

Migrant Education Program



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Glossary of Acronyms

AK	Alaska
AYP	Adequate Yearly Progress
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
CTE	Career and Technical Education
DIASA	Data Interaction for Alaska Student Assessments
DIBELS	<i>Dynamic Indicators of Basic Early Literacy Skills</i>
DOE	Department of Education
ECE	Early Childhood Education
EED	Alaska Department of Education & Early Development
EL	English learner
ELG	Early Learning Guideline
ELL/EL	English Language Learner or English Learner
ELP	English Language Proficiency
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
GED	General Educational Development
GPA	Grade Point Average
HS	High School
HSGQE	High School Graduation Qualifying Exam
ID&R	Identification and Recruitment
IEP	Individual Education Plan
ILP	Individual Learning Plan
K-12	Kindergarten through Grade 12
KDP	Kindergarten Development Profile
LEA	Local Education Agency (also LOA for Local Operating Agency)
LEP	Limited English Proficiency
MEP	Migrant Education Program
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
NCLB	No Child Left Behind Act of 2001
OASIS	Online Alaska School Information System
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PFS	Priority for Services
PK	Pre-Kindergarten
QAD	Qualifying Arrival Date
RTI	Response to Intervention
SBA	Standards-Based Assessment
SDP	Service Delivery Plan
SEA	State Education Agency
WIC	Women, Infants, and Children
WIDA	World-Class Instructional Design & Assessment

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1

Introduction

Legislative Mandate for Service Delivery Planning

Section 1306(a)(1) of Title I, Part C of the No Child Left Behind Act of 2001 (NCLB) requires State Education Agencies (SEAs) and their local operating agencies to identify and address the special educational needs of migrant children in accordance with a comprehensive plan that:

- Is integrated with other Federal programs, particularly those authorized by the Elementary and Secondary Education Act (ESEA);
- Provides migrant children an opportunity to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- Specifies measurable program goals and outcomes;
- Encompasses the full range of services that are available to migrant children from appropriate local, State, and Federal educational programs;
- Is the product of joint planning among administrators of local, State, and Federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B of Title III; and
- Provides for the integration of services available under Part C with services provided by such other programs.

Section 200.83(b) of the regulations requires the SEA to develop its comprehensive State Service Delivery Plan (SDP) in consultation with the State migrant education parent advisory with the parents of migrant children in a format and language that the parents understand. A parent representative was present for SDP meetings and was part of the decision-making process.

There are a number of components that are required by statute to be included in a State comprehensive SDP. These are:

- 1. Performance Targets.** The plan must specify the performance targets that the State has adopted for all migrant children for: reading; mathematics; high school graduation/the number of school dropouts; school readiness (if adopted by the SEA); and any other performance target that the State has identified for migrant children. (34 CFR 200.83(a)(1).)
- 2. Needs Assessment.** The plan must include identification and an assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(2).)
- 3. Measurable Program Outcomes.** The plan must include the measurable outcomes that the Migrant Education Program (MEP) will produce statewide through specific educational or educationally-related services. (Section 1306(a)(1)(D) of the statute.) Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State's performance targets.
- 4. Service Delivery.** The plan must describe the SEA's strategies for achieving the performance targets and measurable objectives described above. The State's service

delivery strategy must address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(3).)

5. *Evaluation.* The plan must describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. (34 CFR 200.83(a)(4).)

Optional information that may be contained in the SDP includes the policies and procedures it will implement to address other administrative activities and program functions, such as:

- *Priority for Services.* A description of how, on a statewide basis, the State will give priority to migrant children who: (1) are failing, or most at risk of failing, to meet the state's challenging academic content and student achievement standards, and 2) whose education has been interrupted during the regular school year.
- *Parent Involvement.* A description of the SEA's consultation with parents (or with the State parent advisory council, if the program is of one school year in duration) and whether the consultation occurred in a format and language that the parents understand.
- *Identification and Recruitment.* A description of the State's plan for identification and recruitment activities and its quality control procedures.
- *Student Records.* A description of the State's plan for requesting and using migrant student records and transferring migrant student records to schools and projects in which migrant students enroll.

