Alaska Migrant Education Program

**Guiding Documents Template**

**[****District Name]**

Updated: [Insert Date]



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# Identification & Recruitment Plan

## Overview of the District Migratory Population

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

Click or tap here to enter text.

## District Migrant Education Program (MEP) Staff

Attach full job description in the appendix.

Describe how the district recruits and hires qualified MEP staff.

Click or tap here to enter text.

### Roles and Descriptions

| **MEP Role** | **Role Description (Duties for the MEP)** |
| --- | --- |
| Federal programs director |       |
| Migrant coordinator (if applicable) |       |
| Records manager |       |
| Designated SEA reviewer |       |
| Secondary designated SEA reviewer  | This is needed in the event that the main designated SEA reviewer recruits a child and/or complete a COE as an interviewer. |
| Recruiter(s) |       |
| Other (specify) |       |

## Identification & Recruitment (ID&R) Efforts

### Year-Round ID&R Efforts

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

| **Recruiting Timeframe** | **Process for Recruitment During Timeframe** |
| --- | --- |
| August through November  |       |
| December through February  |       |
| March through May |       |
| June through July  |       |

### ID&R of Special Populations

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

| **Population** | **Process for Identifying and Recruiting** |
| --- | --- |
| Not yet in school |       |
| Preschool (i.e., district, Head Start, private) |       |
| Out of school youth (i.e., dropouts)  |       |
| New to district (i.e., mid-year transfers)  |       |
| Attend public school operated by another district (i.e., boarding, correspondence)  |       |
| Qualifying moves after November 15 |       |
| Other (specify) |       |

### Identification Activities

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

| **Identification Activity** | **Timeframe**  | **Process**  |
| --- | --- | --- |
| **Advertising the MEP** | Intentional blank | Intentionally blank |
| * Posters or flyers
 |       |       |
| * Brochures
 |       |       |
| * Newspaper, TV, or radio
 |       |       |
| * Community bulletin boards
 |       |       |
| * Community events
 |       |       |
| * District or school newsletters
 |       |       |
| * Social media
 |       |       |
| * Website
 |       |       |
| * Word of mouth/referrals
 |       |       |
| **MEP Eligibility from Other Districts** | Intentional blank | Intentionally blank |
| * Records transfer forms
 |       |       |
| * Primero Edge
 |       |       |
| * OASIS list provided by the MEO
 |       |       |
| * Summer OASIS warnings
 |       |       |
| **Outreach**  | Intentional blank | Intentionally blank |
| * Enrollment questionnaire
 |       |       |
| * Letter to all families in district
 |       |       |
| * School or community functions
 |       |       |
| * Parent and family meetings
 |       |       |
| * Assemblies or homerooms
 |       |       |
| **Training** | Intentional blank | Intentionally blank |
| * District staff
 |       |       |
| * Community agencies
 |       |       |
| **Other**  | Intentional blank | Intentionally blank |
| * (specify)
 |       |       |
| * (specify)
 |       |       |

### Recruitment Activities

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

| **Recruitment Activity**  | **Timeframe** | **Process**  |
| --- | --- | --- |
| **COE/ARC Completion** | Intentional blank | Intentionally blank |
| * Setting up interviews
 |       |       |
| * COE completion methods (paper, PDF, web)
 |       |       |
| * Obtaining required signatures
 |       |       |
| * COE/ARC review process
 |       |       |
| **COE/ARC Submission**  | Intentional blank | Intentionally blank |
| * COE/ARC submission process
 |       |       |
| * COE/ARC data entry
 |       |       |
| * Upload changes in MIS2000
 |       |       |
| **Notifications to Families**  | Intentional blank | Intentionally blank |
| * Eligibility determinations (approvals and denials)
 |       |       |
| * Services available to eligible children
 |       |       |
| * Possibility of being contacted by the MEO for re-interviewing
 |       |       |
| **Tracking Recruitment Efforts**  | Intentional blank | Intentionally blank |
| * Timely completion of Fall recruitment report
 |       |       |
| * Tracking children from identification of possible move through the interview process
 |       |       |
| **Other**  | Intentional blank | Intentionally blank |
| * (specify)
 |       |       |
| * (specify)
 |       |       |

