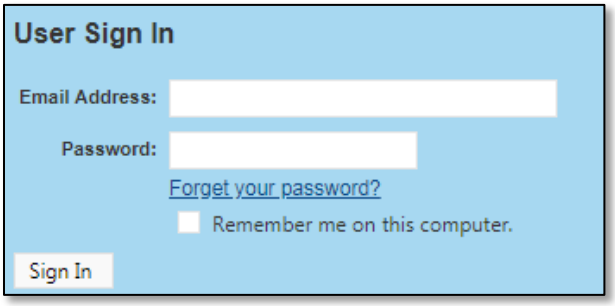
5. The user will be prompted to create and validate their new password. Enter new password in the top line labeled **ENTER YOUR NEW PASSWORD**. Confirm new password in the second line labeled **AND AGAIN TO CONFIRM**. Click on the **SAVE** button.



Signing In

Steps to signing into the Alaska Migrant Web System:

1. In an internet browser, go to the Alaska Migrant Web System (ak.msedd.com).
2. Enter the user's district email address in the first field, marked **EMAIL ADDRESS**.
3. Enter the user's password in the second field marked **PASSWORD**.
4. Click on the **SIGN IN** button.



Privacy Notice

Users must **READ** and **ACCEPT** the information below to login into the Alaska Migrant Web System.

You are accessing a State of Alaska (SOA) information system, which includes any SOA device attached to the system (e.g., a State-owned thumb drive), the system does not include any non-SOA device (e.g., a personal cell phone or computer) used to access the system. The system exists for SOA-authorized use only. By using it, you consent to the following conditions:

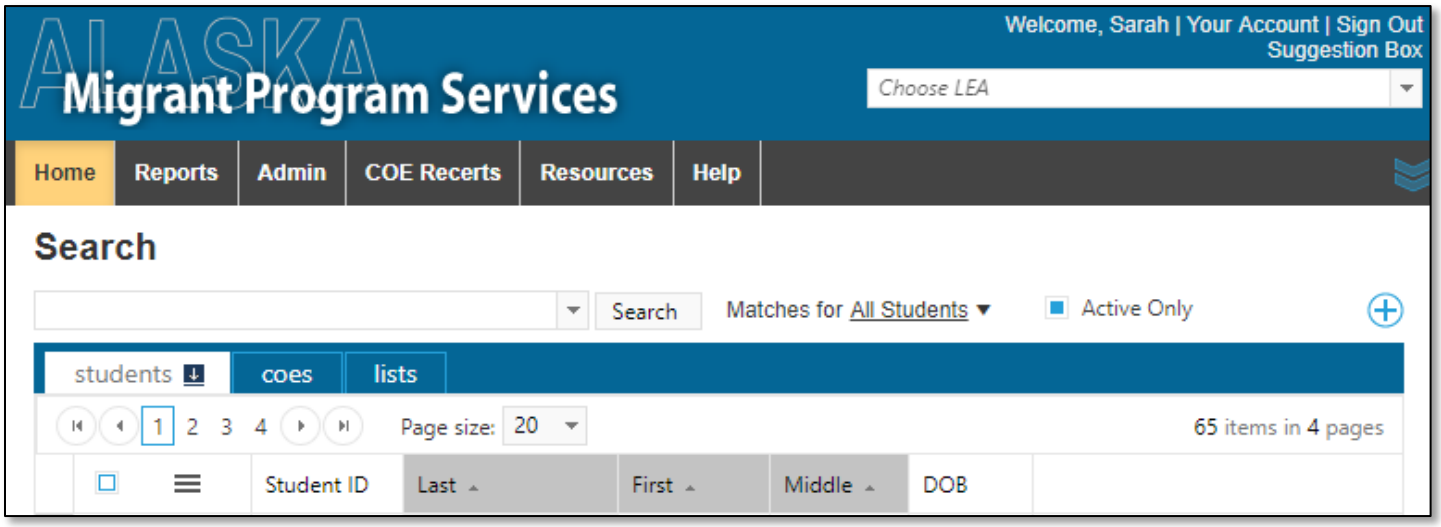
- *The SOA routinely intercepts and monitors communications and data stored on this information system and on any attached non-SOA device for purposes including, but not limited to, penetration testing, maintaining network operations and defense, monitoring for personnel misconduct, conducting law enforcement activities, and undertaking counterintelligence investigations. (The SOA does not intercept or monitor communications or data on personal devices used to access the SOA information system: i.e., as long as such devices are not attached to the system).*
- *At any time, the SOA may inspect and seize data stored on this information system and on any attached non-SOA device.*
- *Communications using and data stored on this information system and any attached non-SOA device are not private, such communications and data may be disclosed or used for any SOA-authorized purpose.*
- *This information system includes security measures (e.g., authentication and access controls) to protect SOA interests. These measures are not for your personal benefit.*
- *Unauthorized use of this information system is prohibited and may subject the user to disciplinary action (including dismissal) and to criminal and civil penalties.*

This Notice applies only to your consent to monitoring when using this information system. It does not affect any other consent by you or any obligations you owe the SOA. For example, it does not affect your obligation to provide the SOA all State records that you have stored on any non-SOA device or non-SOA system, and if you receive an allowance for an employee-owned device, it does not affect your agreement that all records related to the device may be reviewed by the SOA or a court to locate any records related to SOA business. v.3

Navigating the Alaska Migrant Web System

Home Tab

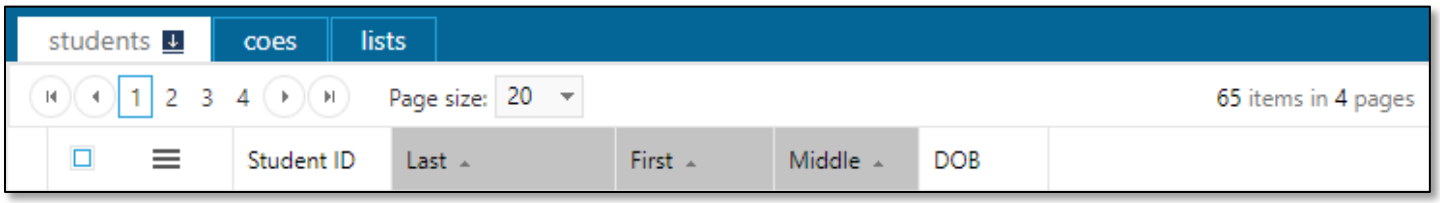
The user will always be brought to the **HOME** tab upon successfully logging in to the Web System.



The **HOME** tab consists of the **STUDENTS** and **COEs** subtabs.

Students Subtab

Using the **STUDENTS** subtab the user can search for the individual records of children and youth who are currently (or have been) migrant eligible. Users will only have access to student information through the Alaska Migrant Web System, if the student has previously been certified as migrant eligible in their district.

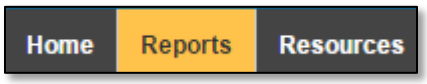


COE Subtab

The **COE** subtab can be used to search for students and COEs that are fully approved, newly created, or partially through the eligibility determination process. **Note:** While any recruiter can create COEs in the Web System, only web-based records managers can interact with COEs here. Desktop-based records managers can only view COEs in the Web System.

Reports Tab

The **REPORTS** tab is where users can go to pull various Snap Reports. All records managers will have the ability to pull reports from the Web System, though desktop-based users may find Web System reports take longer to generate. For detailed instructions on pulling reports in the Web System, see Pulling Reports in the Web System on page 84.



COE Recerts Tab

The **COE RECERTS** tab is where users can go to search for ARCs created in the Web System.

Resources Tab

This is where all records managers will go to submit/receive reports and other correspondence containing student data. Any student personally identifiable information (PII) will need to be sent securely through the Web System. For more information on PII, see FERPA Best Practices starting on page 6. Detailed instructions for sending/receiving files through the Web System can be found in Transmitting Student Data Securely on page 74. Aside from each district-specific folder, the **RESOURCES** tab also contains two other folders that all districts have access to.

zMEP Information Folder

This is where the MEO will post any information that all districts should have access to, such as fall training dates, Mass Withdrawal instructions, and Course History instructions.

Installers Folder

The installers folder contains requested MIS2000 Desktop App installers for when a district is needing to replace their Desktop App. Do not utilize this folder unless specifically directed by the MEO.

Help Tab

The **HELP** tab provides users with the MS/EdD support email. Please DO NOT contact MS/EdD directly. Contact the MEO if you need assistance (page 196). The MEO will contact MS/EdD, if necessary, to resolve user issues.

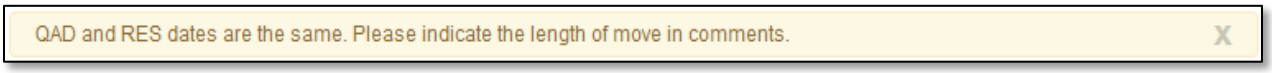
Flash Messages/Alerts

Certain actions taken in the Web System can trigger flash messages. Flash messages are informational banner messages that appear at the top of the page, below the header menu, to indicate the outcome of a process or request performed by the user. To remove the message, click the X on the right-hand section of the banner.

- Green – The alert box indicates a successful or positive action.

- Blue – The alert box indicates a neutral informative change or action.

- Yellow – The alert box indicates a warning that needs attention.



- Red – The alert box indicates an error or potentially negative action.

Automatic Log Out

The Web System is designed to log a user out automatically after 15 minutes of inactivity. A flash message with a five-minute countdown timer will appear across the top of the page, above the header.

Any action made in the Web System such as typing, navigating between tabs, or moving the mouse counts as activity and stops the countdown.

If the user remains inactive when the timer counts down, then he or she will be logged out of the Web System automatically. Any unsaved work will be lost.

Note: If a user is viewing the Web System across multiple tabs or windows, he/she will need to register activity in each tab/window to avoid being logged out.

Records Manager Privileges in the Web System

All records managers have enhanced access in the Web System beyond those of recruiters. Web-based records managers have even more privileges than desktop-based users (see page 77 for more information). Enhanced access that all records managers have are detailed below.

Viewing Student Records

Records managers can view the entirety of a child's Alaska MEP record in the Web System. The complete student record includes all enrollment information, course history data, test data, and supplemental services documented in MIS2000. To view a student record:

1. Use **STUDENT SEARCH** to find the child.
2. **SELECT** the student by clicking on their line in the search results.
3. Hover over the three-line **HAMBURGER MENU (≡)** all the way to the right on the student line.
   Choose **VIEW STUDENT RECORD** from the dialog box.

For specific information regarding how to search for specific children in the Web System, refer to the Searching for Students section on page 79.

Tracking ARCs

Records managers have the ability to view all web-created ARCs that are in process for the district. Refer to Finding a Partially Completed or Rejected ARC to Update on page 70 for detailed information.

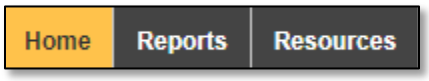
Approving and Deleting ARCs

Records managers have the ability to approve and delete ARCs in the Web System. For more information, refer to Reviewing an ARC Submitted through the Web System starting on page 71.

Reviewing Recruiter COEs in the Web System

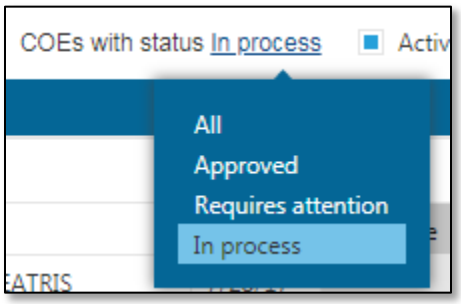
Records managers may choose to review a recruiter's work through the Web System prior to recruiters printing the COE and obtaining interviewee signatures. This step is a vital quality control process for certain districts. While all records managers can view recruiter COEs in the Web System, only web-based records managers can approve, create, reject, etc. COEs in the Web System.

1. Sign in to the Alaska Migrant Web System (ak.msedd.com).
2. Navigate to the **HOME** tab.



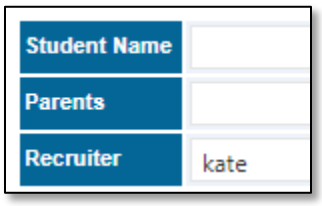
3. Click on the **COEs** subtab.

4. Change COE status to be **IN PROCESS**. This will give the records manager a list of COEs that are not yet approved by the MEO.

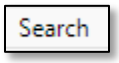


5. Click on the advanced search **PLUS SIGN** symbol in the upper right-hand corner.

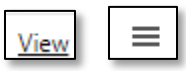
6. In the **RECRUITER** field, enter all or part of the recruiter's name for the COEs the user would like to review.



7. Click on the **SEARCH** button to complete the search.



8. Use the three-line **HAMBURGER MENU (≡)** or **VIEW** to view the appropriate COE.



9. Communicate by phone or secure email with recruiter about any updates needed to the COE. Please note that this communication should follow district policies in regard to child privacy. For questions or concerns about protecting child data, or online security, refer to the Family Educational Rights and Privacy Act (FERPA) and Online Safety and Security sections starting on page 5.

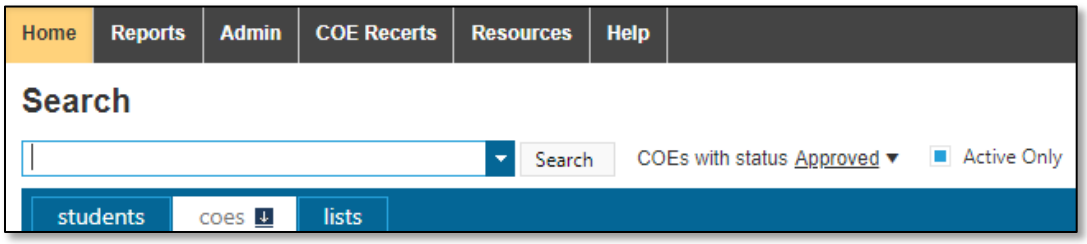
For information about creating COEs in the Alaska Migrant Web System please refer to the Creating a COE in the Web System section starting on page 85.

ARCs in the Web System – Creating, Reviewing, and Approving

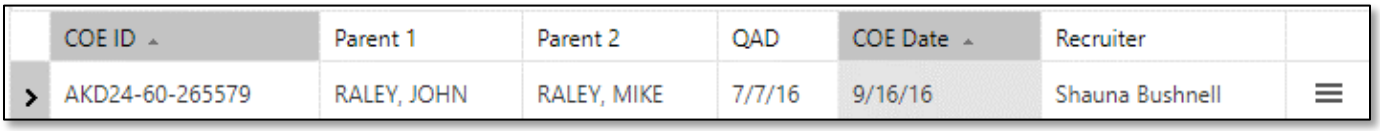
All records managers (and their recruiters) will have the option of creating and approving ARCs in the Web System. This process is simpler and faster than completing ARCs in the Desktop App (page 152) and does not need MEO approval. The process is described below

Creating an ARC in the Web System

1. Navigate to the **COE** subtab of the **HOME** tab in the Alaska Migrant Web System (ak.msedd.com).
2. Search for the child, family, or most recently approved COE.
   - Ensure that the search criteria is set to **COES WITH STATUS APPROVED**.
   - Ensure that the **ACTIVE ONLY** box is checked

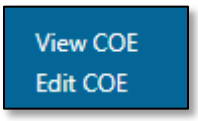


3. Click on the three-line **HAMBURGER (≡)** menu, located to the right of the data displayed.

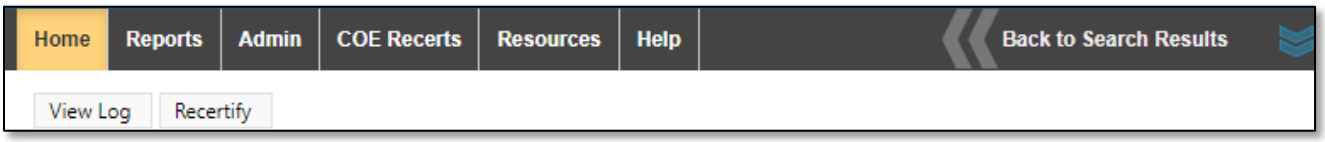


COE ID	Parent 1	Parent 2	QAD	COE Date	Recruiter	
AKD24-60-265579	RALEY, JOHN	RALEY, MIKE	7/7/16	9/16/16	Shauna Bushnell	≡

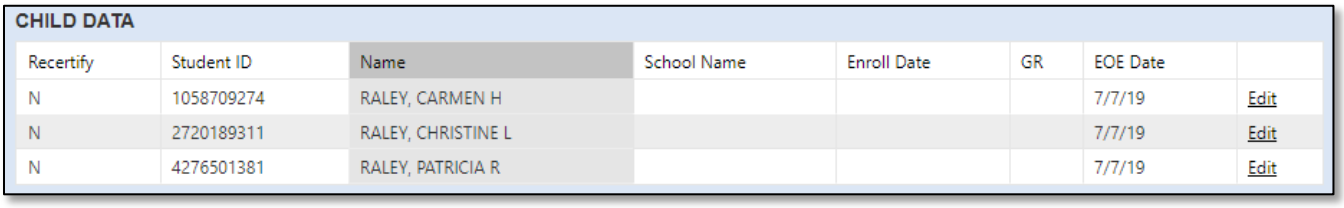
4. Click on **VIEW COE**.



5. Click on the **RECERTIFY** button, located in the upper left-hand corner.



6. Click on **EDIT** for the first child who should be recertified on the ARC.



CHILD DATA

Recertify	Student ID	Name	School Name	Enroll Date	GR	EOE Date	
N	1058709274	RALEY, CARMEN H				7/7/19	Edit
N	2720189311	RALEY, CHRISTINE L				7/7/19	Edit
N	4276501381	RALEY, PATRICIA R				7/7/19	Edit

7. In the **RECERTIFY** field, change the **N** to a **Y** for Yes.
8. Choose the school name the child is attending for the current school year from the drop-down menu in the **SCHOOL NAME** field.
   - For information on School Names, Enroll Dates, and Grades, refer to the Recruiter Handbook.
9. Enter the first day of school the child attended for the current school year in the **ENROLL DATE** field, if applicable.
   - Children who are not attending any school will not have an **ENROLL DATE**.
10. Enter the grade for the child in the **GR (GRADE)** field.
    - For information on Grades, refer to page 170.

11. Click on the **UPDATE** button, located to the right of the **EOE DATE**.

Recertify	Student ID	Name	School Name	Enroll Date	GR	EOE Date	
N	1058709274	RALEY, CARMEN H				7/7/19	Update Cancel

12. Click on the **SAVE CHANGES** button located in the upper right-hand corner of the screen, to save the changes that have been made.

Save Changes

13. Repeat steps 6-12 for each child who should be recertified on the ARC.
    - Please note that it is likely that not all of the children listed on a particular COE should be recertified on an ARC. It is fine for children to be left with **RECERTIFY** = N. Children who should not be recertified on ARC includes, but is not limited to: graduates, children who have aged out of the program, deceased, and children who have made a new qualifying move.
14. Enter comments, if any, in the **COMMENTS** field located underneath the **CHILD DATA** Section.

COMMENTS

Comments

15. Click on the **SAVE CHANGES** button located in the upper right-hand corner of the screen to save the changes that have been made.

Save Changes

16. Click on the **PRINT** button.

Print

    - A PDF of the ARC form will be created that the user will print.
17. Complete the **INTERVIEWER SIGNATURE** field on the hard copy ARC.
18. Click on the **SUBMIT FOR REVIEW** button.

Submit for review

19. Send the hard copy ARC to the records manager to get the **DESIGNATED SEA REVIEWER SIGNATURE**.
    - It is important to note that records managers cannot review ARCs created in the Web System until they have received the completely signed hard copy ARC from the recruiter.

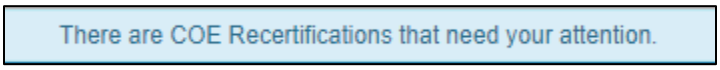
Errors and Warnings

Error messages and meanings are documented in the Errors and Submission Checks in MIS2000 section starting on page 177.

Important Information Regarding ARCs in the Web System

Finding a Partially Completed or Rejected ARC to Update

To find a partially completed or rejected ARC, follow the procedure outlined below. Upon logging in, if a user has ARCs that are incomplete, a blue alert reading "There are COE Recertifications that need your attention" will appear at the top of the internet browser window until the users navigates to the **COE RECERTS** tab.



1. Click on the **COE RECERTS** tab in the ribbon located at the top of the webpage.

   - There are two radio buttons: **ALL** and **MINE**. **MINE** is the default view, and shows all ARCs owned by the user. **ALL** shows all ARCs that are in process for the district. Note: Users can only edit the ARCs that they own.
   - This list (both **ALL** and **MINE**) can be downloaded by clicking on the **DOWNLOAD CSV** link in the upper right-hand corner.

2. Click on the desired Annual Rectification (ARC) of No New Moves from the list provided.
3. Update the ARC as needed using the **EDIT** and **UPDATE** buttons and/or type directly in the Comments section.
4. Click on the **SAVE CHANGES** button to save the ARC.
   - Click on the **UPDATE** button, if the Child Data section is still open for editing prior to clicking on the **SAVE CHANGES** button.

5. Print the ARC (if it has not been printed and signed yet).
   - If the ARC is already printed, make the changes on the hard copy that have been made in the Web System. Be sure to initial and date any comments or cross outs.
   - Complete the **INTERVIEWER SIGNATURE** field on the hard copy ARC, if not already filled out.
6. Click on the **SUBMIT FOR REVIEW** button.

7. Send the hard copy ARC to the records manager. It is the responsibility of the records manager to obtain the **DESIGNATED SEA REVIEWER SIGNATURE**, if not already complete on the hard copy ARC.

Deleting an ARC

There are situations where an ARC should be deleted prior to the recruiter submitting it to the records manager for review. This occurs when the children listed on the form are not currently living in the recruiting district, attending school in the recruiting district, or otherwise being served by the recruiting district with migrant funds. It is also possible that though the children listed on an ARC were migrant eligible at the time the recruiter started to complete the ARC they have since EOE'd before the ARC could be submitted and approved. If any of these situations occur, the ARC should be completely removed from the Web System.

1. Click on the **COE RECERTS** tab.

2. Click on the **COE ID** of the ARC that needs to be deleted.

3. To delete ARCs created in the Web System, the user will click on the **Delete Recertification** button located in the upper right-hand corner of the webpage. This button is available any time the user is editing a particular ARC. Clicking this button will completely remove the ARC from the Web System.

4. Click on the **OK** button when the Web System prompts "Are you sure you want to delete this?"
    - Note – Once deleted, the ARC can't be recovered. The ARC would need to be completed again.

To remove only one child from an ARC, simply update the **Recertify** field for a particular child, so that it displays **N** instead of **Y**.

Reviewing an ARC Submitted through the Web System

Approving an ARC

Records managers are responsible for reviewing all ARCs for their district, ensuring that the data transmitted to MIS2000 through the Web System is up to date and accurate, that the children listed on the ARCs have an active and eligible COE on file for the district, and that the hard copy ARC has been completely signed and received.

1. Obtain the hard copy, completely signed ARC form for a particular child (or family, if applicable).
2. Ensure all data is completed on the hard copy form and that information is accurate.
3. Click on the **COE Recerts** tab in the Web System.

4. Click on the original **COE ID** of the ARC that should be recertified.
    - Any ARCs submitted from recruiter to the records manager will be listed by the original **COE ID**. Parent information will also be displayed.
5. Review the data populated into the online form. Make changes to the online form as needed using the **Edit** and **Update** buttons for each child, or by adding additional comments to the **Comments** section.
    - Any changes made in the online form, must made to the hard copy, completely signed form.
6. Click the **Save Changes** button located in the upper right-hand corner.
7. Click the **Approve** button located in the upper left-hand corner.

Rejecting an ARC Back to a Recruiter to Make Changes

Though the records manager has the ability to edit an ARC and update the corresponding hard copy, it is possible for the records manager to reject an ARC back to a recruiter. Be aware that when rejecting an ARC back to a recruiter, the recruiter will need to amend the electronic copy of the ARC and the completely signed hard copy. Due to this and also for the sake of timeliness, it is likely in the records manager's interest to make changes themselves rather than utilize this feature.

1. Click on the **COE RECERTS** tab.

2. Click on the **COE ID** for the ARC that needs to be rejected.
3. Click on the **REJECT RECERTIFICATION** button.

4. Follow up with recruiter about the changes needed. Be sure to have the recruiter also amend the hard copy ARC before resubmitting.

Deleting an ARC that Should Not be Approved

There are times when a records manager should not approve or reject an ARC. This occurs when children listed on the form are not currently living in the recruiting district, not attending school in the recruiting district, or otherwise being served by the recruiting district with migrant funds. It is also possible that the children listed on an ARC were migrant eligible at the time the recruiter submitted the ARC to the records manager, but they EOE'd before the ARC was approved by the records manager. When this occurs, the ARC should be completely removed from the Web System. The process for deleting an ARC is the same process as deleting an ARC at the recruiter level (page 70).

1. Click on the **COE RECERTS** tab.

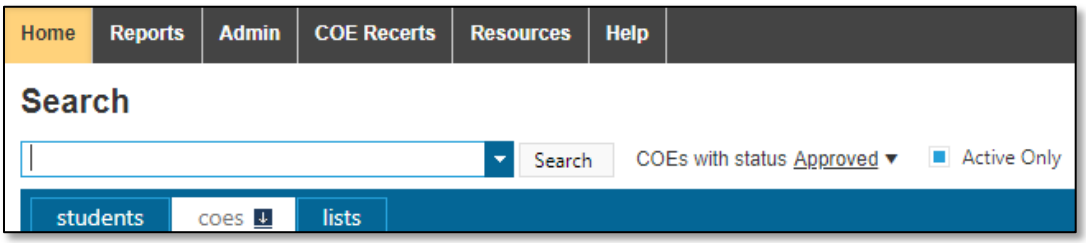
2. Click on the **COE ID** of the ARC that needs to be deleted.
3. To delete ARCs created in the Web System, the user will click on the **DELETE RECERTIFICATION** button located in the upper right-hand corner of the webpage. This button is available any time the user is editing a particular ARC. Clicking this button will completely remove the ARC from the Web System.

4. Click on the **OK** button when the Web System prompts "Are you sure you want to delete this?"
   - Note – Once deleted, the ARC can't be recovered. The ARC would need to be completed again.

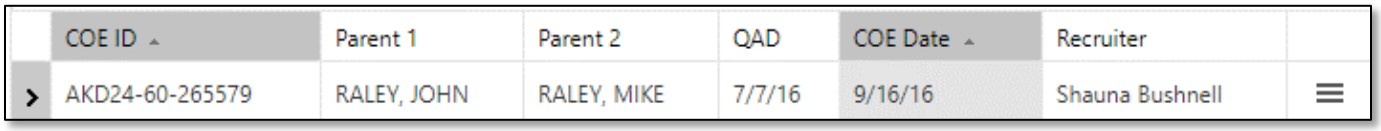
To remove only one child from an ARC, simply update the **RECERTIFY** field for a particular child, so that it displays **N** instead of **Y**.

Printing an ARC

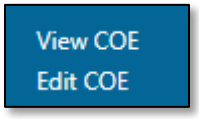
1. Navigate to the **COE** subtab of the **HOME** tab in the Alaska Migrant Web System (ak.msedd.com).
2. Search for the child, family, or most recently approved COE.
   - Ensure that the search criteria is set to **COEs WITH STATUS APPROVED**.
   - Ensure that the **ACTIVE ONLY** box is checked



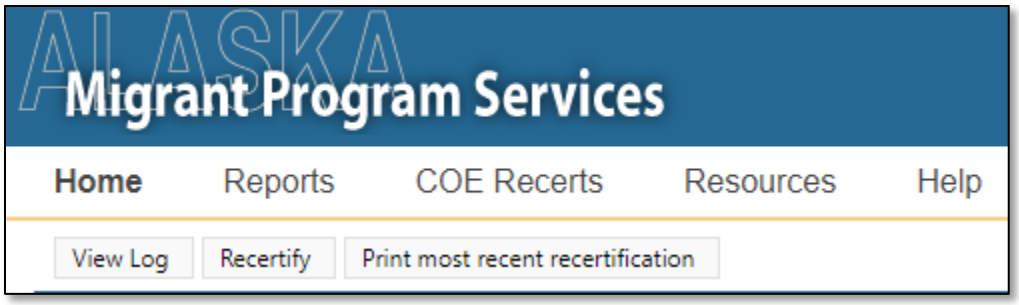
3. Click on the three line **HAMBURGER (≡)** menu, located to the right of the data displayed.



4. Click on **VIEW COE**.



5. Click on the **PRINT MOST RECENT RECERTIFICATION** button on the upper left-hand corner. This button will not appear if the COE has not yet been recertified.



Transmitting Student Data Securely

All districts operating a migrant program utilize the Alaska Migrant Web System (ak.msedd.com) to securely send and receive student data. The Web System helps to facilitate required data reporting. The MEO uploads all migrant reports to the Web System for records manager to download and complete. After reports are completed, records managers upload the completed reports back to the Web System for the MEO.

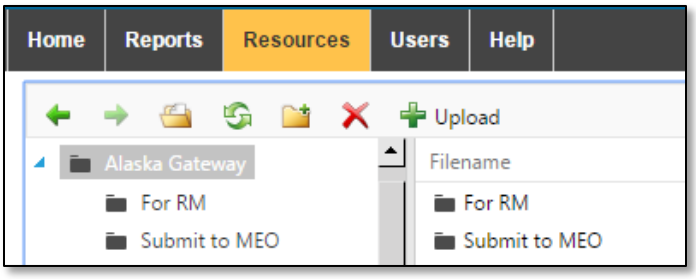
Web System File Transfer Exchange Protocol

Steps to Receive Data and Reports from the MEO

1. The MEO will send an email when a file has been uploaded to Alaska Migrant Web System (ak.msedd.com), and is ready for the records manager to download.
    - Examples of reports include: Course History, Mass Withdrawal, and Priority for Services K-2.
2. Sign in to the Alaska Migrant Web System (ak.msedd.com).

3. Click on the **Resources** tab.

4. Click on the **District Name** folder.
5. Any **file** the MEO sends that has student data in it will be in the folder called **For RM**.



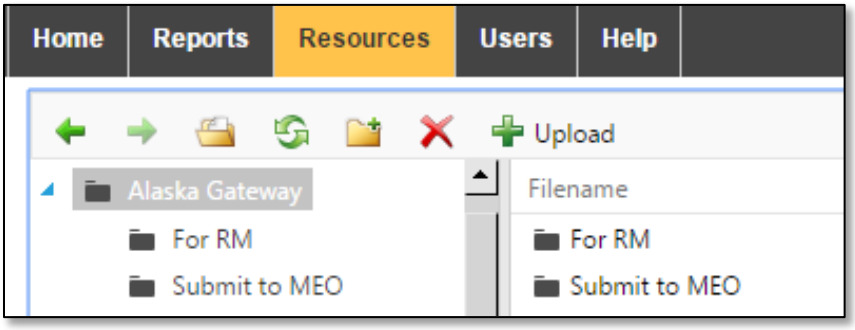
6. Double click on the desired **file** to download.

7. Once the **file** downloads, click on the downloaded document and save it to a secure location on the district authorized computer. Do not save MEP files to a personal computer.

Steps to Send Data and Reports to the MEO

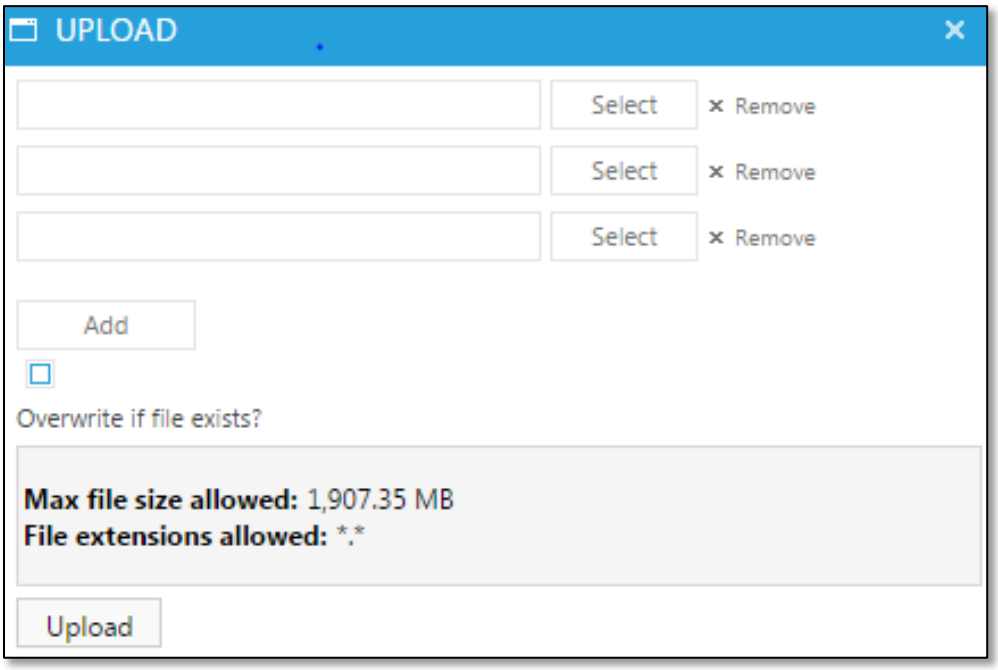
To send the MEO documents that include migrant data, such as Course History, Mass Withdrawal reports, etc.

1. Sign in to the Alaska Migrant Web System (ak.msedd.com).
2. Go to **RESOURCES** tab.
3. Click on the **DISTRICT NAME** folder.
4. Click on the **SUBMIT TO MEO** folder.



5. Click on **UPLOAD** or the **GREEN PLUS SIGN** button.

6. Click on the **SELECT** tab and locate file to be uploaded to the MEO. The file name should not include special characters (#, *, /, etc.) to avoid getting an error message.
7. Click on **UPLOAD** button, in the dialog box.



8. The desired file will appear in the **SUBMIT TO MEO** folder.
9. Send an email to the MEO alerting that a file has been uploaded for MEO review.

Web-Based RMs Guide to the Web System

This section is specifically designed for records managers who choose to be web-based users and contains information not included in Web System for All Record Managers (page 59), which contains basic information that all records managers should know, including logging in, basic navigation, and more.

Desktop-based records managers may choose to read this section to gain a better understanding of the Web System, but the information contained is not crucial for desktop-based records managers to fulfill their roles and responsibilities. For basic information regarding the Web System that is crucial for all records managers, please refer to Web System for All Record Managers starting on page 59.

The first part of this section refers to records manager specific duties. Later in this section, all of the information described in the Recruiter Handbook (searching for children, searching for COEs, and COE completion) is described in great detail.

Please note that all data and pictures of data shown throughout this guide are fictitious. This is done in order to protect child privacy, and give the user an accurate look at systems and requirements.

Web-Based Records Manager Responsibilities in the Web System

Records managers are responsible for reviewing all COEs and ARCs for their district, ensuring that the data is up to date and accurate, that the children listed on the COEs and ARCs appear to meet eligibility requirements, and that the moves listed on the COEs were made due to economic necessity. Tasks that used to be completed in the Desktop App (entering AKSID, Immunization Records Flag, Medical Alert Indicator, SEA Reviewer Signature, Approving COEs, etc.) can now be done by web-based records managers entirely in the web system.

Before reviewing COEs, records managers must still have the hard copy completely signed COE in front of them. For specific information regarding how to approve COEs created in the Web System, refer to the instructions starting on page 100.

Records managers should assist recruiters with COE completion in the Web System as needed. Records managers can view COEs in the Web System for quality control before a recruiter submits them. By searching for COEs with status **In Process**, records managers can review a recruiter's COEs prior to the COEs being printed and signatures obtained. For detailed instructions on how to do this, please refer to Reviewing Recruiter COEs in the Web System on page 67.

Before reviewing an ARC for approval in the Web System, records managers must have the signed hard copy ARC form. Records managers are responsible for obtaining the Designated SEA Reviewer Signature on the ARC, and must not approve an ARC until such a time as that signature has been completed. Additionally, records managers are responsible for updating the hard copy of the ARC should they make any changes to the data in the Web System. Refer to the Reviewing an ARC Submitted through the Web System section starting on page 71.

Web-Based Records Manager Privileges in the Web System

Web-based records managers have enhanced privileges in the Web System, beyond those of recruiters and desktop-based records managers. Privileges specific to web-based records managers are:

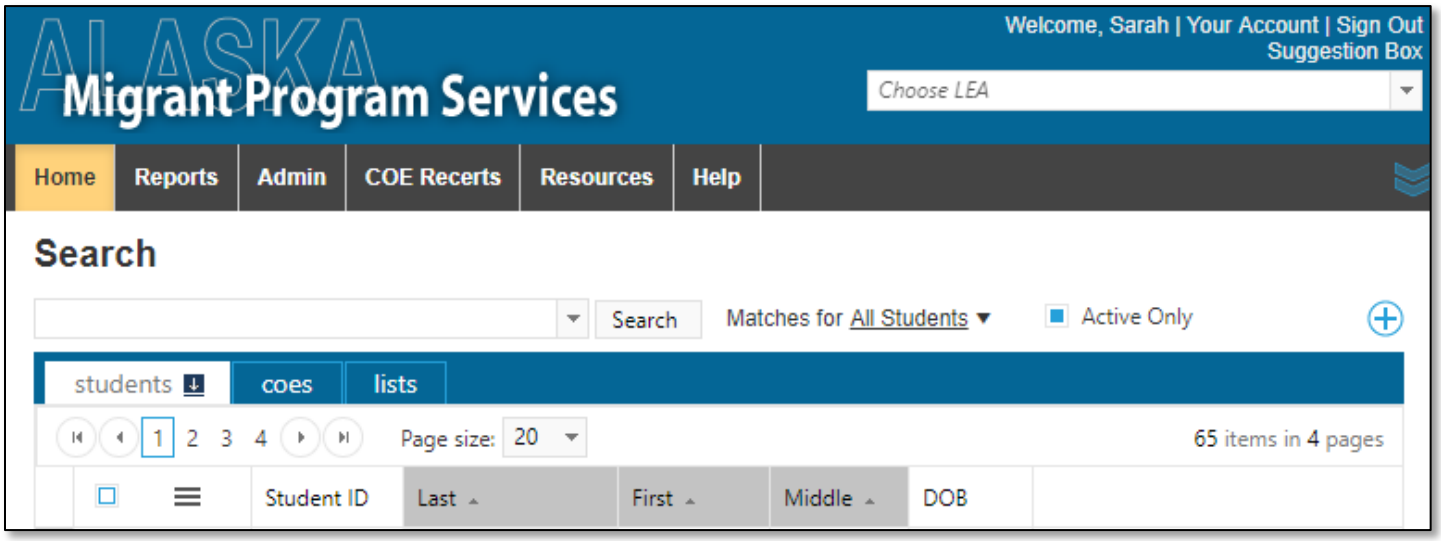
Approving and Deleting COEs

Web-based records managers have the ability to review, approve, and reject COEs in the Web System. For more information, refer to Reviewing, Approving, & Rejecting a COE in the Web System starting on page 94.

Navigating the Web System

Home Tab

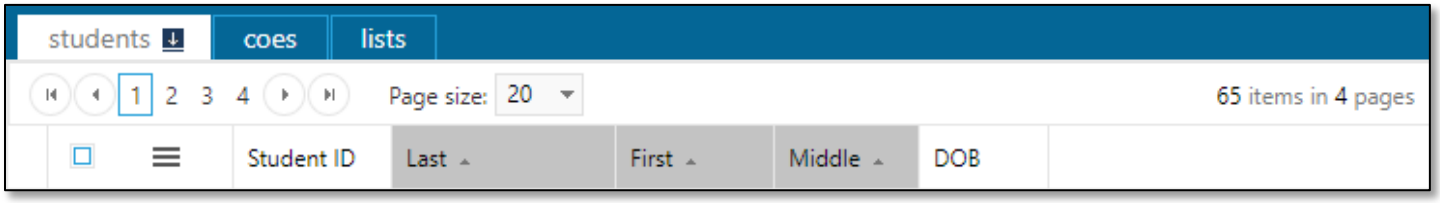
The user will always be brought to the **HOME** tab upon successfully logging in to the Web System.



The **HOME** tab consists of the **STUDENTS** and **COEs** subtabs.

Students Subtab

Using the **STUDENTS** subtab the user can search for the individual records of children and youth who are currently (or have been) migrant eligible. Users will only have access to student information through the Alaska Migrant Web System, if the student has previously been certified as migrant eligible in their district.



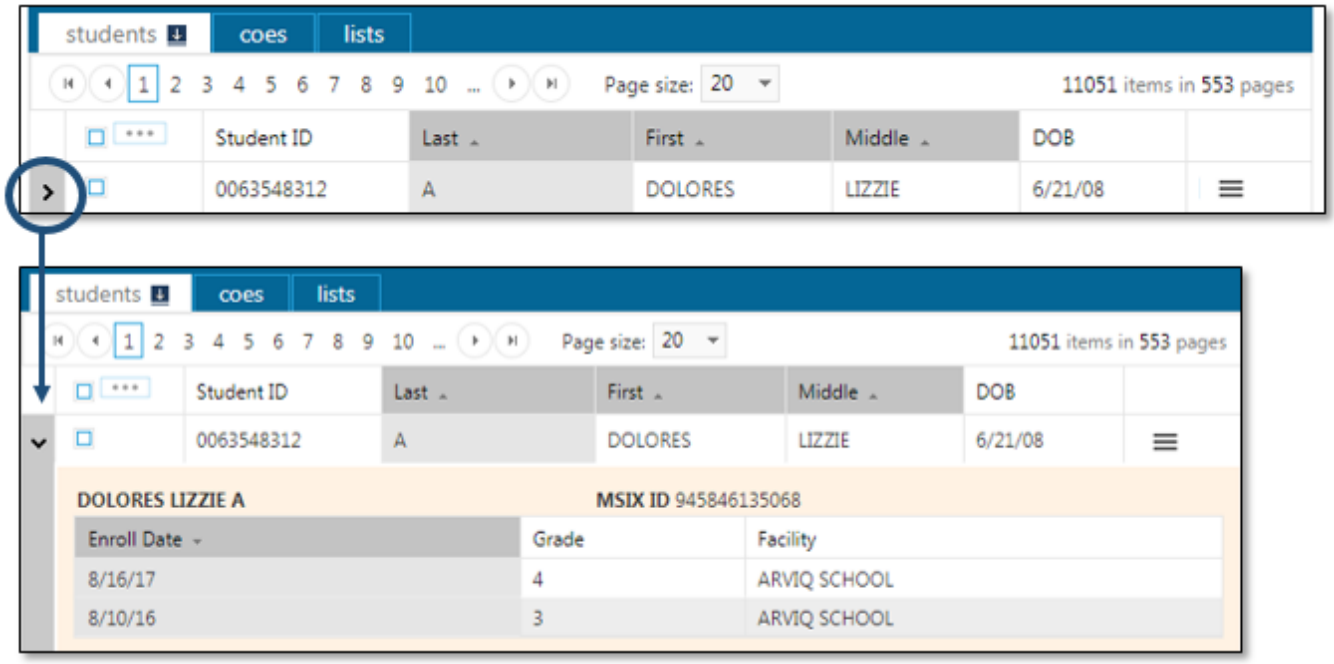
Searching for Students

Users can search for the records of individual migratory children from their district in the Alaska Migrant Web System using the search bar provided.

Basic Search

To search for a specific child, type their name or part of their name, in the search bar. Click the **SEARCH** button or use the enter key on the keyboard to complete the search. A list of matching results (if any) will be displayed.

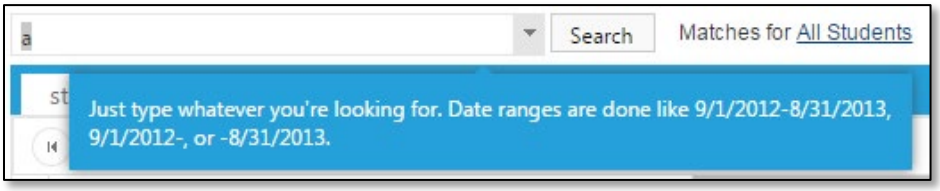
To see the enrollment information on a particular child, click on the **ARROW** button to the left of the desired child. Clicking on the arrow will expand to show available school history and enrollment information.



Searching Tips:

In addition to searching for names or partial name, the basic search bar has the capability to search for dates.

- To search for a specific date range type dates like: **MM/DD/YYYY-MM/DD/YYYY**.
- For a date range with no end date: **MM/DD/YYYY-**.
- Hover over the drop-down arrow in order to see instructions for searching.

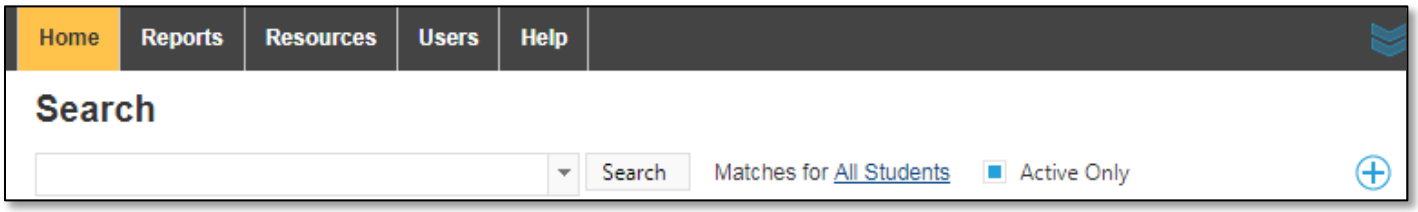


- The drop-down arrow will show a list of the user's recent searches.

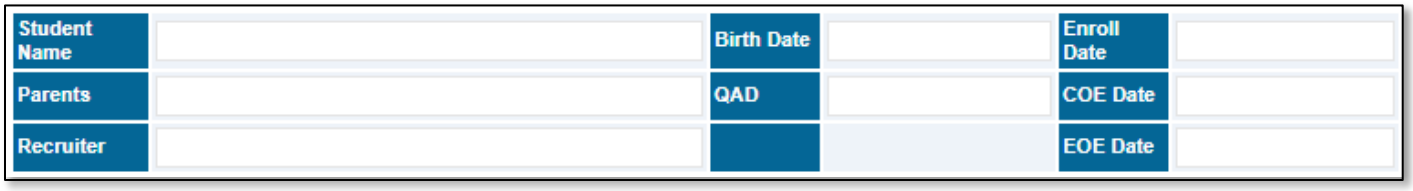
- Be sure the search is set for **ALL STUDENTS**, in order to see the most complete list of search results.

Advanced Search

To use the advanced search, click on the **PLUS (+) SYMBOL** on the right-hand side of the webpage.



Clicking on the advanced search symbol (+) will bring up the following dialog box.



The advanced search options include the following fields:

- **STUDENT NAME** – the name, or partial name, of a migratory child as listed in the Child Data Section of an approved COE.
- **PARENTS** – the name, or partial name, of either parent listed in the Family Data Section of an approved COE.
- **RECRUITER** – the name of the recruiter who completed the COE in the Alaska Migrant Web System.
- **BIRTH DATE** – the birth date (mm/dd/yyyy) of a child listed in the Child Data Section of an approved COE.
- **QAD** – the Qualifying Arrival Date as listed in question 3 of the Qualifying Moves & Work Section of an approved COE.
- **ENROLL DATE** – the enroll date (mm/dd/yyyy) of a child listed in the Child Data Section of an approved COE.
- **COE DATE** – the date that a COE was created in either the Desktop App or the Alaska Migrant Web System.
- **EOE DATE** – the end of eligibility date for a child(ren) listed on a particular approved COE. The EOE date is exactly three years after the QAD listed in question 3 of the Qualifying Moves & Work Section.