# Quality Control Plan

## Deadlines

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

| **Deadline** | **Task Due to MEO** | **Assigned District Staff** | **Process for Timely Submission**  |
| --- | --- | --- | --- |
| Aug. 15 | Remote access agreement(s) |       |       |
| Aug. 15 | Web access agreement(s) |       |       |
| Sept. 15 | Designated SEA reviewer form  |       |       |
| Sept. 30 | Summer withdrawal report |       |       |
| Oct. 15 | K-2 PFS list |       |       |
| Nov. 15 | Fall recruitment deadline  | Records managerrecruiter(s) |       |
| Nov. 15 | Fall recruitment report | Records manager  |       |
| Jan. 31 | 1st semester course history  |       |       |
| Jun. 15 | Mass withdrawal report  |       |       |
| Jun. 30 | 2nd semester course history |       |       |

Note: Descriptions of all reports and forms can be found in the [Records Manager Guide](https://education.alaska.gov/ESEA/TitleI-C/docs/Records_Manager_Guide.pdf).

## Filing

### File Retention

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

### File Security

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

Click or tap here to enter text.

### File Organization

Describe how the district organizes the following files.

| **Migrant File** | **File Structure**(i.e., family bundles, alphabetical, by year) | **Location**(i.e., physical location) |
| --- | --- | --- |
| COEs and ARCs |       |       |
| Training Materials  |       |       |
| Reports and Lists* Fall Recruitment Reports
* Course History Reports
* Mass Withdrawal Reports
* Summer Withdrawal Reports
* PFS K-2 Report
* PFS K-12 List
* MIS2000 Lists (Snap Reports)
 |       |       |
| Literacy Grant Program |       |       |
| Correspondence with families  |       |       |
| Correspondence with MEO |       |       |

### File Disposal

Describe how the district properly disposes of migrant files.

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

## Alaska Migrant Education Program Data Systems

### MIS2000 Desktop Application

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

* To safeguard the security of any password provided to you by system administrators.
* Not to share the system access you have been given.
* That you will not perform actions on Alaska Department of Education & Early Development Information Technology resources which are inconsistent with the spirit of this agreement, violate any State or Federal law or result in system instability.
* That any computer you will use to access the Migrant Education Program Student Database is protected by Anti-Virus with current updates and is free of any malicious code or applications (E.G., virus, Trojans, worms, key loggers, back doors, etc.)
* If the computer you use is a laptop, the laptop will have encryption software installed.

| **MIS2000 Desktop Application**  | **Description** |
| --- | --- |
| Type of computer MIS2000 is loaded onto |       |
| Location of the MIS2000 computer  |       |
| Personnel who have access to the MIS2000 computer |       |
| Computer security in place:* Encryption software
* Password protection
 |       |

### Alaska Migrant Web System

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

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

| **Alaska Migrant Web System** | **Description** |
| --- | --- |
| Personnel who have access to the AK Migrant Web System |       |
| Process for notifying the MEO when an individual should no longer have access to the AK Migrant Web System |       |