The user can use one or more of these fields during the advanced search. To complete the advanced search enter information next to the desired field and hit the **SEARCH** button.

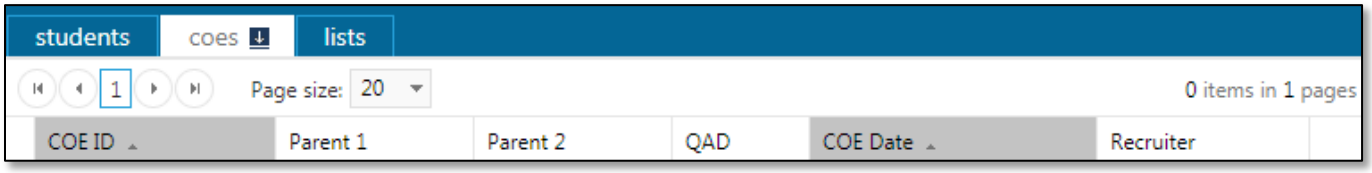
To cancel the advanced search click on the symbol in the upper right-hand corner of the webpage.

COE Subtab

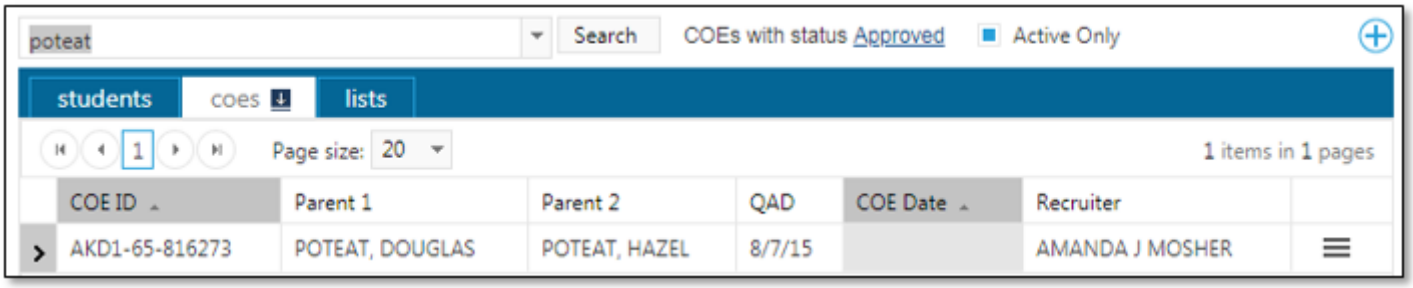
The **COE** subtab can be used to search for students and COEs that are fully approved, newly created, or partially through the eligibility determination process. The **COE** subtab is primarily used to create new move COEs for eligible and potentially eligible migratory children and youth. The **COE** subtab is also utilized to complete the ARC for children who are currently migrant eligible, but have not made a new qualifying move.

The **COE** subtab has the same **BASIC** and **ADVANCED** search options that are available in the **STUDENTS** subtab. Recruiters will only be able to view results for students and COEs who are migrant eligible in their district.

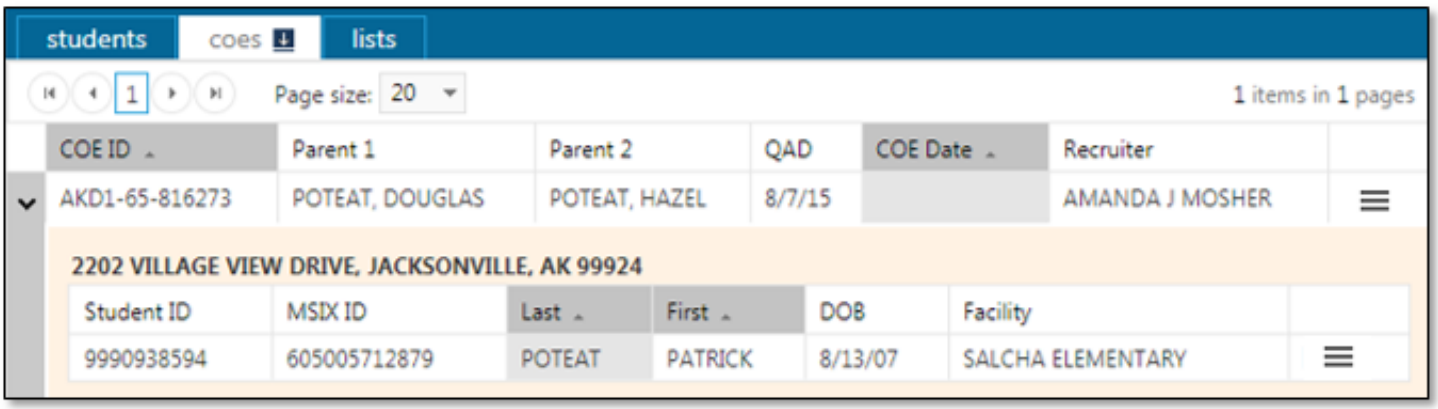
Search results are displayed based on the parental information included on the COE rather than the Child Data Section information. Displayed fields also include **COE ID**, **QAD**, **COE DATE**, and **RECRUITER** (if entered through the Web System).



Using general search criteria (i.e. searching just for a letter or partial name), will result in a larger results list. The results will include every child and every parent who meets the search criteria.



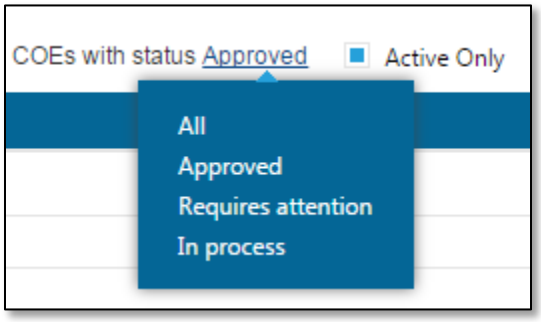
Search results can be expanded by clicking on the **ARROW** on the left of each line. The expanded information lists each child on the COE.



COEs are printed from the Web System by hovering over the three-line **HAMBURGER (≡)** menu to the far right, selecting **VIEW,** and then using the **PRINT ICON** in PDF viewer.

COE Status in the Web System

Recruiters and records managers must take into account the status of the COE when searching for a particular COE in the Web System.

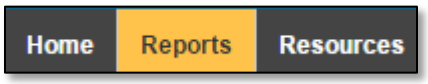


The Web System categorizes COEs as:

1. **ALL** – the **ALL** COE group will yield approved COEs in the search results. This COE status does not reliably return search results for unapproved COEs (COEs in **IN PROCESS** or **REQUIRES ATTENTION** status).
2. **APPROVED** – COEs that have been fully approved by the MEO. These COEs cannot be edited in the Web System or by district staff.
3. **REQUIRES ATTENTION** – COEs the recruiter (creator) is able to edit. These COEs have not been approved by the MEO. If the recruiter switches the status of COEs from **ALL** to **REQUIRES ATTENTION** a list of the COEs the recruiter is currently able to edit will be displayed.
4. **IN PROCESS** – COEs that the recruiter cannot edit. However, these COEs have not been approved by the MEO. COEs can show up in the **IN PROCESS** status for a variety of reasons, including:
    - the COE might be in **REQUIRES ATTENTION** status for another district recruiter,
    - the COE has been submitted through the Web System to the records manager, and the records manager is currently processing the COE, or
    - the COE is awaiting MEO approval.

Reports Tab

The **REPORTS** tab is where users can go to pull various Snap Reports. All records managers will have the ability to pull reports from the Web System, though desktop-based users may find Web System reports take longer to generate. For detailed instructions on pulling reports in the Web System, see Pulling Reports in the Web System on page 84.



COE Recerts Tab

The **COE RECERTS** tab is where users can go to search for ARCs created in the Web System. For more information on COE recerts (ARCs) in the Web System see ARCs in the Web System on page 68.

Resources Tab

This is where all records managers will go to submit/receive reports and other correspondence containing student data. Any student personally identifiable information will need to be sent securely through the Web System. For more information on PII, see FERPA Best Practices starting on page 6. Detailed instructions for sending/receiving files through the Web System can be found in Transmitting Student Data Securely on page 74. Aside from each district-specific folder, the **RESOURCES** tab also contains two other folders that all districts have access to.

zMEP Information Folder

This is where the MEO will post any information that all districts should have access to, such as fall training dates, Mass Withdrawal PPT, and Course History PPT.

Installers Folder

The installers folder contains requested MIS2000 Desktop App installers for when a district is needing to replace their Desktop App. Do not utilize this folder unless specifically directed by the MEO.

Help Tab

The **HELP** tab provides users with the MS/EdD support email. Please DO NOT contact MS/EdD directly. Contact the MEO (page 196) if you need assistance. The MEO will contact MS/EdD if necessary to resolve user issues.

Pulling Reports in the Web System

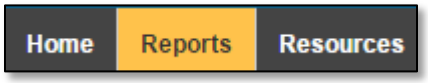
Records managers have access to the same Snap reports through the Alaska Migrant Web System (ak.msedd.com) as they do in the Desktop App. From the **REPORTS** tab the recruiter can access the following Snap reports:

1. **06 ELIGIBILITY STATUS REPORT**
2. **07 COEs ACTIVE AND THE CHILDREN ON EACH COE**
3. **12 MONTHLY ELIGIBLE_UPDATED**
4. **14 PRIORITY FOR SERVICE STUDENTS**
5. **MIGRANT LUNCH LIST**

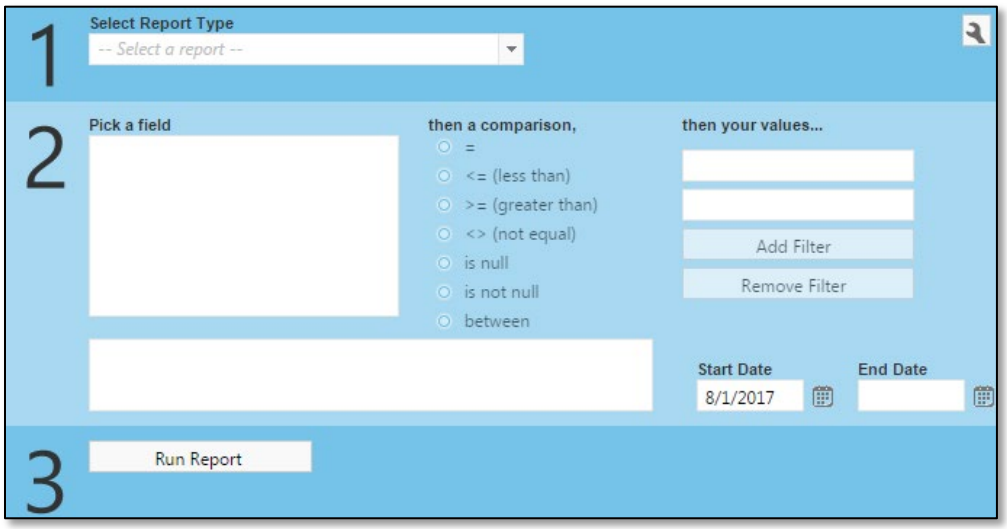
For detailed information about each of these Snap reports, refer to the Snap Reports Details section starting on page 174.

Running Snap reports in the Web System works the same as running a snap report in the Desktop App. Refer to the instructions below:

1. Navigate to the **REPORTS** tab of Alaska Migrant Web System (ak.msedd.com).



2. Use the drop-down list in **NUMBER 1** to select the desired report.
3. In **NUMBER 2** click on filters required for each report and complete the comparison.
   - **DISTRICT DISPLAY CODE** is always a required field.
4. Under **THEN A COMPARISON**, select the **=** button.
5. Under the **THEN YOUR VALUES…** enter the required **DISTRICT DISPLAY CODE**.
6. Click on **ADD FILTER** button. When the filter has been successfully added to the report, a line will appear in the box beside the **DATE RANGE** fields.
7. Enter **DATE RANGE**, if applicable.
8. Under **NUMBER 3** click **RUN REPORT** button.

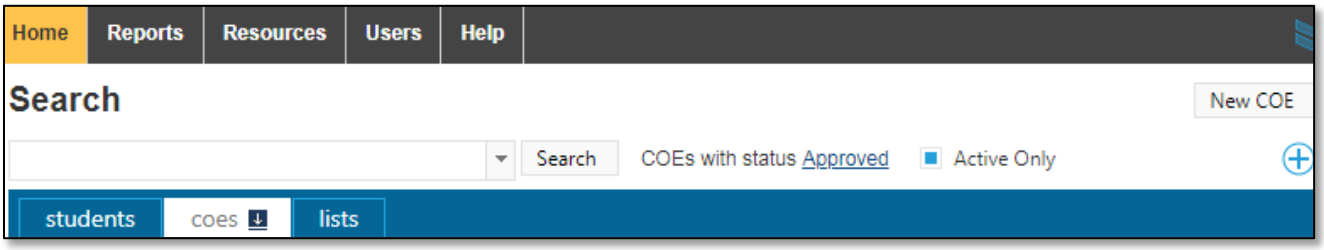


9. Once the report has run, the report can be saved in either CSV or PDF format.
   - The CSV format allows the user to open and manipulate the report in Excel.
   - If the report produces no results, users will see the message, "The report produced no results" at the top of the **REPORTS** tab screen. **Note:** This message also appears when filters are applied incorrectly. If users receive this message unexpectedly, please double check the use of any filters and try again. If reports are not pulling correctly, please contact the MEO (page 196).

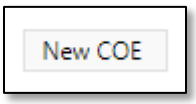
COEs in the Web System – Creating, Reviewing, Approving, and Rejecting

Creating a COE in the Web System

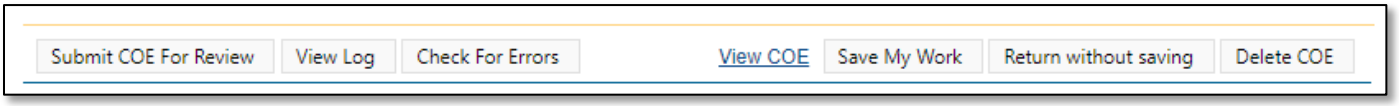
1. Navigate to the **COE** subtab of the **HOME** tab in the Alaska Migrant Web System (ak.msedd.com).



2. Click on the **NEW COE** button, located in the upper right-hand corner, to create a blank COE.

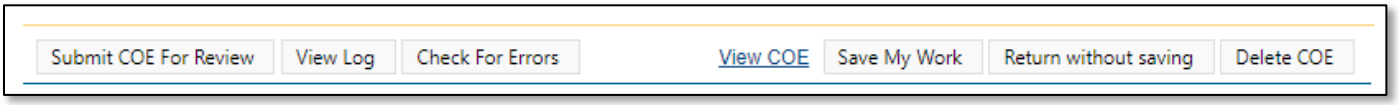


3. Complete the COE. Please review the Recruiter Handbook for detailed instructions on how to fill out a COE and any specific comments that may be required.
4. Use the **SAVE MY WORK** button often throughout the COE data entry process.

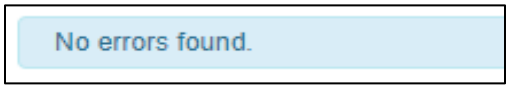


5. When changes are saved, a blue bar will appear at the top of the screen with the message **CHANGES SAVED**.

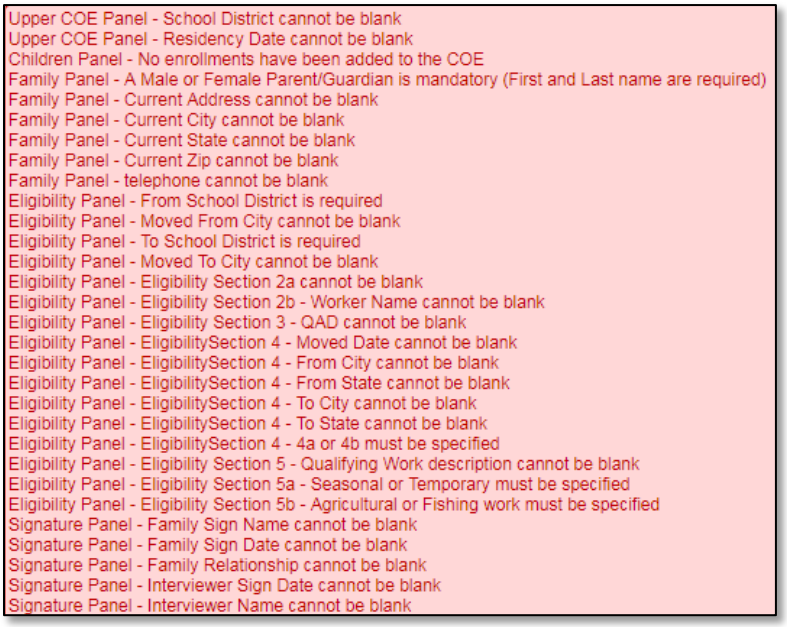
6. Use the **CHECK FOR ERRORS** button to ensure the COE is as complete and correct as possible, prior to printing the COE and obtaining signatures. As part of the error check, the user's work is automatically saved in the event that the **SAVE MY WORK** button was not utilized first.



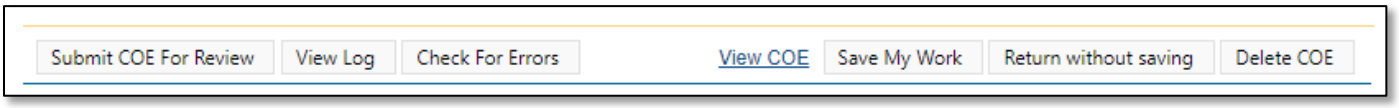
7. If no errors are found, a blue bar will appear at the top of the screen with the message **NO ERRORS FOUND.**



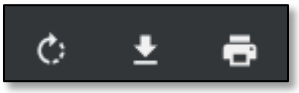
8. Any errors found are displayed at the top of the screen in red.



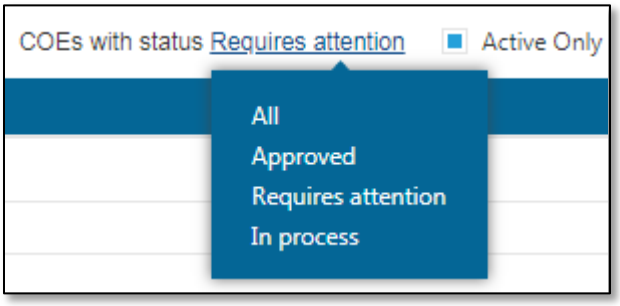
9. Click on the **View COE** button found in the upper right-hand side to view the PDF version of the COE.



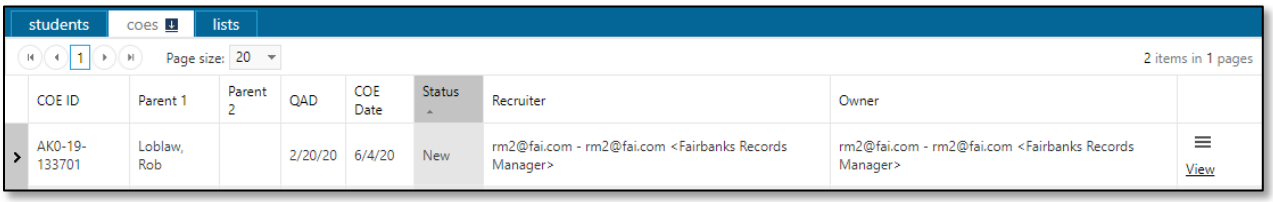
10. In the PDF window, click on the **print icon** located in the upper right-hand corner to print the COE.

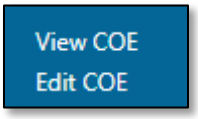


11. Obtain interviewee signature on the printed COE.
12. Sign the COE as the interviewer.
13. Navigate to the **COE** subtab, and change the search status to **Requires attention**.



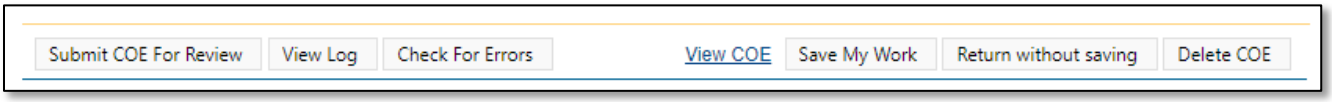
14. Hover over the three-line **Hamburger (≡)** menu on the desired COE and click **Edit COE** from the drop-down list.



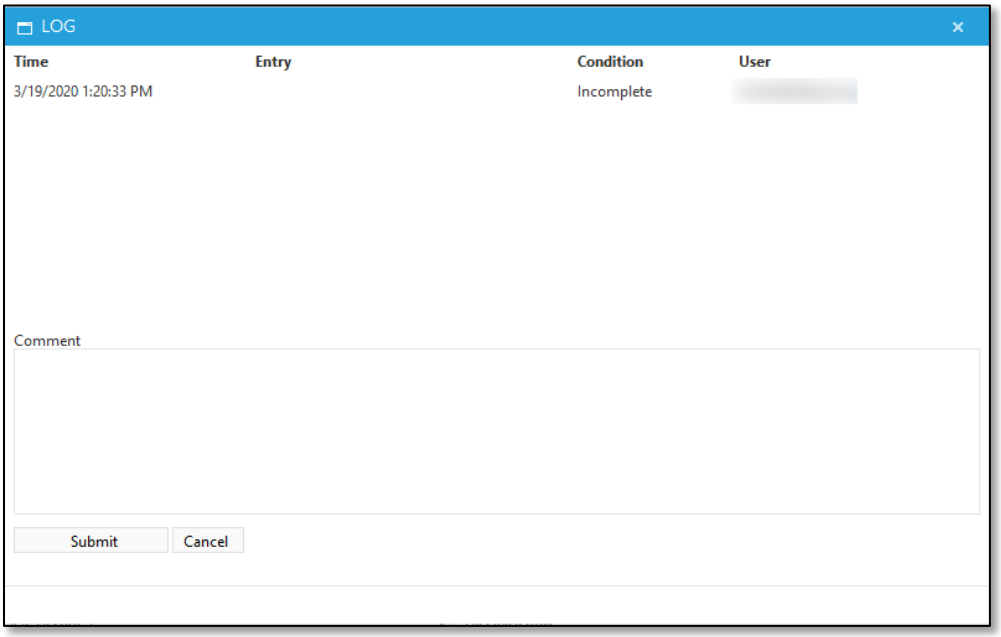


15. Enter the Interviewee and Interviewer signature information into the fields at the bottom of the COE in the Web System.

16. Use the **Save My Work** button in order to save changes.
17. Click on the **Submit COE for Review** button, located in the upper left-hand corner, to send the electronic COE information to the district records manager. Any errors preventing COE submission will appear in red at the top of the screen.



18. When the **COE Log** is displayed click the **Submit** button.
    a. Users are not required to add information to the **COE Log**, unless the COE is being rejected.



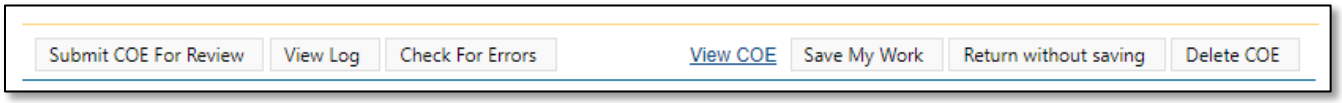
Important Information Regarding COEs in the Web System

General

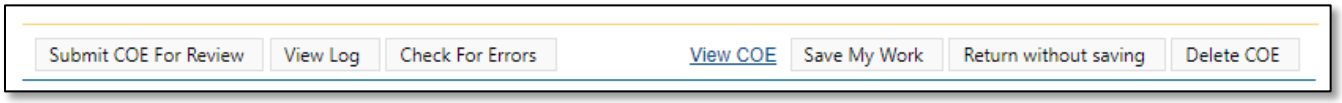
- A blank COE in the Web System looks very similar to the paper/PDF versions of the COE. Sections of the COE are labeled and appear in the same order as the paper/PDF COE.
- Users can use all caps to type or standard capitalization conventions in the Web System.
- Do not enter dashes (-) into the Web System.
- Users can tab through fields in the Web System, or they can click into each field in order to complete the COE.
- **COE ID** numbers are generated by the Alaska Migrant Web System when the **NEW COE** button is clicked. All of the **COE ID** numbers generated in the Web System will begin AK0.
- COEs created in the Web System will be marked **INCOMPLETE** until they are successfully submitted to the records manager.

- The COE will be auto-populated with the user's school district at the top of the COE. The user will not be able to edit this.

- It is best practice to save the COE throughout the entry process using the **SAVE MY WORK** button at the top of the screen.



- The **COE LOG** facilitates communication between user and reviewers. When submitting the COE, the user does not need to enter information into the log. However, whenever a COE is **REJECTED** back to the recruiter, the reviewer must enter comments. The **COE LOG** can be viewed by clicking on the **VIEW LOG** button.



LOG

Time	Entry	Condition	User
4/19/2018 11:29:41 AM		Incomplete	ak57
4/19/2018 11:37:02 AM		New	ak57
4/19/2018 11:39:01 AM		Reviewed	ak57
4/23/2018 10:46:26 AM	PLEASE VERIFY THE BERRY PIKCING WAS NOT ON LAND OWNED BY THE FAMILY. DON'T FORGET THIS COMMENT SHOULD BE ADDED BELOW THE ORIGINAL COMMENT WITH NEW INITIALS AND DATE AN DADDED TO THE HARD COPY AS WELL AS IN MIS2000. JL 04-23-18	Rejected	ak0

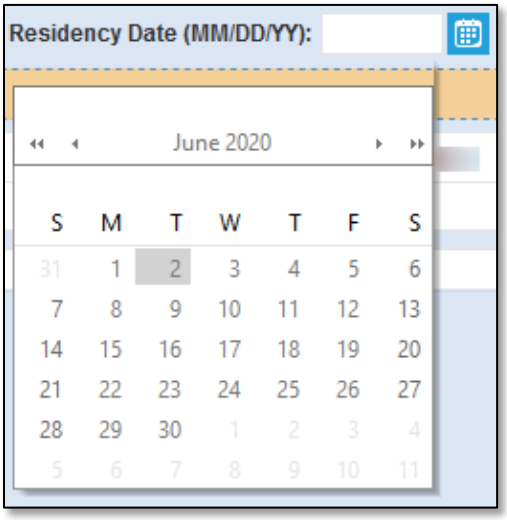
Date Fields

Throughout the web COE, there are several date fields. The calendar icon to the right of each field denotes each date field. The user can directly type desired dates into these fields, or they can click on the calendar icon, and choose the date from the calendar.

- The Residency Date is located in upper right-hand corner of the COE.

- Date fields will automatically format to mm/dd/yyyy format, after the date has been typed in.
    - The user can enter a date with or without dashes.

- Dates can be selected by clicking on the calendar icon next to any date field. Use the arrows show below in order to change months. The double arrows jumps three months. The single arrow jumps one month.



Drop-down Lists

Throughout the web COE, there are fields that consist of drop-down lists. Users can tab or click into these fields and start typing to bring up predictive drop-downs. User can also click on the down turned arrows in order to see the entire drop-down list.

Fields that are Drop-down Lists:

- **City** and **State**
- **From District** and **To District**
- **Country Code**
- **Gear** and **Catch**
- **Sex**
- **MB** (multiple birth)
- **EB** (ethnic breakdown)
- **VER** (birth date verification code)
- **Grade**
- **Facility** (school name)
- **Type** (type of enrollment)
- **IM** (immunization records on file)
- **MA** (medical alert indicator)

Tips by COE Section

Top of the COE

- The user's district is auto-populated into the **School District Name** field at the Top of the COE. The user cannot change the school district.

School District Name: KODIAK SCHOOL DISTRICT

Child Data Section

- To add children to the COE, click on the blank line in the Child Data section. There is no limit to the number of children that can be added to the Child Data Section of the COE created in the Web System.
    - If a COE contains more than five children, the COE will print on multiple pages. Signatures must be obtained on each page of the COE.

ID	Last Name 1	Last Name 2	First	Middle	Suf	Birth Date	Sex	MB	EB	VER	School ID	Enroll Date	GR	Imm	Med	
																Del

- The following child data entry panel will appear after clicking on the blank line in the Child Data Section. Enter data into the white fields in the orange area. The user can tab through each field.

AK State ID | Last Name 1 | Last Name 2 | First Name | Middle Name | Suffix

Birth Date | Sex | Multiple | Ethnicity | VER Code | Facility Name | Enroll Date | Grade | Imm Avail | Med Alert

Save Student | Cancel

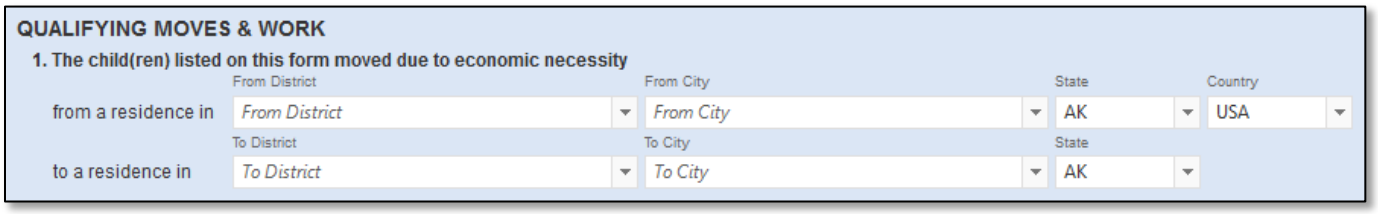
- After completing all the fields the user must click the **Save Student** button shown above. Clicking the **Save My Work** button at the top of the page, will not save child data.
    - The user must enter a **VER Code** and **Grade** before the user can save the student.
    - Data will be populated into the first blank row in the Child Data Section. Note, the school name will be shown as a code rather than the school name entered in the previous screen.
    - Though the **School Name** is displayed as **School ID**. The **School Name** will be displayed when the COE is printed.
    - If a mistake has been made in the Child Data Section, click once on the corresponding line in the Child Data Section in order to edit the data populated into the fields.
- Many of the fields listed in the child panel are drop-downs. Additionally, these drop-downs spell out the full words, rather than codes for the user's convenience. Once the child data is saved, the data will be converted to the required codes on the COE.

ID	Last Name 1	Last Name 2	First	Middle	Suf	Birth Date	Sex	MB	EB	VER	School ID	Enroll Date	GR	Imm	Med	
	JACKSON		BENJAMIN	LUCAS		12/16/06	M	N	6	1007	AKKGPJ	8/19/19	9			Del
																Del

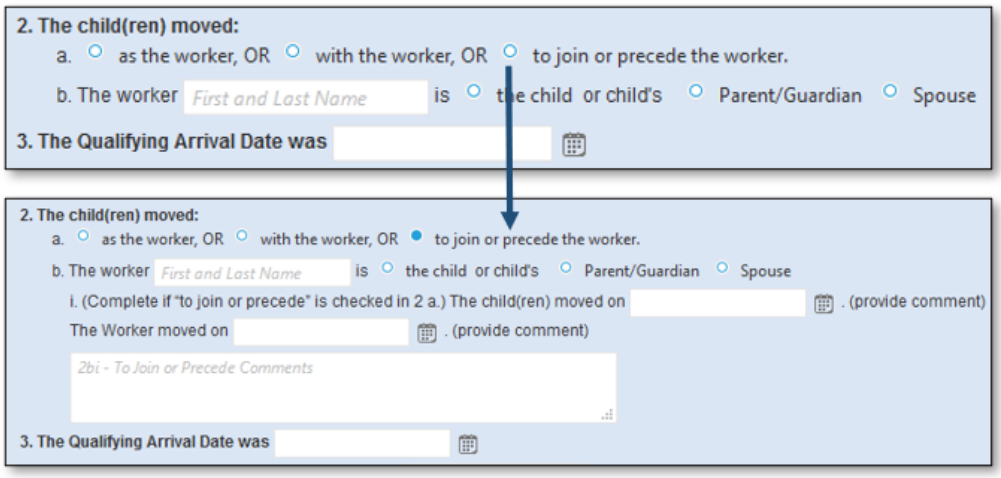
- To delete a child from the COE, click on **Del** button, all the way to the right on the corresponding child data line, as show above.

Qualifying Moves & Work Section

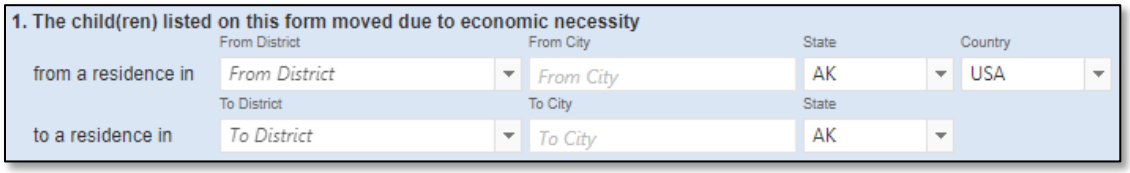
- Check boxes can be changed if the wrong item is initially selected (i.e., the user checks, **SPOUSE** instead of **PARENT/GUARDIAN**).
- The **COUNTRY CODE** "USA" is defaulted into question 1 and question 4 of the Qualifying Moves & Work Section. Additionally, the State abbreviation "AK" is defaulted into the **STATE** fields in questions 1 and 4.



- When the user selects **TO JOIN OR PRECEDE THE WORKER** in 2a, additional fields will be displayed that the user must complete, (including a separate comments field, not pictured, for the 2bi comment).

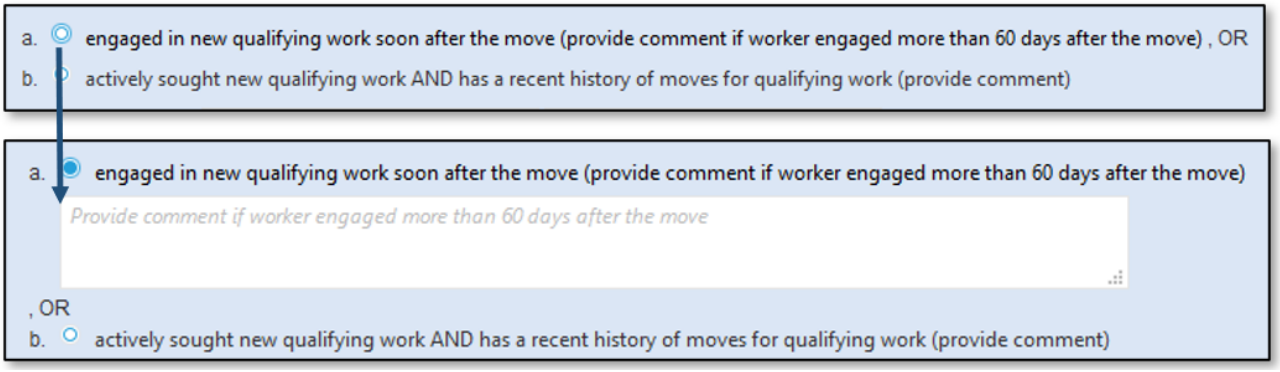


- If the move information in questions 1 and 4 are the same: users have the option to copy information regarding the child's move (question 1) into the question regarding the worker's move (question 4) by selecting the check box for **THE SAME AS QUESTION 1**. Once the user checks the box, the information regarding the school districts, cities, States, and country listed for the child's move will be populated into the fields for the worker's move. If the user determines the information in these questions should not be the same, they can unselect the checkbox and will then be able to edit the data regarding the worker's qualifying move in question 4.
  - **Question 1 in Qualifying Moves & Work Section – Child(ren)'s Move**

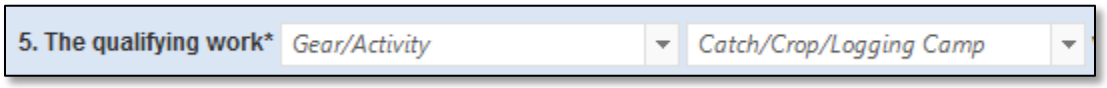


  - **Question 4 in Qualifying Moves & Work Section – Worker's Move**

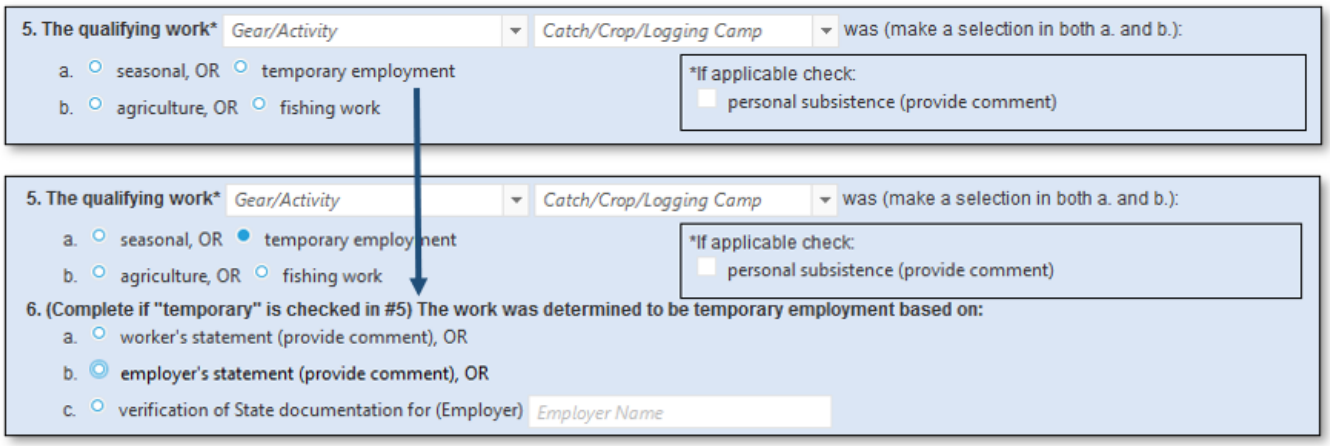
- When the user selects **Engaged in New Qualifying Work Soon After the Move**, a comment box will be displayed. users should not fill in this box if a worker engaged in qualifying work immediately after the move. users should only fill in the box when there are more than 60 days between the QAD and the start of the qualifying activity.



- The qualifying work listed under question 5 is separated into two fields. The first field is the gear, the second field is the catch.

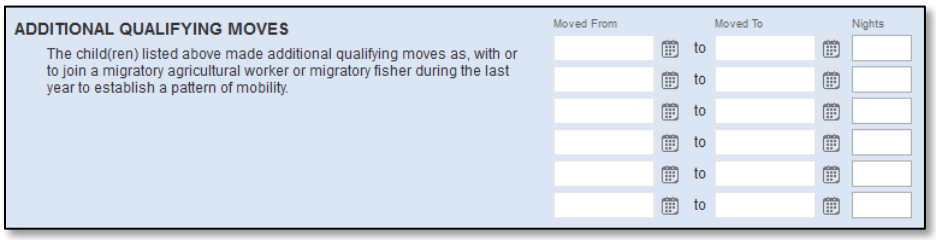


  - Many gear and catch options are listed in the drop-down menus twice, once as commercial and once as subsistence.
    - Commercial or subsistence should match both the gear and the catch. For example, both the gear and the catch are listed as commercial.
    - The user should choose commercial or subsistence based on the activity that the worker engaged in for the majority of the move listed in question 4.
- The user must check the personal subsistence box if the move listed in the Qualifying Moves & Work Section is, even in part, for subsistence.
- Question 6 is hidden in default view. Only when the user selects **Temporary Employment** in question 5 will the additional fields for question 6 be displayed. The user must complete question 6 only if the qualifying work is temporary.



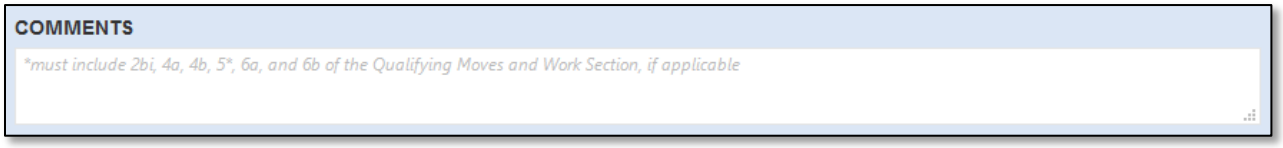
Additional Qualifying Moves Box

- The Additional Qualifying Moves box will automatically calculate the number nights for each move.
  - The calculated nights will show up after the user clicks the **SAVE MY WORK** button.
  - The user cannot manually enter the number of nights.
  - If the moves are typed out of order, the nights will reorder themselves from most recent to least.



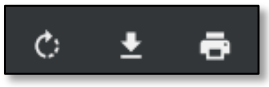
Comments Section

- The Comments box can be expanded for the user's convenience by clicking and dragging the shaded lower right-hand corner.



Printing & Obtaining Signatures

- COEs must be printed from the Web System and signatures obtained prior to COEs being submitted to the records manager.
  - The interviewee must sign the printed COE first.
  - The interviewer/recruiter must sign the printed COE after the interviewee.
  - By signing the COE, the interviewee and interviewer are verifying that the information on the COE is complete and correct, and that the moves documented on the COE were made due to economic necessity.
- In order to print the COE, the user must utilize the **VIEW COE**, button at the top of the page. In the PDF viewer displayed the user can choose to print by clicking on the **PRINT ICON**.



- After obtaining the required signatures on the hard copy printed COE, the user will enter the signature information into the COE using the Web System.
  - It is the records manager's responsibility to obtain the SEA Reviewer signature when they have received the hard copy COE.

Errors and Warnings

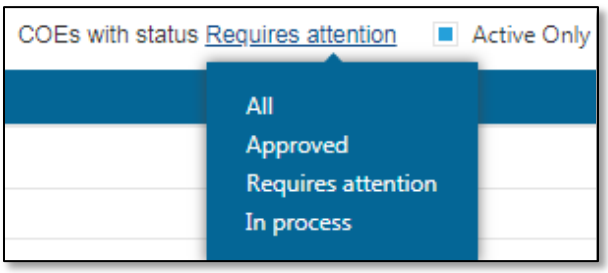
Error messages and meanings are documented in the Errors and Submission Checks in MIS2000 section starting on page 177.

Reviewing, Approving, & Rejecting a COE in the Web System

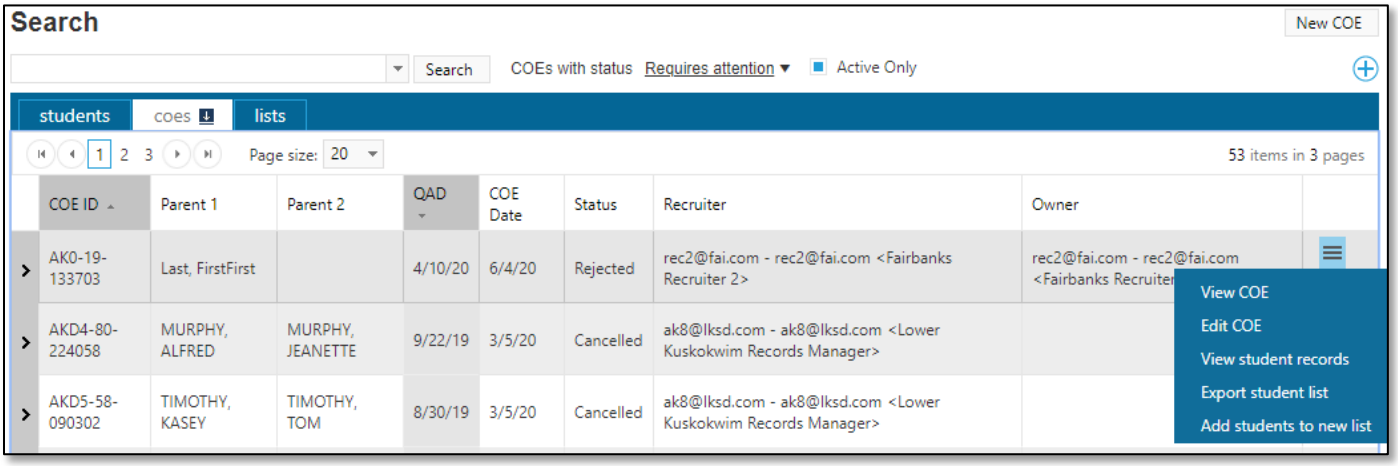
Approving COEs is a process that records managers have, historically, done in the MIS2000 Desktop App. The Web System has been updated to allow records managers choosing to be web-based users to approve COEs in the Web System.

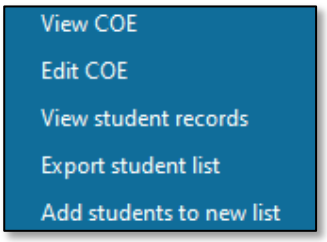
Finding a COE in New Status

1. Navigate to the **COE** subtab of the **HOME** tab in the Alaska Migrant Web System (ak.msedd.com).
2. Change the search status to **REQUIRES ATTENTION**. This action lists all COEs that have not yet been approved by the MEO and require an action from the records manager.



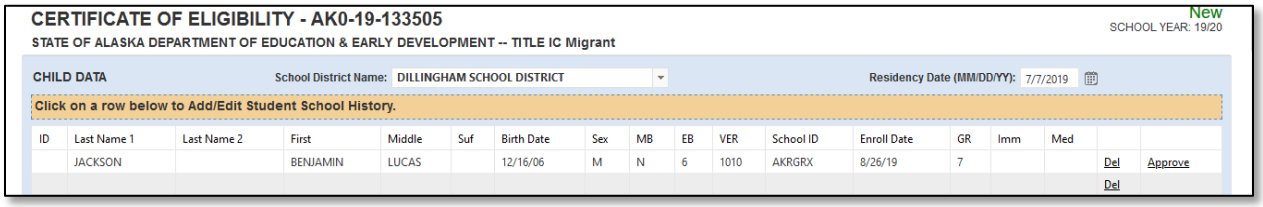
3. Select the COE that requires approval. Hover over the three-line **HAMBURGER (≡)** menu on the desired COE and click **EDIT COE** from the drop-down list.



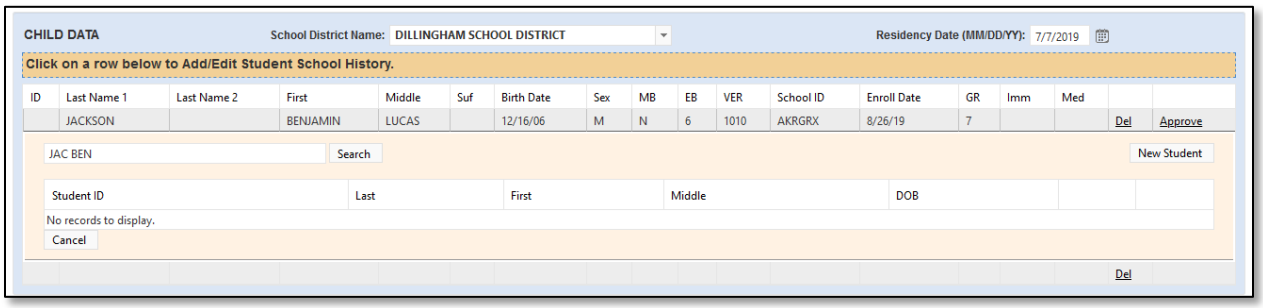


Approving a Child onto the COE

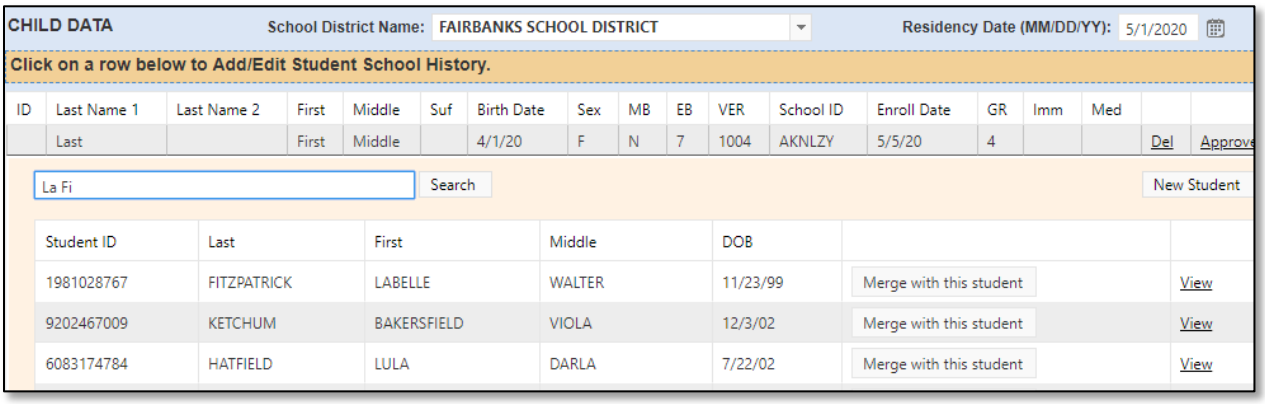
1. The records manager will need to approve each child listed on the COE. Note that, at this stage, an **APPROVE** link will appear on the rightmost column for each child on the COE. This indicates that the child has not been approved onto the COE yet. Click on **APPROVE**.