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

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

| **Task** | **Description of District Process**  |
| --- | --- |
| **Verifying Eligibility**  | Intentionally blank |
| Ensure that MEP staff are trained in ID&R (i.e., recruiters, records managers, SEA reviewers) |       |
| Verify eligibility of qualifying moves (i.e., district maps) |       |
| Verify economic necessity of qualifying moves  |       |
| Review COEs and ARCs for completion and eligibility  |       |
| **Validating Data**  | Intentionally blank |
| Validation and cross-reference of COE data prior to entry in MIS2000 |       |
| Avoid duplicate students in MIS2000 |       |
| Update information in MIS2000 (i.e., names, birthdates, ethnicities) |       |
| Report supplemental services accurately  |       |
| Report supplemental services provided to children through the continuation of services provision accurately  |       |
| **Timely Data**  | Intentionally blank |
| Verification that each site properly recruited  |       |
| Contact all MEP children annually during fall recruitment  |       |
| Meet fall recruitment deadline (i.e., internal deadlines and processes)  |       |
| Timely data entry (i.e. COE/ARC entry)  |       |
| **Other** | Intentionally blank |
| (specify) |       |
| (specify) |       |

## Maintaining Accurate Records in MIS2000

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

| **Event** | **Description of Records Manager’s Process**  |
| --- | --- |
| MEP child moves to another district  |       |
| MEP child begins attending another school |       |
| MEP child makes new qualifying move  |       |
| MEP child’s address or phone number changes |       |
| Parent refuses MEP services for their child  |       |
| MEP family is unreachable for re-certification |       |
| MEP child graduates |       |
| MEP child ages out of the program  |       |
| MEP child becomes deceased  |       |
| MEP child drops out of school  |       |

## Sending and Receiving Migrant Records

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

| **Event**  | **District Process for MEP Records Transfer**  |
| --- | --- |
| MEP child transfers to another district  |       |
| MEP child transfers into the records manager’s district  |       |

# Needs Assessment

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

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

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

For more information visit: [education.alaska.gov/ESEA/TitleI-C/docs/NeedsAssessmentGuidanceTitleI-C.pdf](https://education.alaska.gov/ESEA/TitleI-C/docs/NeedsAssessmentGuidanceTitleI-C.pdf)

## Timeline

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

| **Needs Assessment Activity** | **Timeframe** | **Process** |
| --- | --- | --- |
| Form a local needs assessment committee |       |       |
| Determine what data is available and will be used  |       |       |
| Distribute migrant parent surveys |       |       |
| Distribute migrant staff surveys  |       |       |
| Analyze results of surveys  |       |       |
| Collect assessment data |       |       |
| Analyze assessment results  |       |       |
| Collect other data (i.e., dropout rates, absenteeism, suspensions/expulsions) |       |       |
| Analyze other data (i.e., dropout rates, absenteeism, suspensions/expulsions) |       |       |
| Determine needs of migratory children  |       |       |
| Share identified needs with parents of migratory children and youth  |       |       |
| Plan supplemental services to address the identified needs |       |       |

## Needs Assessment Data

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

| **Used** | **Data** |
| --- | --- |
| [ ]  | Migrant staff survey results  |
| [ ]  | Migrant parent survey results  |
| [ ]  | Course history of migratory children (i.e., grades, credits earned) |
| [ ]  | Retention rates of migratory children  |
| [ ]  | PEAKS assessment results in ELA and mathematics for migratory children |
| [ ]  | ACCESS assessment results for migratory children  |
| [ ]  | Alaska Science Assessment results for migratory children  |
| [ ]  | Alaska Developmental Profile (ADP) assessment results of migratory children  |
| [ ]  | Graduation rates of migratory children (4-year and 5-year rates) |
| [ ]  | Dropout rates of migratory children  |
| [ ]  | Chronic absenteeism rates for migratory children  |
| [ ]  | Suspension/expulsion rates for migratory children  |
| [ ]  | Local interim assessment results for migratory children |
| [ ]  | Numbers of migratory children identified as homeless  |
| [ ]  | Numbers of migratory children identified as Priority for Services (PFS) |
| [ ]  | Migrant Summative Data Report (MSDR) (provided by the MEO) |
| [ ]  | Other:       |
| [ ]  | Other:       |
| [ ]  | Other:       |
| [ ]  | Other:       |

## State Comprehensive Needs Assessment (CNA) Alignment

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

| **State Goal Area** | **District Process for Analyzing Migratory Children Needs**  |
| --- | --- |
| Academic support in English language arts and mathematics |       |
| School readiness  |       |
| High school graduation  |       |
| Support services  |       |

## Identified Needs

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

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

| **Desired State** (What Should Be) | **Current State**(What Is) | **Need**(Gap) |
| --- | --- | --- |
| EXAMPLE: 100% of third grade migratory children should be reading at grade level.  | EXAMPLE: 30% of third grade migratory children are reading at grade level.  | EXAMPLE: 70% of third grade migratory children must learn to read a grade level.  |
|       |       |       |
|       |       |       |
|       |       |       |
|       |       |       |
|       |       |       |
|       |       |       |
|       |       |       |

# Service Delivery Plan

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

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

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

For more information visit: [education.alaska.gov/ESEA/TitleI-C/docs/ProvisionofServicesGuidanceTitleI-C.pdf](https://education.alaska.gov/ESEA/TitleI-C/docs/ProvisionofServicesGuidanceTitleI-C.pdf)

## Title I-C Supplemental Services to Migratory Children and Youth

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

| **Need Area** | **Title I-C Funded Supplemental Services**  |
| --- | --- |
| Priority for Services (PFS) **(required)** |       |
| Academic support in ELA  |       |
| Academic support in mathematics |       |
| School readiness  |       |
| High school graduation and dropout support |       |
| Support services  |       |
| Other unique educational needs of migratory children that result from their migratory lifestyle |       |
| Other needs of migratory children that must be met in order for them to participate effectively in school |       |
| Other (specify)  |       |

## Title I-C Activities

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

| **Need Area** | **Title I-C Funded Activities**  |
| --- | --- |
| Parent and Family Engagement **(required)** |       |
| Identification & Recruitment **(required)** |       |
| Professional development for MEP staff |       |
| Family literacy programs |       |
| Administration  |       |
| Other (specify) |       |

## Performance Targets and Measurable Outcomes

Alaska has measurable program outcomes (MPOs) and statewide service delivery strategies in the four areas of academic support, high school graduation, school readiness, and support services. They were designed to guide the planning, implementation, and evaluation of the Migrant Education Program. The MPOs and key strategies in academic support are listed below. Note that for all four areas, all strategies are optional; however, sites approved for funding must select from this list the strategies they will implement based on local needs.

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

### Goal Area: Academic Support in English Language Arts and Mathematics

| **Migrant Strategy**(Should correlate with strategies checked in ESEA Consolidated Application) | **State Measurable Program Outcomes** | **District Measurable Program Outcomes** |
| --- | --- | --- |
| **1.1** Deliver targeted supplemental English language arts instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their English language arts needs that were identified through a standards-based assessment. | **1.A** Annually beginning in 2019-20, 2% more migratory children identified as PFS, EL, or who score below proficient on the State assessment will receive supplemental language arts instructional services in the regular or summer term as shown in the Mass Withdrawal and Summer Withdrawal reports starting with the baseline 2016-17 reporting period. **1.B** Annually beginning in 2019-20, 2% more PFS migratory children receiving supplemental ELA instruction will meet individual growth targets on the State assessment in English language arts than PFS migratory children who did not receive these services. |       |
| **1.2** Deliver targeted supplemental mathematics instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their mathematics needs that were identified through a standards-based assessment. | **1.C** Annually beginning in 2019-20, 2% more migratory children identified as PFS, EL, or who score below proficient on the State assessment will receive supplemental mathematics instructional services as shown in the Mass Withdrawal or Summer Withdrawal reports starting with the baseline 2016-17 reporting period. **1.D** Annually beginning in 2019-20, 2% more PFS migratory children receiving a supplemental math instructional service will meet individual growth targets on the State assessment in mathematics, compared to PFS migratory children who did not receive these services. |       |
| **1.3** Provide evidence-based, supplemental instruction for migratory children identified as EL that are designed to increase academic skills. | **1.E** Annually beginning in 2019-20, 2% more EL migratory children who received a supplemental ELA instructional service will successfully meet interim measures of progress or exit criteria on the ACCESS for ELLs, compared to EL migratory children who did not receive these services. |       |
| **1.4** Implement the Migrant Literacy Grant to:* increase access to literature in the homes of migratory families,
* support literacy activities that increase family engagement, and
* provide parents/ guardians with strategies to support reading in the home.
 | **1.F** Annually beginning in 2019-20, 3% more migratory children in districts receiving the Migrant Literacy Grant will receive reading materials as shown in the literacy grant final report and/or the Mass Withdrawal and Summer Withdrawal reports starting with the 2016-17 baseline.**1.G** Annually beginning in 2019-20, the percentage of migratory children who participate in a literacy grant district/site literacy activity will increase by 1% as shown on the Mass Withdrawal and Summer Withdrawal reports starting with the 2016-17 baseline. |       |