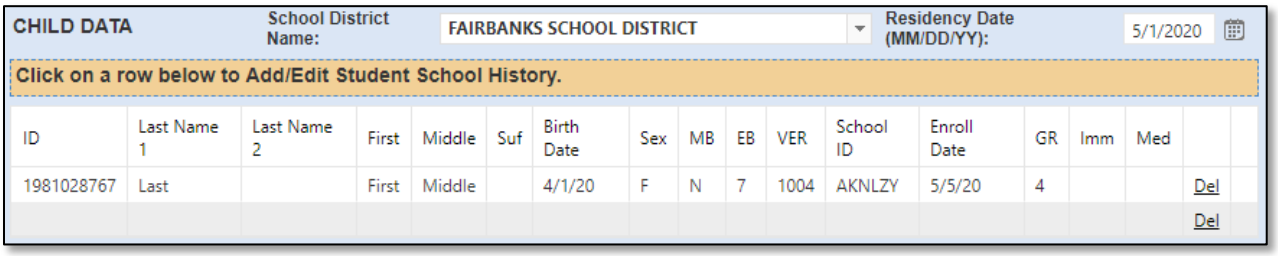
2. This will open a Student Search dialog box. The first three letters of the child's last name and first name will already be populated into the search box. Click the **SEARCH** button.
   - Searching by partial last name and first name initial only (e.g. Last Name: JAC, First Name: B for Benjamin Jackson) will provide a more comprehensive list of names.
   - If the user is unable to find a child that that is known to be migrant eligible in Alaska, complete the search again, with less information in the first name and last name fields. This will help match misspelled names.



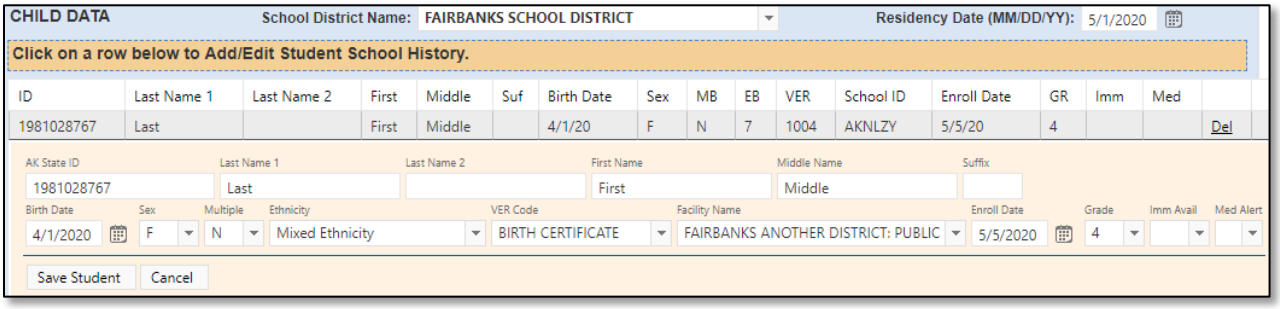
3. Through this approval process, the following could occur:
   - **Child is Found** – This means that the child on the COE has history in the MEP. From the search results, select the appropriate child with the correct information listed by clicking on the **MERGE WITH THIS STUDENT** button. This will link the current COE to the child's previous records.
     - A search can lead to multiple results. Users must be cautious in selecting the correct child for the COE.
     - Be aware that many children have similar names. Before utilizing the **MERGE WITH THIS STUDENT** button, ensure that the hard copy COE information matches the information auto-populated in the Web System, and that two children are really the same child. Be especially aware of family names given to each generation. Do not assume that an old birthdate is incorrect—this could be the parent a child is named for.



a. Clicking the **Merge With This Student** button will close the Student Search dialog box. The **Approve** link on the rightmost column of the selected child's row will also disappear. Once a child has been merged with an existing record, the **AK State ID** field will be auto-populated.



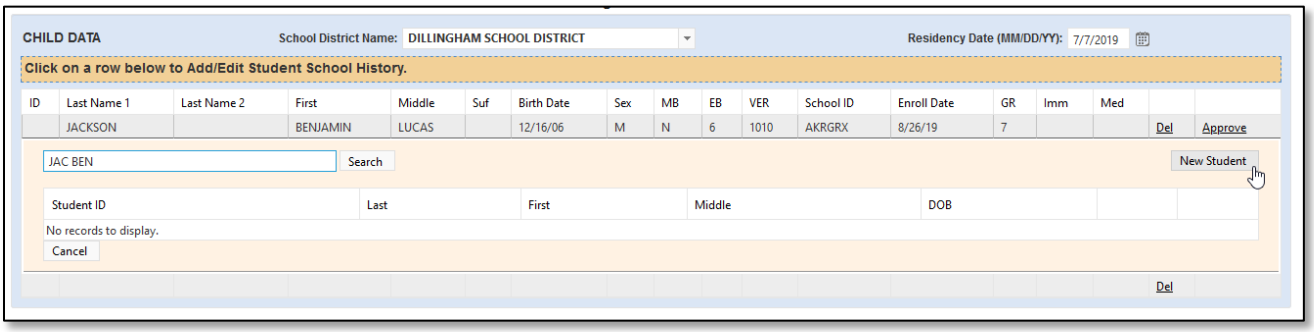
b. Click on the row. The child data entry panel will appear below the Child Data Section. This will already be auto-populated with the child's information.



c. The records manager completes the health-related information fields, **Imm Avail** and **Med Alert**. It is the responsibility of the records manager to gather this information, write it on the hard copy COE, and enter it into the Web System. Information about these fields is found in the Adding IM, MA, and AKSID information to each child section on page 99. Click on **Save Student** to save any changes.

- **Child is Not Found** – If the child is not found, the student search dialog box will read No records to display.

a. Click the **New Student** button to the right of the search dialog box. Clicking this will close the Student Search dialog box. The **Approve** link on the rightmost column of the selected child's row will also disappear.

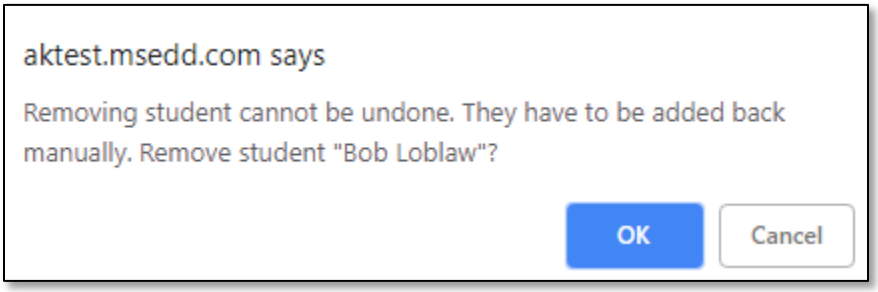


b. The child data entry panel will appear below the Child Data Section. This will already be auto-populated with the child's information from the web COE, except for the **AK STATE ID**, **IMM AVAIL** and **MED ALERT** fields.
c. If a child is enrolled in a public school in Alaska, an AKSID is required in the **AK STATE ID** Field.
d. If a child is not yet in school, MIS2000 will generate an ID for that student, and the **AK STATE ID** Field should be left blank on the web COE.
e. It is the responsibility of the records manager to gather the information for the health-related fields, **IMM AVAIL** and **MED ALERT**, write it on the hard copy COE, and enter it into the Web System. Information about these fields is found in the Adding IM, MA, and AKSID information to each child section on page 99. Click on **SAVE STUDENT** to save any changes.

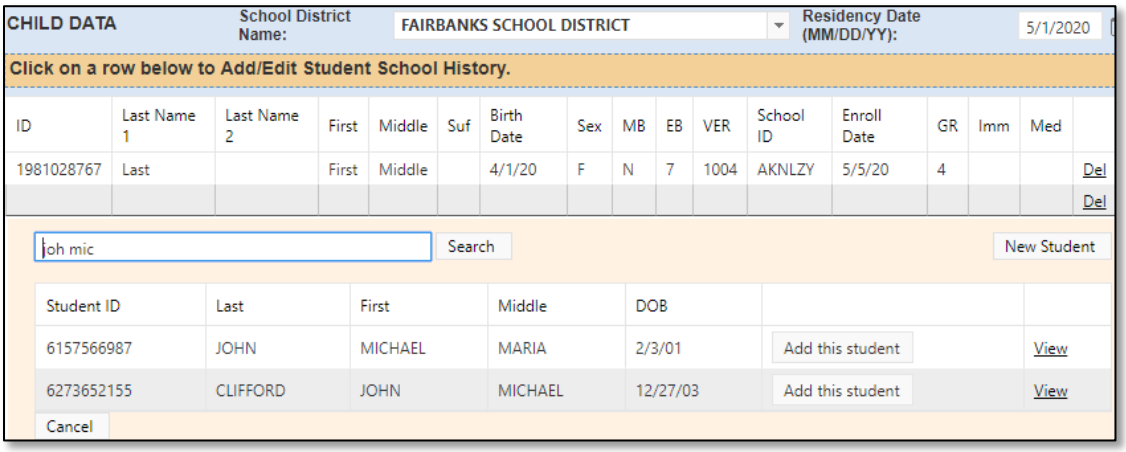
- **Child is Missing** – If it is believed a child should already be in the database, but cannot be located using **APPROVE CHILD FOR COE** and the **STUDENT SEARCH**, please contact the MEO (page 196) for help. This will help prevent duplicate children in MIS2000.
- **Child is mistakenly identified** – If a child is mistakenly identified and merged with another child's records, the records manager can remove the child from the COE.
  a. Click on the **DEL** link found on the row of the child that the user wants to unmerge.

ID	Last Name 1	Last Name 2	First	Middle	Suf	Birth Date	Sex	MB	EB	VER	School ID	Enroll Date	GR	Imm	Med	
1981028767	Last		First	Middle		4/1/20	F	N	7	1004	AKNLZY	5/5/20	4			Del
																Del

b. A pop-up window will ask for confirmation. Click OK to completely remove the child from the COE.



c. Add the child back in by clicking on a blank row. The user should first complete a search to see if the child is in the database. If the child is in the database, the child's name will show up in the Search Student dialogue box. After confirming that user has the correct student, click on **ADD THIS STUDENT**. Complete the rest of missing **IMM AVAIL** and **MED ALERT** fields. Click on **SAVE STUDENT** to save any changes.



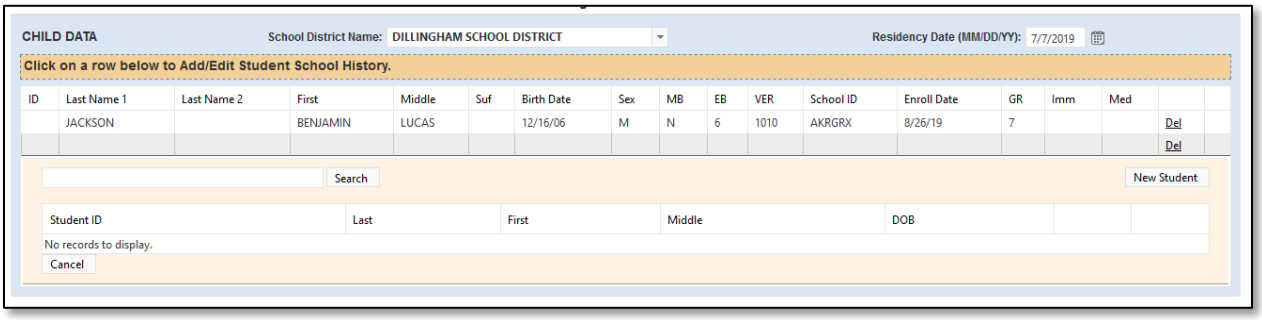
d. If the child does not show up in the database or does not have history in the program, click on **New Student** and re-enter the rest of the information in the child data section as recorded on the hard copy COE. Click on **Save Student** to save any changes.

4. Use the **Save My Work** button in order to save changes.

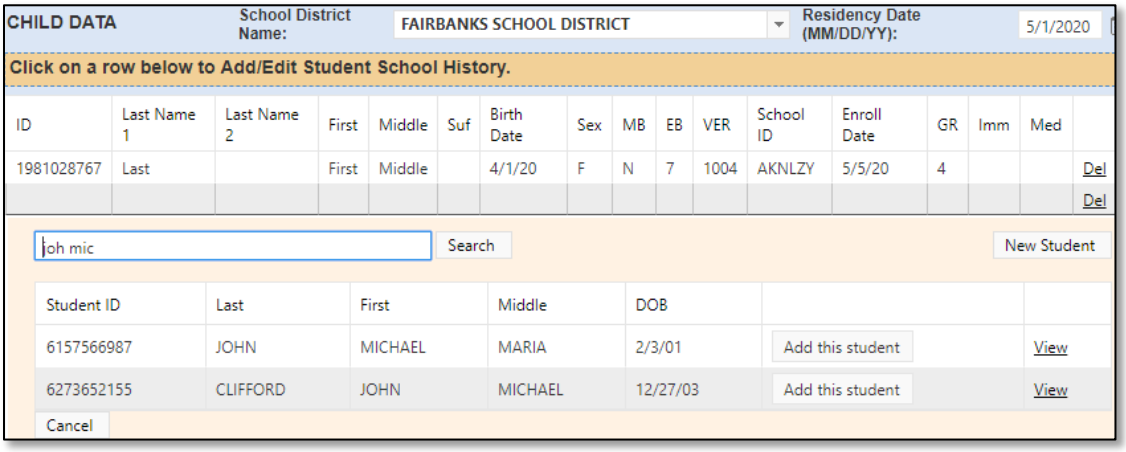
Adding a Child to the COE

Users can add a child onto the COE before it is sent to the MEO for final approval.

1. Click on a blank row in the Child Data section. This will open a Student Search dialog box.



2. Conduct a search to see if the child has is new to the MEP or has existing history in the program.

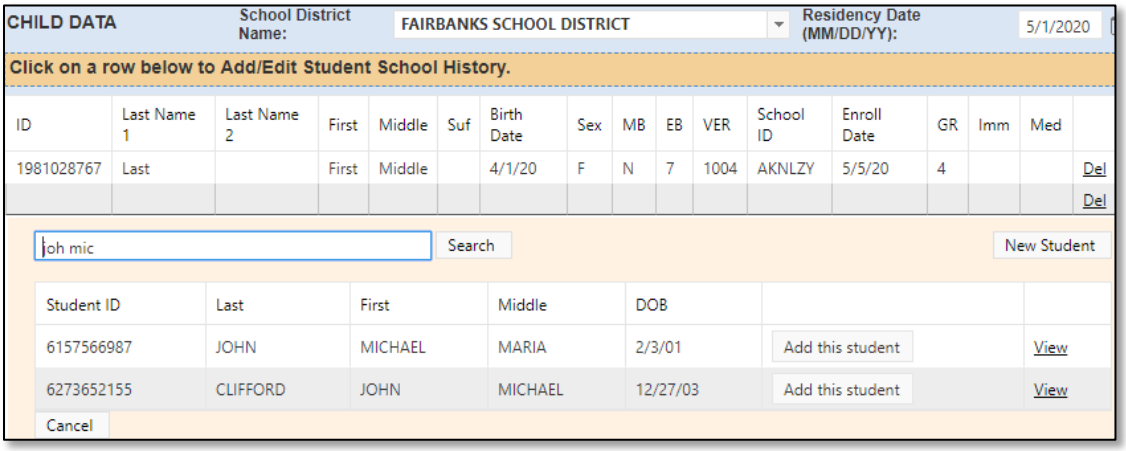


a. Use the first three letters of the child's last name and first name will already be populated into the search box. Click the **Search** button.

b. A search can lead to multiple results. Users must be cautious in selecting the correct child for the COE. Be especially aware of family names given to each generation. Do not assume that an old birthdate is incorrect—this could be the parent a child is named for.

c. Before utilizing the **Add This Student** button, ensure that the hard copy COE information matches the information in the Web System.

3. A search can yield the following results:
   - **Child is Found**
     i. If the child is in the database, the child's name will show up in the Search Student dialogue box. After confirming that user has the correct student, click on **ADD THIS STUDENT**.



     ii. Complete the rest of missing **IMM AVAIL** and **MED ALERT** fields. Click on **SAVE STUDENT** to save any changes. It is the records manager's responsibility to ensure that all information on the web COE matches the hard copy COE.
   - **Child is Not Found**
     i. If the child is not found, the student search dialog box will read No records to display.
     ii. Click on **NEW STUDENT** and re-enter the rest of the information in the child data section as recorded on the hard copy COE. Complete the **AK STATE ID**, **IMM AVAIL** and **MED ALERT** fields. It is the records manager's responsibility to ensure that all information on the web COE matches the hard copy COE.
     iii. Click on **SAVE STUDENT** to save any changes.

Adding IM, MA, and AKSID Information to Each Child

If manually entering an Alaska Student ID number, please be aware that the **AK STATE ID** field requires 10 digits and is the number given by the State of Alaska to all students enrolled in an Alaska public school. If the student has never been enrolled in an Alaska public school, an ID starting with **AK** will be automatically generated. Please verify that the child does not have an assigned Alaska Student ID number (AKSID) before allowing the Web System to generate one.

The records manager completes the health-related information fields, **IMM AVAIL** and **MED ALERT**, when approving a COE. It is the responsibility of the records manager to gather this information, write it on the hard copy COE, and enter it into the Web System.

Immunization Records Flag (IM)

Record whether or not the district has immunization records on file (not necessarily in the migrant files) for each child listed on the COE. This field does not indicate whether a child is immunized or which immunizations a child has received. This field only indicates that the district has the child's immunizations records on file. For more information refer to the Recruiter Handbook.

Code	*Description*
Y	**Yes**, the district has **immunization records** on file for the child.
N	**No**, the district does not have **immunization records** on file for the child.

Medical Alert Indicator (MA)

Record if the migratory child has a health condition or problem. For more information, refer to the Recruiter Handbook.

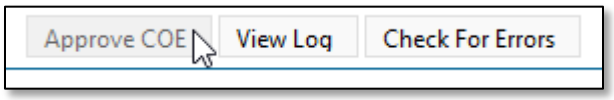
Code	*Description*
C	The child has a **chronic** (long term) health problem. **Chronic** health problems last a long time, potentially for a lifetime, and often develop slowly over time.
A	The child has an **acute** (short term) health problem. **Acute** health problems are usually brief and usually occur suddenly, or without warning.
N	**None.** The child **does not** have a health problem.

Completing SEA Reviewer Signature Information

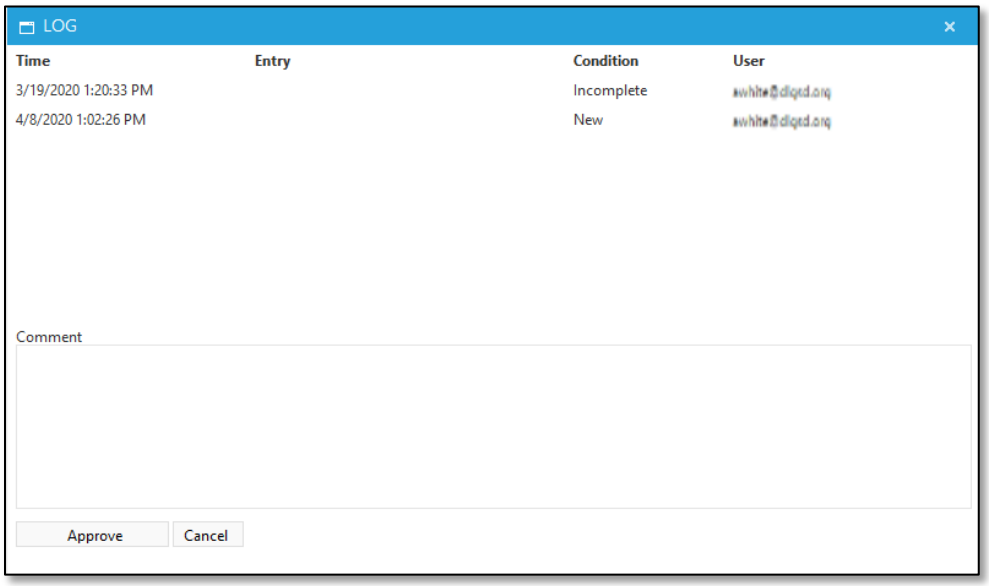
After reviewing all the information on the COE, the records manager must enter the Designated SEA Reviewer Signature information into the appropriate fields in the **SIGNATURE** field. All three signatures must be on the hard copy COE and on the web COE before the records manager can submit the COE to the MEO for final approval.

Approving a COE

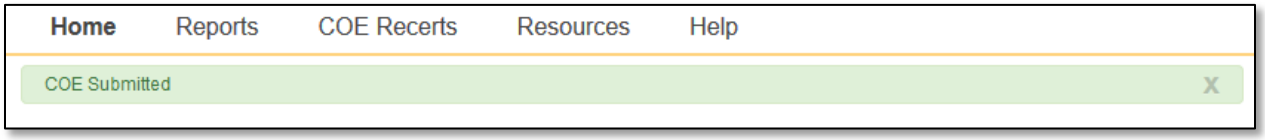
- Use the **SAVE MY WORK** button in order to save changes.
- Click on the **APPROVE COE** button, located in the upper left-hand corner, to approve the COE and send the electronic COE to the MEO for final review. Any errors preventing COE submission will appear in red at the top of the screen.



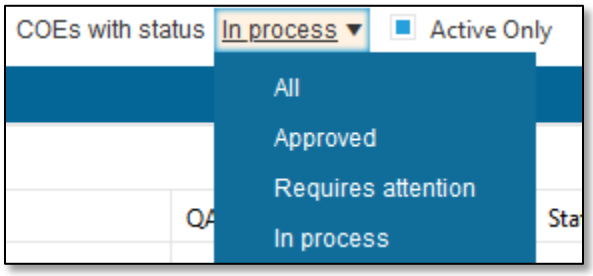
- When the **COE LOG** is displayed, click the **APPROVE** button. Users are not required to add information to the **COE LOG** when approving.



- Once the COE has been approved by the records manager, it will be sent to the MEO for review. A confirmation message saying that the COE has been submitted will appear under the header.

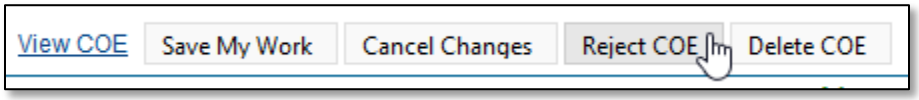


- This COE will now be found under the **COE** subtab of the **HOME** tab with the status **IN PROCESS**. This action lists all COEs that have not yet been approved by the MEO and do not require an action from the records manager.

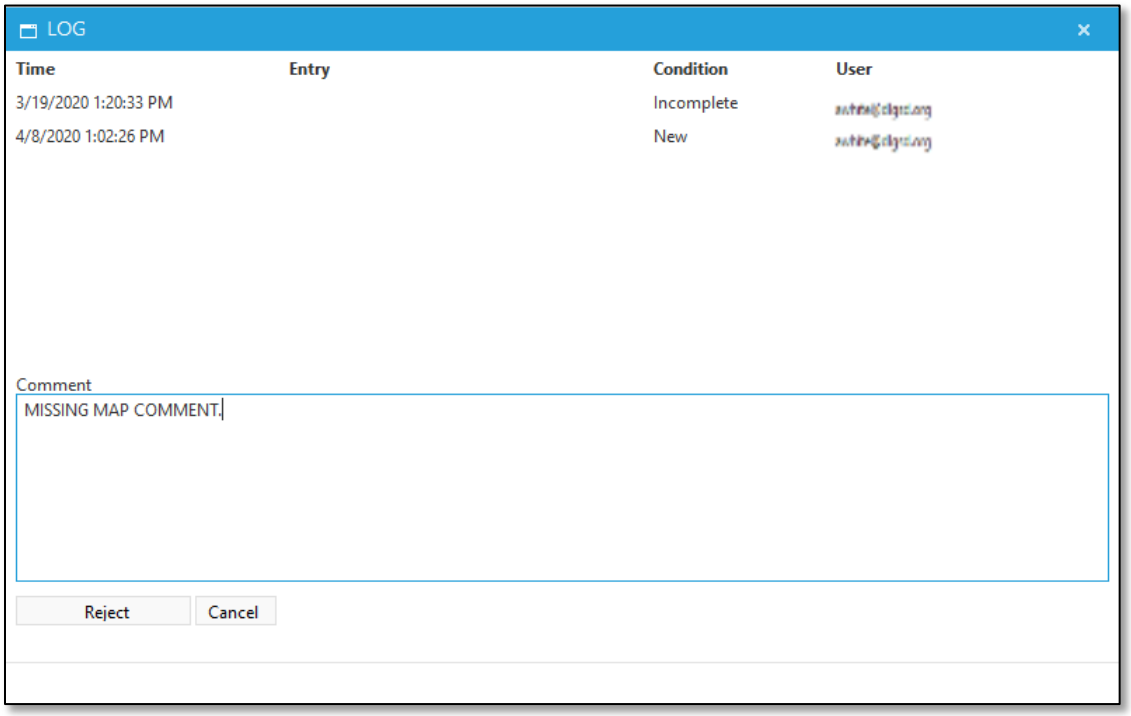


Rejecting a COE Back to the Recruiter

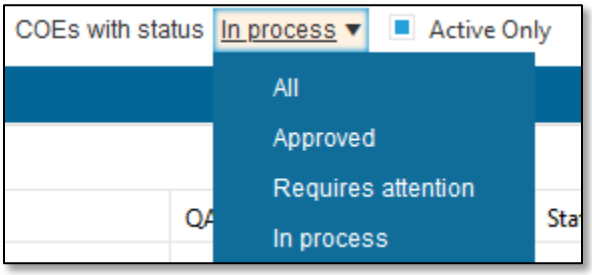
1. If changes need to be made to the COE in the recruiter level, click on the **REJECT COE** button, located in the upper right-hand corner. This will send the electronic COE information back to the recruiter.

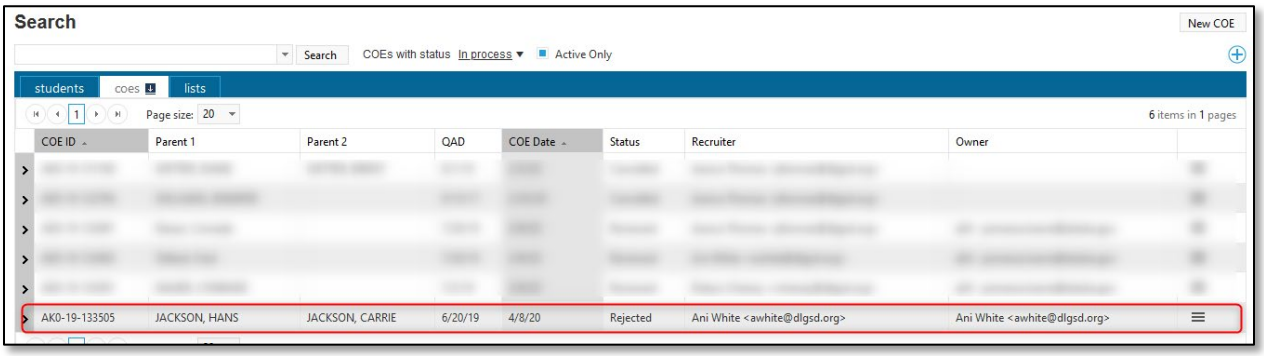


2. When the **COE LOG** is displayed, provide a comment to the recruiter about what needs to be fixed on the COE. Click the **REJECT** button.



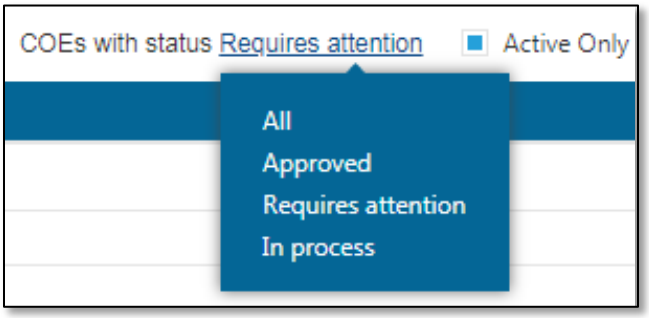
3. A COE that has been rejected to the recruiter level will appear as **In Process**, under the **COE** subtab of the **Home** tab. The **Rejected** status will be displayed. The user under the Owner column will show the current user with the ability to edit this COE.



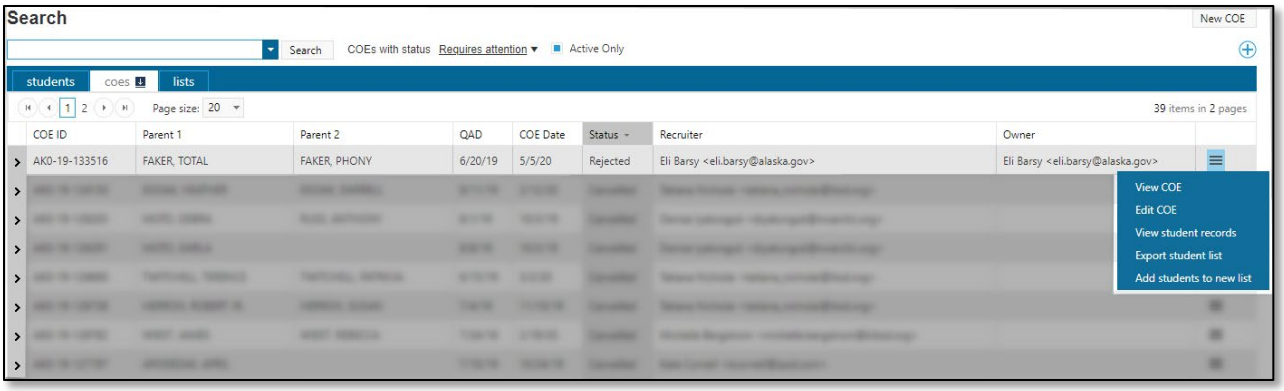


Updating and Correcting Rejected COEs

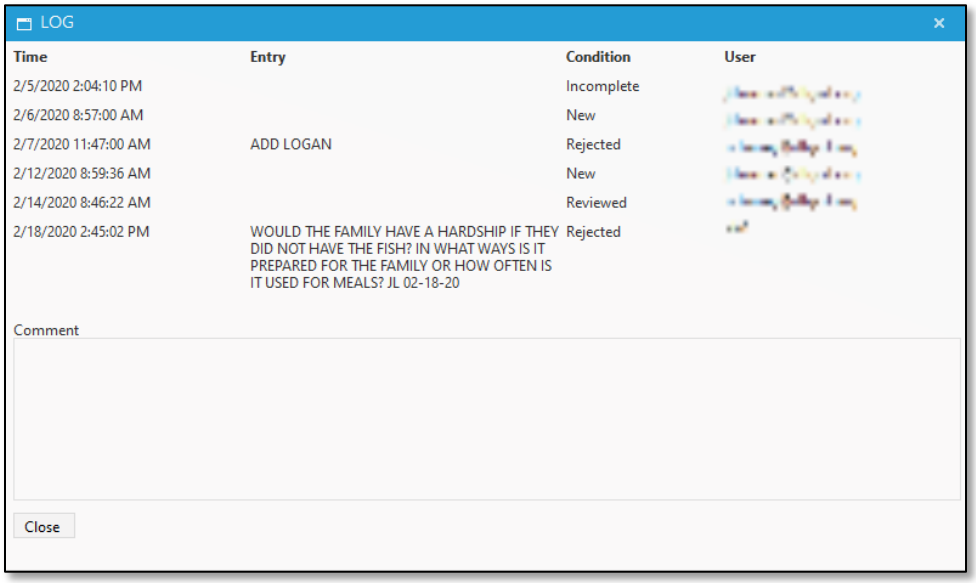
1. Users can find a COE that has been rejected by the MEO under the **COE** subtab of the **Home** tab.
2. Change the search status to **Requires Attention**. This action lists all COEs that have not yet been approved by the MEO and require an action from the records manager.



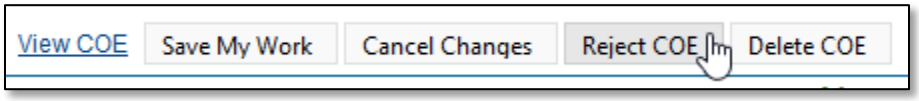
3. COEs that have been rejected by the MEO and require correction will show up with a **Rejected** status. Select the desired COE. Hover over the three-line **Hamburger (≡)** menu on the desired COE and click **Edit COE** from the drop-down list.



4. On the left-hand side of the screen, click on **View Log**. This will open a window where users can view comments from the MEO regarding what needs to be fixed for the COE to be eligible.



5. Corrections may be made either at the records manager level or the recruiter level:
   - **<u>At Records Manager Level</u>** – Some necessary corrections to the COE may be done at the Records Manager level.
     i. Additional comments, if any, should be placed in the Comments section of the COE, not in the Log. Initial and date all additional comments. It is the records manager's responsibility that all information on the hard copy COE matches the information on the web COE.
     ii. Use the **Save My Work** button to save changes.
     iii. Click on **Approve COE** to send it back to the MEO.
   - **<u>At Recruiter Level</u>** – Some corrections require that a COE be re-written and new signatures obtained. The records manager will need to reject the COE back to the recruiter level to perform all necessary corrections.
     i. Remove the designated SEA signature. A records manager will not be able to remove interviewee and interviewer signatures. This can only be done at the recruiter level.
     ii. Click on the **Reject COE** button, located in the upper right-hand corner. This will send the electronic COE information back to the recruiter.



     iii. Utilize the log to explain to the recruiter what changes need to be made. Click the **Reject** button.
     iv. The recruiter removes all remaining signature fields and signature date fields on the COE. Once the COE has been rewritten and new signatures obtained from the Interviewee and Interviewee, the recruiter can enter the new dates and submit the COE back to the records manager.

COE Status Guide – Web System

COEs are assigned statuses in MIS2000 in order to differentiate between approved and partially approved COEs. The status of a COE is listed in the **COE** subtab.

Incomplete (In Process)

- Status of a newly created COE.
- COE not submitted to records manager.
- COE belongs to the creator.
- COE can only be edited by the creator.
- COE may have been created in the Web System or Desktop App.

New/Rejected (In Process)

- COE status while under records manager review.
- COE belongs to the district records manager.
- COE can be edited by the district records manager.
- Rejected status indicates a COE that has been returned to the district by the MEO.

Reviewed/Verified (In Process)

- District records manager has approved the COE.
- COE is submitted to the MEO to determine eligibility.
- COE belongs to the MEO.
- District cannot edit the COE.

Accepted (Approved)

- COE is approved by MEO.
- Children are migrant eligible.
- COE cannot be edited by the district.
- COE can be viewed in **COE DATA** view in the Desktop App (if using).

Canceled (In Process)

- COE is not approved by the MEO.
- Children are found to be ineligible for the MEP.
- COE will be deleted from MIS2000.

Reassigning COEs Created in the Web System

MS/EdD, the creators of the MIS2000, have created limited functionality in order to reassign COEs from a web user (recruiter) to another web user (records manager). This ability was created in order for district records managers to take ownership of specific COEs from recruiters under the following circumstances.

1. A recruiter is no longer employed by the district, and a hard copy COE with signatures been returned to the district office, or
2. A complicated situation arises, and the records manager is better suited to complete the COE.

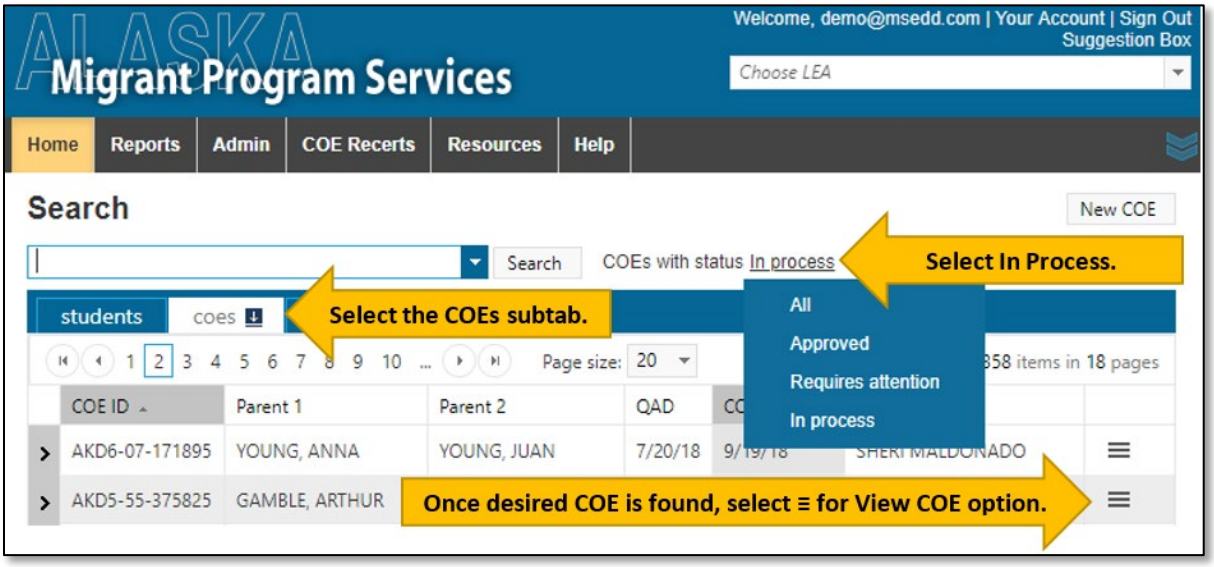
Limitations

COEs can only be reassigned if they have never been submitted to the records manager. Once a COE has been successfully submitted to the records manager for approval, the COE cannot be reassigned. Furthermore, once a COE has been reassigned, that COE cannot be reassigned a second time (the process can only be done once).

Process

The steps below outline the process to reassign a COE.

1. Records manager logs into the Alaska Migrant Web System (ak.msedd.com).
2. Records manager uses the **COE** subtab to search for COEs with status **In Process**.
3. Records manager uses the three-line **Hamburger Menu (≡)** or **View COE** button to view the COE.



4. Records manager confirms the COE has never been submitted to the records manager and has been owned only by the initial recruiter who created it in the Web System by using the **View Log** button.

5. Records manager contacts the MEO (page 196) in order to take possession of a web COE.
6. MEO staff reassigns COE to the records manager.

Web System Tips and Traps

Tips

- Review COEs/ARCs for any missing or needed information and for accuracy.
- Enter complete and accurate COEs and ARCs as soon as they come in. Do not wait.
- Enter *exactly* what the hard copy COE and ARC says into MIS2000. No changes, additions, or deletions are allowed unless those changes are also made on the hard copy COE or ARC. *No changes can be made to the Qualifying Moves & Work section of the COE.*
- Search for students in MIS2000 by partial last name and first initial only. This will increase user success in finding the student.
- Enter student IDs for K-12 public school students. All students entered into MIS2000 in grades K-12 must have a State-assigned student ID entered if they have never been enrolled in any Alaska public school. COEs will be considered incomplete without.
- Make sure there is a phone number listed in the Family Data section. This is required so that the MEO can reach the family, even if it is only to leave messages. This cannot be a school district number.
- Make sure the recruiter has initialed & dated the end of the Comments section. Any comments added after the original interview must also include initials and date.
- Save work often. If the internet goes out, or automatic log out kicks in, users will lose all progress since the last save.
- Select COEs with status “All” and uncheck the “Active Only” box if struggling to find COEs.
- If a child is mistakenly identified as a "new" or "existing" child, remove the enrollment from the COE in **COE Drafts** view, then use the new enrollment button create a new line to re-enter the child's information. Through this process, the database will search for existing records to link to.

Traps

- Do not enter any punctuation, such as an apostrophe, for child names. Unless exact name with punctuation is entered the same every time, child will not appear in the search results.
- Do not enter dashes into blank fields in the Web System.
- Avoid viewing the Web System across multiple browser tabs/windows. If users forget to interact with even one tab/window, automatic log out will kick in and disrupt the work done in all tabs/windows. Progress since the last save will be lost.

Errors and Warnings

Errors and Submission Checks in MIS2000 are described starting on page 177.

Desktop-Based RMs Guide to the Desktop App

This section is specifically designed for records managers who choose to be desktop-based. Desktop-based records managers also need to familiarize themselves with the section Web System for All Records Managers starting on page 59, which contains basic information that all records managers should know, including logging in, basic navigation, and more. Some tasks must be done through the Web System, even for desktop-based users. Additionally, recruiters working with desktop-based records managers will still be able to complete some tasks in the Web System, so it is important for all records managers to have a basic understanding of, and familiarity with the Web System.

The Desktop App is completely optional for web-based records managers. Web-based records managers may choose to read this section if they decide to keep the Desktop App for data viewing purposes (these users will be able to run reports, and have view-only privileges), or to gain a better understanding of the Desktop App. However, the information contained is not crucial for web-based records managers to fulfill their roles and responsibilities.

Assurance Agreement

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

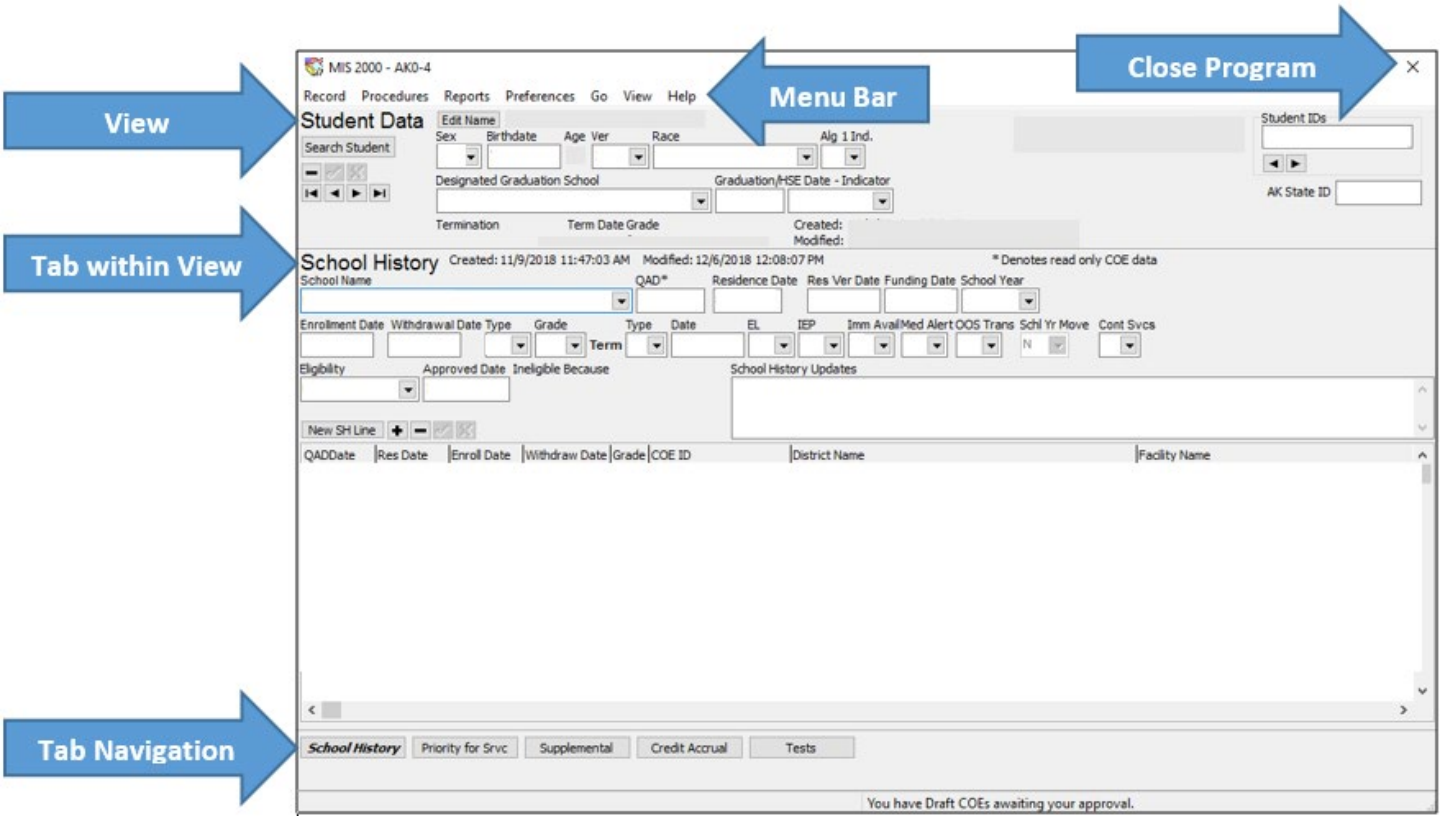
Users agree:

- *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.*

Navigating the Desktop App

General Desktop App Page Layout

Each page in Desktop App has the same major components to help users orient themselves and navigate through the system.



Close Program – The user has the ability to close the program by clicking on the **X** button in the upper right corner of the screen.

Menu Bar – The user has access to the **MENU BAR** at the top of the screen. The **MENU BAR** allows the user to carry out several of the processes described in this manual (i.e., check for upgrades, pull Snap reports, change views).

View – There are three main parts to the Desktop App: **STUDENT DATA** view, **COE DATA** view, and **COE DRAFTS** view. The upper left side of each screen will inform users of which **VIEW** they are in.

Tab within View – Each **VIEW** has several **TABS** within it. On the left side of the screen, below the horizontal gray line that separates the top portion of the page from the bottom, is where users can determine which **TAB** they are viewing.

- **Note**: Information displayed above the horizontal gray line that separates the top portion of the page from the bottom remains the same when moving between **TABS**; however, this information changes when the user navigates to a different **VIEW**.

Tab Navigation – At the bottom of the screen, users can navigate between **TABS** within a specific **VIEW**. This is done by clicking on the button that correlates with the **TAB** the user wants to navigate to.

Desktop App First Steps

Getting Ready for the New School Year

As soon as records managers return to their districts after fall training, they should do the following:

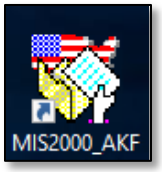
1. log on to the computer that houses MIS2000 Desktop App and open the MIS2000 app,
2. run the check for upgrades, and
3. run the upload changes (even if there is no current information to upload).

Records managers should complete these first steps within two weeks of attending training. This is very important. Records managers need to make sure they are able to complete uploads and check for upgrades. If these procedures are not completed successfully, the database may not allow records managers to upload COEs to the MEO; this will delay eligibility determinations for children.

Opening and Closing the Database

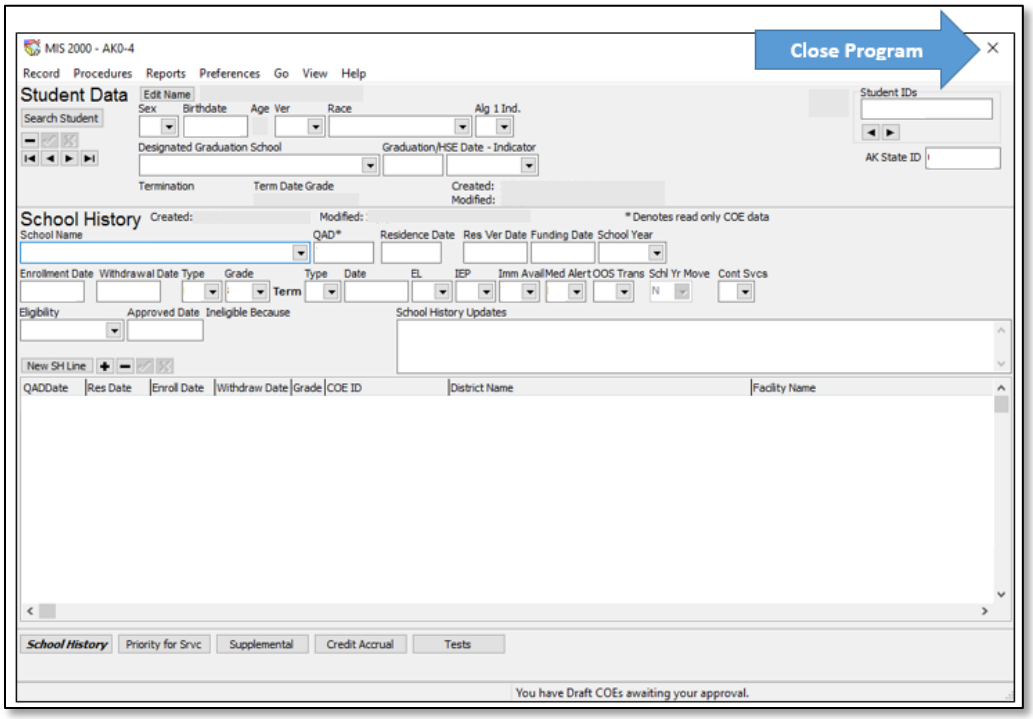
Opening

Double click on the MIS2000 icon on the desktop or open the program from the Start Menu. The last screen worked on in the Desktop App will appear. Users are defaulted into all caps, for typing, upon opening Desktop App. However, districts have the flexibility to enter data in all capital letters or using standard capitalization conventions.



Closing

Close the program by clicking on the **X** button in the upper right corner of the screen. The **X** button will turn red when the user hovers over it.



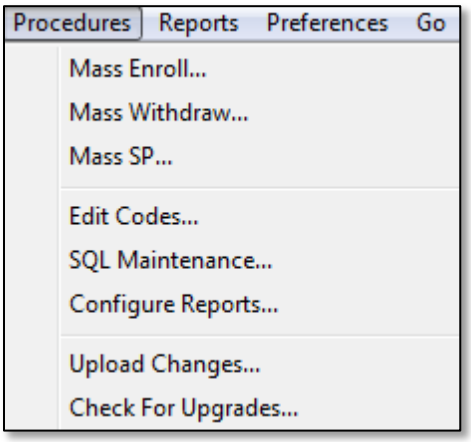
Upload Changes

The Alaska migrant database is hosted through MSEdD on the aws.gov cloud. For COEs to be reviewed and approved by the MEO, they must first be uploaded from the district database to the main State database. To **UPLOAD CHANGES**, follow the procedure below.

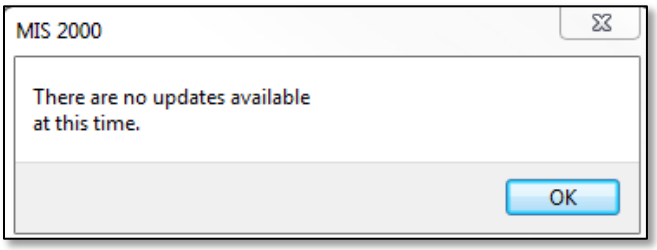
A successful **UPLOAD CHANGES** must be completed prior to entering COEs for the new school year. The first time an **UPLOAD CHANGES** is completed at the beginning of the school year (after 8/1), the COE School Year in MIS2000 is updated to the current year, **20/21**.

It is important to note that when users run an **UPLOAD CHANGES**, the MIS2000 System will automatically run a **CHECK FOR UPGRADES** first. Only after this check has been completed, can the upload begin. Refer to page 111 for information on Check for Upgrades.

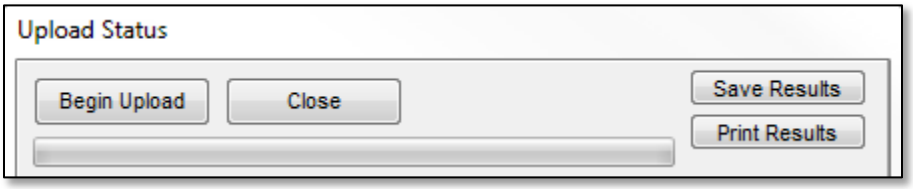
1. Go to the **PROCEDURES** drop-down menu and select **UPLOAD CHANGES**. The updates status window will appear.



2. The **CHECK FOR UPDATES** dialog box will be displayed. Once the check is complete, another dialog box will allow the user to move forward with the upload process by clicking the **OK** button.



3. Select **BEGIN UPLOAD** from the upload status box.



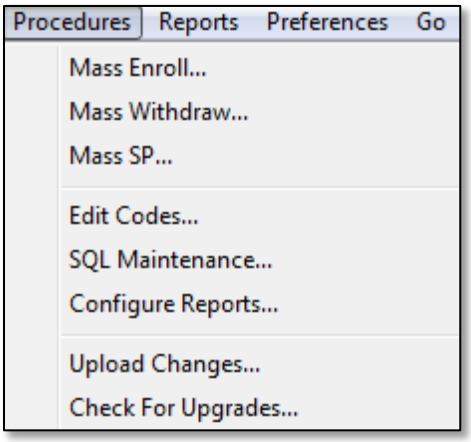
4. When the upload process has finished, one of two messages will appear.
   - If successful, the following message will appear: **YOUR UPLOAD HAS COMPLETED SUCCESSFULLY.**
   - If unsuccessful, a status report and error message will appear. When this occurs, please take a screen shot of the error message and email to the MEO. Refer to page 196 for MEO contact information.

Check for Upgrades

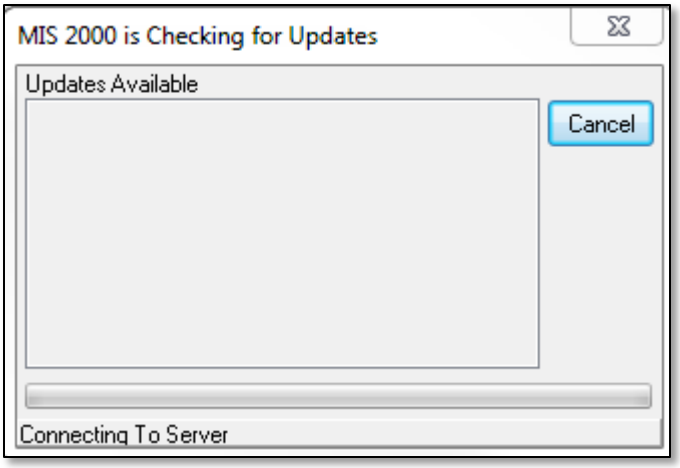
It is important to run the **CHECK FOR UPGRADES** at the start of the recruiting season and periodically throughout the year. It is important to note that when users run an Upload Changes, as listed on page 110, the MIS2000 System will automatically complete a **CHECK FOR UPGRADES** first. Only after this check has been successfully completed can the upload begin.

To check for upgrades, follow the procedures below.

1. Go to the **PROCEDURES** drop-down menu and select **CHECK FOR UPGRADES**.



2. The **CHECKING FOR UPDATES** dialog box is displayed.



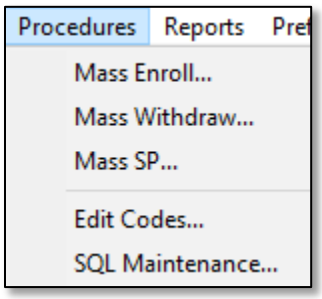
3. When the updates process has finished, one of three messages will appear:

Message	***Updates Outcome***	***Action Required***
Updates Completed	Check For Upgrades was **successful**.	N/A
There are no updates available at this time.	Check for Upgrades was **successful**, but there were not updates.	N/A
Failed to connect to server.	Check for Upgrades was **unsuccessful**.	Take a screenshot of any error message and email to the MEO.

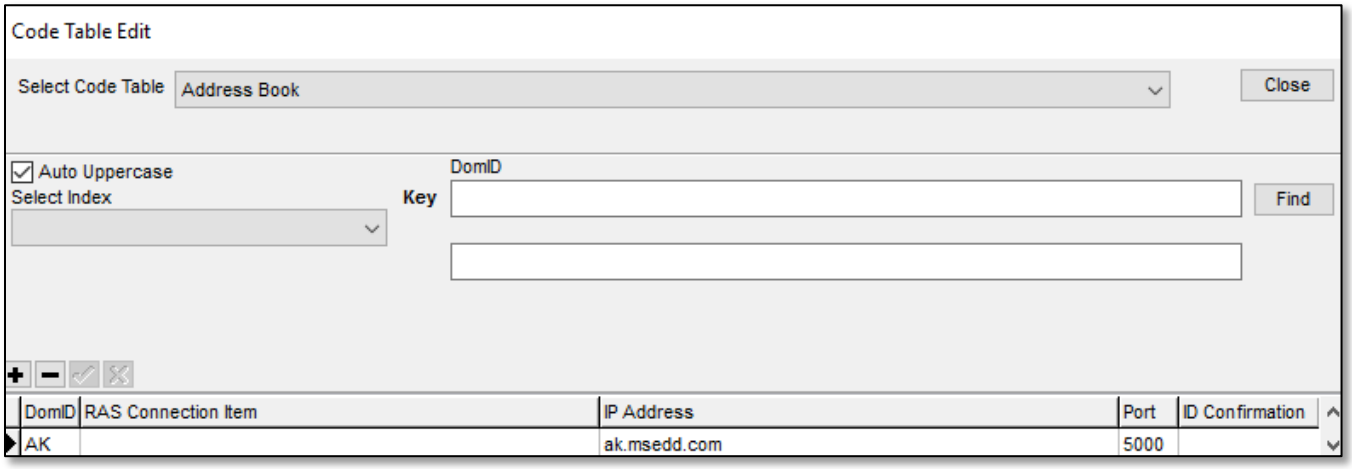
Unable to Connect

Below is a quick fix to the **UNABLE TO CONNECT TO SERVER** error message. Please try the procedure below, first. If still unable to connect, contact the MEO. Refer to page 196 for MEO Contact Information.

1. Click on the **PROCEDURES** drop-down menu in the top left of the Desktop App.
2. Click on **EDIT CODES**. A box will appear.



3. Click on the **SELECT CODE TABLE** drop-down menu.
4. Select **ADDRESS BOOK**.
5. The following table with these headings and data is shown:
   - **DOMID** – AK
   - **IPADDRESS** – ak.msedd.com.
     - If numbers appear under **IPADDRESS**, erase them and enter ak.msedd.com.
   - **PORT** – 5000.

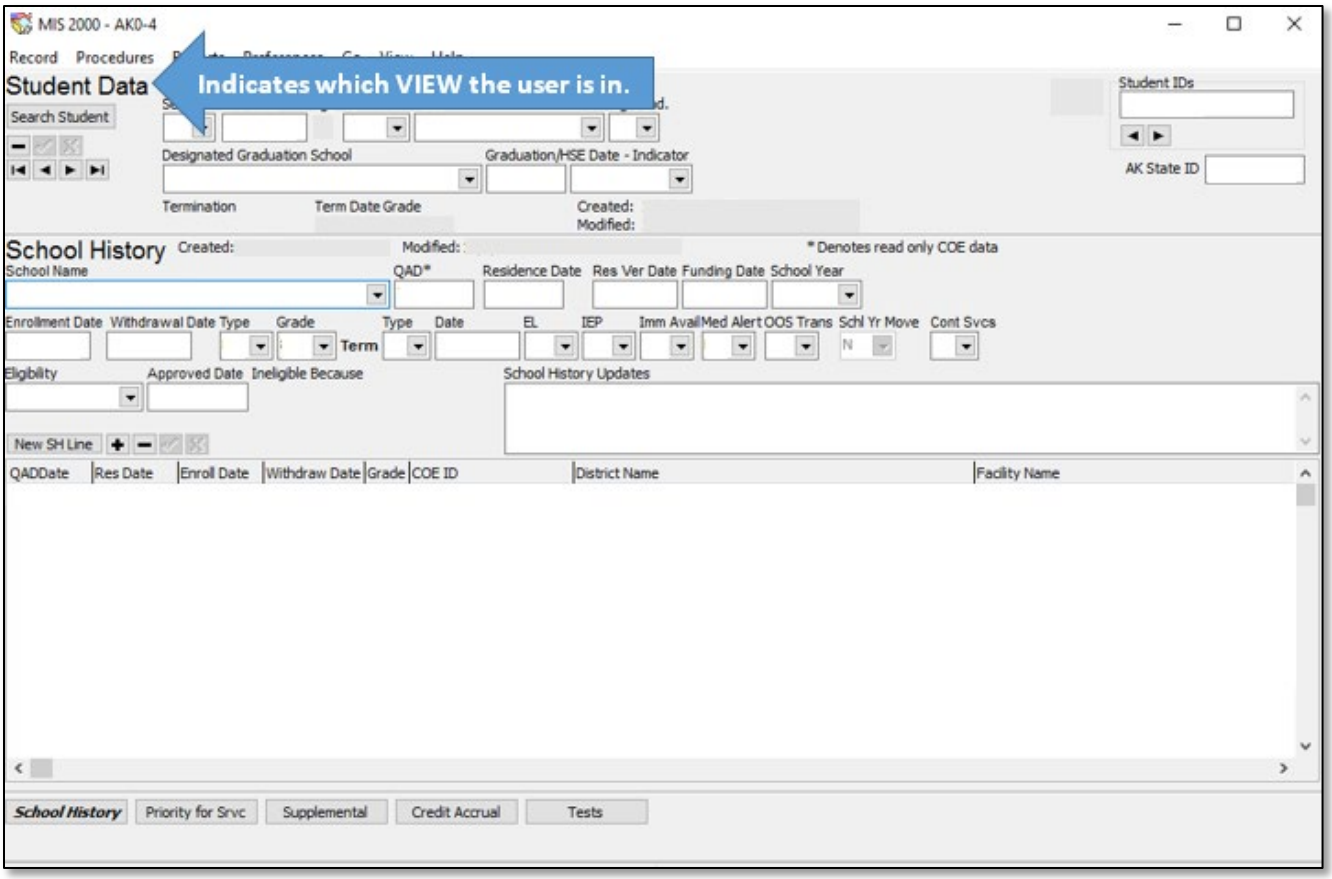


6. **CLOSE** the Desktop App, **REOPEN**, and run **UPLOAD CHANGES**.

Desktop App Basics

The next several pages will cover the different views of the database and the associated tabs. There are three main parts to the Desktop App: **STUDENT DATA** view, **COE DATA** view, and **COE DRAFTS** view.

- **STUDENT DATA VIEW** – Where Annual Recertification of No New Moves (ARCs) are entered, and where a variety of migratory data can be reviewed by individual child. For more information regarding ARC entry, refer to page 152. To learn more about this Student Data View, go to page 115.
- **COE DATA VIEW** – Where approved COEs can be viewed from the current and previous school years. This is also where COEs are initially entered through the Desktop App. For more information regarding entering COEs, refer to page 145. To learn more about this COE Data View, go to page 124.
- **COE DRAFTS VIEW** – Where COE data is sent for district records manager to review and complete. COEs are submitted to the MEO for a final eligibility determination through **COE DRAFTS** view. For information regarding Validating COEs Entered through the Alaska Migrant Web System refer to page 141. To learn more about this COE Drafts View, go to page 133. **Note:** While all records managers will be able to view **COE DRAFTS,** only desktop-based users will be able make edits here.

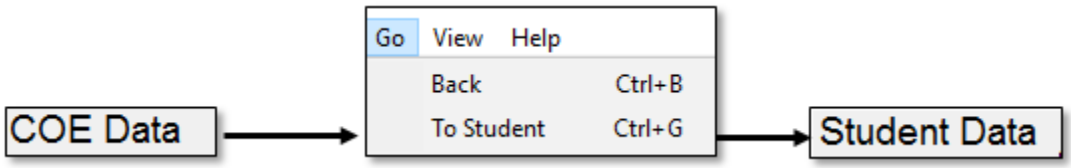


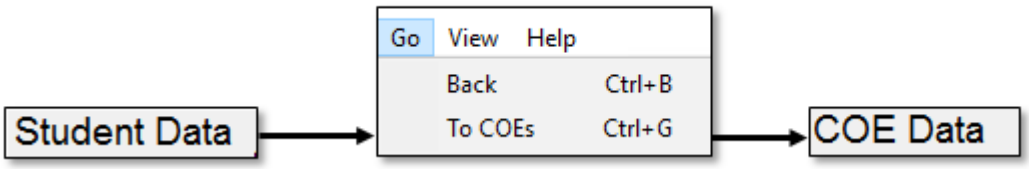
Switching Views in the Desktop App

To switch between views in the Desktop App the user can use the **Go** and **View** menus located at the top of the Desktop App. This menu bar is always visible, regardless of which view or tab a user is in.

The **Go** menu can be used to switch between **Student Data** view and **COE Data** view. The **Go** menu allows a user to remain on the records of a particular child when switching Desktop App views.

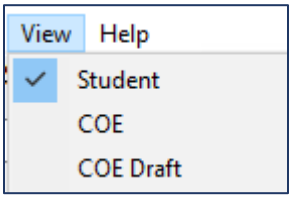
1. Click on the **Go** menu.
2. Select either **To Student** or **To COEs.**





The **View** menu can be used to switch between **Student Data** view, **COE Data** view, and **COE Drafts** view. The **View** menu does not allow the user to stay on the records of a particular child or family.

1. Click on the **View** menu.
2. Select **Student**, **COE**, or **COE Drafts.**

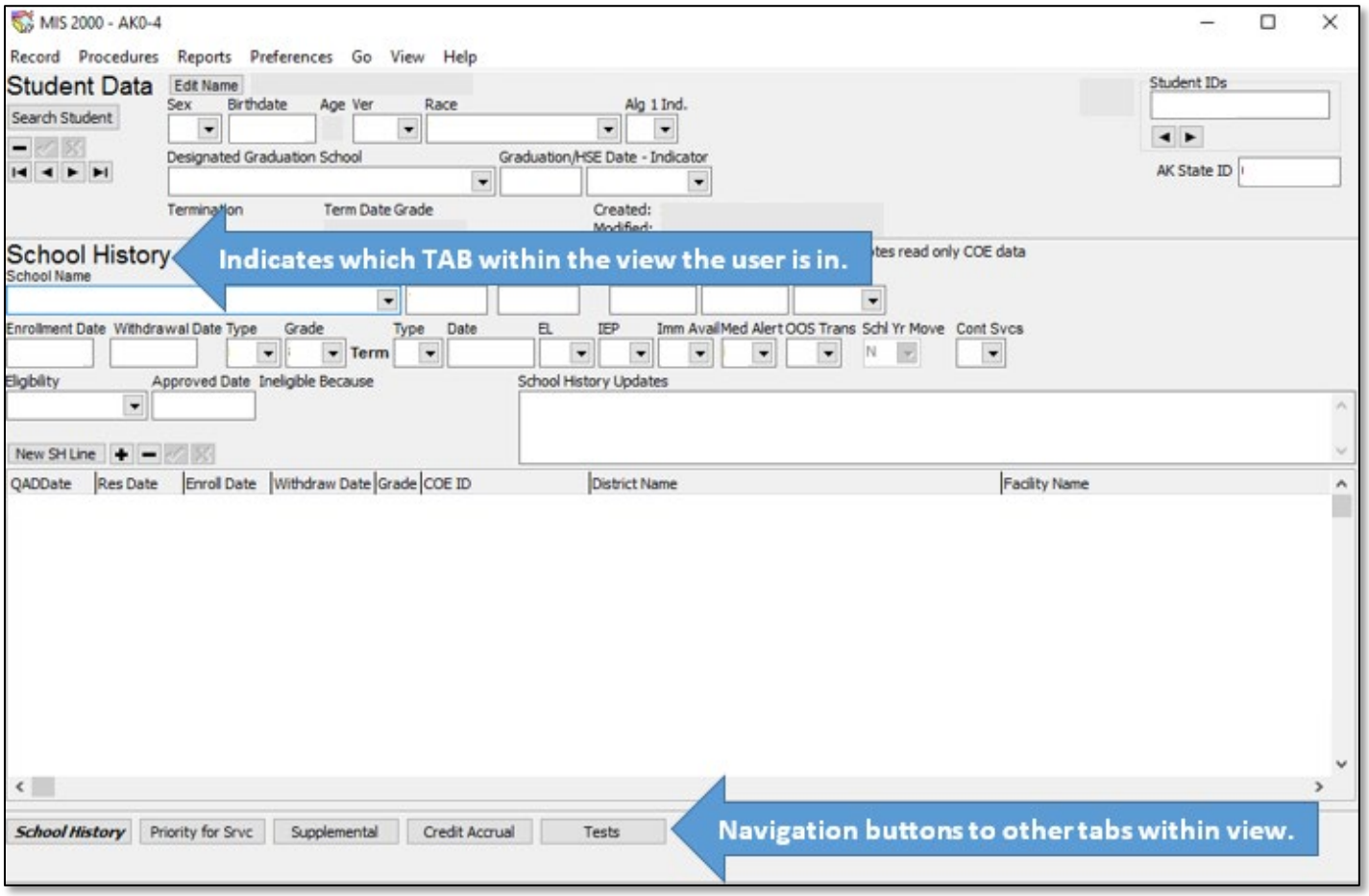


Student Data View

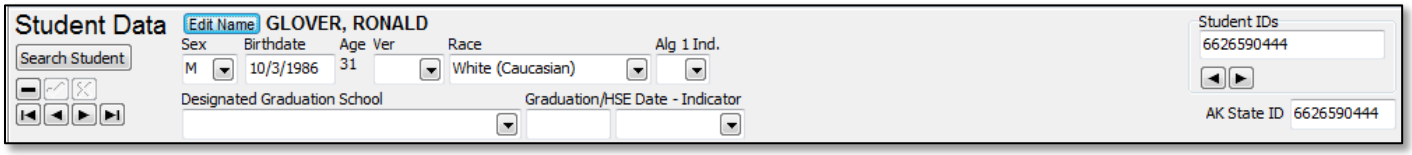
The **Student Data** view of the Desktop App is organized around viewing individual child records. Users can see a variety of data in this view of the Desktop App. From **Student Data** view, users can view historical and current school enrollment information, including migrant funded services, credit information, and State assessment data. **Student Data** view is also the entry point for entering the Annual Recertification of No New Moves (ARC).

Student view data is organized into five tabs:

1. **School History** (current and historical school enrollment information)
2. **Priority for Srvc** (Priority for Services status by school year)
3. **Supplemental** (supplemental services provided with Title I-C migrant funds)
4. **Credit Accrual** (course history information for children in grades 9-12)
5. **Tests** (performance on State summative assessments)



From every tab in **Student Data** view, the user will see the same information at the top of the screen. This information includes the child name, demographic information, high school graduation status, student IDs, and the **Search Student** button.

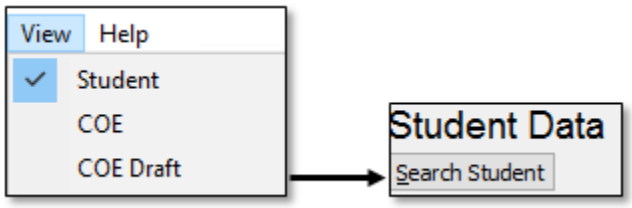


For information regarding entering a new school history line for the Annual Recertification of No New Moves, please refer to page 152.

Switching to Student Data View

To switch between the **COE DATA** view and **STUDENT DATA** view for a particular child, click on the **GO** menu, and then select **TO STUDENT**. When switching views this way, double check that the desired child appears on **STUDENT DATA** screen.

Users can also switch between **COE DATA** view, **COE DRAFTS** view, and **STUDENT DATA** view using the **VIEW** menu. Click on the **VIEW** menu, and then select **STUDENT**, the user will be taken to the **STUDENT DATA** view of the Desktop App. However, the user will need to search for the desired child by using either the **STUDENT IDS** field or the **SEARCH STUDENT** button. These processes are outlined below.

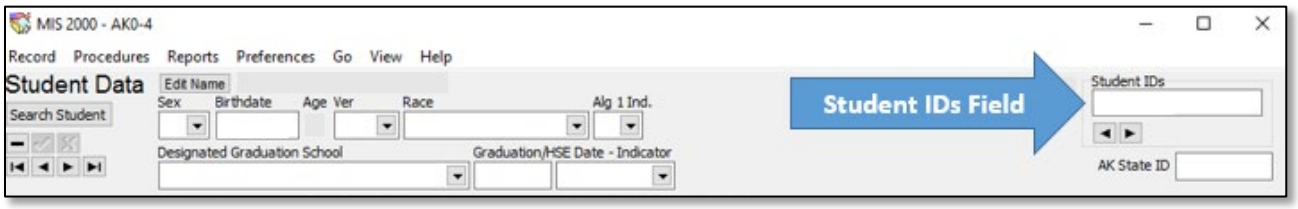


Searching for Children in Student Data View

Student IDs Field

Users can search for specific children in the MIS2000 database easily if they know the child's Alaska Student ID Number, or if they know the child's MIS2000 placeholder ID number. Use the steps below for this search:

1. Click into the **STUDENT IDS** field, located in the upper right-hand corner of the page.

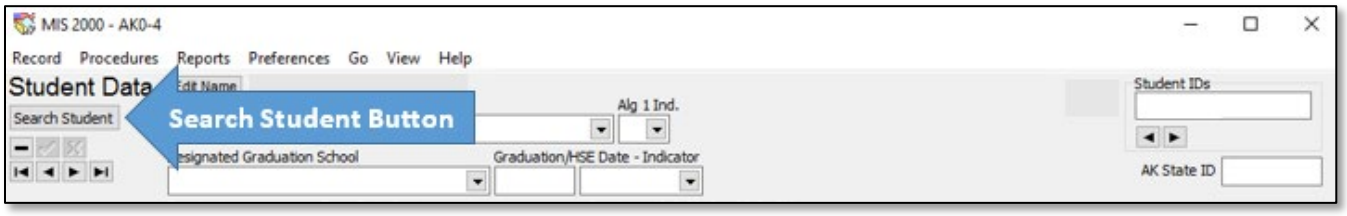


2. Use the backspace or delete key to remove the number currently in the field.
3. Type all 10 digits (including leading zeros) of the Alaska Student ID Number, or if the child has a MIS2000 placeholder, enter the ID number provided by MIS2000 (including the capital letters and dashes).
    - Example Alaska Student ID Number: 0000999999
    - Example MIS2000 placeholder number: AK0-0000
4. Use the enter key on the keyboard to complete the search.
    - If any results are found, the data displayed on the page will change to the Student ID number searched.
    - If the Student ID number or MIS2000 placeholder number searched do not match any student records in MIS2000, an error message will appear saying **STUDENT NOT FOUND**.

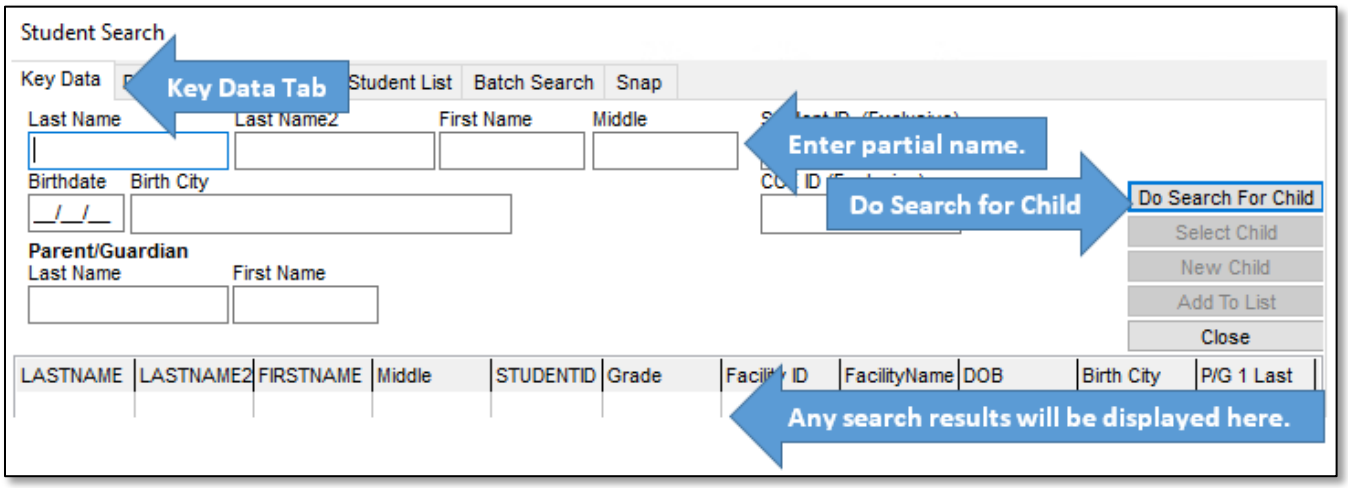
Search Student Button

To search for specific children, follow the steps below:

1. Click on the **Search Student** button.



2. A dialog box with six tabs will be displayed. Enter partial last name and first initial (or preferred name combination) into the fields in the **Key Data** tab.
   - Searching by partial last name and first name initial only (e.g. Last Name: SMI, First Name: L for Lance Smith) will provide a more comprehensive list of names and reduce errors.
3. Click the **Do Search For Child** button to complete the search.
   - Any search results will be displayed in the bottom section of the dialog box.
4. Use the **Select Child** button to view the desired child records or double click on the child line displayed.



If it is believed that a student should be in MIS2000, but cannot be located using the **Student Search** button, contact the MEO (page 196) for help.

Student Search Tabs

There are six tabs across the top of the **Student Search** screen. Of these, the following three are the most useful:

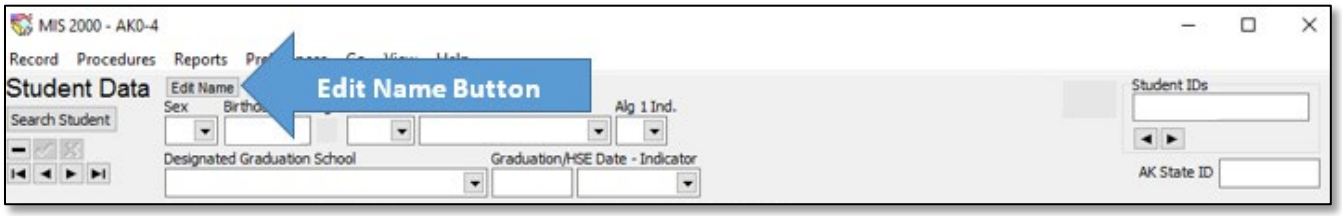
- **Key Data** – Search the district database and the State database by specific child information.
- **District/Facility** – Search the database by district or facility.
- **Snap** – Select students based on a preexisting Snap report.

For more information regarding the other tabs, contact the MEO (page 196).

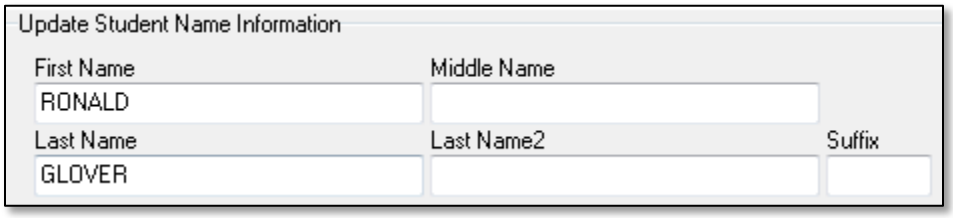
Editing and Updating a Child Name from Student Data View

If the user finds that the name of the child is incorrect or has an error in MIS2000, the name can be updated from the **Student Data** view using the steps below:

1. Confirm the correct spelling of the name with parents, the district information system, and/or the Alaska Student Information System (ASIS).
2. In **Student Data** view, perform a search for the desired child using the **Search Student** button.
3. Click the **Edit Name** button located at the top of the screen to the left of the child's name.



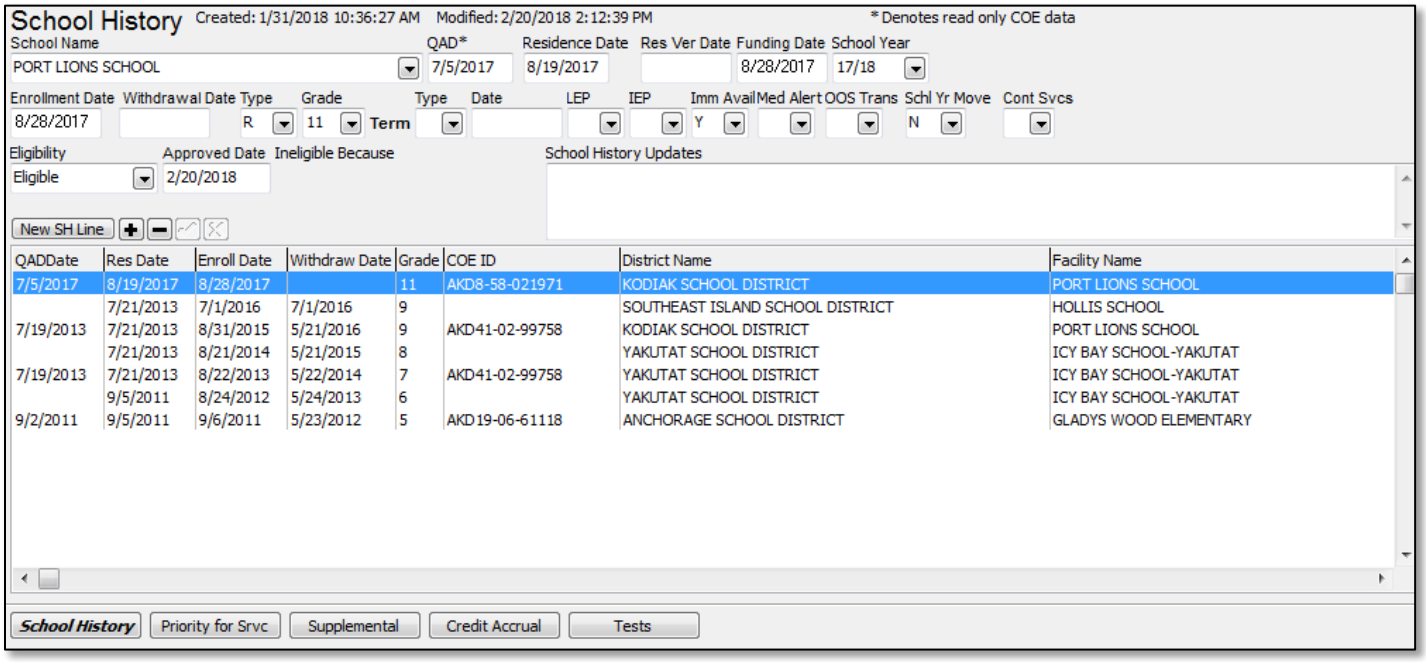
4. In the dialog box, edit the **First Name**, **Middle Name**, **Last Name**, **Last Name 2**, and/or **Suffix**.



5. Click the **Close** button to save the data once all edits have been made.

School History Tab

The **School History** tab of the **Student Data** view includes all school enrollment data for a migratory child as completed on an approved COE or ARC. This screen is where an ARC can be entered for a particular child, enroll and withdrawal dates are viewed, current school enrollment and previous school enrollments are available, and termination codes and dates are viewed and entered. Click on individual lines in the white box in order to see more detailed information in the area above.



Termination Codes, Termination Dates, and Type Codes

Termination Codes (shown as **Term Type** in the picture above) and **Termination Dates** (shown as **Date** in the picture above) are entered (or imported by the MEO) into the Desktop App. These codes and dates describe why and when a child has left the district MEP before their end of eligibility (EOE) date.

The **Type** code (next to grade), describes what type of enrollment a particular school history line is, either regular or summer. Typically district staff only enter type **R**, regular school year lines. Contact the MEO (page 196) prior to entering any type **S** lines.

Permanent Termination Codes

D – Deceased
G – Graduated
Y – Aged Out

Non-Permanent Termination Codes

M – Moved
N – Parent Refusal
O – Dropped Out
U - Unreachable

Type Codes

R – Regular School Year
S – Summer Program (contact the MEO prior to entering)

School History Updates Box

This box is provided to add comments for the ARC, or any other relevant information regarding the child's migrant eligibility. Comments should pertain to school history or family information. To enter comments, highlight the school history line for the school year to which the comments apply and click in the **School History Updates** box.

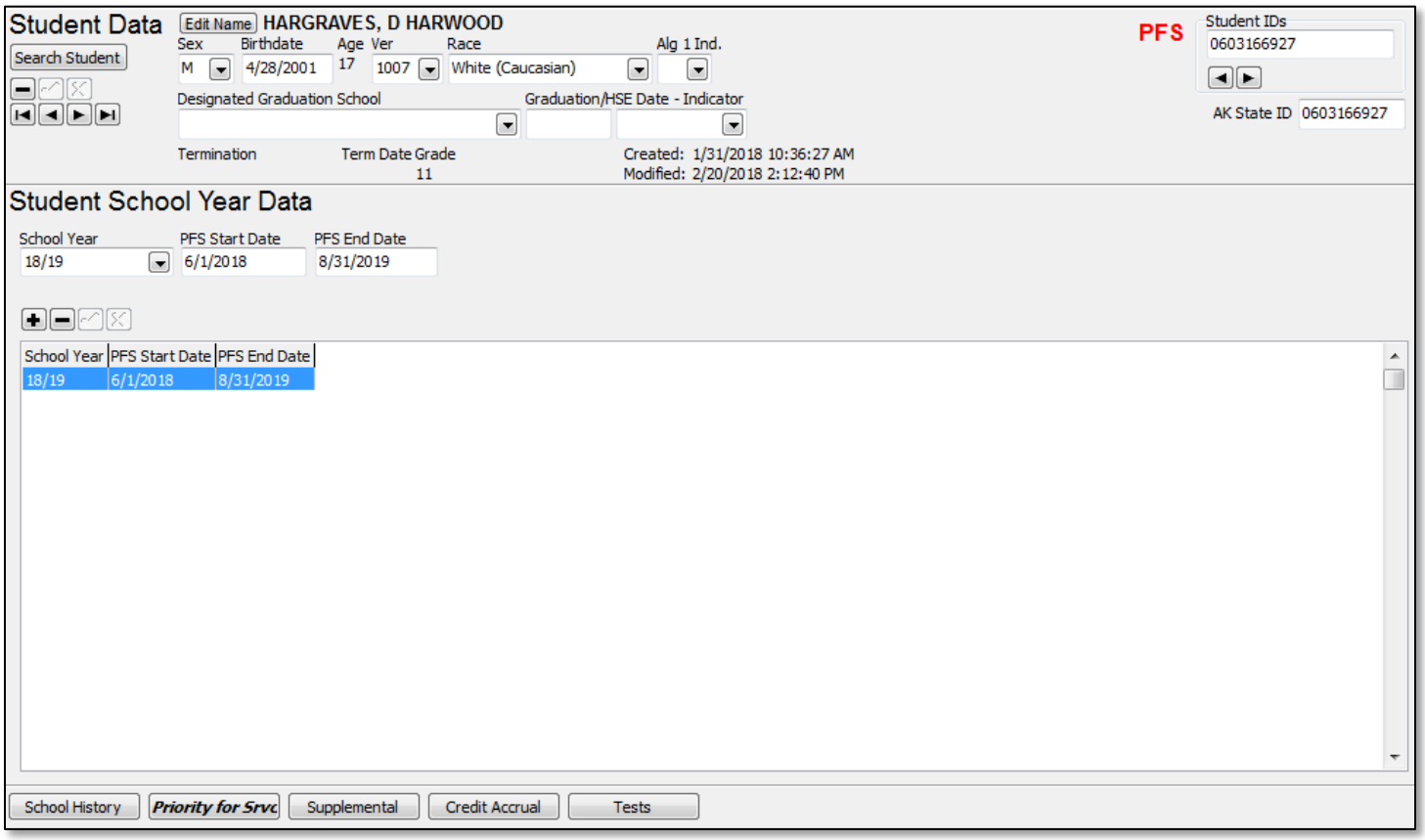
Examples:

- Student is attending school at Mt. Edgecumbe.
- Student is repeating grade 10.
- Student dropped out of school on 09/25/18.

Priority for Services Tab

The **PRIORITY FOR SERVICES** tab contains all information regarding a child's Priority for Service status for current and previous years. All students meeting the requirements of Priority for Service for a particular school year will be noted on this screen. This screen is updated by the MEO and cannot be changed by district staff.

Additionally, children marked as PFS for the given time frame (based on the fields **PFS START DATE**, **PFS END DATE**) will have a red PFS flag in the upper right-hand corner of the Desktop App. This will appear on all screens within **STUDENT DATA** view.



Refer to page 18 for more information on how children are determined to be Priority for Services.

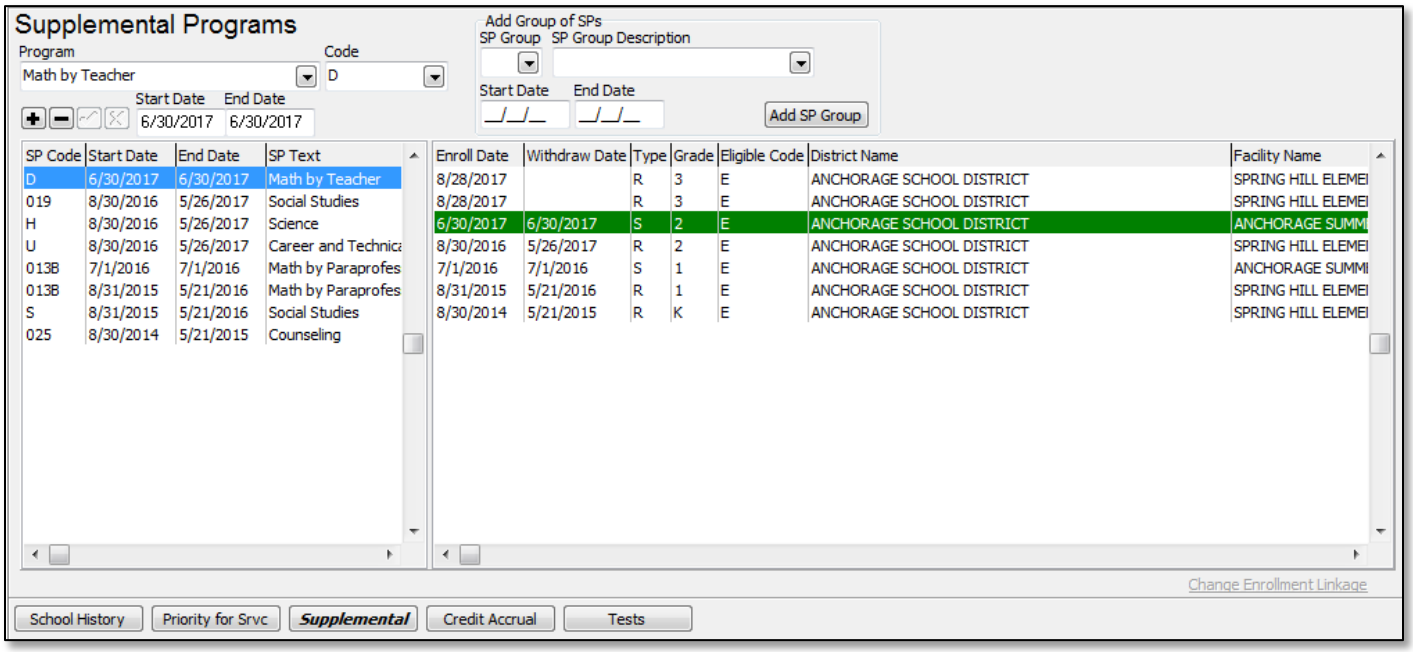
Supplemental Tab

The **SUPPLEMENTAL** tab shows both the supplemental program (SP) information for students and their corresponding school history information. Supplemental programs are the services each district provided to their eligible migratory children and youth during the school year. This screen is helpful for viewing SPs from the previous year.

SP information is added to this screen using an automated process after the MEO has received the Mass Withdrawal Report at the end of the year. On this report, districts will list the Title I-C funded services (SP codes) provided to their migratory children. For more information regarding the Mass Withdrawal Report, refer to page 54.

When looking at this page the blue line on the left indicates a specific service received. The green line on the right indicates the school term the service was received during.

For example, the green line (with school enrollment information) is for the time period 6/30/17 to 6/30/17. During this time, the child received supplemental service code D, "math by teacher." This is indicated by the blue line (the shorter line, on the left-hand side of the screen).



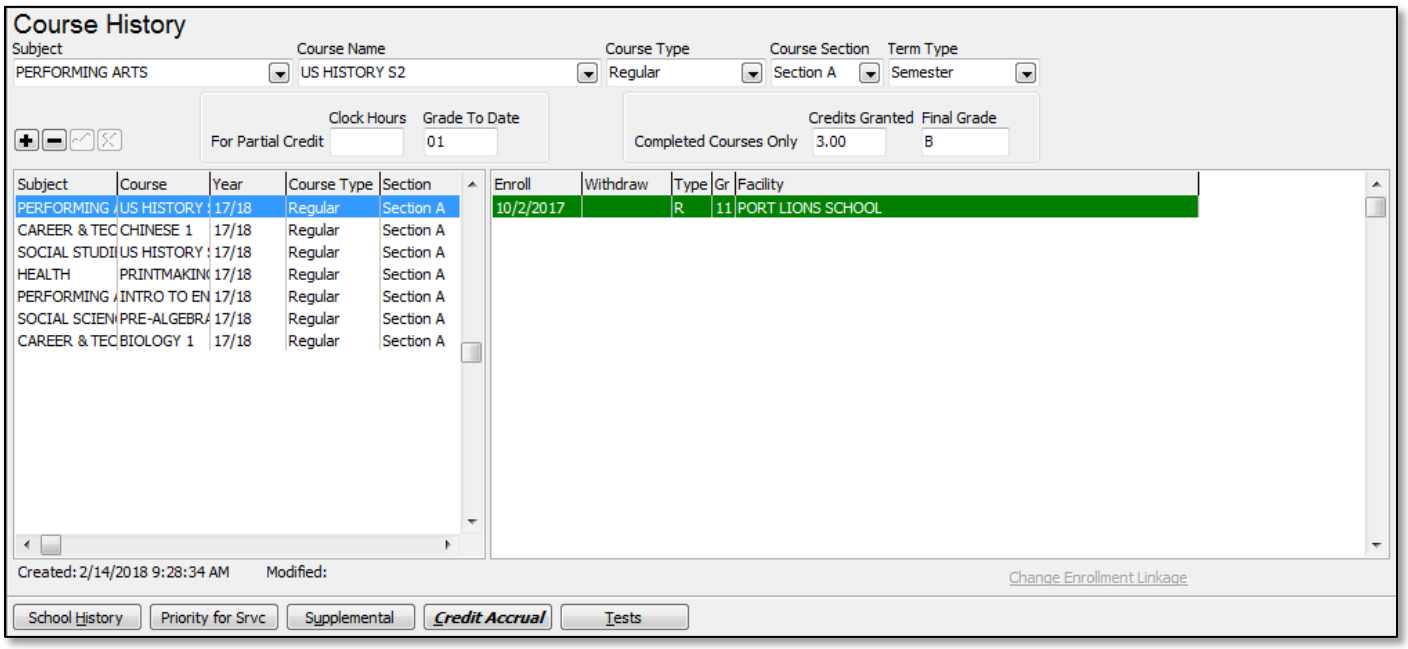
For assistance interpreting this information, contact the MEO (page 196).