### Goal Area: School Readiness

| **Migrant Strategy**(Should correlate with strategies checked in ESEA Consolidated Application) | **State Measurable Program Outcomes** | **District Measurable Program Outcomes** |
| --- | --- | --- |
| **2.1** Establish partnerships with tribal, local, district, Head Start, and other preschools in communities to increase the enrollment of migratory children in preschool. This could include home-based visits and playgroups. | **2.A** Annually beginning in 2019-20, the percentage of migratory preschool aged children enrolled in early childhood programs will increase by 2% starting with the 2016-17 baseline. |       |
| **2.2** Provide migrant-funded instructional services for preschool-aged children with a focus on social-emotional development (home-based or site-based). Provide professional development in areas such as: working with preschool-aged children, ACEs-trauma informed practices, and social-emotional development. | **2.B** Annually beginning in 2020-21, 2% more migratory children who received migrant preschool services prior to being assessed with the Alaska Development Profile (ADP) will master skills in Domain 2: Social and Emotional Development. |       |
| **2.3** Use culturally-responsive, evidence-based curriculum and instruction that support the implementation of the Early Learning Guidelines (ELGs) at migrant-funded preschools. This includes resources and/or training for appropriate staff.  | **2.C** Annually beginning in 2020-21, 2% more migratory children who received migrant preschool services prior to being assessed with the ADP will master skills in 11 of 13 goals. |       |

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

| **Migrant Strategy**(Should correlate with strategies checked in ESEA Consolidated Application) | **State Measurable Program Outcomes** | **District Measurable Program Outcomes** |
| --- | --- | --- |
| **3.1** In the regular and/or summer terms, provide high school migratory children appropriate credit recovery and/or distance education opportunities for credit accrual. | **3.A** By the end of the 2019-20 school year and each year thereafter, the percentage of high school migratory children receiving credit accrual services (credit recovery or dual enrollment including distance delivered courses) will increase by 1% starting with the 2016-2017 baseline.  |       |
| **3.2** In the regular school term, provide middle and high school migratory children with an academic success coach to monitor child progress and provide assistance when a child is at-risk of receiving a D or F in an ELA or math course. | **3.B** By the end of the 2019-20 school year and each year thereafter, 3% more high school migratory children receiving credit accrual services (credit recovery or dual enrollment including distance delivered courses) or academic success coaching will earn 5 credits per year, compared to the 2016-2017 baseline. |       |
| **3.3** In the regular and/or summer terms, provide migratory children opportunities to participate in college/career readiness activities and work towards a career path. | **3.C** By the end of the 2019-20 school year and each year thereafter, the percentage of high school migratory children receiving career and technical education services will increase by 3% starting with the 2016-2017 baseline.  |       |
| **3.4** In the regular and/or summer terms, provide outreach activities for migratory OSY to help them re-enroll in school and graduate. | **3.D** By the end of the 2019-2020 school year, and each year thereafter, the percentage of OSY who re-enroll in school will increase by 2% starting with the 2016-2017 baseline.  |       |