Credit Accrual Tab

The **CREDIT ACCRUAL** tab shows course history information for migratory children in grades 9-12. Course History information is added to this tab through an automated process by the MEO after each receipt of the completed Course History Report (once each semester). The Course History Report requires districts to list the courses, credits received, and grades earned for all migrant eligible children in grades 9-12 on a spreadsheet that is provided to the district by the MEO. For more information about the Course History Reports, refer to page 53.

When looking at this page the blue line on the left indicates, a specific course taken by the migratory child. The green line on the right indicates the school term the course was taken during.

For example, in the picture below, the line to right (green line), indicates that the child was in 11th grade at Port Lions School when they took US History indicated by the line to the left (blue line).



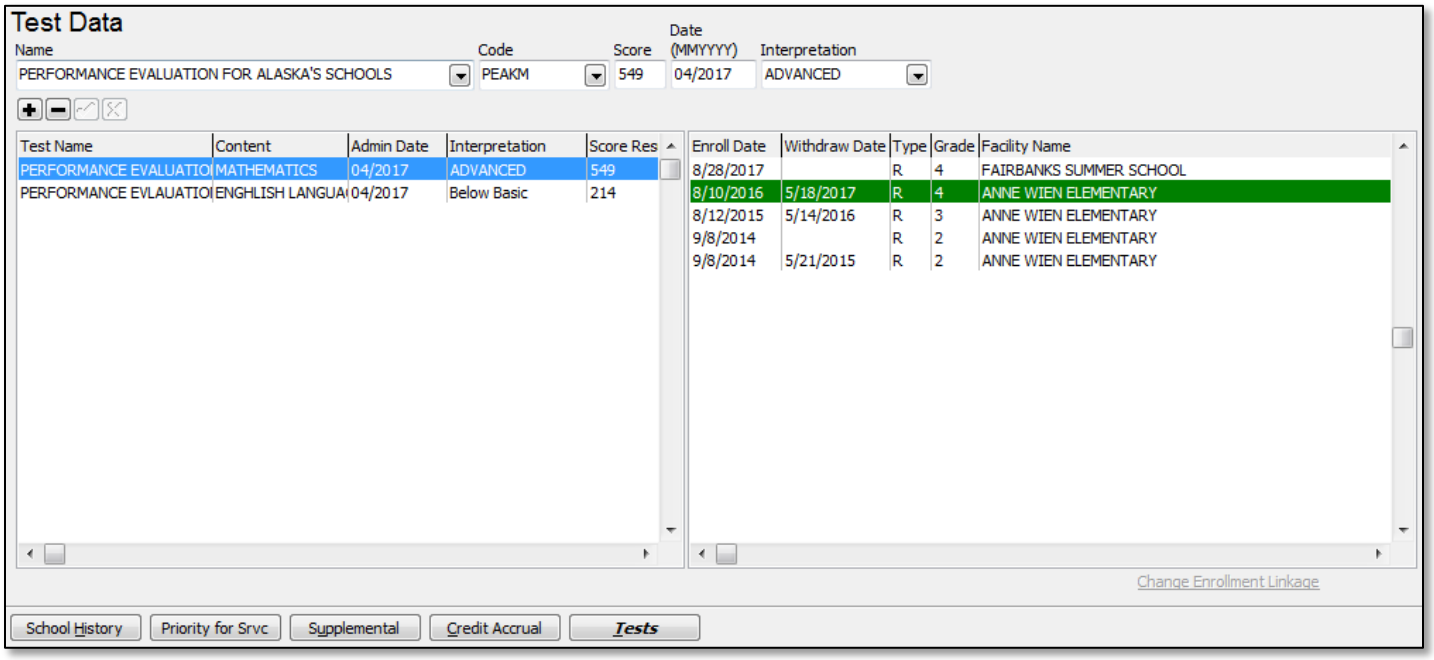
For assistance interpreting this information, contact the MEO (page 196).

Tests Tab

The **Tests** tab shows available State assessment data, by year, for a particular migratory child. Districts might see current and previous State assessments, such as PEAKS, AMP, SBA, and HSGQE. This test data is given directly to the MEO by other DEED staff. No work is required on the part of districts. This data is entered by the MEO through an automated process.

When looking at this page, the blue line on the left indicates a specific State assessment taken by the migratory child. The green line on the right indicates the school term the assessment was taken during.

For example, the child was enrolled in fourth grade at Anne Wien Elementary School during the 16/17 school year (green line to the right) and took the PEAKS mathematics test (blue line to the left).



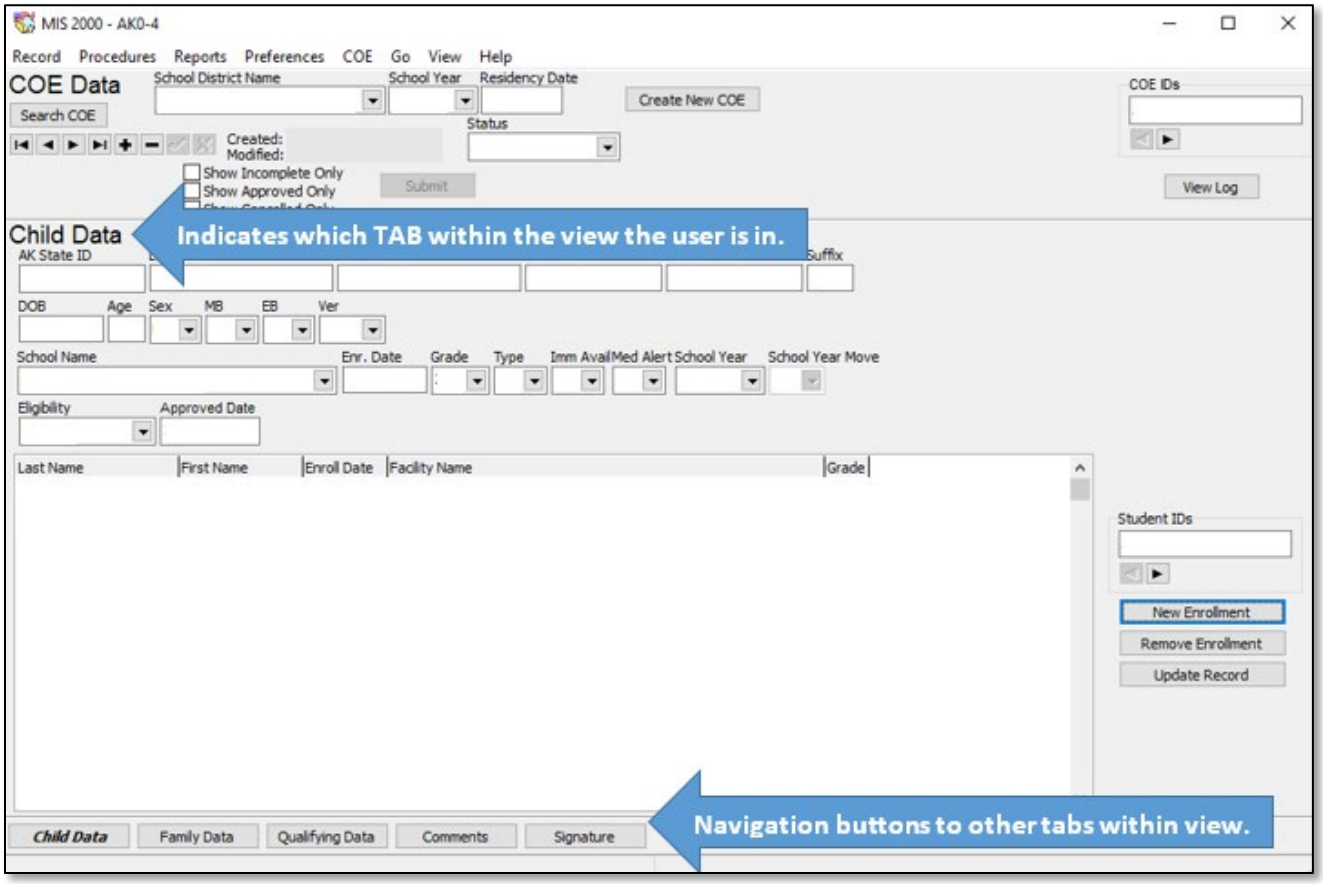
For assistance interpreting this information, contact the MEO (page 196).

COE Data View

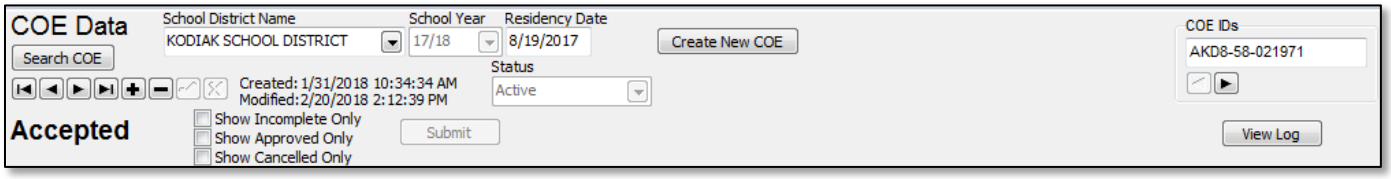
In **COE DATA** view users are able to view approved COEs from the current and previous school years. **COE DATA** view is also the initial entry point for COEs that are not created using the Alaska Migrant Web System (i.e., COEs written by hand or created using the fillable PDF).

COE DATA view is composed of five tabs. Each tab corresponds to one or more sections of the hard copy COE:

1. **CHILD DATA** (all information contained in the Child Data Section)
2. **FAMILY DATA** (all information contained in the Family Data Section)
3. **QUALIFYING DATA** (all information contained in the Qualifying Moves & Work, Residency Date, and Additional Qualifying Moves Sections)
4. **COMMENTS** (all information contained in the Comments Section)
5. **SIGNATURES** (all information contained in the Interviewee Signature and Eligibility Data Certification Sections)



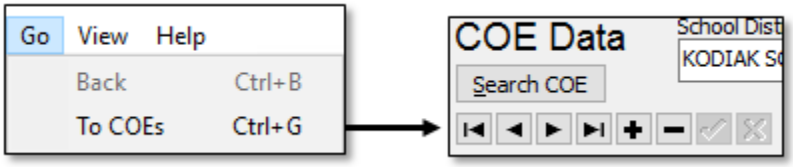
From every tab in **COE DATA** view the user will see the **SEARCH COE** button, COE **STATUS**, **SCHOOL DISTRICT**, **SCHOOL YEAR**, **RESIDENCY DATE**, **CREATE NEW COE** button, **SUBMIT** button (greyed out if COE is approved), **COE IDS** field, and the **VIEW LOG** button.



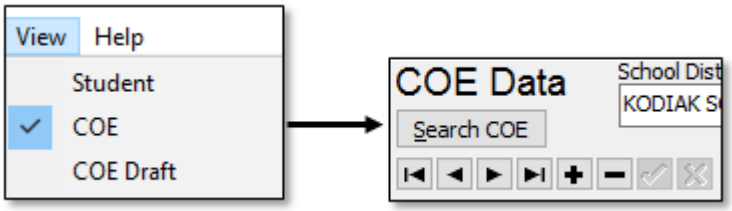
For specific information regarding entering a COE using the Desktop App (COE was created by recruiter using a fillable PDF or printed COE) refer to the instructions starting on page 145.

Switching to COE Data View

To switch between the **Student Data** view and **COE Data** view for a particular child, click the **Go** menu, and then select **To COEs**. This will bring the user to the most recently approved COE for a particular child. When switching views this way, double check that the desired child appears in the **Child Data** tab of the displayed COE.



Users can also switch between **Student Data**, **COE Data**, and **COE Drafts** views using the **View** menu. By clicking on the **View** menu, and then selecting **COE**, the user will be taken to the **COE Data** view of the Desktop App. However, the user will need to search for the desired COE by using either the **COE IDs** field or the **Search COE** button. These processes are outlined in the Searching for COEs section (page 126).

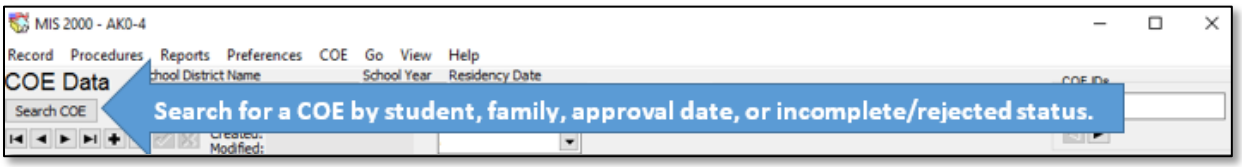


Searching for COEs

The user can search for COEs in the Desktop App in two ways.

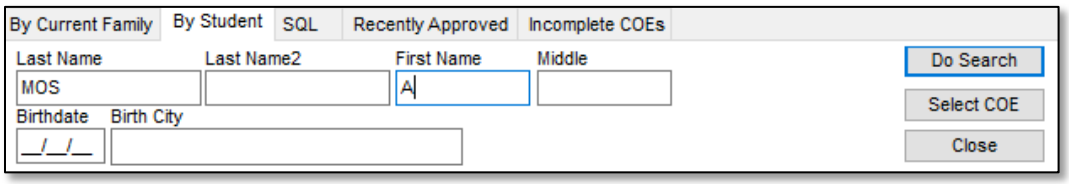
1. If the user knows the COE ID number, enter the COE ID number (observing the capitalization and dashes) into the **COE IDs** field and press the enter key on the keyboard.

2. Click on the **Search COE** button located in the upper right-hand corner of the page, directly underneath the **COE Data** label.

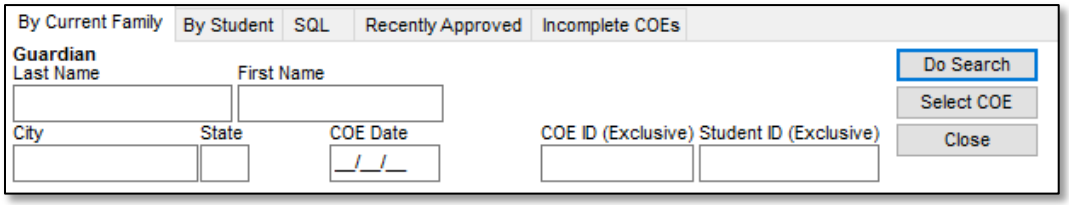


A search box with several tab headings will be displayed. Users choose the appropriate tab heading for the search they would like to complete.

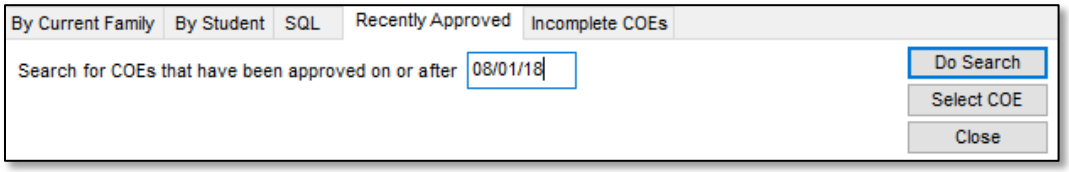
- **By Student** – The most common way to search is by using the partial last name and partial first name of one of the children listed on the COE and clicking the **Do Search** button.



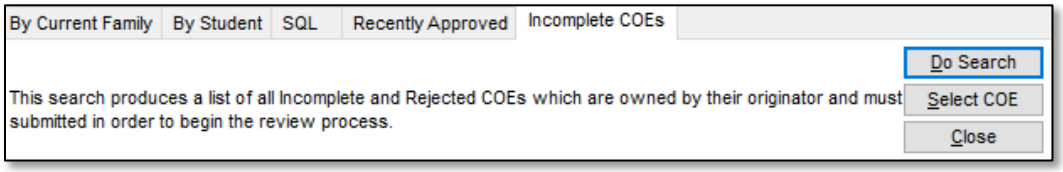
- **By Current Family** – Users can also search by the names and partial names of the parent/guardians listed in the Family Data section of the COE. Names and partial names can be entered into the parent/guardian field. Click the **Do Search** button to complete the search.



- **Recently Approved** – Users can search for COEs that were approved on, or after, a particular date. Enter information into the field provided and click the **Do Search** button.



- **Incomplete COEs** – Users can search for COEs that are in incomplete or rejected status. These COEs have no further filtering criteria to input. Click the **Do Search** button.



Child Data Tab

The **Child Data** tab in the **COE Data** view of the Desktop App contains the information from the Child Data Section of the hard copy COE and is the starting point for entering COEs that are not created through the Alaska Migrant Web System.

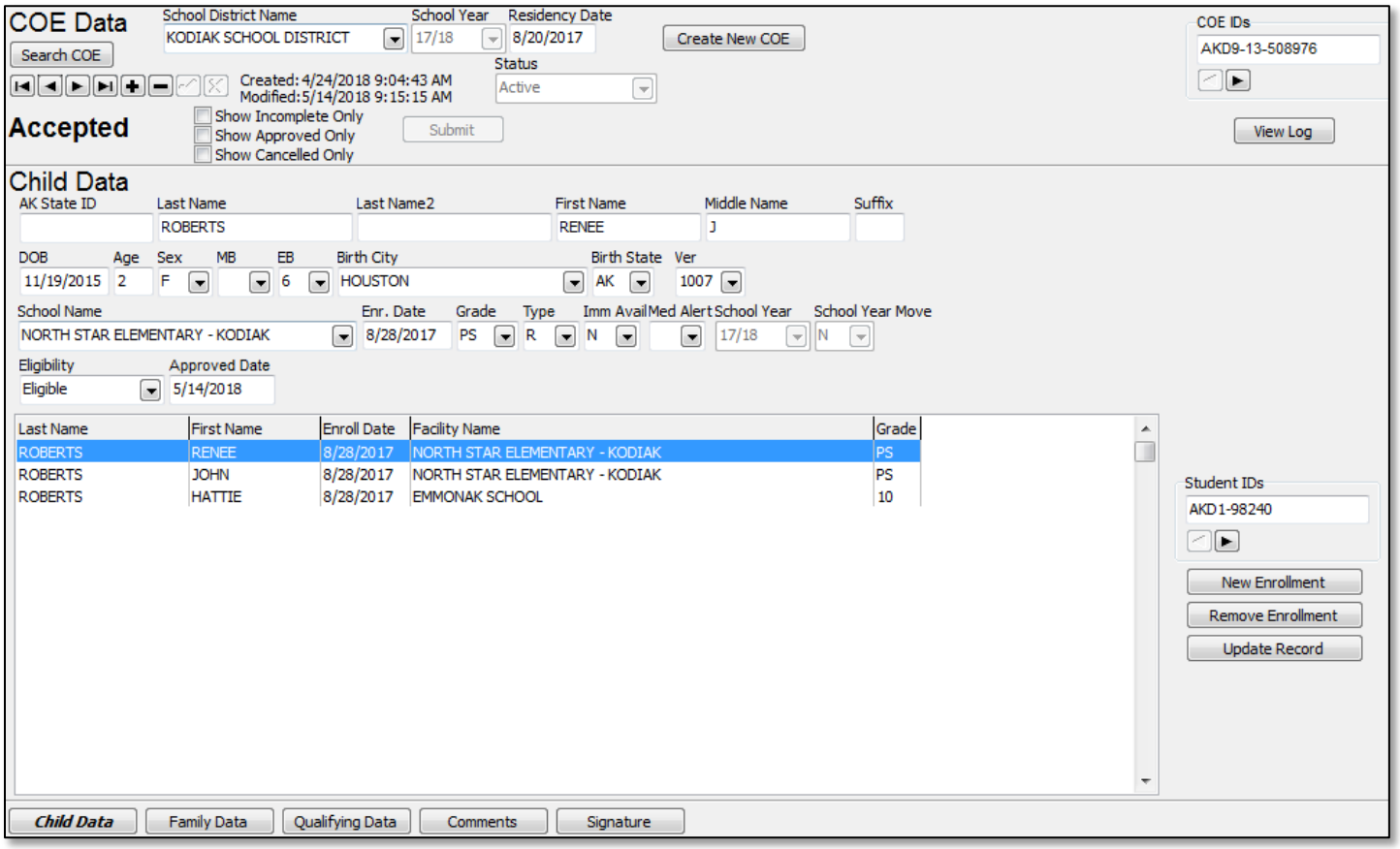
The **Child Data** tab includes:

- Demographic information for each child listed on a COE.
- Enrollment information for each child listed on a COE.
- Eligibility Status field for the COE, which is updated by the MEO.

The records manager can create a new COEs by clicking on the **Create New COE** button in **COE Data** view (the starting point for entering COEs in the Desktop App). The records manager will enter most COE data into the newly created COE in **COE Data** view when recruiters use the fillable PDF or printed versions of the COE during the interview.

- Alaska Student ID numbers are **not** entered in **COE Data** view.

When multiple children are listed on the COE, users can select an individual child in the large white box on the screen. The selected child will be highlighted with a blue line, and expanded information will be shown in the fields above.

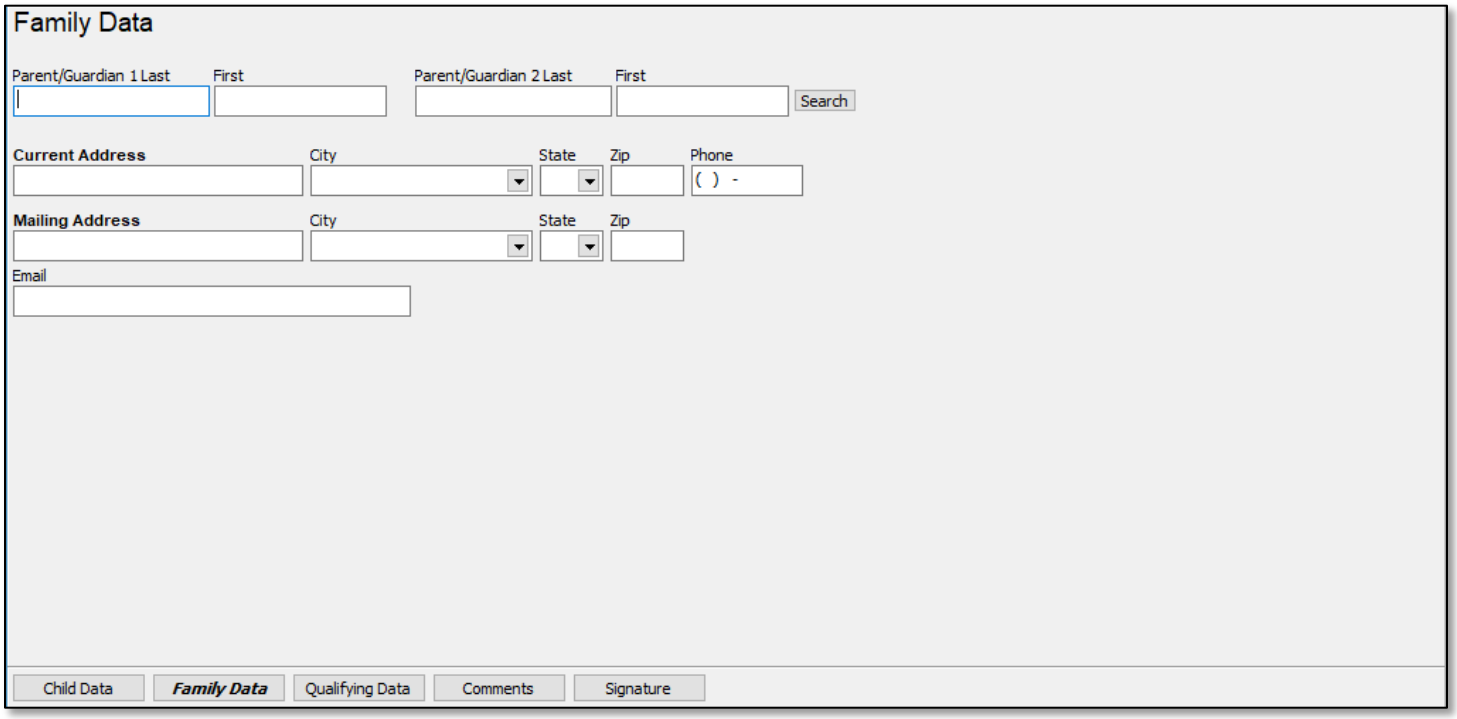


Family Data Tab

The **FAMILY DATA** tab contains the information from the Family Data Section of the hard copy COE.

The **FAMILY DATA** tab includes:

- parent/guardian names,
- physical and mailing addresses,
- phone number, and
- email address (optional new field).



The **FAMILY DATA** tab of the Desktop App, has been aligned to ESSA and the National COE. The Male and Female Parent/Guardian fields were updated to be Parent/Guardian 1 and Parent/Guardian 2 starting July 2017.

Qualifying Data Tab

The **QUALIFYING DATA** tab contains the information from the Qualifying Moves and Work Section of the hard copy COE. Many of the fields in this tab are drop-down menus. When entering COE information into the Desktop App users can utilize these drop-down menus to expedite the entry process. Drop-down menu fields are denoted by the arrow button on the right-hand side of each field.

Starting in the 2018-2019 School Year, the **QUALIFYING DATA** tab in the Desktop App was been broken up into two subtabs. This change allowed recruiters to enter federally required comments as they make selections in the Web System.

For example, if a recruiter selects **TO JOIN OR PRECEDE** in 2a in the Web System, they will be prompted to record a comment, in a unique comment field, detailing why the child and the worker did not make the move(s) at the same time.

This update was made to strengthen quality control processes for recruiters, records managers, and the Migrant Education Office.

In the Desktop App, the subtabs are listed directly underneath the **QUALIFYING MOVES & WORK** label.

The subtabs are broken up by item number on the hard copy COE:

1. **ITEMS 1-3** Child's Move, Residency Date, and Additional Qualifying Moves
2. **ITEM 4-6** Migratory worker's move and qualifying work

Refer to page 129 for screen shots of each sub tab of the **QUALIFYING DATA** tab.

Records managers should be aware that on July 1, 2017 the **QUALIFYING DATA** tab in the Desktop App was updated and aligned to the new national COE. Please note that if the records manager is reviewing historical data, they may view **QUALIFYING DATA** tabs that reflect the NCLB version of the COE.

Qualifying Data Subtab 1 – Items 1-3 Child's Move, Residency Date, & Additional Qualifying Moves

The first subtab of the **QUALIFYING DATA** tab contains information regarding the child's most recent qualifying move, residency date, and any additional qualifying moves. Comments must be added if the user selects **TO JOIN OR PRECEDE** (2bi) the **WORKER** (2a).

Qualifying Moves & Work

Items 1 - 3 | Items 4 - 6

1. The child(ren) listed on this form moved due to economic necessity from a residence in — From School District — City — State AK — Country USA

to a residence in — To School District — City — State AK

Additional Moves

	From	To	Nights
1			0
2			0
3			0
4			0
5			0
6			

2. The child(ren) moved (complete both a. and b.):

a.

b. The worker, is the

i. (Complete if "to join or precede" is checked in 2a.) The child(ren) moved on The worker moved on (provide comment)

2bi - To Join or Precede Comments

3. The Qualifying Arrival Date was The Residency Date was

Child Data | Family Data | *Qualifying Data* | Comments | Signature

Qualifying Data Subtab 2 – Items 4-6 (Worker's Move and Qualifying Work)

The second subtab of the **QUALIFYING DATA** tab includes information relating to the worker's move, and qualifying work. Comments are required if the worker engaged in new qualifying work more than 60 days after the move, or if 4b (did not engage) is selected. Comments are required when the personal subsistence box is checked.

Qualifying Moves & Work

Items 1 - 3 | Items 4 - 6

4. The worker moved due to economic necessity on from a residence in — From School District — City — State — Country

to a residence in — To School District — City — State

and

4a - Engaged in qualifying work more than 60 days after the move

4b - Actively sought new qualifying work comments

*If applicable, check: ☐ Personal Subsistence (provide comment)

Personal Subsistence Comment

5. The qualifying work*, Type of: Gear/Activity — Type of: Catch/Crop/Logging camp

, was (make a selection in both a. and b.) a. Temporary/Seasonal b. Agricultural/Fishing Work

6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on:

Employer Name

6 - Temporary Work Comments

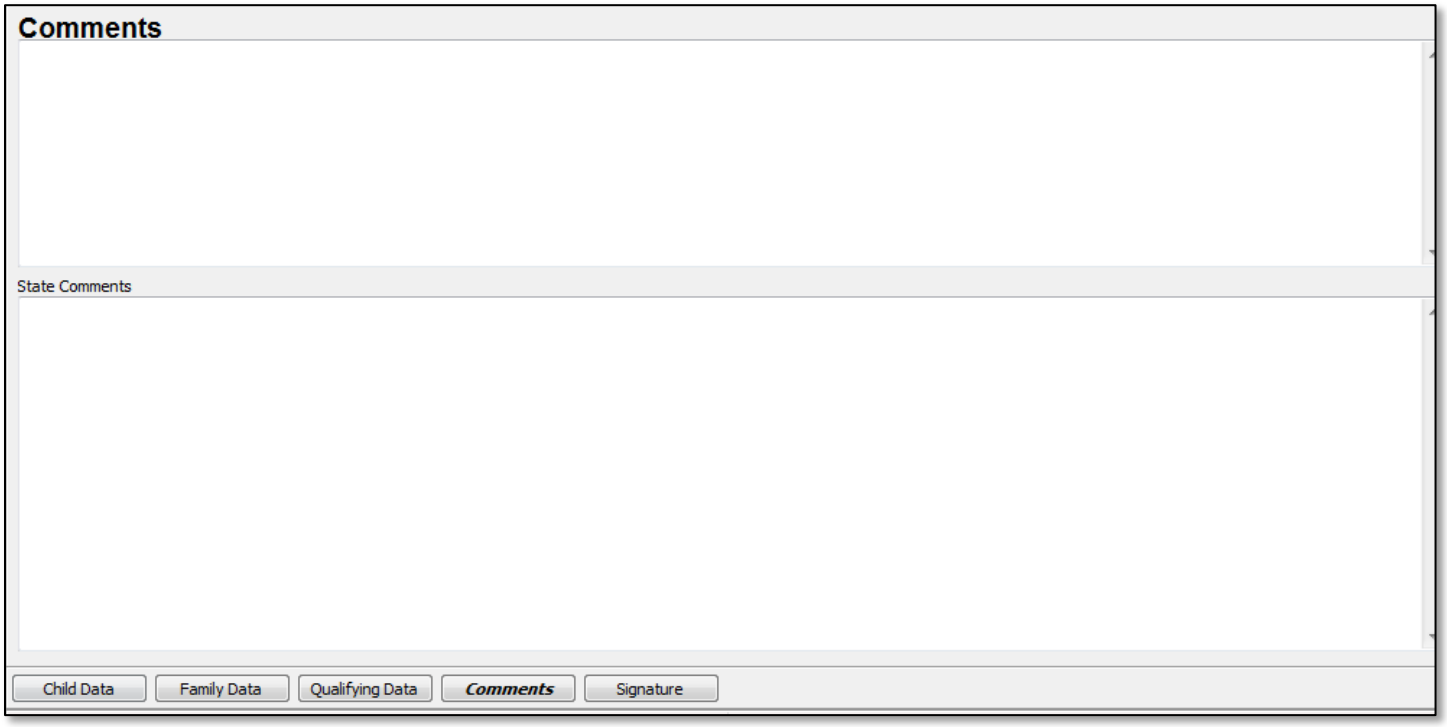
Child Data | Family Data | *Qualifying Data* | Comments | Signature

Comments Tab

The **COMMENTS** tab contains the information from the Comments Section of the hard copy COE and the State Comments regarding updates required to be made on the COEs prior to approval. Federally required comments will be collected in specific comments fields throughout the **QUALIFYING DATA** tab. However, additional State required comments must always be written in the **COMMENTS** tab.

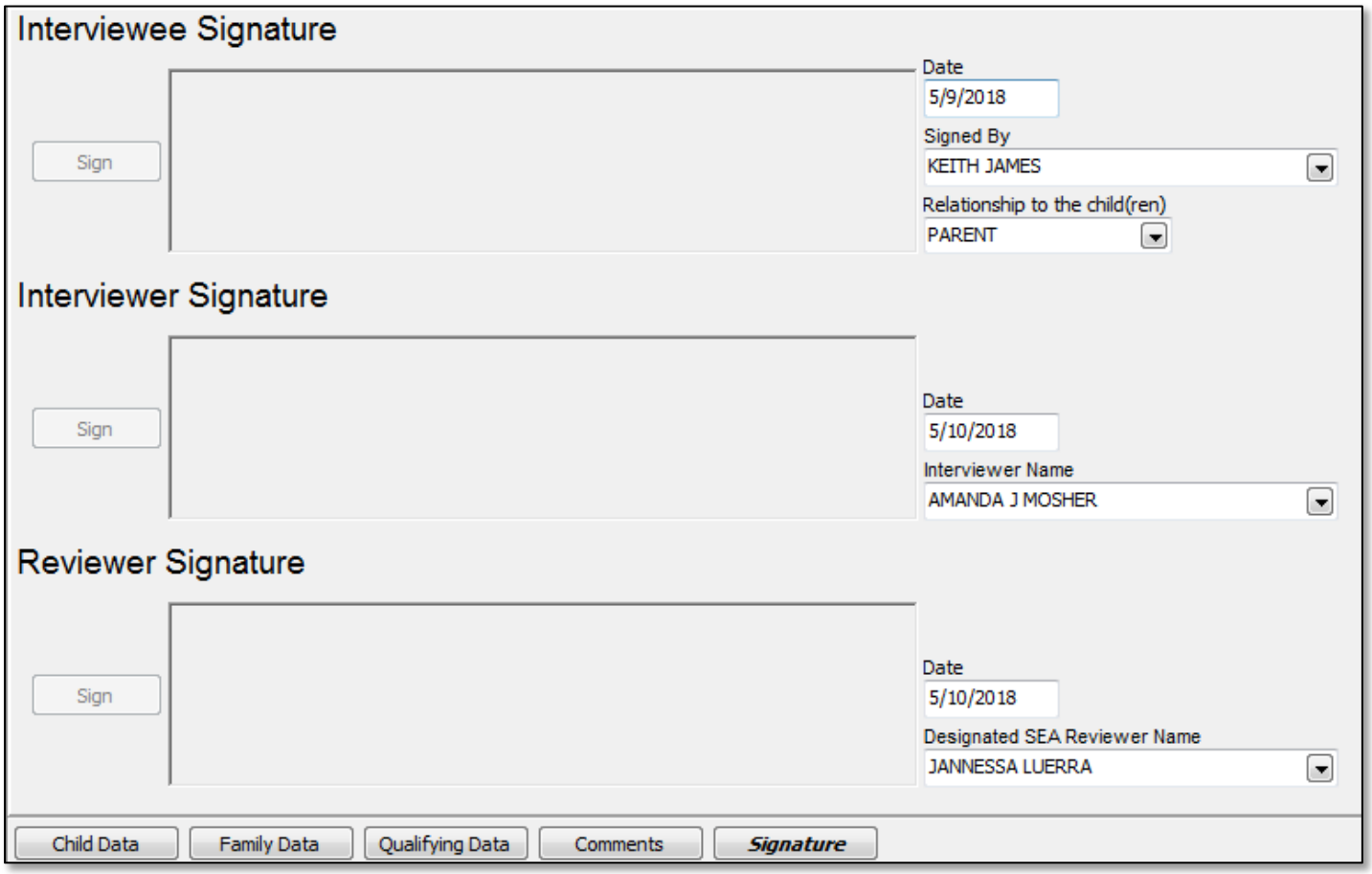
The **COMMENTS** tab includes two boxes:

- The first box is for comments from the hard copy COE.
- The second box, labeled **STATE COMMENTS** is for comments from the MEO.
    - The **STATE COMMENTS** are direct correspondences from the MEO concerning changes and corrections that are required on the hard copy COE in order for an eligibility determination to be made.
    - Districts do not have the ability to write in, or change, the **STATE COMMENTS**.
    - Any information listed in **STATE COMMENTS** is also listed in the **COE LOG**. This can be viewed at any time using the **VIEW LOG** button in the Desktop App (**COE DATA** view and **COE DRAFTS** view) and the Web System.



Signature Tab

The **Signature** tab contains information from the **Interviewee Signature** and **Eligibility Data Certification** sections of the COE. The **Signature** tab has been updated for the future collection of electronic signatures. New fields have been added to display such signatures. This functionality will not be used for the MEP during the 2020-2021 school year.

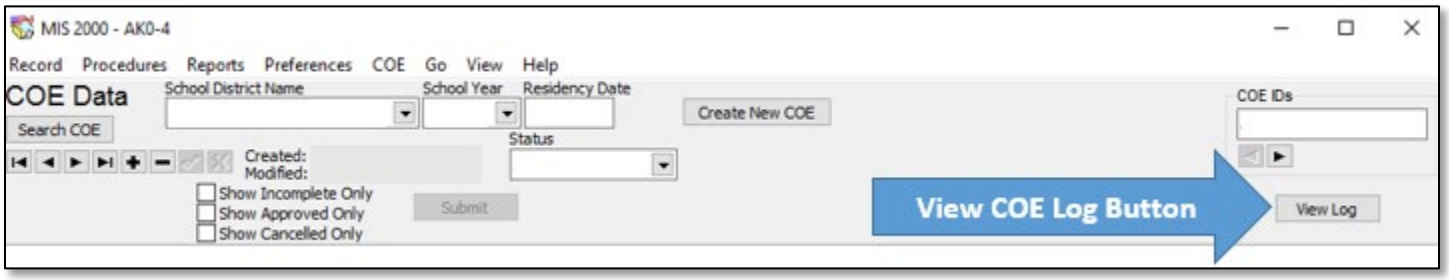


Migrant staff cannot interview their own families or sign their own COEs as an Interviewee and/or as a district representative (Interviewer). Migrant staff must be interviewed by other migrant staff in order to sign as the Interviewee on their own COEs.

There are error checks in both **COE Data** view and the Web System which prevent COEs from being submitted to **COE Drafts** view if they have not been signed by the Interviewee and Interviewer.

COE Log

The **COE Log** can be viewed from **COE Data** view, **COE Drafts** view, and the Web System. The **COE Log** is useful for determining the current owner of a particular COE, and/or why a particular COE has been rejected. To view the **COE Log**, click on the **View Log** button beneath the **COE IDs**. To close the log, click the **Close** button.



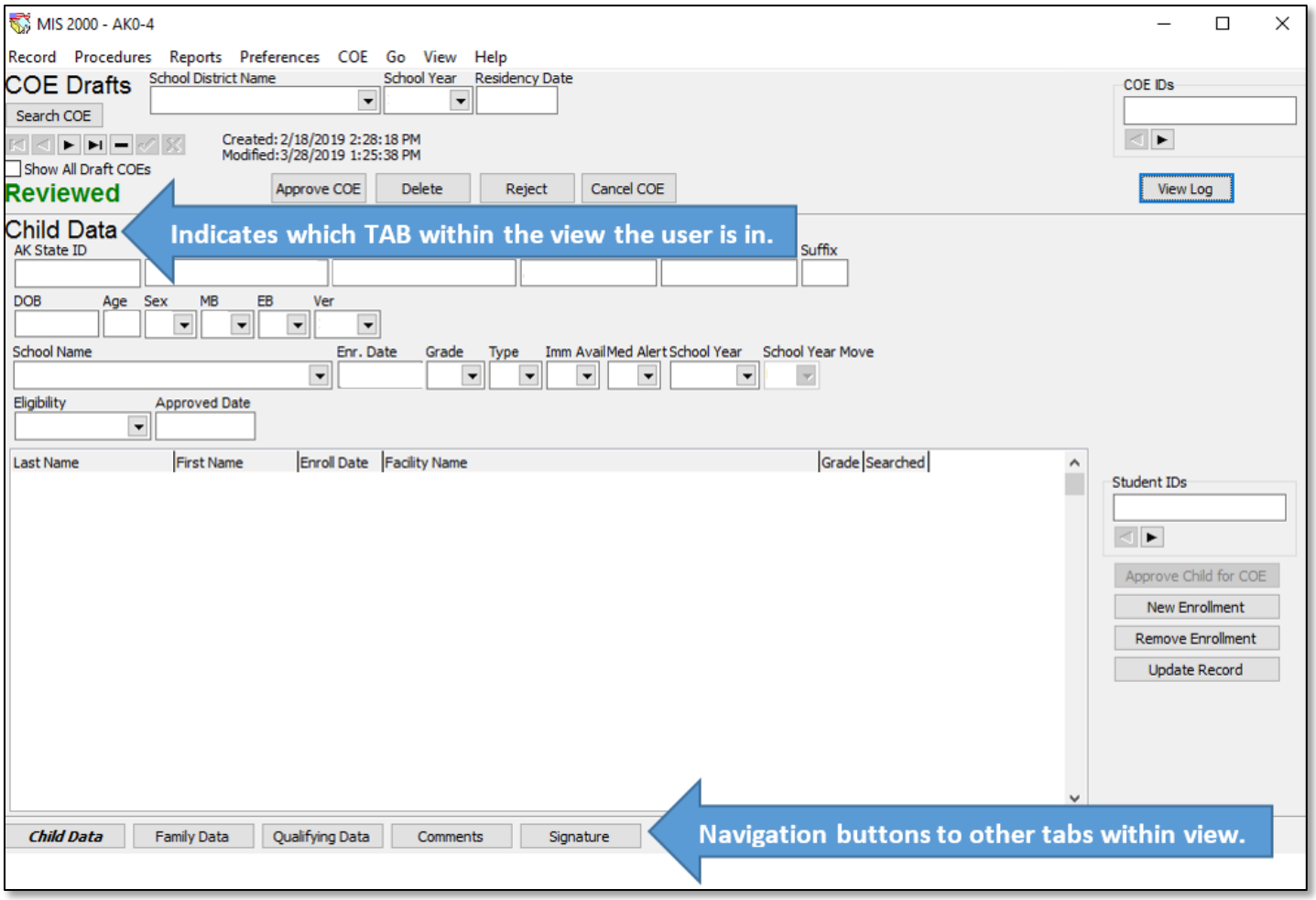
COE Drafts View

After the recruiter or records manager creates the initial COE in **COE DATA** view or the Alaska Migrant Web System, the data is transferred to **COE DRAFTS** view after the user clicks the **SUBMIT** button. **COE DRAFTS** view looks almost identical to **COE DATA** view in the Desktop App. The differences between COEs located in **COE DATA** view and **COE DRAFTS** view are described below:

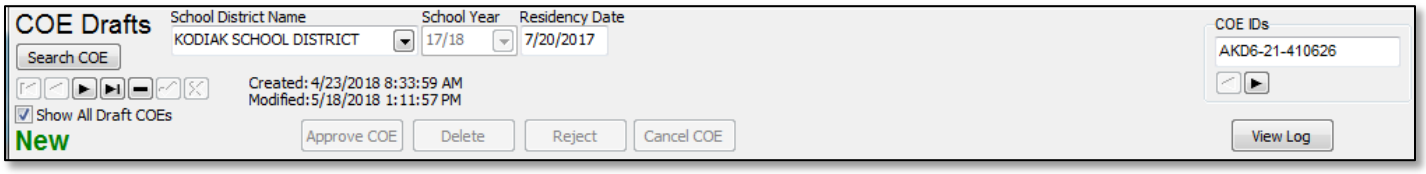
1. COEs in **COE DRAFTS** view are in **NEW** or **REJECTED** status only.
    - COEs in **NEW** status have come directly from **COE DATA** view or the Web System via the **SUBMIT** button.
    - COEs in **REJECTED** status have been returned by the MEO for updates before a final eligibility determination can be made.
2. COEs could be awaiting final district data validation by the records manager.
3. COEs could be awaiting final eligibility determination by the MEO.

COE DRAFTS view has the same five tabs as **COE DATA** view:

1. **CHILD DATA**
2. **FAMILY DATA**
3. **QUALIFYING DATA**
4. **COMMENTS**
5. **SIGNATURE**



From every tab in **COE Drafts** view the user will see the **Search COE** button, **School District**, **School Year**, **Residency Date**, **Approve COE** button, **Delete** button, **Reject** button, **Cancel** button, **COE IDs** field, and the **View Log** button.



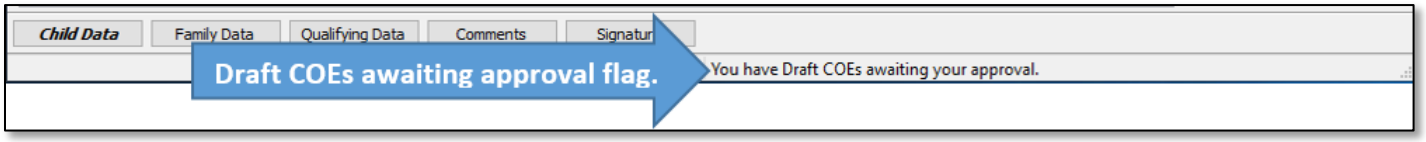
Records managers typically will only be using the **Approve COE** and **Reject** buttons. Contact the MEO (page 196) prior to using the **Cancel** or **Delete** buttons in **COE Drafts** view.

For specific information regarding validating and approving a COE in **COE Drafts** view that was submitted via the Web System, please refer to the Validating COEs Entered through the Alaska Migrant Web System section starting on page 141.

For specific information regarding updating or correcting a COE that was rejected by the MEO, refer to Updating and Correcting Rejected COEs (page 149).

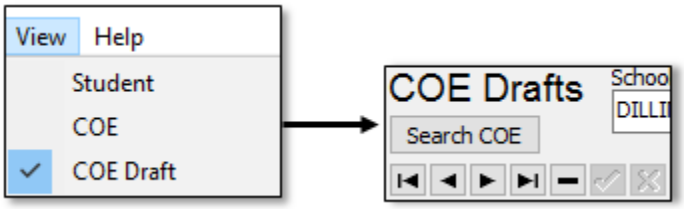
COE Drafts Indicator

When users have COE drafts awaiting their approval, the message **You have Draft COEs awaiting your approval** blinks intermittently in the bottom center of the screen.



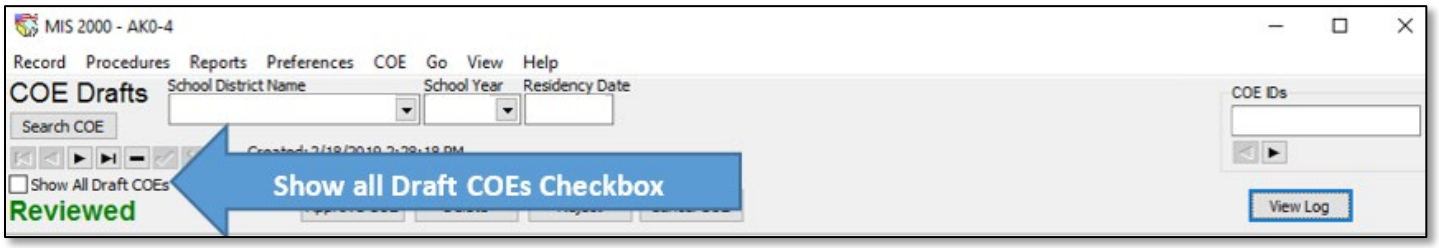
Switching to COE Drafts View

To switch to **COE Drafts** view from either **Student Data** view or **COE Data** view, users will utilize the **View** menu. By clicking on the **View** menu, and then selecting **COE Drafts**, the user will be taken to the **COE Drafts** view of the Desktop App.