### Goal Area: Support Services

| **Migrant Strategy**(Should correlate with strategies checked in ESEA Consolidated Application) | **State Measurable Program Outcomes** | **District Measurable Program Outcomes** |
| --- | --- | --- |
| **4.1** Provide parents of migratory children with access to information through multiple distribution methods (print and electronic) about migrant education events; support materials for reading, writing, math, and homework help; assistance navigating the school system; and additional support services during both regular and summer terms.   | **4.A** By the end of the 2019-20 reporting period, 80% of parents of migratory children will indicate on the Parent Survey that they are aware of services provided through the MEP. |       |
| **4.2** Provide educational support resources such as books for the home, school supplies, and technology support to migratory children as needed. Examples include:* Necessary school supplies such as backpacks, pencils, pens, paper etc.
* Technology support such as computer rental/ borrowing program, internet access, and education on technology use
* Advocacy through community outreach events
 | **4.B** By the end of the 2020-21 reporting period following updating the support services data collection, 2% more migratory children will receive necessary educational resources annually starting with the 2019-20 baseline. |       |
| **4.3** Provide support services to enable migratory children to access educational activities and community-based activities and services. Examples include:* Health services such as healthy living assistance, medical/dental/vision health, and mental health
* Advocacy for housing, social services, and transportation services
* Necessary support services such as clothing (winter coats and boots), nutrition, and transportation
* Healthy living instruction such as safety and nutrition
 | **4.C** By the end of the 2020-21 reporting period following updating the support services data collection, 2% more migratory children will receive support for health and safety instruction annually starting with the 2019-20 baseline.  |       |

## Priority for Services

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

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

Priority for service is given to Priority for Service Students.

### Identification of K-2 PFS Students

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

### Identification of 3-12 PFS Students

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

## Continuation of Services Provision

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

# Program Evaluation

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

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

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

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

## Evaluation Process

Describe the district process of evaluating the Migrant Education Program.

| **Topic**  | **Timeframe** | **Process of Evaluating**  |
| --- | --- | --- |
| Records keeping  |       |       |
| Identification & recruitment  |       |       |
| Individual recruiters  |       |       |
| Supplemental instructional services  |       |       |
| Supplemental support services  |       |       |
| Measurable program outcomes  |       |       |
| Other (specify) |       |       |

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

# Parent and Family Engagement

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

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

## Local Migrant Parent Advisory Council and Parent Meetings

Describe the district’s process for conducting parent meetings.

| **Activity**  | **Timeframe** | **Process** |
| --- | --- | --- |
| Conduct local Migrant Parent Advisory Council meetings  |       |       |
| Conduct annual parent meeting where parents of migratory children are consulted in the planning and operation of migrant education programs and projects |       |       |
| Other (specify)  |       |       |

## Disseminating Information to Parents

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

| **Information Sent to Parents of Migratory Children**  | **Timeframe** | **Process** |
| --- | --- | --- |
| MEP services available to their children |       |       |
| Opportunities to participate in the planning and evaluating of the local MEP |       |       |
| Annual Parent Survey  |       |       |
| Other (specify)  |       |       |

## Strategies to Increase Parent and Family Engagement

Engaging parents of migratory children in planning the MEP builds their capacity to assist in their children’s learning at home. In addition, parental engagement in the planning of the program enables parents to understand the program and have informed conversations with MEP and school staff regarding their children’s education. Through their participation in the planning process, parents of migratory children are also more likely to become advocates and supporters of the program because they have a personal stake in its success.

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

Click or tap here to enter text.

# Appendix

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

## District Boundary Map

## MEP Staff Job Descriptions

## Recruiting Brochure or Flyer

## Recruiting Questionnaire/Enrollment Form

## Eligibility Determination Letter

## Student Records Request Form

## Evaluation & Needs Assessment Surveys

## Parent and Family Engagement Meeting Notices and Agendas