Show All Draft COEs Checkbox

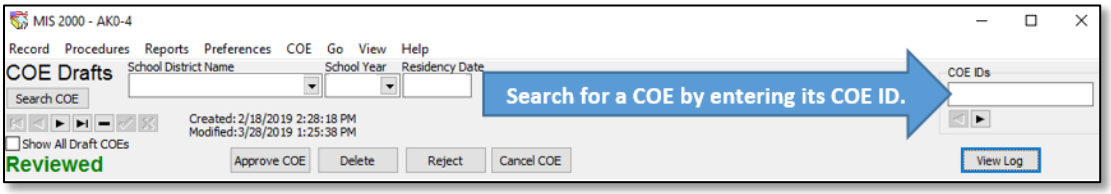
Users can see additional COEs in **COE Drafts** view, by clicking on the **Show All Draft COEs** check box located beneath the **Search COE** button. This will allow users to see additional COEs (COEs that are in incomplete status in the Web System, for example). If a user has not been successful while searching for a draft COE, clicking this checkbox might help them to find the desired COE.



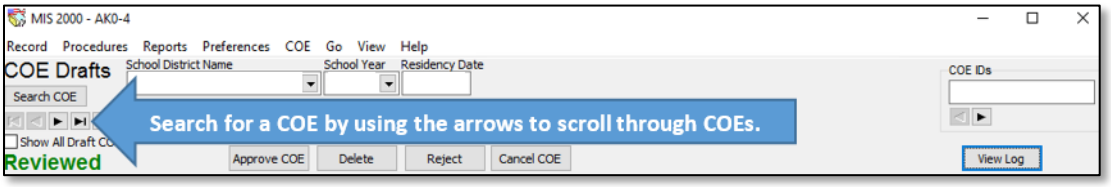
Searching for COEs

The user can search for COEs in **COE Drafts** view of the Desktop App in three ways.

1. If the user knows the COE ID # number, enter the COE ID # (observing the capitalization and dashes) into the **COE IDs** field and press the enter key on the keyboard.

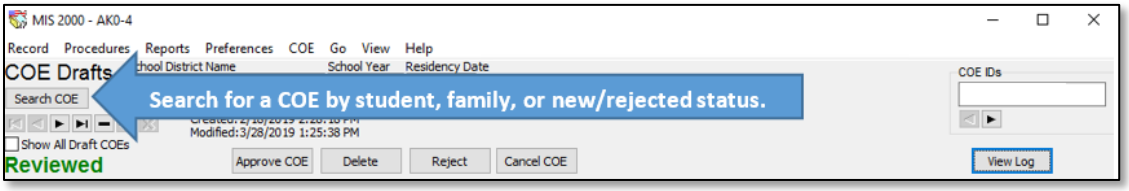


2. Click on the **arrow keys** located in the upper left corner of the page until the desired COE is found.

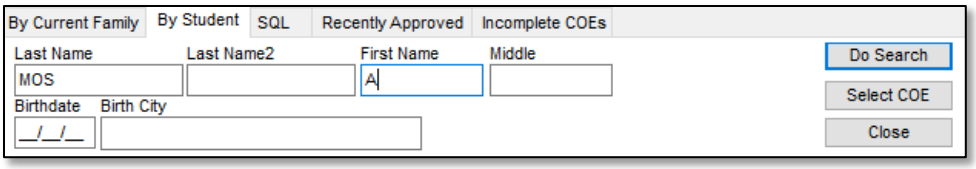


   - The singular arrows move forwards or backwards one COE at a time.
   - The arrows with lines move to the beginning or end of the COE queue.

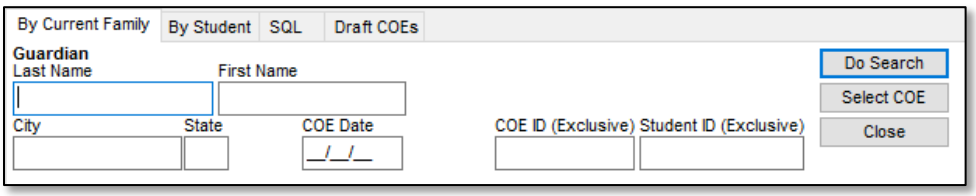
3. Click on the **Search COE** button located in the upper right-hand corner of the page, directly underneath the **COE Drafts** label. A search box with several tab headings will be displayed. Users choose the appropriate tab heading for the search they would like to complete.



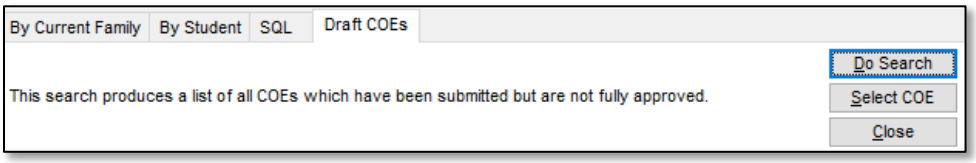
   - **By Student** – The most common way to search is by using the partial last name and partial first name of one of the children listed on the COE and clicking the **Do Search** button.



   - **By Current Family** – Users can also search by the names and partial names of the parent/guardians listed in the family data section of the COE. Names and partial names can be entered into either parent/guardian field. Click the **Do Search** button to complete the search.



   - **Draft COEs** – Users can search for COEs that are in new or rejected status. These COEs have no further filtering criteria to input. Click the **Do Search** button.



COE Drafts View Process Overview

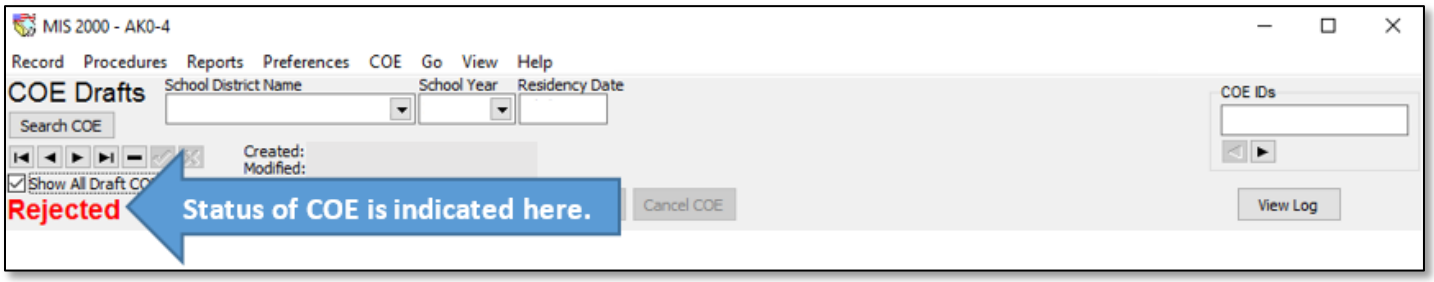
After the recruiter or records manager creates the initial COE in **COE Data** view or the Alaska Migrant Web System, the data is transferred to **COE Drafts** view once the user clicks the **Submit** button. COE data is populated into **COE Drafts** view, where the records manager will complete the following tasks:

1. Review the hard copy COE for completeness and accuracy.
2. Obtain the Designated SEA Reviewer Signature on the hard copy COE (if COE was created by a recruiter in the Alaska Migrant Web System).
3. Review the COE data in all sections of **COE Drafts** view to ensure accurate data entry, completeness, and correctness of the COE in MIS2000.
4. Search for each child listed on the COE, using the **Approve Child for COE** button. To ensure that each child's migrant records are linked to any previous migrant records, refer to steps 6-8 on of the procedure called Validating COEs Entered through the Alaska Migrant Web System on page 141.
5. Complete the **IM** field (Immunizations Records on file) for each child on the hard copy COE. This information will be entered into the **Imm Avail** field in the Child Data tab of **COE Drafts** view. For more detailed information refer to Immunizations Records Flag on page 137.
6. Complete the **MA** field (Medical Alert Indicator) for each child on the COE. This information will be entered into the **Med Alert** field in the **Child Data** tab of **COE Drafts** view. For more detailed information refer to Medical Alert Indicator on page 137.
7. Enter the **Designated SEA Reviewer Signature** into the **Signature** tab.
8. Use the **Approve COE** button to send the COE to the MEO for final eligibility determination.

For more specific information regarding this process, please refer to Validating COEs Entered through the Alaska Migrant Web System section starting on page 141.

Corrections/Updates to COEs

When COEs are missing information, or need to be updated prior to being able to make a final eligibility determination, the MEO will return COEs to the district records manager's **COE Drafts** view. These COEs will be marked with status **Rejected** in the upper left-hand corner of the screen.



For COEs that have been **Rejected** by the MEO, records managers must locate the COE in **COE Drafts** view and read the **State Comments** recorded in the **Comments** tab. Once the records manager and/or recruiter has provided the corrections or missing/needed information for the COE (both on the signed hard copy and in MIS2000), the records manager needs to click the **Approve COE** button and complete an **Upload Changes** to resubmit the COE to the MEO for review. For specific step by step direction please refer to Updating and Correcting Rejected COEs, page 149.

Records managers must make every effort to update all rejected COEs prior to the annual **November 15** deadline. This will ensure that all children and COEs are eligible for the Federal child count date. Furthermore, records managers should be aware that the MEO deletes all COE drafts from the previous school year starting on July 1 annually. This ensures that MIS2000 is clean and up to date for the start of the next fall recruitment period.

Child Data Tab

Prior to reviewing any information populated into **COE Drafts** view in the Desktop App, the records manager must have the completely signed hard copy COE for verification.

The **Child Data** tab of **COE Drafts** view is almost identical to that of **COE Data** view. This tab contains the information from the Child Data Section of the hard copy COE as entered by the recruiter into the Alaska Migrant Web System or as entered by the records manager in **COE Data** view.

In the **Child Data** tab of **COE Drafts** view, the records manager links a child to their pre-existing migrant records by completing a search using the **Approve Child for COE** button. For more information regarding completing COEs in **COE Drafts** view, refer to Validating COEs Entered through the Alaska Migrant Web System, steps 6 to 8 starting on page 141. Through this process, a child's Alaska Student ID number is added to the COE in MIS2000.

If manually entering an Alaska Student ID number, please be aware that the **AK State ID** field requires 10 digits and is the number given by the State of Alaska to all students enrolled in an Alaska public school. If the student has never been enrolled in an Alaska public school, an ID starting with **AK** will be automatically generated by MIS2000. Please make sure to verify the child does not have an assigned Alaska Student ID number (AKSID) before allowing MIS2000 to generate one.

In the **Child Data** tab of **COE Drafts** view, the records manager completes the health-related information fields, **Imm Avail** and **Med Alert**. It is the responsibility of the records manager to gather this information, write it on the hard copy COE, and enter it into MIS2000.

Immunization Records Flag (IM)

Record whether or not the district has immunization records on file (not necessarily in the migrant files) for each children listed on the COE. This field does not indicate whether a child is immunized or which immunizations a child has received. This field only indicates that the district has the child's immunizations records on file. For more information refer to the Recruiter Handbook.

Code	*Description*
Y	**Yes**, the district has **immunization records** on file for the child.
N	**No**, the district does not have **immunization records** on file for the child.

Medical Alert Indicator (MA)

Record if the migratory child has a health condition or problem. For more information, refer to the Recruiter Handbook.

Code	*Description*
C	The child has a **chronic** (long term) health problem. **Chronic** health problems last a long time, potentially for a lifetime, and often develop slowly over time.
A	The child has an **acute** (short term) health problem. **Acute** health problems are usually brief in duration and usually occur suddenly, or without warning.
N	**None,** the child **does not** have a health problem.

Family Data Tab

The records manager reviews and updates information detailed in the Family Data Section on the hard copy COE. The records manager can edit the **FAMILY DATA** tab as required in **COE DRAFTS** view. However, the signed hard copy must match MIS2000 exactly. Any changes made in **COE DRAFTS** view must also be made to the hard copy COE.

It is important to note that before records managers review any data populated in **COE DRAFTS** view, they must have received and reviewed the completely signed hard copy COE for verification.

Qualifying Data Tab

The records manager reviews information detailed on the **QUALIFYING DATA** tab. This tab includes information from the Qualifying Moves & Work and the Additional Qualifying Moves Sections of the COE. If a mistake has been made with the data in the Qualifying Moves & Work Section. The COE in **COE DRAFTS** view must be deleted (or rejected back to the recruiter in the Web System for changes to be made), and a new hard copy COE created complete with a new signatures from the interviewee, interviewer, and designated SEA Reviewer.

It is important to note that before the records manager reviews any data populated in **COE DRAFTS** view, they must have received and reviewed the completely signed hard copy COE for verification.

Comments Tab

The records manager reviews and updates information detailed in the Comments Section of the hard copy COE. The records manager can edit the **COMMENTS** tab as required in **COE DRAFTS** view. However, the signed hard copy must match MIS2000 exactly. Any changes made in **COE DRAFTS** view must also be made to the hard copy COE.

It is important to note that before the records manager reviews any data populated in **COE DRAFTS** view, they must have received and reviewed the completely signed hard copy COE for verification.

Signatures Tab

If the COE was entered through the Alaska Migrant Web System, after reviewing the data populated into this section of the COE, the records manager must enter the Designated SEA Reviewer Signature information into the appropriate fields in the **SIGNATURE** tab. All three signatures must be on the hard copy COE and in **COE DRAFTS** view before the records manager can submit the COE to the MEO for final approval.

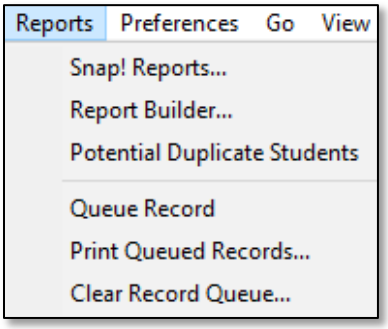
It is important to note that before the records manager reviews any data populated in **COE DRAFTS** view, they must have received and reviewed the completely signed hard copy COE for verification.

Pulling Reports in the Desktop App

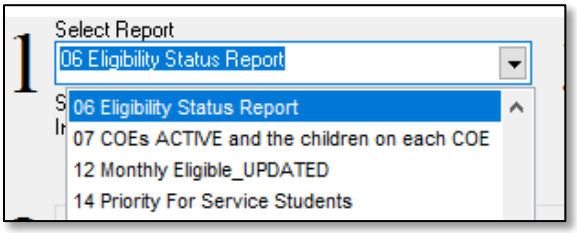
All Snap reports can either be run in the Desktop App or in the Alaska Migrant Web System. The instructions below are for pulling reports in the Desktop App. For more details on pulling reports in the Web System refer to page 84. Once pulled, the Snap reports can be printed and/or saved in Excel. These reports are for internal use in order to ensure quality control of migratory records. Additional reports may be run in response to school district or MEO requests, and for special projects. For detailed information about each of these Snap reports, refer to the Snap Reports Details section starting on page 174.

Snap reports can be run by the school district or the MEO. School district migrant staff are welcome to contact the MEO (page 196) to request reports. Upon request, the MEO staff will run reports for a district in any format.

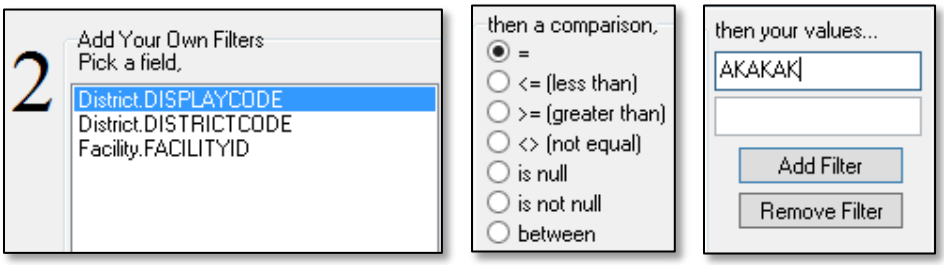
1. To run a Snap report, go to the **REPORTS** drop-down menu and select **SNAP! REPORTS**.



2. In the dialog box that opens, select the desired report from drop-down list in **NUMBER 1**.



3. From **NUMBER 2**, select the required filter **DISTRICT.DISPLAYCODE**. This filter is required on all MIS2000 Snap reports. A list of district display codes can be found on page 165.
4. Select the **=** button under **THEN A COMPARISON**.
5. Enter the district **DISPLAY CODE**, in all caps, into the **THEN YOUR VALUES** field.
6. Click **ADD FILTER**. When the filter is added, it will appear in the box to the left of the date range.



7. Next, enter the **DATE RANGE**.

8. Finally, next to **NUMBER 3**, click on **RUN REPORT**.

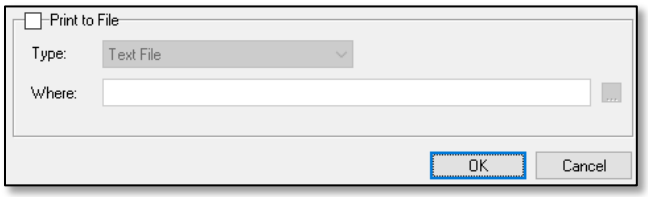
How to Save a Snap Report

Snap reports in the Desktop App can be saved in Excel and PDF formats. To save a snap report, first run a Snap report as described on page 139. Data will load and the Snap report can be saved.

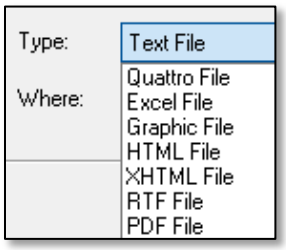
Report (PDF) View:

1. Run the desired snap report.
2. Click on the **PRINT ICON** in left corner of the displayed screen.

3. Click on **PRINT TO FILE** check box, located in the left bottom third of the print dialog box.

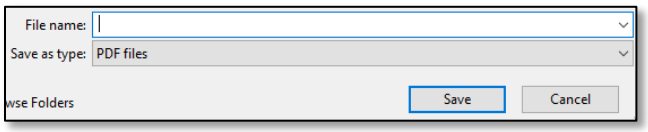


4. Choose PDF from the **TYPE** of document to be saved from the drop-down menu.

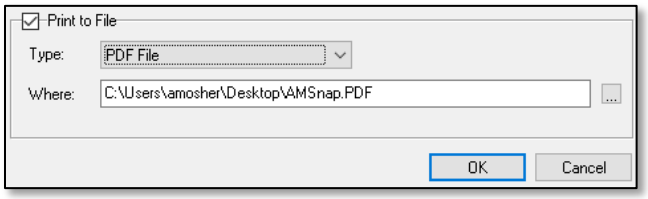


5. Choose a file path for the snap report by clicking on the **...** button to the right of the **WHERE** box.

6. Name the report using the **FILE NAME** field and click **SAVE** button.



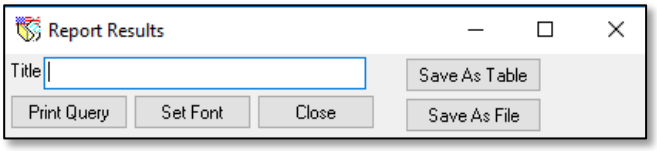
7. Click **OK** button.



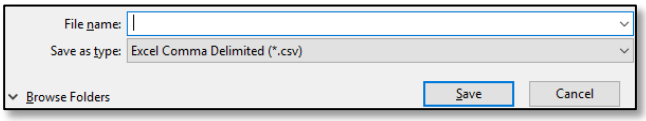
CSV (Excel) View:

1. Run the desired snap report.
2. Click on the **SHOW DATA** button in the right corner of the display screen.

3. Click on **SAVE AS FILE** button.



4. Choose a file path and name the snap report using the **FILE NAME** field.
5. Click **SAVE** button.



COEs in the Desktop App - Validating, Entering, Rejecting, and Updating

For desktop-based districts, frequently used processes and procedures have been compiled into this section for the user's convenience. Please reference Navigating the Desktop App, which starts on page 108, to find a detailed walk-through of the Desktop App.

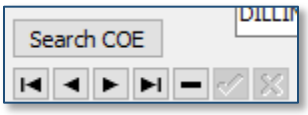
Validating COEs Entered through the Alaska Migrant Web System

Even though records managers will need to choose to be either desktop-based or web-based, all recruiters will still have the option of creating COEs in the Web System, even when working with desktop-based records managers.

The following information pertains to desktop-based districts whose recruiters are utilizing the Alaska Migrant Web System (ak.msedd.com) for COE entry only. COEs are automatically populated into **COE Drafts** view through the submittal process.

1. The records manager has the completely signed hard copy COE.
2. The records manager clicks on the **Procedures** menu and selects **Upload Changes**.
    - Be sure to click the **Begin Upload** button after the system updates is automatically run.
3. Navigate to **COE Drafts** view. Click on **View** and then **COE Draft**.

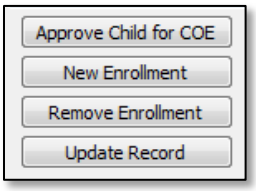
4. Search for the desired COE using the **Search COE** button.
    - Records managers can also navigate to the desired COEs, by using the **arrow keys** beneath the **Search COE** button, or by typing the **COE ID** into the **COE ID** box on the right side of the screen.



5. The user will now need to approve each child listed on the COE. From the **Child Data** tab, highlight the first child listed on the COE (the selected child will be highlighted in blue).
    - Note that at this stage the **Searched** field on the far right of the child's line is blank.

Last Name	First Name	Enroll Date	Facility Name	Grade	Searched
MOSHER	MOCHA		KENAI SCHOOL DISTRICT	00	
MOSHER	MACEE		KENAI SCHOOL DISTRICT	00	

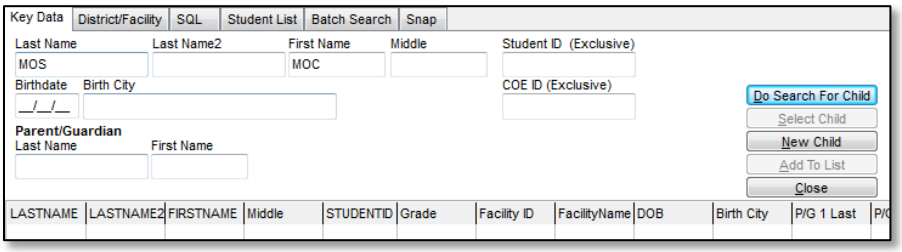
6. Click on the **Approve Child for COE** button to the right.



Clicking **Approve Child for COE** will open a **Student Search** dialog box.

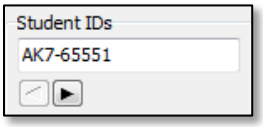
7. In the **Student Search** dialog box, the first three letters of the child's first and last names will auto-populate. Click the **Do Search For Child** button.
    - Searching by partial last name and first name initial only (e.g., **Last Name**: SMI, **First Name**: L for Lance Smith) will provide a more comprehensive list of names.

- If the user is unable to find a child that is known to be migrant eligible in Alaska, complete the search again, with less information in the **FIRST NAME** and **LAST NAME** fields. This will help match misspelled names.



Through this process, the following could happen:

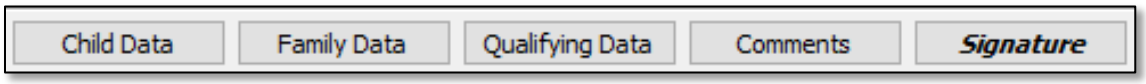
- **Child is Found** – Select the child by clicking on the correct information listed, then either double click on the highlighted name or click the **SELECT CHILD** button. This will close the dialog box and the **SEARCHED** field next to **GRADE** will now have a **Y** (for Yes, student was searched for in MIS2000).
  - Student ID will be auto-populated from **STUDENT SEARCH**.
  - Check to make sure the hard copy COE information matches the information auto-populated by MIS2000. Research any discrepancies and update the hard copy COE or MIS2000, as appropriate.
    - Be aware that many children have similar names. Before utilizing the **SELECT CHILD** button, ensure that all information matches, and that two children are really the same child. Be especially aware of family names given to each generation. Do not assume that an old birthdate is incorrect—this could be the parent a child is named for.
- **Child is Not Found** – Click the **NEW CHILD** button; the **SEARCHED** field next to **GRADE** will now have a **Y** (for Yes student was searched for in MIS2000).
  - If a child is enrolled in a public school in Alaska, an AKSID is required in the **AK STATE ID** Field.
  - If a child is not yet in school, MIS2000 will generate an MIS2000 ID for that student, and the **AK STATE ID** Field should be left blank in MIS2000.
    - The user can add the placeholder MIS2000 ID to the hard copy COE. The placeholder ID is located to the right of the child information grid, above the **APPROVE CHILD FOR COE** button. This field is labeled **STUDENT IDS**.



- **Child is Missing** – If it is believed a child should already be in MIS2000, but cannot be located using **APPROVE CHILD FOR COE** and the **STUDENT SEARCH**, please contact the MEO (page 196) for help. This will help prevent duplicate children in MIS2000.
- **Child is mistakenly identified** – Use the **REMOVE ENROLLMENT** button to completely remove the student from the COE. Next use the **NEW ENROLLMENT** button. The search box will come up through this process. The user will first complete a search to see if the child is in MIS2000. After determining whether the child is new or existing by clicking the applicable button (**SELECT CHILD** or **NEW CHILD**), the user re-enters the rest of the school history line as recorded on the hard copy COE. Click the **UPDATE RECORD** button to save the child information.

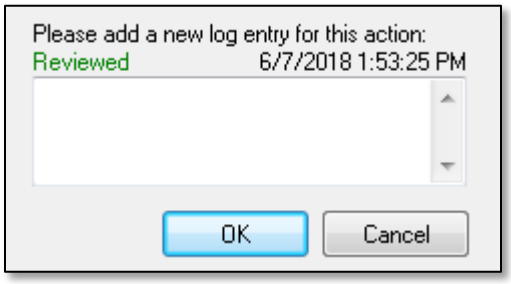
8. For each child on the COE, the records manager will enter the required health information in the **IMM AVAIL** and **MED ALERT FIELDS**. Click the **UPDATE RECORD** button to save changes made to the school history line.
   - The records manager must document this health information on the hard copy COE in the (IM and MA fields) in addition to MIS2000. Refer to page 137 for more information about the health fields.
9. Repeat steps 6 through 8 for each child listed on the hard copy COE.

10. The records manager reviews all portions of the hard copy COE and compares to MIS2000 to ensure all information is accurate and that the hard copy matches the database verbatim.
    - If any changes are made, or additional information is added by the records manager, this information must be documented in MIS2000 and on the hard copy completely signed COE.
        - No changes can be made in the Qualifying Moves & Work Section without obtaining new signatures on a new hard copy COE.
11. The records manager will complete the **Signature tab** of the COE in **COE Drafts** view, by typing in the Designated SEA Reviewer Signature fields.



12. Click **Approve COE** button at the top of the screen.

13. The **COE Log** will appear. The records manager can enter any information the user thinks the MEO may need to know when reviewing the COE for final approval. Close the **COE Log** by clicking the **OK** button. The only time comments are required in the **COE log**, is when the MEO or records manager are rejecting a COE.



The COE has now gone to **Reviewed** status.

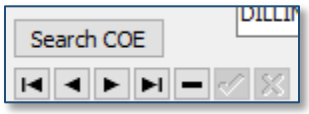
14. To complete the process and transfer to the MEO for final approval, the records manager must complete an **Upload Changes**. Navigate to the **Procedures** menu and select **Upload Changes**. Be sure click the **Begin Upload** button after the initial systems check runs.
15. To start on the next COE, use the **View** menu to return to **COE Data** view.
16. Return to the **Child Data** tab and click the **Create New COE** button at the top of the screen.
17. When finished with COE entry for the day, make sure to run the **Upload Changes** to connect and transmit all completed COEs to the State server. To do this, follow the Upload Changes instructions on page 110.

Rejecting a COE in the Desktop App

There may be times when a records manager may wish to reject a COE back to a recruiter. This may be because information is missing, there is an error somewhere, or some other reason. To reject a COE, follow the steps below.

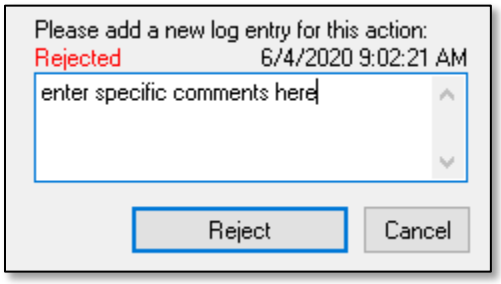
1. The records manager has the completely signed hard copy COE.
2. The records manager clicks on the **PROCEDURES** menu and selects **UPLOAD CHANGES**.
    - Be sure to click the **BEGIN UPLOAD** button after the system updates is automatically run.
3. Navigate to **COE DRAFTS** view. Click on **VIEW** and then **COE DRAFT**.

4. Search for the desired COE using the **SEARCH COE** button.
    - Records managers can also navigate to the desired COEs, by using the **ARROW KEYS** beneath the **SEARCH COE** button, or by typing the **COE ID** into the **COE ID** box on the right side of the screen.



5. Review the information entered into the COE. If the COE is not ready to be approved, click the **REJECT** button at the top of the screen. If the COE requires new signatures, remove the necessary signatures from the **SIGNATURE TAB** before rejecting.

6. This will open the **COE LOG**. Enter specific comments to inform the recruiter why the COE was rejected, and what changes need to be made.

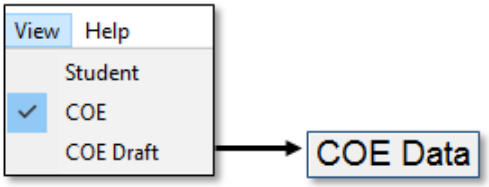


7. The COE will now be in **REJECTED** status and available for the recruiter to edit and resubmit through the Web System. If the records manager is the recruiter, the COE will be returned to **COE VIEW** and will be editable in that view.

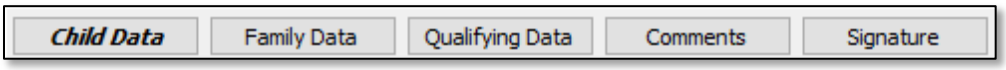
Entering a COE in the Desktop App

This process is applicable to all records managers who will be entering COEs into the Desktop App. These are COEs that are created by recruiters by using the fillable PDF or paper COEs. All records managers should be familiar with this process in the event that the Web System experiences an outage and recruiters are unable to enter COES using that platform.

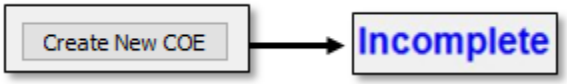
1. From the **View** menu, select **COE**. If successful, the user will see the words **COE Data** in the upper left-hand side of the screen.



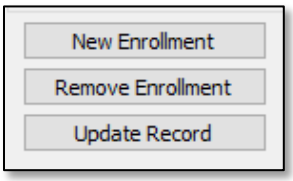
2. Select the **Child Data** tab of **COE Data** view.



3. Click the **Create New COE** button located at the top of the screen.
   - A blank child data screen will appear. The user will see that the status of this newly created COE indicated at the left top of the screen is **Incomplete**.

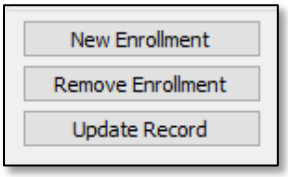


4. To add children to the COE, click the **New Enrollment** button on the right side of the screen.

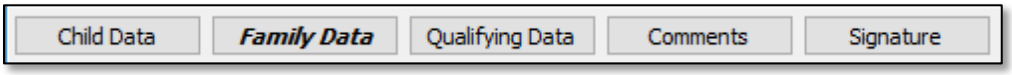


5. Enter the child's Full Name, Date of Birth, Sex, MB, EB, VER Code, School Name, Enroll Date, Grade, and Type (of enrollment).
   - The Alaska Student ID is **not** entered in **COE Data** view.
   - The enroll date is typically the same as, or after, the residency date.
   - Choose **R** for regular school year, or **S** for summer program in the **Type** (of enrollment) field.
     - Very few districts enter **S** lines into the Desktop App. Most **S** lines are entered by the MEO through an automated process. Do not enter an **S** line without contacting the MEO (page 196).

6. Click the **Update Record** button located on the right side of the screen.
   - Repeat steps 4 to 6 for every child listed on the hard copy COE before proceeding to the **Family Data** tab.

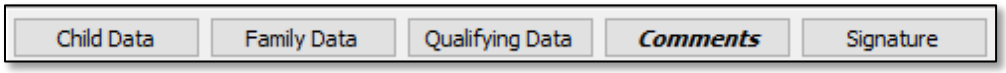


7. Click on the **Family Data** tab. Enter all information from the Family Data Section of the hard copy COE.

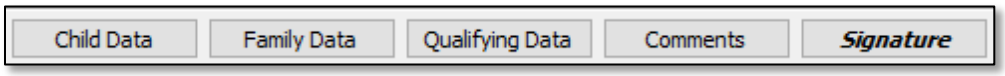


8. Click on the **Qualifying Data** tab and enter all information from the Qualifying Moves & Work Section of the hard copy COE. In addition to this information, this tab also includes information from other portions of the COE such as the Residency Date and the Additional Qualifying Moves. Remember, this tab is broken into two subtabs.

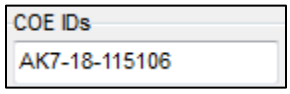
9. Click on the **Comments** tab at the bottom of the screen. Enter all comments found in the Comments Section of the COE, including recruiter's initials and dates.



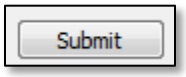
10. Click on the **Signature** tab at the bottom of the screen. Enter all signature information found in Interviewee Signature and Eligibility Data Certification Sections of the hard copy COE.



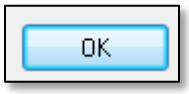
11. Write the MIS2000 generated **COE ID number** on the hard copy COE in the COE ID# Field. Do this as soon as possible to ensure that this information is transferred to the hard copy COE.



12. After entering all data (except for Student IDs), click the **Submit** button.



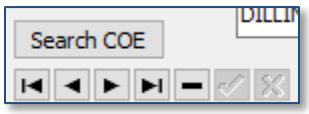
13. Click the **OK** button when the **COE Log** appears.



- COE will now be in **New Status** in **COE Drafts** view in the Desktop App.

14. Click on **View** and then **COE Drafts**.

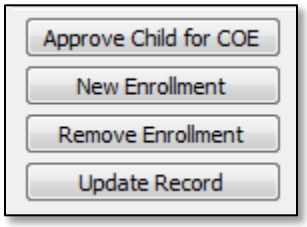
15. Search for the desired COE using the **Search COE** button.
    - Records managers can also navigate to the desired COEs, by using the arrow keys beneath the **Search COE** button, or by typing the **COE ID** into the **COE ID** box on the right side of the screen.



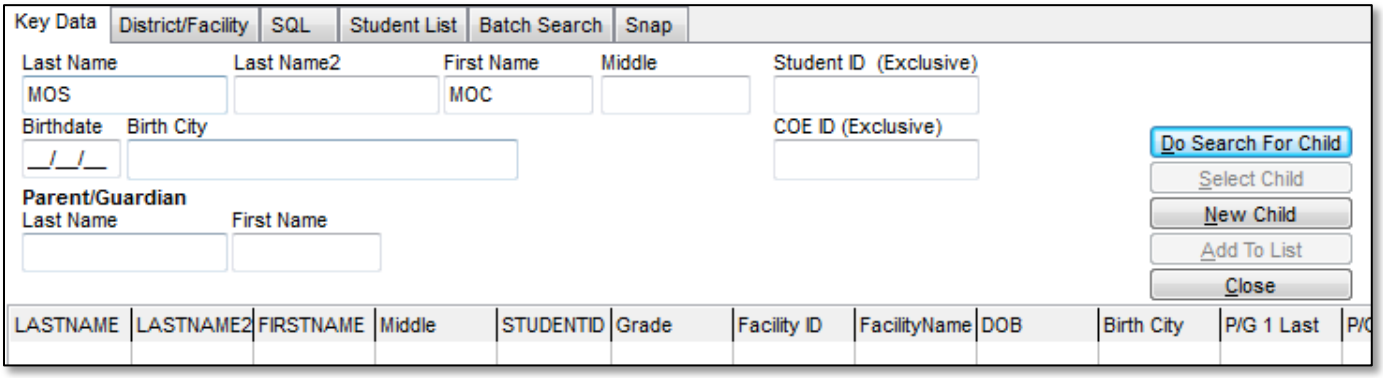
16. The user will now need to approve each child listed on the COE. From the **Child Data** tab highlight the first child listed on the COE (the selected child will be highlighted in blue). Note that, at this stage, the **Searched** field on the far right of the child's line is blank.

Last Name	First Name	Enroll Date	Facility Name	Grade	Searched
MOSHER	MOCHA		KENAI SCHOOL DISTRICT	00	
MOSHER	MACEE		KENAI SCHOOL DISTRICT	00	

17. Click on the **Approve Child for COE** button in the far right of the Desktop App screen. Clicking **Approve Child for COE** will open a Student Search dialog box.



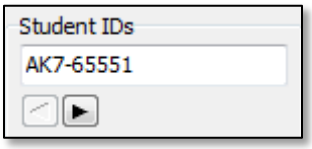
18. In the **Student Search** dialog box, the first three letters of the child's last name and first name will be pre-populated into the search box. Click the **Do Search For Child** button.
    - *Searching by partial last name and first name initial only* (e.g. Last Name: SMI, First Name: L for Lance Smith) will provide a more comprehensive list of names.
    - If the user is unable to find a child that that is known to be migrant eligible in Alaska, complete the search again, with less information in the first name and last name fields. This will help match misspelled names.



Through this approval process, the following could occur:

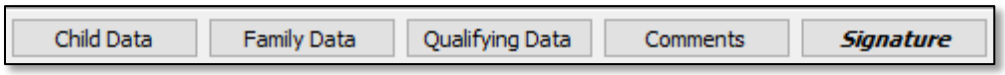
- **Child is Found** – Select the child by clicking on the correct information listed, then either double click on the highlighted name or click the **Select Child** button. This will close the dialog box and the **Searched** field next to **Grade** will now have a **Y** (for Yes, student was searched for in MIS2000).
    - Student ID will be auto-populated from **Student Search**.
    - Check to make sure the hard copy COE information matches the information auto-populated by MIS2000. Research any discrepancies and update the hard copy COE or MIS2000, as appropriate.
        - Be aware that many children have similar names. Before utilizing the **Select Child** button, ensure that all information matches, and that two children are really the same child. Be especially aware of family names given to each generation. Do not assume that an old birthdate is incorrect—this could be the parent a child is named for.

- **Child is Not Found** – Click the **New Child** button; the **Searched** field next to **Grade** will now have a **Y** (for Yes, student was searched for in MIS2000).
    - If a child is enrolled in a public school in Alaska the user must enter the AK Student ID in the AK State ID Field.
    - If a child is not yet in school, MIS2000 will generate a MIS2000 ID for that student, and the AK State ID Field should be left blank in MIS2000.
        - The user can add the placeholder MIS2000 ID to the hard copy COE. The placeholder ID is located to the right of the child information grid, above the **Approve Child for COE** button. This field is labeled **Student IDs**.



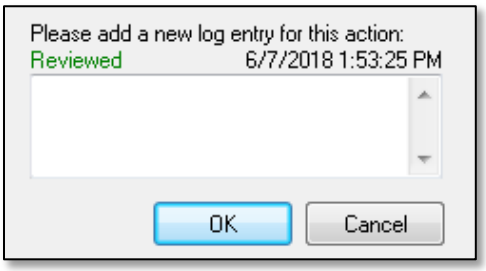
- **Missing Child** – If it is believed a child should already be in MIS2000 but cannot be located using **Approve Child for COE** and the **Student Search**, please contact the MEO (page 196) for help. This will help prevent duplicate children in MIS2000.
- **If a child is mistakenly identified** – Use the **Remove Enrollment** button to completely remove the student from the COE. Next, use the **New Enrollment** button. The search box will come up through this process. The user will first complete a search to see if the child is in MIS2000. After determining whether the child is new or existing by clicking the applicable button (**Select Child** or **New Child**), the user re-enters the rest of the school history line as recorded on the hard copy COE. Click the **Update Record** button to save the child's information.

19. For each child on the COE, the records manager will enter the required health information in the **Imm Avail** and **Med Alert** fields. Click the **Update Record** button to save changes made to the school history line.
    - The records manager must document this health information on the hard copy COE in the (IM and MA fields) in addition to MIS2000. Refer to page 137 for more information on the health fields.
20. Repeat steps 16 through 19 for each child on the COE.
21. The records manager reviews all portions of the hard copy COE and compares to MIS2000 to ensure all information is accurate and that the hard copy matches the database.
    - If any changes are made, or additional information is added by the records manager, this information must be documented in MIS2000 and on the hard copy completely signed COE.
        - No changes can be made in the Qualifying Moves & Work Section without obtaining new signatures on a new hard copy COE.
22. The records manager will complete the **Signature** tab of the COE in **COE Drafts** view, by typing in the Designated SEA Reviewer Signature fields.



23. Click the **Approve COE** button at the top of the screen.

24. The **COE Log** will appear. The records manager can enter any information they think the MEO may need to know when reviewing the COE for final approval. Close **COE Log** by clicking the **OK** button.
    - Comments are only required in the COE log when the COE is being rejected back to the records manager or recruiter.



The COE has changed to **Reviewed** status.

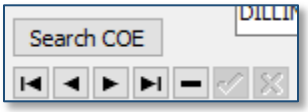
25. To complete the process and transfer to the MEO for final approval, the records manager must complete an **Upload Changes**. Navigate to the **Procedures** menu and select **Upload Changes**. Be sure to click the **Begin Upload** button after the initial systems check runs.
    - The records manager can choose to complete an upload after every COE, or after a group of COEs have been completed.
26. To start on the next COE, use the **View** menu to return to **COE Data** view.
27. Return to the **Child Data** tab and click the **Create New COE** button at the top of the screen.
28. When finished with COE entry for the day, make sure to run the **Upload Changes** to connect and transmit all completed COEs to the State server. To do this, follow the Upload Changes instructions from page 110.

It is the responsibility of the records manager to review the COE for completeness before entering it into MIS2000 and uploading to the MEO. If mistakes are made during COE entry and approval process by the records manager, please contact the MEO (page 196). In nearly all cases mistakes made during COE entry can easily be rectified by the MEO staff. However, if mistakes are not pointed out, they can lead to incorrect reporting and corrupted data.

Updating and Correcting Rejected COEs

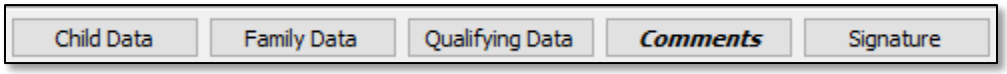
1. The records manager hovers over the **Procedures** menu and clicks **Upload Changes**.
    - Be sure to click the **Begin Upload** button after the system updates is automatically run.
2. Navigate to **COE Drafts** view. Click on **View** and then **COE Draft**.

3. Search for the desired COE using the **Search COE** button.
    - Records managers can also navigate to the desired COEs, by using the **arrow keys** beneath the **Search COE** button, or by typing the **COE ID** into the **COE ID** box on the right side of the screen.



4. The COE will be marked with **Rejected** in the upper left-hand corner.

5. Review the **State Comments** box in the **Comments Tab** for the desired COE.



6. Provide updated information on the hard copy COE and in MIS2000.
    - Additional comments must be written underneath the original comments in the **Comments** tab, and new initials and date provided.
    - Do not delete original comments.
    - If a mistake was made in the Qualifying Moves & Work Section of the hard copy COE, a new hard copy COE with new signatures must be completed.
7. Once updated, use the **Approve COE** button to change the COE status to **Reviewed**.

8. Use the **Procedures** menu to complete an **Upload Changes** to send the updated COEs to the MEO for final eligibility determination.

This process should be repeated for all COEs that are in **rejected** status.

To get a complete list of COEs in **rejected** status, the records manager should utilize Snap reports in the Desktop App or Web System to run an Eligibility Status Report (Snap 6). This report lists the status of all COEs that have not yet been approved by the MEO. Records managers will want to pay particular attention to all COEs marked with N (new/rejected) status. For more information regarding Snap reports, including how to pull them, refer to the Snap Reports Details section starting on page 174.

COE Status Guide – Desktop App

COEs are assigned statuses in MIS2000 in order to differentiate between approved and partially approved COEs. The status abbreviations of **I**, **N**, **V**, **A**, and **C** indicate the status of the COE as listed on a Snap report. Written status **INCOMPLETE**, **NEW/REJECTED**, **REVIEWED/VERIFIED**, **APPROVED/ACCEPTED**, and **CANCELED** are listed in the upper left-hand corner in the Desktop App for all COEs in **COE DATA** view and **COE DRAFTS** view.

I – Incomplete

- Status of a newly created COE.
- COE not submitted to **COE DRAFTS** view in the Desktop App.
- COE belongs to the creator.
- COE can only be edited by the creator.
- COEs in the Web System or **COE DATA** view.

N – New/Rejected

- COE status while in the district's Desktop App **COE DRAFTS** view.
- COE belongs to the district records manager.
- COE can be edited by the district records manager.
- Rejected status indicates a COE that has been returned to the district by the MEO.

V – Reviewed/Verified

- District has approved the COE in **COE DRAFTS** view.
- COE is submitted to the MEO to determine eligibility.
- COE belongs to the MEO.
- District cannot edit the COE.

A – Approved/Accepted

- COE is approved by MEO.
- Children are migrant eligible.
- COE cannot be edited by the district.
- COE can be viewed in **COE DATA** view in the Desktop App.

C – Canceled

- COE is not approved by the MEO.
- Children are found to be ineligible for the MEP.
- COE will be deleted from MIS2000.

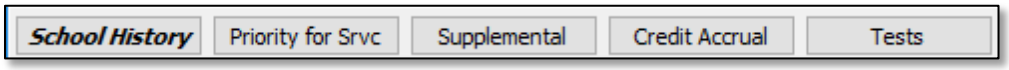
ARCs in the Desktop App – Entering and Submitting

Entering an Annual Recertification of No New Moves (ARC)

All records managers now have the option of entering, reviewing, and approving ARCs in the Web System. Using the Web System to complete ARCs is faster, simpler, and does not require MEO approval. Any records manager that has chosen to keep the Desktop App (optional for web-based users) will also be able to enter ARCs in the Desktop App.

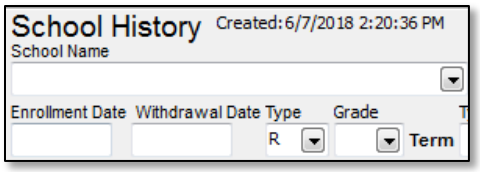
When a child is listed on an ARC, a **NEW SCHOOL HISTORY LINE** is required. Follow the steps below to enter a new school history line. New school history lines can only be entered for children who are currently migrant eligible in the records manager's district. This means the district has an active and eligible COE on file for the child. Once a child EOEs the district cannot enter a **NEW SCHOOL HISTORY LINE** without a new move COE.

1. In the **STUDENT DATA** view, enter the child's Alaska Student ID in the **STUDENT ID** box in the top right corner and press the enter key on the keyboard. If the child does not have an Alaska Student ID, select the **SEARCH STUDENT** button and search for the child by partial first and last names.
2. Click on the **SCHOOL HISTORY** tab, if not already there.



3. Click on the **NEW SH LINE** button.

4. Enter the child's **SCHOOL NAME**, **ENROLLMENT DATE**, and **GRADE**
   - The **NEW SCHOOL HISTORY LINE** will auto-populate with information from the previous school year. Be sure to carefully update all fields.



5. In the **TYPE** (of enrollment) field choose *R* for regular school year.
6. In the **IEP** field, click the **Y** if an IEP is on file for the child.

7. Enter any comments in the **SCHOOL HISTORY UPDATES** box.
   - All comments added to the **SCHOOL HISTORY UPDATES** box must be initialed and dated.

8. Click the **CHECKMARK** button. A **NEW SCHOOL HISTORY LINE** will appear in the bottom panel. This completes the process of entering an ARC for this child.

9. Repeat this process for all students on an ARC individually. Remember to run **UPLOAD CHANGES** before closing the Desktop App.

Once the district runs an **UPLOAD CHANGES**, each **SCHOOL HISTORY LINE** is reviewed by the MEO Eligibility Specialist. If the student meets the eligibility requirements, the student's current school year status will be updated to eligible. If student does not meet eligibility requirements, the **SCHOOL HISTORY LINE** will be deleted.

Desktop App Tips and Traps

Tips

- Review COEs/ARCs for any missing or needed information and for accuracy.
- Enter complete and accurate COEs and ARCs as soon as they come in. Do not wait.
- Enter *exactly* what the hard copy COE and ARC says into MIS2000. No changes, additions, or deletions are allowed unless those changes are also made on the hard copy COE or ARC. *No changes can be made to the Qualifying Moves & Work section of the COE.*
- Enter the MIS2000-generated COE ID number on the hard copy COE for all new COEs.
- Search for students in MIS2000 by partial last name and first initial only. This will increase user success in finding the student.
- Enter student IDs for K-12 public school students. All students entered into MIS2000 in grades K-12 must have a State-assigned student ID entered if they have ever been enrolled in any Alaska public school. COEs will be considered incomplete without.
- Make sure the youngest child is listed first on the hard copy COEs and ARCs.
- Make sure there is a phone number listed in the Family Data section. This is required so that the MEO can reach the family, even if it is only to leave messages. This cannot be a school district number.
- Make sure the recruiter has initialed & dated the end of the Comments section. Any comments added after the original interview must also include initials and date.
- Run "Upload Changes" every time before closing out of the Desktop App.
- Utilize the "show all Draft COEs" check box if struggling to find COEs in **COE Drafts** view.
- If a child is mistakenly identified as a "new" or "existing" child, remove the enrollment from the COE in **COE Drafts** view, then use the new enrollment button create a new line to re-enter the child's information. Through this process, the database will search for existing records to link to.

Traps

- Do not enter a space after the last letter of a student's name in the search bar when searching by student name in the Desktop App. No matches will show up, making it appear the child was not found.
- Do not enter any punctuation, such as an apostrophe, for child names. Unless exact name with punctuation is entered the same every time, child will not appear in the search results.
- Do not enter dashes into blank fields in the Desktop App.

Errors and Warnings

Errors and Submission Checks in MIS2000 are described starting on page 177.

Glossary

Acronyms/Abbreviations

Acronym	Meaning
AKSID	Alaska Student ID
ARC	Annual Recertification of No New Moves
CFR	Code of Federal Regulations
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
COS	Continuation of Services
DEED	Alaska Department of Education & Early Development
EB	Ethnic Breakdown
ED	US Department of Education
EL	English Learner
EOE	End of Eligibility
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FERPA	Family Education Rights and Privacy Act of 1974
FY	Fiscal Year
GED	General Education Diploma
GR	Grade
GPRA	Government Performance and Result Act
ID&R	Identification and Recruitment
IEP	Individualized Education Program
IM	Immunizations Records
LEA	Local Education Agency (School District)
MA	Medical Alert
MB	Multiple Birth
MDEs	Minimum Data Elements
MEO	Migrant Education Office at the State of Alaska, DEED
MEP	Migrant Education Program
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NCLB	No Child Left Behind Act
NRG	Non-Regulatory Guidance
OME	U.S. Department of Education's Office of Migrant Education
OSY or OY	Out of School Youth
PAC	State Parent Advisory Council
PFS	Priority for Service
QAD	Qualifying Arrival Date
RES	Residency Date
RM	Records Manager
SDP	Service Delivery Plan
SEA	State Education Agency
SP	Supplemental Programs
TA	Technical Assistance
VER	Birth Date Verification Code

Definitions

Word	Definition	Reference, if applicable
Activities	Activities related to identification and recruitment, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services.	
Active/Accepted COE	A COE is active/accepted when the COE has been reviewed and all children on the COE are deemed eligible by the MEO.	
Actively Sought	The individual takes positive actions to seek new qualifying work. The process of actively seeking new qualifying work should happen within 60 days of the move.	NRG, Chapter II, C10
Agricultural Production	Work done at facilities engaged in the growing and harvesting of crops or the keeping of livestock.	NRG, Chapter II, F1
Agricultural Work	The production or initial processing of crops, dairy products, poultry, or livestock, as well as the cultivation or harvesting of trees. It consists of work performed for wages or personal subsistence.	34 C.F.R. §200.81(a)
Alaska Migrant Web System	The Alaska Migrant Web System is a secure website utilized in several ways to help streamline Alaska's Migrant Education Program. Listed below are some of the applications of the Alaska Migrant Web System: • A secure transmission portal of migratory children and youth data between recruiters, records managers and the MEO • A recruiting tool for recruiters and records manager to use to complete a COE and submit to the district migrant database, MIS2000 • A generator of migratory children and youth reports	
Allocation	Amount of MEP funds given by the Alaska Department of Education & Early Development to an eligible school district. The funds are based on a formula and the child count generated by that district.	
Annual Recertification of No New Moves	The form used to recertify eligible migratory children in the recruiter's district who have not made any additional qualifying moves since the last interview. An Annual Recertification of No New Moves recertifies a child's eligibility in the recruiter's district.	
Annual Verification	The State of Alaska requires all migratory children to be contacted each year for verification of eligibility in the Migrant Education Program.	
As the Worker Move	The child is at least 14 years of age, and made a qualifying move as a migratory fisher or migratory agricultural worker.	
Canceled COE	The status of a COE which, for a variety of factors, the MEO has found the children to not be eligible for the Migrant Education Program. There are several reasons for cancelling a COE including: move was too short in length, the family did not travel far enough, no economic necessity indicated, etc. Canceled COEs will be deleted from MIS2000 soon after they have been deemed ineligible	
Certificate of Eligibility	A form adopted by the U.S. Department of Education and the Alaska Migrant Education Program that is used to document a child's eligibility. The COE contains the information needed to certify a child as eligible for the Migrant Education Program.	

Child Data Tab	The Child Data tab in the COE View or COE Draft View of the Desktop App contains the information from the Child Data Section of the hard copy COE. The Child Data tab in COE View, is the starting point for entering COEs through MIS2000 Desktop.	
COE View	The section of the Desktop App where COEs can be viewed. This is also the starting point for creating a COE and entering hard copy COE data in the Desktop App. After COEs are fully approved, information can be viewed in COE Draft View.	
COE Draft View	The section of MIS2000 Desktop where COEs are editable by the records manager. COEs created in the Web System or in MIS2000 as part of the COE entry process are submitted to COE Draft View. At a minimum, records managers search for children in COE Draft View to ensure duplicate children are not created and that all of a child's migrant records stay together.	
Comments Tab	The Comments tab in MIS2000 Desktop (COE or COE Draft View) contains the information from the Comments Section of the hard copy COE and any state comments from the MEO. Comments tab will only be available in COE Draft View until the final eligibility determination has been made.	
Continuation of Services	School districts may choose to offer services to migratory children whose eligibility has ended under the following conditions: • a child who ceases to be a migratory child during a school term shall be eligible for services until end of such term; • a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and • children who are eligible for services in secondary school may continue to be served through credit accrual programs until graduation.	§1304(c) of ESEA, as amended
Course History	As part of the minimum data elements (MDEs) required by OME, districts report course history information on their migratory children in grades 9-12, twice a year. This information is uploaded to MIS2000.	
Credit Accrual Tab	The Credit Accrual tab in the Desktop App Student View shows course history information for children in grades 9-12.	
Crop	A plant that is harvested for use by people or by livestock.	NRG, Chapter II, F3
Cultivation of Trees	Work that promotes the growth of trees.	NRG, Chapter II, F9
Designated SEA Reviewer	The staff member at the district office that has agreed to be the district's final reviewer on all COEs.	
Emancipated Youth	Children who have not yet reached adult age who are no longer under the control of a parent/guardian and who are solely responsible for their own welfare.	NRG, Chapter II, A6
Economic Necessity	The child and the worker (if the child is not the worker) moved because they could not afford to stay in the current location.	NRG, Chapter II, D3
Engaged In	To do or take part in new temporary or seasonal employment or personal subsistence in agricultural or fishing work.	

Enroll Date	The first day the child attends school in the recruiter's district after making a qualifying move for the current school year.	
End of Eligibility Date	Also called the EOE, this date is three years (36 months) from a migratory child's most recent Qualifying Arrival Date. After this date, a child is no longer eligible for the MEP and MEP services, unless they make another qualifying move.	
ESEA Consolidated Application	A single, consolidated application for all ESEA formula entitlements, including the following titles: Title I-A, Title I-C, Title I-D, Title II-A, Title III-A, and Title IV-A. The consolidated application is completed using an electronic web-based application, known as GMS.	
Extended Move (30 days or more)	The comment required when the move listed in question 1 or question 4 of the Qualifying Moves and Work Section is more than 30 days long. When this occurs, the recruiter must verify the length of time the migratory worker was engaged in the qualifying work.	
Fall Recruitment Report	This report is a list of the eligible migratory children in a district from the previous school year (and those who have EOE'd since the previous school year). This report serves as a "to do" list for the district at the start of the school year. The district must contact all children and families on the list prior to the November 15th recruitment deadline.	
Family Data Tab	The Family Data tab in the Desktop App COE View or COE Draft View contains the information from the Family Data Section of the hard copy COE.	
FERPA	The Family Education Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records.	20 U.S.C §1231(g) & 34 C.F.R §99
Fishing Work	The catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms. It consists of work performed for wages or personal subsistence.	34 C.F.R. §200.81(c)
Fish Farm	A tract of water, such as a pond, a floating net pen, a tank, or a raceway reserved for the raising or harvesting of fish or shellfish. Large fish farms sometimes cultivate fish in the sea, relatively close to shore. The fish are artificially cultivated, rather than caught, as they would be in fishing.	NRG, Chapter II, F17
Grants Management System	The electronic web-based grants management system used for the ESEA Consolidated Grant application and reimbursement requests. gms.education.alaska.gov	
Guardian	Any person who stands in the place of the child's parent, *in loco parentis*, whether by voluntarily accepting responsibility for the child's welfare or by a court order.	NRG, Chapter II, B2
Guardian Move	Type of qualifying move where the migratory worker is not the children's parent and/or legal guardian. The migratory worker is the guardian of the children during the move only. The guardian must be 14 years or older. The qualifying move must be an economic need for the child(ren)'s primary household. If applicable, the subsistence must go back to support the child(ren)'s primary household.	
Harvesting of Trees	The act of gathering or taking of the trees. Some examples of harvesting are: topping, felling, and skidding. This does not include harvesting for personal use.	NRG, Chapter II, F13-F14

Identification	Determining the location and presence of potentially eligible families of migratory children.	NRG, Chapter III, A1
ID&R Plan	A document that establishes an identification and recruitment process for a district- level Migrant Education Program that encompasses training of staff, identifying potential children, and effective recruitment.	
Individualized Education Program (IEP)	A written document required for each child who is eligible to receive special education services that is developed, reviewed, and revised in an annual meeting.	34 C.F.R. §300.22 & §300.320
Initial Processing	Work that is beyond the production stage of agricultural work and precedes the transformation of the raw product into something more refined.	NRG, Chapter II, F 20
Instructional Service	Services that provide evidence-based instruction to migratory children.	
Literacy Grant	The Alaska Department of Education & Early Development's Migrant Literacy Grant is a grant-based program for the purchase of literary materials for migratory children. Allocation size depends on the number of qualifying migratory children served by the district.	
Literacy Grant Final Report	This report is for districts that choose to participate in the Migrant Literacy Grant. The report describes what a district did with its literacy grant funds.	
Livestock	Any animal produced or kept primarily for breeding or slaughter purposes, including, but not limited to, beef cattle, hogs, sheep, goats, and horses.	NRG, Chapter II, F6
Local Education Agency (LEA)	The local agency responsible for the implementation of program services to identified eligible migratory children. In Alaska, this is usually the school district.	
Lunch List	A list of all eligible migratory children in the records manager's district, including those that the district did not recertify during the current or previous school year. This list contains all children recruited by the district who are within their three years of migrant eligibility as of 7/1.	
Mass Withdrawal Report	The end of school year report provided to district records managers. The records manager reports the supplemental program services received by migratory children during the school year on this report. This report also allows the MEO to withdraw all migratory children from the program at the end of the school year.	
Measurable Program Objectives (MPOs)	Measurable outcomes are the results the MEP hopes to achieve at the State and district levels through the provision of specific educational or educationally related services. Measurable outcomes help the MEP determine whether and to what degree it has met the unique educational needs of migratory children that the SEA identified through the comprehensive needs assessment. The measurable outcomes at both the State and districts help migratory children achieve the State's performance targets.	NRG, Chapter VIII, B1, 4 §1306(a)(1)
Migrant Education Office	The Migrant Education Office (MEO) is located at the Alaska Department of Education & Early Development (DEED) office in Juneau.	
Migrant Coordinator	The district-level staff member responsible for ensuring local quality control of the migrant identification, recruitment, and eligibility certification process. The coordinator also ensures that key tasks are completed by the deadline and may also develop a program plan or be involved with the federal grant application.	

Migratory Agricultural Worker	An individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in agriculture, which may be dairy work or the initial processing of raw agricultural products. If an individual did not engage in such new employment soon after a qualifying move, such individual may be considered a migratory agricultural worker if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal agricultural employment.	§1309(2) of ESEA, as amended
Migratory Child	A child or youth under the age of 20 (22 with an active IEP) who made a qualifying move in the preceding 36 months— • as a migratory agricultural worker or a migratory fisher; or • with, or to join, a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher.	§1309(3) of ESEA, as amended
Migratory Fisher	An individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment.	§1309(4) of ESEA, as amended
Migratory Worker	Shortened term for Migratory Agricultural Worker or Migratory Fisher.	
Minimum Data Elements	States are required to collect and report minimum data elements (MDEs) to the U.S. Department of Education – Office of Migrant Education (OME). MDEs are data elements that states must collect and maintain in their migratory children and youth databases (i.e. MIS2000) for each of their eligible migratory children in order to make those data available to other states via the national migrant student database, MSIX.	
MIS2000	The Alaska Migrant database. All migrant eligibility information, as well as all MDEs required for the program are entered, stored, and reported through this database.	
Missing Eligible Students Report	A report that lists the children in the district that still have migrant eligibility but were not recertified for the current school year. This report is useful to districts after fall recruitment is over. The MEO can run the missing eligible student list for the district upon request.	
Monitoring	A review of fiscal and program records to determine if those activities are in compliance with federal and state regulations and in conjunction with the LEA application.	
Move	A change from one residence to another that occurs due to an economic necessity.	34 C.F.R. §200.81(j)
MSIX	The Migrant Student Information Exchange (MSIX) system is the technology that allows states to share educational and health information on migratory children who travel from state to state and who, as a result, have student records in multiple states' information systems. MSIX works in concert with the existing migrant student information systems that states currently use (MIS2000 in Alaska) to manage their migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migratory children nationwide.	

Needs Assessment	A needs assessment is a systematic assessment and decision-making process that progresses through a defined series of phases to determine needs, examine their nature and causes, and set priorities for future action.	NRG, Chapter III, A2
Not Yet in School	A child who is usually under the age of 5, and has not yet enrolled in any school. These children will have a grade listed on the COE as 00.	
Out of School Youth (OSY/OY)	Children under the age of 20 who are entitled to free public education in the State and who meet the definition of migratory child, but who are not currently enrolled in a K-12 institution. This term could include children who have dropped out of school or youth who are working on a high school equivalency diploma (GED). This term would not include children in preschool, or children not yet old enough to be enrolled in school	NRG, Chapter II, A5
Parent Advisory Council (PAC)	A council comprised of parents of migratory children representing all regions of the state to provide a means for community and parent input during the planning, operation and evaluation of a Migrant Education Program project.	
Parent/Guardian	The legal guardian or other person standing in *loco parentis* (such as a grandparent, stepparent, aunt or uncle, older sibling with whom the child lives, or a person who is legally responsible for the welfare of the child).	NRG, Chapter II, B2
Permanent Move	A move into a new district, where the family intends to remain and live indefinitely. This move could be made by the child individually, in order to attend school in another school or district (i.e. Mt. Edgecumbe, Galena, etc.)	
Personal Subsistence	The worker and the worker's family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch.	34 C.F.R. §200.81(m)
Priority for Service (PFS)	A term used to identify children in greatest need of migrant education services. In providing services with migrant funds, the district shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who— (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.	§1304(d) of ESEA, as amended
Priority for Srvc Tab	The Priority for Srvc tab in the Desktop App Student View contains information regarding children's Priority For Service status both current and historical.	
Production (Agricultural)	Work on farm, ranches, dairies, orchards, nurseries, and greenhouses engaged in the growing and harvesting of crops, plants, or vines and the keeping, grazing or feeding of livestock or livestock products for sale. The term also includes, among other things, the production of bulbs, flower seeds, vegetable seeds, and specialty operations such as sod farms, mushroom cellars, and cranberry bogs.	NRG, Chapter II, F2
Qualifying Arrival Date (QAD)	The date the child and the migratory agricultural worker or migratory fisher (if the child is not the worker) complete a qualifying move to be together. If the child and the worker move at the same time, the QAD is the date they both arrive. If the child's move precedes the worker's move, the QAD is the date that the worker arrived. If the child's move follows the worker's move, the QAD is the date the child arrived.	NRG, Chapter II, E1 & E3
Qualifying Data Tab	The Qualifying Data tab in the Desktop App COE View or COE Draft View contains the information from the Qualifying Moves and Work Section of the hard copy COE.	

Qualifying Move	A move due to economic necessity— 1. from one residence to another residence; and 2. from one school district to another school district, except— • in the case of a State that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or • in the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence.	§1309(5) of ESEA, as amended
Qualifying Work	The temporary or seasonal employment, or personal subsistence in agricultural work or fishing work.	34 C.F.R. §200.81(n)
Quality Control Plan	A document that establishes a quality control process for ensuring the integrity and accuracy of the identification and recruitment policies and procedures of a district-level Migrant Education Program.	
Records Manager	The district-level staff member assigned the responsibility of collecting and reporting all pertinent migrant child data in a timely basis and transmitting such information to the MEO through MIS2000. The records manager is the primary user of the Desktop App.	
Recent History of Moves	At least 2 moves that resulted in temporary or seasonal agricultural or fishing employment or personal subsistence (i.e. qualifying work) within the preceding 36 months of the recruiter's interview.	NRG, Chapter II, C13-C17
Recruiter	The district-level staff member assigned to identify and recruit families of migratory children. This person usually conducts the parent interviews and completes the COEs. A recruiter's primary responsibilities are: 1. to obtain information provided by parents, guardians, and others regarding the child's eligibility for the MEP; 2. to make initial determinations of eligibility; and 3. to accurately and clearly record information that establishes that a child is eligible for the MEP on a COE or ARC form.	
Recruitment	The process of making contact with families of migratory children, explaining the MEP, securing the necessary information to make a determination that the child is eligible for the MEP, and recording the basis of the child's eligibility on a COE.	NRG, Chapter III, A1
Referred Service	Referred services are those provided to a migratory child by another agency through a referral by the migrant program (or migrant funded staff).	
Rejected COE	A COE is marked Rejected if more information is needed, this could be due to missing or inaccurate information on the COE. Rejected COEs are editable by the records manager in COE Draft View.	
Residence	A place where one lives and not just visits. In certain circumstances, boats, vehicles, tents, trailers, etc., may serve as a residence.	NRG, Chapter II, D2
Residency Date	The date the child establishes or reestablishes residency in the recruiter's district after the most recent qualifying move.	
Seasonal Employment	Employment that occurs only during a certain period of the year because of the cycles of nature and that, by its nature, may not be continuous or carried on throughout the year.	34 C.F.R. §200.81(o)

Service Delivery Plan (SDP)	Guiding document for the implementation of the Alaska Migrant Education Program. It identifies performance targets, measurable program outcomes, service delivery, and evaluation.	
Snap 6	Also called the Eligibility Status List. This report is a list by COE ID of the district's COEs that the records manager has entered into MIS2000 for the year, but are not active (i.e. not approved by the MEO). This report tells the records manager the COEs' current status: incomplete, new/rejected, reviewed/verified, or canceled. Statuses are reported as I, N, V, C respectively. Please note all canceled COEs will be deleted from MIS2000 soon after the eligibility determination has been made.	
Snap 7	This report lists the district's active COEs and the migrant eligible children on each of them for the current school year. Children must be certified on a COE for the current school year to be on this report. Children recertified through a school history line/ARC will not be included.	
Snap 12	A list of all migratory children who are currently eligible (recertified for the current school year) in the record manager's school district. This report now also includes Priority for Services (PFS) status.	
Soon After the Move	Within 60 days after the qualifying move.	NRG, Chapter II, C5
Spouse	The husband or wife of the migratory child.	
State Education Agency	The government agency responsible for statewide education program supervision and administration. The legal entity in each state recognized by the U.S. Department of Education as being the governing agency eligible to receive migrant funds and administer the MEP.	
Student View	The section of the Desktop App where student information is viewable. This includes school enrollment, PFS, assessment data, course history, and supplemental services. The student view of the Desktop App is also where records managers enter information for children listed on the ARC form.	
Summer Enrollment and Withdrawal	This report is provided to districts who run a migrant summer program and is very similar to the Mass Withdrawal Report. Supplemental Services received in a migrant funded summer program are recorded on this report and returned to the MEO by September 30th.	
Supplement, not Supplant	"Supplement, not supplant" is the phrase used to describe the requirement that MEP funds may be used only to supplement the level of funds that would, in the absence of MEP funds, be made available from non-Federal sources for the education of children participating in MEP projects. SEAs and LEAs may not use MEP funds to supplant (i.e., replace) non-Federal funds.	NRG, Chapter X, A1
Supplemental Program Services	Services provided to eligible migratory children. The supplemental program services are those educational or educationally related activities that: • directly benefit a migratory child; • address a need of a migratory child consistent with the state's comprehensive needs assessment and service delivery plan; • are evidence-based or, in the case of support services, are a generally accepted practice; and • are designed to enable the program to meet its measurable outcomes, and contribute to the achievement of the state's performance targets.	

Supplemental Tab	The Supplemental tab in the Student View of the Desktop App shows both the supplemental program service (SP) information for children and their corresponding school history information.	
Support Service	Services to provide support and advocacy to migratory children.	
Technical Assistance	Individual identification and recruitment process and procedure training for MEP staff at each school district as needed. Need is determined by the district and DEED. Technical assistance is provided by the assigned ID&R specialist or migrant program manager. This assistance can be provided on site or through virtual means.	
Temporary Employment	Employment that is conducted for a limited time frame (usually only a few months, but no longer than 12 months).	34 C.F.R. §200.81(p)
Temporary Residence	A place where one lives and not just visits. It is expected that an individual would only live in temporary housing for a limited period of time, usually a few months, but no longer than 12 months.	
Test Tab	The Tests tab in the student view of the Desktop App shows the child's state assessment data.	
To Join/Precede Worker	When the child and the migratory worker make the qualifying move listed in question 1 of the Qualifying Moves & Works Section of the COE separately. The child's move may either precede or follow the worker's move. The date of the child's move must be within 12 months of the date the migratory worker's move. The QAD will be the date the child and the worker complete the move to be together.	

Appendix

Records Managers' Critical Dates

Deadline	Task
August 15	Remote Access Agreement form due to the MEO
August 15	Migrant Web System User Access Form(s) due to the MEO
September 15	Designated SEA Reviewers form due to the MEO
September 30	Summer Withdrawal Report, which details summer supplemental programs (SPs) must be completed and submitted to the MEO
October 15	Priority For Service List of K-2 students must be completed and returned to the MEO
November 15	All migratory children and youth must be enrolled and marked as eligible in MIS2000
November 15	Fall Recruitment Report due to the MEO
January 15	Quality Control COEs due upon request
January 31	First semester Course History Report due to the MEO
April 30	Literacy Grant final report due to the MEO
May 31	Literacy Grant application for the next school year due to the MEO
June 15	Mass Withdrawal Report, detailing school year supplemental services (SPs) must be completed and submitted to the MEO
June 30	Second semester Course History Report due to the MEO

District Display Codes for Migrant Districts

Use the **District DISPLAYCODE** filter in all Snap Reports

District	*Code*
Alaska Gateway	AKJVML
Aleutians East	AKSKCY
Anchorage	AKQMKN
Bering Strait	AKSSKW
Bristol Bay	AKGQVG
Copper River	AKQQXW
Cordova	AKPGGN
Craig	AKKQXT
Delta/Greely	AKVWPZ
Dillingham	AKPQXP
Fairbanks	AKNLSS
Galena	AKQWPH
Haines	AKJTHT
Hydaburg	AKDMXG

District	*Code*
Iditarod	AKTGGS
Kake	AKJQYT
Kashunamiut	AKRRQP
Kenai	AKLTVD
Klawock	AKJXHP
Kodiak	AKPGLF
Kuspuk	AKPCKJ
Lake & Peninsula	AKRXZF
Lower Kuskokwim	AKMQZG
Lower Yukon	AKNTRH
Mat-Su	AKHTBJ
Mt. Edgecumbe	AKGZGL
Nenana	AKLWRH
Nome	AKNTWB

District	*Code*
Northwest Arctic	AKNCRT
North Slope	AKFCLQ
Petersburg	AKPQDY
Saint Mary's	AKJCHF
Sitka	AKMTYD
Southeast Island	AKQXBK
Southwest Region	AKMKKM
Tanana	AKLWSD
Valdez	AKQZCH
Wrangell	AKKTZF
Yakutat	AKRLTS
Yukon/Koyukuk	AKJCLH
Yupiit	AKVRQX

Sample Migrant Reports

Please note that all data and pictures of data shown throughout this guide are fictitious. This is done in order to protect child privacy, and give the user an accurate look at systems and requirements. For information about specific reporting requirements refer to Migrant Reports section starting on page 51.

Summer Enrollment and Withdrawal

Due September 30

Sh Seq	District Name	Facility Name	Student ID	Last Name	First Name	Middle Name	Grade	Summer Enroll Date	Summer Withdrawal Date	SP Codes
123	Migrant Education Office	MEO	222222	Gaffaney	Kristine	D	11	05/20/20	08/21/20	R, B, X
321	Migrant Education Office	MEO	123456	Roust	Tanya	Elaine	12	05/20/20	08/21/20	D, L
444	Migrant Education Office	MEO	111111	Endsley	Nicole	Anne	00	05/20/20	08/21/20	L

Priority for Service K-2

Due October 15

District Name	Facility	Student ID	Last Name	First Name	Grade	Quality as PFS? (Y or N)	What method was used to determine "at risk of failing"?
Migrant Education Office	MEO	456123	Rogers	Kevin	1	Y	AIMSWEB
Migrant Education Office	MEO	789456	Sacchi	Joclyn	2	N	AIMSWEB
Migrant Education Office	MEO	987654	Anderson	Joshua	K	Y	AIMSWEB

Fall Recruitment Report

Due November 15

District Name	Student ID	Last Name	First Name	Middle Name	GR	Facility Name	EOE	Term Code IN MIS2000	Term Code UPDATE BY DISTRICT	Term Date UPDATED BY DISTRICT	Family Interviewed	COE	ARC	Uploaded to MEO	Why not recertified	Comment
Migrant Education Office	999999	Jones	Jaden	Vik	12	MEO	8/9/20		G	05/16/20	Y				Graduated	
Migrant Education Office	888888	Long	Clark	Lee	PS	MEO	8/11/22				Y	X		X		
Migrant Education Office	444444	Martin	Destiny		00	MEO	6/3/21				Y		X	X		
Migrant Education Office	333333	Moore	May	M	5	MEO	5/12/20	M			N				EOE & Moved	Moved to Georgia

At district request phone number and email address have been added to the MEO provided information on the Fall Recruitment Report, however, due to space constraints they are not pictured.

Course History

Due January 31st and June 30th

Sh Seq	District Code	Student ID	Last Name	First Name	Middle Name	Subject	Course Title	Course Type	Course Section	Term Type Code	Clock Hours (if course was not completed)	Grade to Date (if course was not completed)	Credits Granted	Final Subject Grade
123	99	123456	Smith	Kari	Jo	Fine Arts	Ceramics	Regular	1st Semester	Semester			0.5	A
123	99	123456	Smith	Kari	Jo	World Languages	French 3	Regular	1st Semester	Semester	36	.25		
123	99	123456	Smith	Kari	Jo	Science	Biology	Regular	1st Semester	Full School Year			1.0	B-
123	99	123456	Smith	Kari	Jo	Math	Algebra 1	Regular	1st Semester	Semester			0.0	F
222	99	555555	Adam	Ryan	K	Language Arts	Honors English	Honors	1st Semester	Full School Year			0.5	B
222	99	555555	Adam	Ryan	K	Social Studies	World History	Regular	1st Semester	Semester			0.5	A
222	99	555555	Adam	Ryan	K	Career & Tech Ed	Welding Tech 2	Regular	1st Semester	Semester			0.5	C

Mass Withdrawal

Due June 15

Sh Seq	District Name	Facility Name	Student ID	Last Name	First Name	Middle Name	Birth Date	GR	Enroll Date	EOE Date	PFS	Withdrawal Date	Term Type	Term Date	SP Codes	Comments
123	Migrant Education Office	MEO	222222	Gaffaney	Kristine	D	10/27/02	11	08/25/20	08/17/21	Yes	05/15/20	M	01/17/20	R, D, L	Moved to California
321	Migrant Education Office	MEO	123456	Roust	Tanya	Elaine	03/08/01	12	08/25/20	06/01/21		05/15/20	G	05/15/20	A, X2	
444	Migrant Education Office	MEO	111111	Endsley	Nicole	Anne	12/03/16	00		07/01/22		05/15/20				

Supplemental Services for Non-Consolidating Districts

Instructional

L1 – Literacy Event with Instructional Service by Teacher: Book(s) provided through the Migrant Literacy Grant program or other sources AND participation in related literacy instruction/activities led by a certified teacher. Certified teacher must be paid using migrant funds.

L2 – Literacy Event with Instructional Service by Non-Certificated: Book(s) provided through the Migrant Literacy Grant program or other sources AND participation in related literacy instruction/activities led by an individual who is not certified. The non-certificated individual must be paid using migrant funds.

B – Reading by Teacher: Reading instruction provided by a certified teacher.

C – Reading by Non-Certificated: Reading instructional support provided by an individual who is not certificated.

D – Math by Teacher: Math instruction provided by a certified teacher.

E – Math by Non-Certificated: Math instructional support provided by an individual who is not certificated.

F – Language Arts by Teacher: Language Arts instruction provided by a certified teacher.

G – Language Arts by Non-Certificated: Language Arts instructional support provided by an individual who is not certificated.

H – Science: Science instructional support provided by a certified teacher or an individual who is not certificated.

R – High School Credit Accrual: Instruction in courses that accrue credits needed for high school graduation provided by a certified teacher for students on a regular or systematic basis, usually for a predetermined period of time. This includes correspondence courses taken by a student under the supervision of a certified teacher. Please also provide an SP code for the corresponding content area in which the service was provided for the students reported as receiving High School Credit Accrual.

S – Social Studies: Social Studies instructional support provided by a certified teacher or an individual who is not certificated.

T – Other Academic Content or Study Skills Support: Study skills, instructional support in other academic content areas such as art and music.

U – Career and Technical Education: MEP-funded instructional support in career and technical education.

V – Preschool: Eligible migratory children attending a MEP-funded preschool.

Support

A – Literacy Support: Book(s) provided through the Migrant Literacy Grant program.

W – Counseling: Services to help a student better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy. These counseling services are outside of the regular counseling provided to all district students.

X1 – Educational Support Resources: Support services to provide educational resources to migratory children. Examples include books for the home, school supplies, and technology support.

X2 – Social Work, Outreach or Advocacy, Nutrition, Health/Safety Education, and Family Support Services: Support services other than counseling and educational resources provided to migratory children funded by the Migrant Education Program. Examples include health, nutrition, transportation, necessary winter clothing, and related social services.

P – Academic Success Coaching: Support services to provide academic success coaching, to migratory middle and high school students, which could include progress monitoring and assistance when a student is at risk of receiving a D or F in an ELA or math course.

Continuation of Services

J – Continuation of Services: Students who received MEP-funded instructional or support services under the Continuation of Services authority Section 1304(e). Please also provide an SP code for the corresponding instructional and/or support services provided under Continuation of Services.

Supplemental Services for Consolidating Districts

Instructional

L1 – Literacy Event with Instructional Service by Teacher: Book(s) provided through the Migrant Literacy Grant program or other sources AND participation in related literacy instruction/activities led by a certified teacher. Certified teacher must be paid using migrant funds.

L2 – Literacy Event with Instructional Service by Non-Certificated: Book(s) provided through the Migrant Literacy Grant program or other sources AND participation in related literacy instruction/activities led by an individual who is not certified. The non-certificated individual must be paid using migrant funds.

B – Reading by Teacher: Reading instruction provided by a certified teacher.

C – Reading by Non-Certificated: Reading instructional support provided by an individual who is not certificated.

D – Math by Teacher: Math instruction provided by a certified teacher.

E – Math by Non-Certificated: Math instructional support provided by an individual who is not certificated.

F – Language Arts by Teacher: Language Arts instruction provided by certified teacher.

G – Language Arts by Non-Certificated: Language Arts instructional support provided by an individual who is not certificated.

H – Science: Science instructional support provided by a certified teacher or an individual who is not certificated.

K – Targeted Instructional Service in a Schoolwide Program where Migrant Education (Title I-C) Funds were Consolidated: Instructional service must be directly funded with MEP-funds and targeted to identified MEP students only. These services must be in addition to instructional support migratory children and youth receive as part of the schoolwide plan. Services provided with schoolwide consolidated funds cannot be reported.

R – High School Credit Accrual: Instruction in courses that accrue credits needed for high school graduation provided by a certified teacher for students on a regular or systematic basis, usually for a predetermined period of time. This includes correspondence courses taken by a student under the supervision of a certified teacher. Please also provide an SP code for the corresponding content area in which the service was provided for the students reported receiving High School Credit Accrual.

S – Social Studies: Social Studies instructional support provided by a certified teacher or an individual who is not certificated.

T – Other Academic Content or Study Skills Support: Study skills, instructional support in other academic content areas such as art and music.

U – Career and Technical Education: MEP-funded instructional support in career and technical education.

V – Preschool: Eligible migratory children attending a MEP-funded preschool.

Support

A – Literacy Support: Book(s) provided through the Migrant Literacy Grant program.

M – Targeted Support Service in a Schoolwide program where Migrant Education (Title I-C) funds were consolidated: Support service must be directly funded with MEP-funds and targeted to identified MEP students only. These services must be in addition to support services migratory children and youth receive as part of the schoolwide plan. Services provided with schoolwide consolidated funds cannot be reported.

W – Counseling: Services to help a student better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy. These counseling services are outside of the regular counseling provided to all district students.

X1 – Educational Support Resources: Support services to provide educational resources to migratory children. Examples include books for the home, school supplies, and technology support.

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P – Academic Success Coaching: Support services to provide academic success coaching, to migratory middle and high school students, which could include progress monitoring and assistance when a student is at risk of receiving a D or F in an ELA or math course.

Continuation of Services

J – Continuation of Services: Students who received MEP-funded instructional or support services under the Continuation of Services authority Section 1304(e). Please also provide an SP code for the corresponding instructional and/or support services provided under Continuation of Services.

Key Charts

Gender (Sex)

Code	Definition
M	Male
F	Female

Multiple Birth (MB)

Code	Definition
Y	Yes (Twin, Triplet, or other Multiple Birth)
N	No (Single Birth)

Birth Date Verification Code

Code	Definition
1003	Baptismal or Church Certificate
1004	Birth Certificate
1005	Entry in Family Bible
1006	Hospital Certificate
1007	Parent's Affidavit
1008	Passport
1009	Physician's Certificate
1010	Previously Verified School Records
1011	State Issued ID
1012	Driver's License
1013	Immigration Document
1082	Life Insurance Policy
1099	Other

Ethnic Breakdown (EB)

Code	Definition
1	White (Caucasian)
2	Black or African American
3	Hispanic/Latino
4	Asian
5	American Indian
6	Alaska Native
7	Two or More Races
8	Native Hawaiian or Pacific Islander

Immunizations Records Flag (IM)

Code	Definition
Y	Yes (Immunizations Records on File at District)
N	No (Immunizations Records **not** on File at District)

Grade(GR)

Code	Definition
00	Not Yet in School
PS	Preschool
K	Kindergarten
1	First Grade
2	Second Grade
3	Third Grade
4	Fourth Grade
5	Fifth Grade
6	Sixth Grade
7	Seventh Grade
8	Eighth Grade
9	Ninth Grade
10	Tenth Grade
11	Eleventh Grade
12	Twelfth Grade
OY	Out of School Youth

Permanent Termination Codes (Term)

Code	Definition
D	Deceased
G	Graduated
Y	Aged Out

Temporary Termination Codes (Term)

Code	Definition
M	Moved
N	Parental Refusal
O	Dropped Out
U	Unreachable

Type of Enrollment (Type)

Code	Definition
R	Regular School Year
S	Summer Program

Medical Alert Indicator (MA)

Code	Definition
C	Chronic
A	Acute
N	None

State Abbreviations Key

State	Abbreviation
Alabama	AL
Alaska	AK
Arizona	AZ
Arkansas	AR
California	CA
Colorado	CO
Connecticut	CT
Delaware	DE
Florida	FL
Georgia	GA
Hawaii	HI
Idaho	ID
Illinois	IL
Indiana	IN
Iowa	IA
Kansas	KS
Kentucky	KY
Louisiana	LA
Maine	ME
Maryland	MD
Massachusetts	MA
Michigan	MI
Minnesota	MN
Mississippi	MS
Missouri	MO
Montana	MT

State	Abbreviation
Nebraska	NE
Nevada	NV
New Hampshire	NH
New Jersey	NJ
New Mexico	NM
New York	NY
North Carolina	NC
North Dakota	ND
Ohio	OH
Oklahoma	OK
Oregon	OR
Pennsylvania	PA
Rhode Island	RI
South Carolina	SC
South Dakota	SD
Tennessee	TN
Texas	TX
Utah	UT
Vermont	VT
Virginia	VA
Washington	WA
West Virginia	WV
Wisconsin	WI
Wyoming	WY

US Districts & Territories Key

District or Territory	Abbreviation
American Samoa	AS
District of Columbia (Washington DC)	DC
Federated States of Micronesia	FM
Guam	GU
Marshall Islands	MH
Northern Mariana Islands	MP
Palau	PW
Puerto Rico	PR
Virgin Islands	VI

Alaska School Districts

Currently, 41 of Alaska's 54 school districts operate a Migrant Education Program.

Districts Operating Migrant Education Program

Alaska Gateway School District
Aleutians East School District
Anchorage School District
Bering Strait School District
Bristol Bay School District
Copper River School District
Cordova School District
Craig School District
Delta Greely School District
Dillingham School District
Fairbanks School District
Galena School District
Haines School District
Hydaburg School District
Iditarod School District
Kake School District
Kashunamiut School District
Kenai School District
Klawock School District
Kodiak School District
Kuspuk School District
Lake & Peninsula School District
Lower Kuskokwim School District
Lower Yukon School District
Mat-Su School District
Mt. Edgecumbe School District
Nenana School District
Nome School District
North Slope School District
Northwest Arctic School District
Petersburg School District
Saint Mary's School District
Sitka School District
Southeast Island School District
Southwest Region School District
Tanana School District
Valdez School District
Wrangell School District
Yakutat School District
Yukon-Koyukuk School District
Yupiit School District

Districts Not Operating a Migrant Education Program

Aleutian Region School District
Annette Island School District
Chatham School District
Chugach School District
Denali School District
Hoonah School District
Juneau School District
Ketchikan School District
Pelican School District
Pribilof School District
Skagway School District
Unalaska School District
Yukon Flats School District

School District Boundaries

Districts with an Area Less than 15,000 Square Miles

In all school districts which have an area less than 15,000 square miles, qualifying moves **must cross school district boundaries**.

Anchorage School District	Hoonah School District	Pelican School District
Annette Island School District	Hydaburg School District	Petersburg School District
Bristol Bay School District	Juneau School District	Pribilof School District
Cordova School District	Kake School District	Saint Mary's School District
Craig School District	Kashunamiut School District	Sitka School District
Delta-Greely School District	Ketchikan School District	Skagway School District
Denali School District	Klawock School District	Tanana School District
Dillingham School District	Kuspuk School District	Unalaska School District
Fairbanks School District	Mt. Edgecumbe School District	Valdez School District
Galena School District	Nenana School District	Wrangell School District
Haines School District	Nome School District	Yupiit School District

Districts with an Area More than 15,000 Square Miles

In all school districts which have an area more than 15,000 square miles, qualifying moves must cross school district boundaries or be a distance of 20 miles or more, one way, to a temporary residence.

Alaska Gateway School District	Iditarod School District	North Slope School District
Aleutian Region School District	Kenai School District	Northwest Arctic School District
Aleutians East School District	Kodiak School District	Southeast Island School District
Bering Strait School District	Lake & Peninsula School District	Southwest Region School District
Chatham School District	Lower Kuskokwim School District	Yakutat School District
Chugach School District	Lower Yukon School District	Yukon Flats School District
Copper River School District	Mat-Su School District	Yukon-Koyukuk School District

Further documentation for qualifying moves in districts with an area more than 15,000 square miles must be done during the interview process. **A map is required to document moves of 20 miles or more**. The map must have a legend/scale for determining distance and must be **attached to the original COE** and be kept on file at the district office.

Districts must adopt necessary procedures to ensure the validity of the qualifying move. On the COE, the specific geographic location of the most recent qualifying move must be listed to determine eligibility.

Snap Reports Details

Monthly Eligible_Updated (Snap 12)

Purpose: This is a list of all migratory children who are currently eligible (recertified for the current school year) in the records manager's school district. This report now also includes Priority for Services (PFS) status. This includes migratory children:

- Attending school in the records manager's district.
- Attending school in another district.
- Too young for school.
- Not attending any school.

Run: **MONTHLY ELIGIBLE_UPDATED (SNAP 12)**

Dates: Run for the current school year. Use 08/01/20 for **START DATE** and do not enter an **END DATE**.

Instructions: Click on the **REPORTS** tab and select **SNAP! REPORTS** from the drop-down menu. Choose report **12 MONTHLY ELIGIBLE_UPDATED**. Click on **DISTRICT.DISPLAYCODE** under **FIELDS**, check the **=** in the **COMPARISON**, and enter the **DISTRICT DISPLAY CODE** in the **VALUES** box (e.g. AKDNCG). Click **ADD FILTER**. Enter the date 08/01/20 in the **START DATE** box. Do not enter an **END DATE**. Click **RUN REPORT**. Save this report in Excel.

Fields Included: District Name; District Code; Facility Name; Facility ID; Student ID; Last Name; Last Name 2; First Name; Middle Name; Birth Date; Grade; Enroll Date; Term Type; Eligible Code; Res Date; Funding Date; Approved Date; School Year Move; COE ID; Qa3 Date; QA Date; Current Address; Current City; State; Zip; Mailing Address; Mailing City; State; Zip; Email; Phone; Priority for Service; Sh Seq

Facility List

Purpose: This report provides a current list of all the schools in the district.

Run: **FACILITY LIST**

Instructions: Click on the **REPORTS** tab and select **SNAP! REPORTS** in the drop-down menu. Choose report **FACILITY LIST**.

- For a list of the district's schools only, click **DISTRICT.DISPLAYCODE** under **FIELDS**, check the **=** in the **COMPARISON**, and enter the **DISTRICT DISPLAY CODE** in the **VALUES** box (e.g. AKDNCG). Click **ADD FILTER**, then **RUN REPORT**.
- For a list of all schools in the State of Alaska, click **RUN REPORT**.

Fields Included: Facility Name; Facility ID; Facility Number; District Name; District Code

District Migrant Lunch List

Purpose: This is a list of all eligible migratory children in the records manager's district, including those that the district did not recertify during the previous school year. This report should also be used for free meal benefits eligibility. Refer to page 56 for more information regarding free lunch benefits.

Run: **MIGRANT LUNCH LIST**

Dates: Run for the current school year. Use 07/01/20 for the **START DATE**.

Instructions: Click on the **REPORTS** tab and select **SNAP! REPORTS** from the drop-down menu. Choose report **MIGRANT LUNCH LIST**. Click on **DISTRICT.DISPLAYCODE** under **FIELDS**, check the **=** in the **COMPARISON**, and enter the **DISTRICT DISPLAY CODE** in the **VALUES** box (e.g. AKDNCG). Click **ADD FILTER**. Enter the date 07/01/20 in the **START DATE** box. Click **RUN REPORT**. Save this report in Excel.

Fields Included: District Code; District Name; Last Name; Last Name 2; First Name; Middle Name; Birth Date; Student ID; Qa3 Date; Enroll Date; Student Seq; DomID; DBID; Sh Seq; Term Type; Term Date

Note: If the records manager does not recertify all eligible children by **November 15** each year, they will not be in the district count and the district will not receive funding for them, but they are still eligible for, and entitled to, migrant supplemental program services and free meal benefits.

Eligibility Status Report (Snap 6)

Purpose: This report is a list by COE ID of the COEs that are **not active/approved**. It will tell the district its COE status: not determined, incomplete, or canceled.

Run: **ELIGIBILITY STATUS (SNAP 6)**

Dates: Run for the current school year. Use 20/21.

Instructions: Click on the **REPORTS** tab and select **SNAP! REPORTS** from the drop-down menu. Choose report **06 ELIGIBILITY STATUS** Report. Click on **DISTRICT.DISPLAYCODE** under the **FIELDS**, check the **=** in the **COMPARISON** and enter the **DISTRICT DISPLAY CODE** in the **VALUES** box (e.g. AKJCHF). Click **ADD FILTER**. Click on **COE.SCHOOLYEAR** under the **FIELDS**, check the **=** in the **COMPARISON**, and enter 20/21 in the **VALUES** box. Click **ADD FILTER**. Click **RUN REPORT**. Save this report in Excel.

Fields Included: District Name; COE ID; Approval Status; Owner User Id; District Code; Coe Seq; Student Last First Middle; School Year; Student Seq; Student ID; Birth Date; District Code 1; Gen Date; Owner

Code Explanation: **I** – incomplete (district must upload to MEO), **N** – new (district needs to either search for students or fix missing or incorrect information), **V** – verify (MEO to review), or **C** – canceled.

To filter further by approval status, click on **COE.APPROVALSTATUS** under the **FIELDS**, check the **=** in the **COMPARISON**, and enter the desired code (I, N, V, or C) in the **VALUES** box. Click **ADD FILTER**. Click **RUN REPORT**. Please note that only one code (I, N, V, or C) can be selected as a filter at a time. Example: If a user wishes to see only COEs in status "I" and status "N", the report will need to be run twice – once for each code.

COEs Active and the Children on each COE (Snap 7)

Purpose: This report is a list the district's active/approved COEs and the children on them.

Run: **COEs Active and the Children on each COE (Snap 7)**

Dates: Run for the current school year. Use 20/21.

Instructions: Click on the **Reports** tab and select **Snap! Reports** from the drop-down menu. Choose report **07 COEs Active and the Children on each COE**. Click on **District.DISPLAYCODE** under the **Fields**, check the **=** in the **Comparison** and enter the **District Display Code** in the **Values** box (e.g. AKVRQX). Click **Add Filter**. Click on **COE.SCHOOLYEAR** under the **Fields**, check the **=** in the **Comparison**, and enter 20/21 in the **Values** box. Click **Add Filter**. Click **Run Report**. Save this report in Excel.

Fields Included: COE ID; Coe Status; Approval Status; District Name; Student ID; Last Name; First Name; Middle Name; Birth Date; Eligible Code; Facility ID; Enroll Date; Grade; Type; Approved Date; Type

Priority for Service Students (Snap 14)

Purpose: This report is a list the district's PFS children for the current school year. Please be aware that PFS status is attached to the child and not the district. This means that as children move between districts, they carry their PFS status with them. Additionally, children who may have moved from the district but have PFS status for the given year and an eligible COE on file, will show up on this list.

Run: Priority For Services Students (Snap 14)

Dates: Run for the current school year. Use 20/21.

Instructions: Click on the **Reports** tab and select **Snap Reports** in the drop-down menu. Choose report **14 Priority for Service Students**. Click on **District.DISPLAYCODE** under the **Fields**, check the **=** in the **Comparison** and enter the **District Display Code** in the **Values** box (e.g. AKVRQX). Click **Add Filter**. Click on **COE.SCHOOLYEAR** under the **Fields**, check the **=** in the **Comparison**, and enter 20/21 in the **Values** box. Click **Add Filter**. Click **Run Report**. Save this report in Excel.

Fields Included: Student Seq; Student ID; Last Name; Last Name 2; First Name; Middle Name; School Year; Pfs Start Date; Pfs End Date

Errors and Submission Checks in MIS2000

The MEO has implemented a series of pop-up messages throughout the MIS2000 Desktop App and the Alaska Migrant Web System in an attempt to avoid common errors with data entry and to ensure the fidelity of historical data. This ensures that information entered and uploaded to the State is complete and correct. Various pop-up error, warning, and reminder messages are described on the following pages. For additional questions regarding pop-up messages, please contact the MEO. MEO Contact Information can be found on page 196.

ARC Errors, Submission Checks, and Warnings

Desktop ARC (School History Line)

Error and Warning Messages	Description
Student Graduated Error "Student has graduated and cannot be modified."	District staff cannot modify migratory children who have graduated from high school. This includes updating name, birthdate, demographic information, creating a new school history lines, or adding the child to a COE. Contact the MEO (page 196) if it is believed that a child's birth date was entered incorrectly or if there is some other reason that the child should be editable by the district.
Child has Reached Age 22 Error "Student is over 22 years old and cannot be modified."	District staff cannot modify migratory children who have reached age 22. This includes updating name, birthdate, demographic information, creating a new school history line, or adding the child to a COE. Contact the MEO (page 196) if it is believed that a child's birth date was entered incorrectly or if there is some other reason that the child should be editable by the district.
Edit Current SH Line Warning "Edit Current SH Line?"	When making any changes on the Student Data screen in the Desktop App, a warning pop-up message will appear. This is to ensure that no changes are accidently made by users. Additionally, school history information from prior school years are locked and cannot be changed. To make changes to the current school history line, click **YES** in the warning pop-up message box. Click **NO** in the warning pop-up message box to not make changes to the current school history line.
No Existing Enrollment Error "No existing enrollment found for the district associated with DBID AKXX. A COE needs to be created for this district. Please contact the State office for assistance."	When entering an ARC (new school history line), districts will not be able to enter a school history line unless the child still has eligibility on a COE for their district.
Missing Grade Error "Grade must be specified"	When entering enrollment data for a child on the School History tab, the district must enter a grade in the **GRADE FIELD**. An error message will pop-up if a grade is not entered.
Facility Name Incompatible with Grades 00 or OY Error "Child must have a school district with grades 00 or OY."	Children listed in grades 00 or OY must use the generic facility name for a particular school district. The **SCHOOL NAME FIELD** must be completed with the School District Name. Any other facility name will cause and error to occur.
Future Enroll Date Error "Child must have a non-future enroll date with grades PS-12."	Children cannot be certified on any enrollment (COE or ARC) with a future enrollment date. The **ENROLL DATE FIELD** requires a date to be on or after 8/1 of the given school year and on or after today's date. Any dates submitted later than today's date will result in an error.

Web System ARC

Error Messages	Description
Child has EOE'd Error "The QADate on this COE is older than three years."	ARCs can only be submitted for children who have not reached their End of Eligibility Date (EOE), based on the approved COE that is being recertified. If the QAD is more than three years from today's date, an ARC cannot be completed and an error will occur.
Child has Graduated Error "Child has a graduation date."	If a child is marked in MIS2000 as having graduated in a previous school year, they cannot be recertified on an ARC. If a recruiter attempts to certify a child that has already graduated, as is noted in MIS2000, an error will occur.
Child has Terminated Error "Child has terminated."	Only active and eligible children are eligible to be recertified using an ARC. If an ARC is created in the Web System for a child who has permanently termed out of the migrant program (i.e. graduated, deceased, aged out), as is noted in MIS2000, an error will occur.
Child is Over 20 without an IEP Error "Child is over 20 without an IEP."	All children listed on an ARC must be under the age of 20 at the time the ARC is submitted, unless an active IEP is on file with the district and documented in MIS2000. If a child is 20 years or older at the time or recertification and there is no IEP on file, based on the data in MIS2000, an error will occur.
Child is Over 22 Error "Child is over 22."	All children listed on an ARC must be under the age of 22 at the time the ARC is submitted. If a child is over the age of 22 at the time of ARC submission through the Web System an error will occur.
COE not Approved Error "The COE has not been approved."	ARCs can only be submitted for children listed on an approved COE for the recruiter's district. If a recruiter tries to create an ARC based on a COE created by another district an error will occur.
Facility Name Incompatible with Grades 00 or OY Error "Child must have a school district with grades 00 or OY."	Children listed in grades 00 or OY must use the generic facility name for a particular school district. The **School Name field** must be completed with the recruiter's school district name. Any other facility name will cause an error.
Facility Not Authorized Error "Child is not in a school you are authorized for."	ARCs can only be completed by recruitment staff using a specified list of facility names. **School (Facility) names** must be chosen based on the list of approved facilities for each district. These lists are customized for each district. Unapproved facility names being used on enrollments will result in an error.
Future Enroll Date Error "Child must have a non-future enroll date with grades PS-12."	Children cannot be certified on any enrollment (COE or ARC) with a future enrollment date. The **Enroll Date field** requires a date to be on or after 8/1 of the given school year and on or before today's date. Any dates submitted later than today's date will result in an error.
Grades 00 or OY cannot have an Enroll Date Error "Child cannot have an enroll date in grades 00 or OY."	**Enroll dates** cannot be submitted on ARCs for children who are not attending any school – these are children listed in grades 00 or OY. These children will have no enrollment date, as they are not currently enrolled in any school. If an enrollment date is submitted for children listed in grades 00 or OY an error will occur.
Missing Enroll Date (Children Not in Grades 00 or OY) Error	**Enroll Dates** are required on all enrollments (COE or ARC) created in the Web System, unless an enrollment is submitted

Error Messages	Description
"Enroll Date is required on this enrollment."	for a child in grade 00 (too young to be in school) or OY (dropped out of school). Any other grade will require an enroll date. If no enroll date is submitted, when required, an error will occur.
Missing Facility Error "Facility must be specified."	All enrollments created in the Web System (COE or ARC) require a facility to be chosen from the **SCHOOL NAME** drop-down list. If a facility is not chosen for an enrollment an error will occur.
Missing Grade Error "Grade must be specified."	All enrollments created in the Web System (COE or ARC) must include a **GRADE**. An error will occur if an enrollment is submitted without any grade specified.
No Student to Recertify Error "No students have been selected to recertify."	At least one child listed on the ARC in the Web System, must have the **RECERTIFY** field showing "Y" for yes. If all children listed on the recertification screen have the **RECERTIFY** field set to "N" for no an error will occur.
Unacceptable Grade Error "Child cannot have grade UG."	Children cannot be submitted on any enrollment (COE or ARC) with grade UG. The only acceptable grades are those outlined on page 170. If grade UG is submitted an error will occur.

COE Errors, Submission Checks, and Warnings

Desktop and Web System COE Alerts

When entering COEs in the Desktop App or the Web System, a series of messages may appear if information is entered incorrectly and/or when a user attempts to submit a COE. The systems will not allow incorrect COE information to be entered/submitted. This ensures that information entered and uploaded to the State is complete and accurate.

Error and Warning Messages	Description
Data Locked Error "This COE data is locked. Updates can only be added to the Comments Field. Please contact the Alaska Migrant Education Office regarding any other changes."	The error message, will appear for one of two reasons: 1. When creating a new COE on the wrong school year, usually the prior school year (if this happens, run an Upload Changes following instructions on page 110 to pull down the current school year). 2. When trying to enter data on a locked COE. Changes to approved COEs made after December 31 of each year require districts to notify the MEO. This is to protect information from being accidentally changed. Additionally, COEs from previous years cannot be changed because they are considered historical information.
New Enrollment Error "You must first add a child to the COE."	This error message will appear when districts try to enter child data without clicking on the **New Enrollment** button first.
Student Graduated Error "Student has graduated and cannot be modified."	District staff cannot modify migratory children who have graduated from high school. This includes updating name, birthdate, demographic information, creating a new school history line, or adding the child to a COE. Contact the MEO (page 196) if it is believed that a child's birth date was entered incorrectly or if there is some other reason that the child should be editable by the district.
Child has Reached Age 22 Error "Student is over 22 and cannot be modified."	District staff cannot modify migratory children who have reached age 22. This includes updating name, birthdate, demographic information, creating a new school history line, or adding the child to a COE. Contact the MEO (page 196) if it is believed that a child's birth date was entered incorrectly or if there is some other reason that the child should be editable by the district.
AK State ID Already in Use Error "The AK Student ID XXXXXXXXXX is already in use by another record."	An error message is received when districts enter an **Alaska Student ID (AKSID)** for a child and the AKSID is already in use in MIS2000.
No AK Student ID, But Enrolled in Public School Error "The AK State ID must be assigned."	All children enrolled in a public school in the State of Alaska (including statewide correspondence schools) are required to have an **AKSID** entered into MIS2000. COEs cannot be submitted from **COE Draft** view without it.
Child Missing First or Last Name Error "Field 'Last Name' must have a value" "Field 'First name' must have a value."	Each child listed on the COE must have both a **first** and **last name**. If one of these names are missing the COE cannot be submitted to the next level of approval.
Date of Birth is After the QAD Error "This child was born after the QA Date."	The child has a date of birth that is after the QAD. A child must have been born prior to the QAD in order to be listed in the Child Data Section of the COE.
Missing Birthdate Verification Code Error "Birth Verification must be specified."	The **VER (birth date verification) field** must be completed for each child on the COE. This field cannot be blank.

Error and Warning Messages	Description
Missing Sex (Gender) Error "Field 'Sex' must have a value."	The **SEX (GENDER) FIELD** must be specified for each child listed on the COE. This field cannot be blank.
Missing Birthdate Error "Field 'Birth Date' must have a value."	Each child listed on the COE must have the **BIRTH DATE FIELD** complete, and it must be in mm/dd/yyyy format.
Missing Multiple Birth Error "Field 'Multiplebirth Code' must have a value."	Each child listed on the COE must have the **MB (MULTIPLE BIRTH)** field completed. This is a Yes/No field.
Missing Ethnicity Error "Field 'Race' must have a value."	Each child listed on the COE must have their race/ethnicity specified in the **EB (ETHNIC BREAKDOWN) FIELD**.
Missing Facility Error "Field 'Facility' must have a value."	Each child listed on the COE must have a **SCHOOL (FACILITY) NAME**.
Facility Name Incompatible with Grades 00 or OY Error "Child must have a school district with grades 00 or OY."	Children listed in grades 00 or OY must use the generic facility name for a particular school district. The **SCHOOL NAME** field must be completed with the School District Name. Any other facility name will cause the error to occur.
Missing Grade Error "Field 'Grade' must have a value."	When entering enrollment data for a child on the Child Data Section, the district must enter a grade in the **GRADE** field. An error message will pop-up if a grade is not entered.
Missing Enroll Type "Field 'Type' must have a value."	Each child must have the enroll type defined in the Child Data Section. This cannot be left blank. The **TYPE** (enroll type) will be either **R** (regular school year) or **S** (summer term). Districts typically only enter type **R** lines. **S** lines are entered by the MEO through an automated process based off of the Summer Withdrawal Report.
Enroll Date Must be Later than the QAD "Enrollment date must be later than the Qualifying Arrival Date."	The **ENROLL DATE** must be later than the **QUALIFYING ARRIVAL DATE**. The enroll date is the first day the child is physically in the classroom after the most recent qualifying move.
Enroll Date before QAD or Res Date Error "The Enroll Date entered is before the QAD or Res Date. This is incorrect; please correct the dates."	The **ENROLL DATE** cannot be before the QAD or the **RESIDENCY DATE**. The enroll date is the first day of school that the child attends after the qualifying move.
Enroll Date before Date of Birth Error "Enroll date cannot be prior to student date of birth."	The **ENROLL DATE** must be later than the child's **DATE OF BIRTH**.
Future Enroll Date Error "Child must have a non-future enroll date with grades PS-12."	Children cannot be certified on any enrollment (COE or ARC) with a future enrollment date. The **ENROLL DATE** field requires a date to be on or after 8/1 of the given school year and on or after today's date. Any dates submitted later than today's date will result in an error.
QAD and RES Date are the Same Warning "QAD and RES dates are the same. Please indicate the length of move in comments."	The QAD and Residency Date can be the same on the COE. However, when this occurs a comment is required to describe the length of engagement in the migratory work as listed in questions 4 and 5 of the Qualifying Moves & Works Section. This pop-up will not prevent users from submitting the COE to the next level of approval. However, if this comment is not in the Comments Section, the MEO Eligibility Specialist will reject the COE back to the records manager.
Residency Date Reminder "The RES date is more than 30 days after the QAD Date. Please make a note in the Comments box explaining the duration of the migratory move (start and end date) and why the RES date is much later than the QAD date."	When entering data in the Qualifying Data Section of the COE, this pop-up message may appear if data was entered incorrectly or the data entered needs more clarification. The system does not allow for the Residency date to be more than 30 days after the QAD date. This warning does not prevent the COE from being submitted to the next level of approval. If the

Error and Warning Messages	Description
	Residency date entered is correct and is 30 days or more after the QAD, a comment must be provided in the Comments Section.
Less than Seven Nights on COE Warning "There are less than seven nights listed on the COE. Enter a comment detailing at least seven nights of engagement in qualifying work. Ensure that all additional qualifying moves accounted for. Number of nights is currently X."	When there are less than seven nights listed on the COE (including Additional Qualifying Moves) a warning message will be displayed. When this occurs a comment is required to describe the length of engagement in the migratory work as listed in numbers 4 and 5 of the Qualifying Moves & Work Section. This pop-up will not prevent users from submitting the COE to the next level of approval. However, if this comment is not in the Comments Section, the MEO Eligibility Specialist will reject the COE back to the records manager.
Pole Comment Reminder "Comment is needed verifying pole was not used for Sport or Recreation."	When users select **POLE** for the gear listed in the Qualifying Data Section, a warning will occur. This will not prevent the user from submitting the COE. The message serves as a reminder for a required comment regarding the use of the pole.
Additional Qualifying Move Date Error "Additional move dates must be before the QAD."	The system does not allow the **ADDITIONAL MOVE DATES** to be after the QAD date.
Additional Qualifying Moves Date Restrictions Error "Eligibility Panel – Additional Move From Date is more than 365 Days from QAD."	The start date for **ADDITIONAL QUALIFYING MOVES** must be within 1 year/365 days of the QAD.
Missing Additional Move Date Errors "Additional Move <Move Number> To Date must be specified when From Date is specified." "Additional Move <Move Number> From Date must be specified when To Date is specified."	All additional moves require an **ADDITIONAL MOVE FROM DATE** and an **ADDITIONAL MOVE TO DATE**. Both dates must be specified or an error will occur.
Additional Move To Date Before From Date Error "Additional Move From <Move Number> Date must precede Additional Move To Date."	If an additional move is specified, the **ADDITIONAL MOVE FROM DATE** must be earlier than the **ADDITIONAL MOVE TO DATE**. The Additional Move From Date is the date when the additional qualifying move begins, while the Additional Move To Date is when the additional qualifying move ends.
City Name Restrictions Error "Eligibility Section 1 – Moved From and To City cannot be the same" "Eligibility Section 4 – Moved From and To City cannot be the same."	Error checks have been implemented in both the Desktop App and the Web System to ensure that if the district names listed in question 1 or 4 of the Qualifying Moves & Work Section are the same for both the to and from districts, the to and from cities must be unique.
Missing Signature and Date Errors "Interviewee signed by name must be specified." "Interviewee relationship must be specified." "Interviewee signed date must be specified." "Interviewer signed by name must be specified." "Interviewer signed date must be specified."	When entering information into the Signature Sections, the district must enter the all signature information for the Interviewee and Interviewer. This data includes **INTERVIEWEE SIGNED BY NAME**, **INTERVIEWEE RELATIONSHIP**, **INTERVIEWEE SIGNED DATE**, **INTERVIEWER SIGNED BY NAME**, **INTERVIEWER SIGNED BY DATE**, **DESIGNATED SEA REVIEWER NAME**, and **DESIGNATED SEA REVIEWER SIGNED DATE**. An error message will appear if any part of it is not entered.
Missing Immunizations Record Flag (IM) "Field 'Imm Avail' must have a value."	**IMMUNIZATIONS RECORD** Flag cannot be left blank in COE Draft View. Select **Y** if the district has an immunizations records on file for the child or **N** if the district does not have an immunizations record on file for the child.

Error and Warning Messages	Description
Missing Medical Alert Indicator (MA) "Field 'Med Alert" must have a value."	MEDICAL ALERT Indicator cannot be left blank. This indicator must be completed for each child in COE Draft View.
Missing Residency Date Error "Upper COE Panel – Residency Date cannot be blank."	RESIDENCY DATE is a required field on the COE. Enter the Residency date in the Qualifying Data Section, next to the QAD.
Missing Enroll Date Error "Children Panel – [last name, first name]: Enroll Date cannot be blank."	Children listed in grades PS-12 are required to have ENROLLMENT DATES listed on the COE. Children marked as grade 00 or OY, will not receive this error.
Missing Current Address Errors "Family Panel – Current Address cannot be blank." "Family Panel – Current City cannot be blank." "Family Panel – Current State cannot be blank." "Family Panel – Current Zip cannot be blank."	The CURRENT ADDRESS is required on all COEs. This information must be completed in the Family Data Section. Street address, city, state, and zip are all required fields.
Missing Phone Number Error "Family Panel – Phone Number cannot be blank."	When entering data for the family on the Family Data Section, the district must enter a TELEPHONE number in the Phone Field. An error message will appear if a phone number is not entered.
Phone Number Restrictions Error **"**Telephone must be 10 digits in length."	When entering the phone number in the Family Data tab, the district must enter a 10-digit telephone number, which includes the area code. An error message will appear if the phone number is less than 10 digits.
Missing Move From or To Errors "Eligibility Panel – From School District is required," (for AK school districts only). "Eligibility Panel – From City cannot be blank." "Eligibility Panel – From State cannot be blank." "Eligibility Panel – From Country cannot be blank." "Eligibility Panel – To School District is required." "Eligibility Panel – To City cannot be blank." "Eligibility Panel – To State cannot be blank." "Eligibility Section 4 – From District cannot be blank," (for AK school districts only). "Eligibility Section 4 – From City cannot be blank." "Eligibility Section 4 – From State cannot be blank." "Eligibility Section 4 – From Country cannot be blank." "Eligibility Section 4 – To District cannot be blank," (for AK school districts only). "Eligibility Section 4 – To City cannot be blank." "Eligibility Section 4 – To State cannot be blank."	When entering child qualifying move and worker qualifying move data in the Qualifying Data Section, the district must enter the Move From and the Move To locations. Required Data includes From School District (for all districts in Alaska), From City, From State, From County, To School District (for all districts in Alaska), To City, To State. This applies to the child's move in number 1 and the worker's move in number 4. All error messages will be displayed after the user hits the submit button if any of these data are omitted.
Missing Selection in 2a (As, With, or To Join) Error "Eligibility Panel Section 2a cannot be blank."	A selection must be made in 2a of the Qualifying Data Section, to determine whether the child made the qualifying move AS the worker, WITH the worker, or TO JOIN OR PRECEDE the worker. If no selection is made an error occur.
Missing Worker Name Error "Eligibility Panel 2b – Worker name cannot be blank."	A WORKER NAME must be specified in 2b. If a worker name is not specified the user will receive an error message.
Both To Join and Child Selected Error "Eligibility Section 2 – 'To join or precede the worker' with a relationship of 'Child' are contradictory and not allowed."	The child cannot have moved both TO JOIN OR PRECEDE the worker in 2a and be THE WORKER as marked in 2b of the Qualifying Data Section.

Error and Warning Messages	Description
Missing QAD Error "Eligibility Section 3 – QAD cannot be blank."	The COE must have a **QUALIFYING ARRIVAL DATE** (QAD) listed in question 3of the Qualifying Data Section. If no QAD is specified, an error will occur.
QAD More than 36 Months Ago Error "Eligibility Panel – QAD cannot be more than 36 months from today."	The **QUALIFYING ARRIVAL DATE** listed in number 3 of the Qualifying Data Section, must be with 36 months of the current date. If the QAD is more than 36 months from today, an error will occur.
No Longer Migratory Worker Error "Eligibility Section 4 – Moved Date cannot be more than 36 months from today."	The date of worker engagement as typed in 4a is more than 36 months from today's date. The individual listed is not considered to be a migratory worker.
4a or 4b Not Specified Error "Eligibility Section 4 – 4a or 4b must be specified."	Users must select either 4a or 4b from Qualifying Data Section. The worker must have either engaged in new qualifying work soon after the move (4a) or actively sought new qualifying work and have a recent history of moves for qualifying work (4b). If no selection is made an error will occur.
Missing 4b Comment Error "Eligibility Section 4 – 4b requires a comment."	When 4b is selected in the Qualifying Data Section comments must be provided.
Missing Gear and/or Catch Error "Eligibility Section 5 – Qualifying Work description cannot be blank."	The **QUALIFYING WORK** must be specified in question 5 of the Qualifying Data Section. Leaving the gear or the catch field blank will result in an error.
Missing Seasonal or Temporary Error "Eligibility Section 5a – Seasonal or Temporary must be specified."	After the work is listed in question 5, a selection must be made in 5a to determine whether the qualifying work was **SEASONAL** or **TEMPORARY**. If no selection is made, the user will receive an error.
Missing Agriculture or Fishing Error "Eligibility Section 5b – Agriculture or Fishing work must be specified."	After the work is listed in question 5, a selection must be made in 5b to determine whether the qualifying work was **AGRICULTURAL** or **FISHING**. If no selection is made, the user will receive an error.
Missing Temporary Documentation Error "Eligibility Panel – Eligibility Section 6 must be completed."	If **TEMPORARY** is selected in 5a, the user must also complete question 6 in the Qualifying Data Section. If no selection in question 6 is made, when **TEMPORARY** is selected in 5a, the error will occur.
Missing 6a or 6b Comment Error "Eligibility Section 6 – 6a or 6b requires a comment."	When **TEMPORARY** is selected in 5a, and **WORKER'S STATEMENT** (6a) or **EMPLOYER'S STATEMENT** (6b) is selected in question 6 of the Qualifying Data Section, users must enter the statements as comments.
Missing 6C Employer Name Error "Eligibility Section 6c – Employer Name cannot be blank."	When **TEMPORARY** is selected in 5a, and **STATE DOCUMENTATION** (6c) is selected in 6, of the Qualifying Data Section, users must specify the **EMPLOYER NAME**.
Interviewee Signature Date Error "Signature Panel – Interviewer Sign Date cannot be prior to Interviewee Sign Date."	The **INTERVIEWEE SIGNATURE DATE** must be the same as or before the **INTERVIEWER SIGNATURE DATE** and **SEA REVIEWER SIGNATURE DATE.**
Interviewer Signature Date Error "Signature Panel – SEA Reviewer Sign Date cannot be prior to Interviewee Sign Date."	The **INTERVIEWER SIGNATURE DATE** must be the same as or before the **SEA REVIEWER SIGNATURE DATE**. If the user enters an SEA Reviewer Sign Date that predates the interviewer sign date, and error will occur.
Interviewee Signature Date Before QAD Error "Interviewee Sign Date cannot be prior to the QADate."	The **INTERVIEWEE SIGN DATE** must be before the **QUALIFYING ARRIVAL DATE**.

Error and Warning Messages	Description
Reviewer Signature Date Error "Reviewer Sign Date cannot be prior to the Interviewee Sign Date." "Reviewer Sign Date cannot be prior to the Interviewer Sign Date."	If the user enters an **SEA REVIEWER SIGNATURE DATE** that predates the **INTERVIEWEE** and/or **INTERVIEWER SIGNATURE DATE**, an error will occur.
Same Interviewer and Reviewer Error "Interviewer and Reviewer names cannot be the same."	There must be three unique signatures on the COE. If the **SEA REVIEWER SIGNATURE** is the same as the **INTERVIEWER SIGNATURE**, an error will occur.
Enrollment before Date of Birth Error "Enroll date cannot be prior to student birthdate."	The **ENROLLMENT DATE** must be after the student's **BIRTHDATE.** Children cannot be enrolled before they are born.
Enrollments Greater than One Year Error "Difference between enroll and withdraw date exceeds 1 year."	For children enrolled in school, the **WITHDRAWAL DATE** must be within one year of the **ENROLLMENT DATE.** This error will NOT occur for children without an **ENROLLMENT DATE** (too young, or out of school youth)**.**
Withdrawal Date before Enrollment Date Error "Withdraw date cannot be before enroll date."	For children enrolled in school, the **WITHDRAWAL DATE** must occur after the **ENROLLMENT DATE.** This error will NOT occur for children without an **ENROLLMENT DATE DATE** (too young, or out of school youth)**.**
Future Withdrawal Date Error "Withdraw date cannot be in the future."	The **WITHDRAWAL DATE** must be a date that has already occurred. An error will occur if the **WITHDRAWAL DATE** is after the date of entry.

Technical Assistance Visit Preparation Checklist

Each school year, the MEO travels to approximately ten migrant school districts to conduct technical assistance visits with migrant staff. During these visits, a staff member from the MEO will conduct a thorough review of the district's identification and recruitment procedures, migratory child files, and compliance with eligibility requirements.

☐	Files organized according to recommended Alaska MEO procedures.
☐	Migrant reports and lists readily available and filed for easy access.
☐	Identification & Recruitment materials are up-to-date and readily available.
☐	Knowledgeable about the supplemental services provided to migratory children.
☐	Knowledgeable about the mass withdrawal and summer withdrawal process, including reporting.
☐	Documented identification and recruitment procedures.
☐	Written Identification and Recruitment Plan.
☐	Written procedures for collection of migrant parent and staff surveys.
☐	Written migrant staff job descriptions.
☐	Written Quality Control Plan on file.
☐	Maps of district boundaries and common fishing areas readily available.
☐	Computer and printer set-up for migrant use with access to the Desktop App (for desktop-based RMs).
☐	Knowledgeable about the MIS2000 Desktop App (for desktop-based RMs).
☐	Access to the Alaska Migrant Web System.
☐	Knowledgeable about the Alaska Migrant Web System.

Questions for the Migrant Education Office:

Potential Resources:

Migrant Education District Level Guiding Documents Template
education.alaska.gov/ESEA/TitleI-C/docs/District-Level-Guiding-Template.docx

Alaska School District Map
education.alaska.gov/pdf/schoolmap.pdf

Fall Training Materials
livebinders.com/play/play/2029583

Inactive File Labels Template

Instructions:
Print on blue paper. When **all** children in a Family Bundle are no longer eligible, complete this form and attach it to the top of the Family Bundle.

INACTIVE FILE

Reason:

- ☐ AGED OUT
  Date:
- ☐ DECEASED
  Date:
- ☐ ELIGIBILITY ENDED
  Date:
- ☐ GRADUATED
  Date:
- ☐ MOVED OUT OF DISTRICT
  Date:
- ☐ PARENT/STUDENT REFUSAL
  Date:

Comments:

Instructions:
Print on blue paper. When **all** children in a Family Bundle are no longer eligible, complete this form and attach it to the top of the Family Bundle.

INACTIVE FILE

Reason:

- ☐ AGED OUT
  Date:
- ☐ DECEASED
  Date:
- ☐ ELIGIBILITY ENDED
  Date:
- ☐ GRADUATED
  Date:
- ☐ MOVED OUT OF DISTRICT
  Date:
- ☐ PARENT/STUDENT REFUSAL
  Date:

Comments:

Instructions:
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INACTIVE FILE

Reason:

- ☐ AGED OUT
  Date:
- ☐ DECEASED
  Date:
- ☐ ELIGIBILITY ENDED
  Date:
- ☐ GRADUATED
  Date:
- ☐ MOVED OUT OF DISTRICT
  Date:
- ☐ PARENT/STUDENT REFUSAL
  Date:

Comments:

Instructions:
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INACTIVE FILE

Reason:

- ☐ AGED OUT
  Date:
- ☐ DECEASED
  Date:
- ☐ ELIGIBILITY ENDED
  Date:
- ☐ GRADUATED
  Date:
- ☐ MOVED OUT OF DISTRICT
  Date:
- ☐ PARENT/STUDENT REFUSAL
  Date:

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  Date:
- ☐ DECEASED
  Date:
- ☐ ELIGIBILITY ENDED
  Date:
- ☐ GRADUATED
  Date:
- ☐ MOVED OUT OF DISTRICT
  Date:
- ☐ PARENT/STUDENT REFUSAL
  Date:

Comments:

Sample Migrant Work Questionnaire #1

Please take time to complete this quick survey. All of your answers will be kept confidential. The information you provide may help _____School District qualify for Federal funding to provide more education services to our students.

This program serves children of migratory families who participate in fishing, logging, and/or agricultural industries.

1. Within the past three years, has anyone in your family engaged in any of the following activities? If so, please check the appropriate categories.
   ☐ Commercial Fishing (cannery work, fishing boat, deckhand, etc.)
   ☐ Subsistence Fishing (catching fish for personal use, fish camps, etc.)
   ☐ Logging (cultivation or harvesting of trees)
   ☐ Agriculture, including berry picking (producing or processing crops, dairy products, livestock, etc.)

If you **have not** checked any of the above, please go no further and discard this survey.
If you **have** checked one of the above, please complete the rest of this survey.

2. Who was/were the individual(s) that engaged in the activity checked above?

Name	**Relationship to Children** (parent, guardian, grandparent, sibling, self, etc.)

3. Please list the names of the children living in the household:

Name	**School**	**First Day**	**Grade**

4. Please provide contact information so that the _____School District Migrant Education Program may get in touch with you.

   Parent/Guardian Name:_____
   Home Phone Number:_____
   Cell Phone Number:_____
   Work Phone Number:_____
   Address:_____

Please give this survey to your school secretary or mail it to:
District:
Mailing Address:

Sample Migrant Work Questionnaire #2

Dear Parents/Guardians:

In order to better serve your children, _____School District would like to identify students who may qualify to receive additional educational services and/or free lunch. The information provided below will be kept confidential. Please answer the following questions and return this survey to your child(ren)'s school or the local Migrant Education Program located at _____. Or, if you prefer, for more information call your district's Migrant Education Program at_____.

1. Have your children (from birth up to 20 without a high school diploma) made overnight trips for commercial fishing, subsistence fishing, logging, or agricultural work (including subsistence berry picking) within the past three years?

   ☐ Yes ☐ No

2. Have you or your children recently (within the last three years) moved to the [INSERT SCHOOL DISTRICT NAME] or [INSERT CITY/TOWN/VILLAGE NAME]?

   ☐ Yes ☐ No

3. Which of the following activities, if any, have you, your children, or any member of your household participated in within the past three years?

   ☐ Commercial fishing

   ☐ Cannery/fish processing work

   ☐ Subsistence fishing (fish camp, personal use – including preparing and processing for home pack)

   ☐ Logging (commercial)

   ☐ Agricultural work (including subsistence berry picking)

   ☐ None of the above, nobody in my household has done any of the above activities

4. If "Yes" has been selected in either question 1 or 2, please list the name(s) of the child(ren) living in the household:

First Name	Last Name	School (if any)

5. Please provide the following information. A migrant recruiter may contact you to find out if your children are eligible for the Migrant Education Program.

   Parent/Guardian Name:_____

   Home Phone Number:_____

   Cell Phone Number:_____

   Work Phone Number:_____

   Address:_____

Fishing/Berry Picking Calendar

2020 Summer Fishing/Berry Picking Calendar for the _____Migrant Education Program

Keep this calendar on your refrigerator until your children have finished fishing/berry picking for the season. Please mark all the nights your children spent away from home on your fishing or berry picking trips. Please return this to your children's school or the local Migrant Education Program located at_____.

If you have any question or concerns please contact the _____School District Migrant Education Program at_____.

May 2020

Sun	M	T	W	Th	F	Sat
					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						

June 2020

Sun	M	T	W	Th	F	Sat
	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 2020

Sun	M	T	W	Th	F	Sat
			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 2020

Sun	M	T	W	Th	F	Sat
						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 2020

Sun	M	T	W	Th	F	Sat
		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			

☐ My family did not go fishing or berry picking this year

List all individuals who went on the fishing and/or berry picking trips:

List any other fishing or berry picking dates within the last 12 months:

Contact Information

Parent/Guardian Name:_____

Contact Phone Number:_____

Address:_____

Sample Letters to Parents/Guardians

MEP Notification of Eligibility Letter

Dear Parent/Guardian:

A representative from the *District Name* Migrant Education Program (MEP) recently visited with you and/or your family to determine if the children listed below may be eligible for the Migrant Education Program. This letter is to inform you that, based on information that the Alaska Department of Education & Early Development reviewed, *insert child(ren)'s name(s)* has been approved for the *District Name* MEP. Your children's eligibility for the MEP will end on *Insert EOE Date*.

As a participant in the MEP, your children are now eligible to receive *Insert List of Supplemental Services Available through the MEP*. Additionally, your child(ren) will receive free meal benefits. These benefits and services will be available to your child(ren) until *Insert EOE Date*. It is important to note that a recruiter from our district will contact you, annually to get updated information to extend this eligibility, if possible.

Attached you will find a copy of the information submitted and approved for the children. Please be aware that the State Migrant Education Office periodically will call a small, random sample of families. These phone calls are to help ensure that information for the program has been documented accurately.

If you have questions or need assistance for your child(ren), contact *Insert Migrant Contact Name* at *Phone Number*.

Sincerely,
District Representative Name, *Title*

MEP Notification of Ineligibility Letter

Dear Parent/Guardian:

A representative from the *District Name* Migrant Education Program (MEP) recently visited with you and/or your family to determine if *insert child(ren)'s name(s)* may be eligible for the MEP. Based on a review of the forms completed, it was determined that *insert child(ren)'s name(s)* is ineligible for services in the MEP.

Thank you for allowing the representative the opportunity to visit you and/or your family and to review your Migrant Education Program eligibility information. If you have questions or concerns, contact *Insert Migrant Contact Name* at *Phone Number*.

Sincerely,
District Representative Name, *Title*

End of Eligibility Notification Letter

Dear Parent/Guardian:

This letter is to inform you that your child(ren), *insert child(ren)'s name(s)*, is no longer eligible for *District Name* Migrant Education Program funded support services in your school or home. Your child(ren)'s last qualifying move was on *Insert QAD*, and their eligibility to be included in the program ended on *Insert EOE Date*.

The Migrant Education Program can only serve children who made qualifying move(s) within a three-year period. Our records indicate that your child(ren) has not made a qualifying move within the past three years. Any services for your child(ren) provided through the Migrant Education Program will stop at the end of the current semester. Additionally, if your child(ren) is enrolled in school, the eligibility to receive free meal benefits will continue for remainder of the regular school year

If you have questions, or would like to be interviewed for a recent move, contact *Insert Migrant Contact Name* at *Phone Number*.

Sincerely,
District Representative Name, *Title*

Sample Continuation of Services Approval Form

This form must be submitted to the Migrant Coordinator for approval **prior** to serving a child that met the end of their migratory eligibility (EOE'd).

Student Information

Student Name: _____ **Alaska Student ID:** _____

Birth Date: _____ **Grade:** _____

End of Eligibility (EOE) Date: _____

COS Proposal

1. **Check the box that applies to this request for Continuation of Services:**

   ☐ A child's eligibility ends during the school term and the district provides services ***until the end of the term*** (fall, spring, summer)

   ☐ A child's eligibility ends and the district provides services for ***an additional school year*** because comparable services are not available through other programs.

   ☐ A district continues to serve students who were eligible for services in secondary school through ***credit accrual programs until they graduate***.

2. **List of Title I-C funded service(s) to be continued:**

3. **Explanation of why the educational service(s) listed above should be continued:**

4. **Explanation of the process used to determine that the MEP is the only resource available to meet this student's need for the continuation of services(s) listed above:**

Requestor Information

Requestor: _____ **Title:** _____

Email: _____ **Phone:** _____

Migrant Coordinator Review

☐ **REQUEST ACCEPTED**

COS Services End Date: _____

Reason for Decision: _____

☐ **REQUEST DECLINED**

Reason for Decision: _____

Migrant Coordinator: _____ **Date**:_____

Alaska Schools & Education Map from the Alaska Community Database Online (CDO)

This map can be a useful tool during recruitment. Among its possible uses, it can generate maps to help determine whether or not moves made by potential migratory children and workers meet distance requirements. Below are instructions on how to find and use this resource.

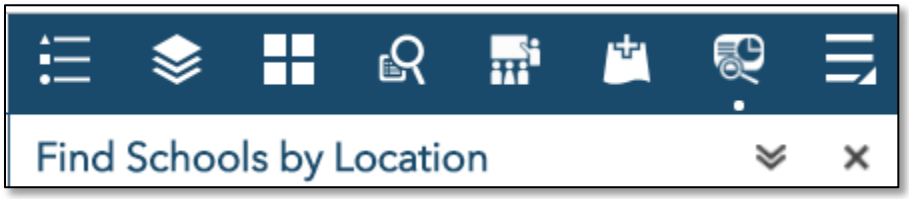
Instructions for Alaska Schools & Education Map

In order to use this map, the user will need to **use Google Chrome or Mozilla Firefox** as the internet browser.

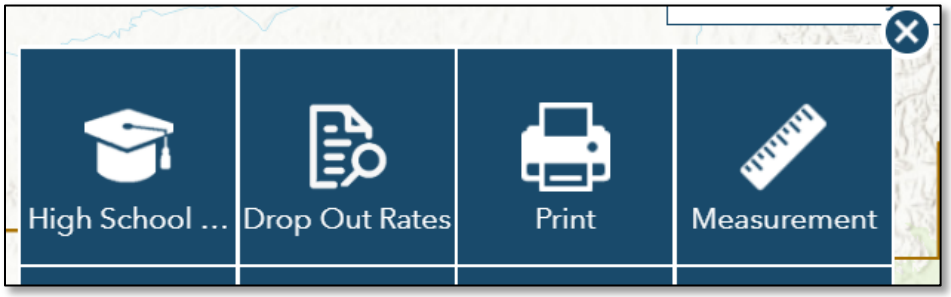
The Alaska Schools & Education Map is part of the State of Alaska's Community Database Online (dcra-cdo-dcced.opendata.arcgis.com), hosted by the Division of Community and Regional Affairs, (commerce.alaska.gov/web/dcra) within the Department of Commerce (commerce.alaska.gov). This particular map will show all of Alaska's public school district boundaries, as well as the communities & schools within them.

By clicking on the link that leads directly to the Alaska Schools & Education Map, users can simply zoom in on the school district to start exploring. To measure distances between places, follow these steps:

1. Navigate to/zoom in on the desired part of the map.
2. Click on the three lined "hamburger" menu button in the upper-right corner of the map.



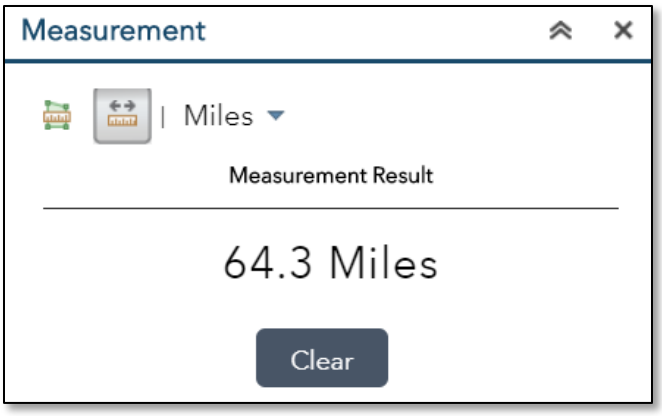
3. In the window that opens, click on the "Measurement" tool on the right-hand side of the window.



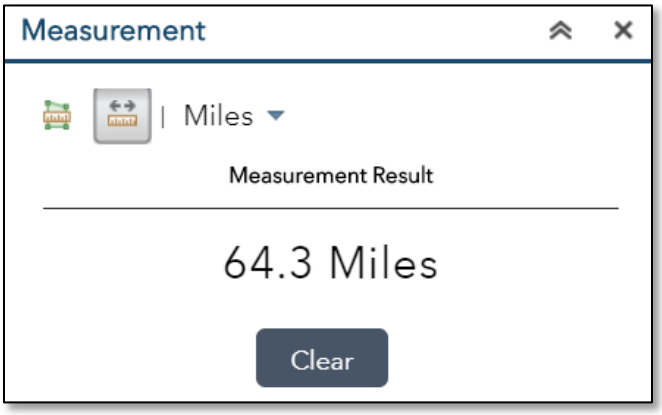
4. This will open up a "Measurement" sidebar on the right-hand side of the map; click on the "Distance" icon.

5. Now the user can start measuring distance. Click once at the desired starting point (this will drop a green "pin"). Move the cursor to the next desired spot to drop a pin (a blue line should be following the cursor), and click once to drop another pin. Do this as many times as necessary to get to the desired end location – **double click on the end location to stop drawing the distance line.**

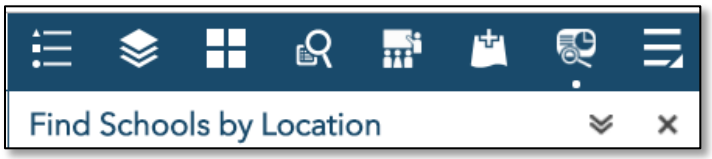
6. The distance will be calculated in the "Measurement" sidebar to the right of the map, under "Measurement Result."

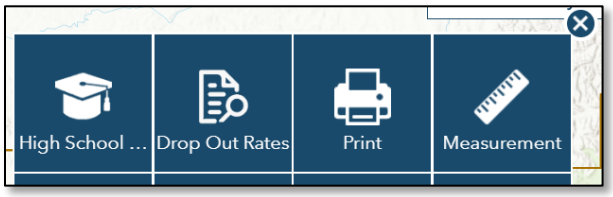


7. The user can clear the pins/distance lines at any time by clicking on the "Clear" button (if a printed a map with the pins/distance line is desired, do not clear them until after printing/downloading the map – instructions below).

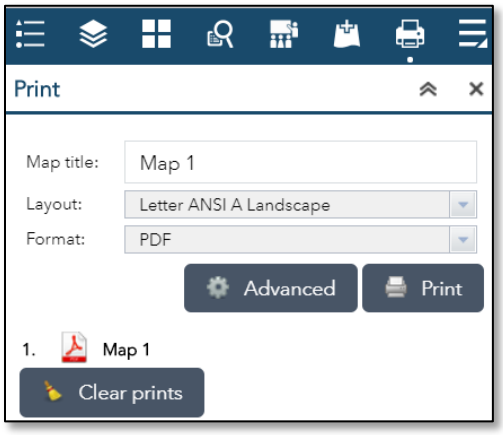


8. To print a map, click on the hamburger menu in the upper-right corner of the map again. Click on the "Print" icon when the new window opens. **<u>Be sure to zoom out so that the entire district's boundaries are shown.</u>**

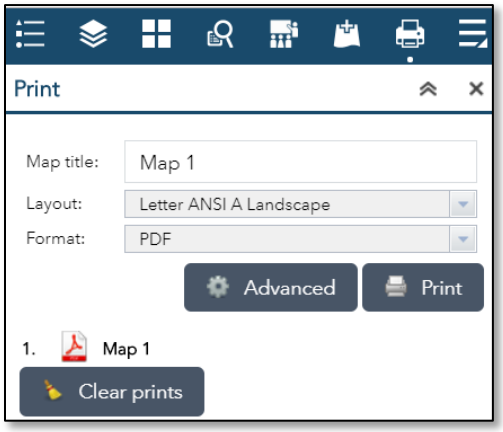




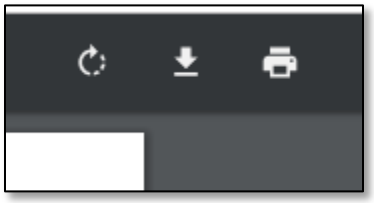
9. This will open a "Print" sidebar to the right of the map where the user can enter a map title, choose a page layout, and select a file format. Click the "Print" button when done to create a print file that will appear in the "Print" sidebar.



10. Open the map by clicking on the map name in the "Print" sidebar. A map will open in a new tab in the browser.



11. When the map opens in a new tab, the user can download it by clicking on the "download" icon, and/or print it, by clicking on the "print" icon; both should be in the upper-right corner of the map.



12. Repeat these steps to create any additional maps needed.

The [Community Database Online]() is a powerful tool that can do much more than measure distances on a map. To learn more about this resource visit the ["How to Use the Alaska DCRA Data Portal" page]() (dcced.maps.arcgis.com/apps/MapSeries/index.html?appid=be78977ace3c4d708ba80c5bd54b717a).

Migrant Education Office (MEO) Contact Information

Mailing: P.O. Box 110500 Juneau, Alaska 99811-0500 | **Physical:** 801 West 10th St. Suite 200, Juneau, AK 99801
Website: education.alaska.gov/esea/TitleI-C

Sarah Emmal, Migrant Program Manager

sarah.emmal@alaska.gov
907-465-3826

Program Guidance and Questions
Funding – Awards and Budget Approvals
Grants Management System (GMS)
Schoolwide Consolidation
State Parent Advisory Council (PAC)
ESEA Monitoring
ESEA Federal Programs Weekly Newsletter

Eli Barsy, Data Specialist

eli.barsy@alaska.gov
907-465-2885

MIS2000 - Connection Issues, Technical Assistance, Reports
Reports - Mass Withdrawal, Summer Withdrawal, Course History, Fall Recruitment, Priority for Service
Participation Rate, Summer OASIS, Fall OASIS
MSIX
Fall Training
Technical Assistance Visits

Chris Mariano, Identification & Recruitment Specialist

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907-465-5531

Re-interviewing - Statewide and Technical Assistance Calls
Literacy Grant – Applications and Final Reports
Fall Training
Technical Assistance Visits
COE Quality Control Review
Newsletter, Website, and Email Contact List

Jannessa Luerra, Eligibility Specialist

jannessa.luerra@alaska.gov
907-465-8231

COEs - MIS2000 Entries, Eligibility Determinations, COE Submissions
Eligibility Questions
Fall Training Registration and Reimbursement
MIS2000 Technical Assistance
Migrant Forms: Remote Access, SEA Reviewer, and Web System Access
Web System User Account