In compliance with the guidance provided by the Office of Migrant Education (OME), Alaska will update the comprehensive State SDP whenever it: 1) updates the statewide Comprehensive Needs Assessment; 2) changes the performance targets and/or measurable outcomes; 3) substantially changes the services that the MEP will provide statewide; or 4) substantially changes the evaluation design.

Developers of the Alaska MEP Service Delivery Plan

A complete listing of the members of the Service Delivery Plan Committee and their affiliations is found at the beginning of this report. These individuals participated in a systematic process that involved representation of stakeholders whose experience in migrant education and knowledge of the needs and resources in the State helped direct the strategies that are presented in this report.

The SDP Committee was composed of representatives who are parents and community members; MEP educators and administrators, recruiters, and Alaska Department of Education and Early Development (EED) representatives. These individuals have expertise and/or experience in reading, mathematics, strategies for migrant student graduation, professional development, identification and recruitment (ID&R), data management, inter-agency coordination, parent involvement, and/or early childhood education.

Members of the SDP Committee also served previously on the Alaska MEP Comprehensive Needs Assessment (CNA) Committee to provide continuity to the overall comprehensive process that was carried out in Alaska. This helped to ensure that systems are aligned to meet the special educational needs of Alaska migrant students.

Organization of the SDP Report

The report consists of 10 sections and six appendices, with each one building on the previous section.

Section 1-Introduction - This section includes legislative mandates, developers of the CNA, and an overview of the report.

Section 2-Needs Identified through the Statewide CNA - Section 2 outlines the statewide process Alaska undertook to explore needs assessment data on migrant students; includes an analysis of the needs assessment data; and reports how CNA results are aligned with State systems and resources.

Section 3-Performance Goals and Targets - This section specifies the Alaska designations for Priority for Service (PFS) and spells out how performance targets/goals meet the identified needs and priorities set by the State.

Section 4-Measurable Program Outcomes and Statewide Service Delivery Strategies - The objectives in Section 4 outline how the State and its local operating agencies will be responsible for outcomes in the areas of academic support, high school graduation, school readiness, and support services.

Section 5-Monitoring and Technical Assistance Plan - The plan for monitoring and technical assistance is specified in Section 5, clarifying the role that the State, local operating agencies, and outside experts will play in the technical assistance process.

Section 6-Professional Development Plan for Staff - This section provides the systematic plan for providing professional development for Alaska educators, administrators, recruiters, parent liaisons, and other service providers.

Section 7-Parent Involvement and Development Plan - The plan for State MEP services to parents is included in this section. It considers the various roles of parents and how the State plans to address parent needs.

Section 8-Identification and Recruitment Plan - In Section 8, the roles and responsibilities of recruiters are specified with the Alaska plan for quality control in recruitment.

Section 9-Evaluation Plan - Section 9 contains the State plan for evaluating the implementation of the SDP based on performance targets and measurable program outcomes. Alaska's systems for data collection and reporting are specified along with how Alaska will use the evaluation results for making mid-course corrections and improvement.

Section 10-Summary and Next Steps - Section 10 offers evidence-based conclusions and discusses the next steps in applying the results of the SDP to planning services for Alaska's migrant students. This section sets the stage for the implementation and makes recommendations to inform the evaluation of MEP services.

Appendices - The appendices include: (A) SDP meeting agendas and notes, (B) Alaska MEP CNA table of contents, (C) strategic planning chart with committee decisions, (D) table of contents for the Harvest Manual (ID&R and quality control document), (E) Title I, Part C section of the Consolidated Monitoring Tool; and (F) Alaska MEP Technical Assistance Visit Form and Recommendation Report.

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Needs Identified through the Statewide Comprehensive Needs Assessment

The Statewide CNA Process

The Alaska EED Migrant Education Program conducted a Statewide MEP CNA update beginning in the spring of 2012 through December of 2012 to identify the needs of Alaska migrant students and update the original CNA from 2006. The SEA convened a Needs Assessment Committee (NAC) consisting of SEA staff and parent/community and school district representatives (teachers, administrators, and other school staff). The NAC participated in two update meetings.

Concern Statements were developed during these meetings along with needs indicators and needs statements. The NAC reviewed data related to migrant student achievement, attendance, mobility, and migrant activities. In addition, MEP staff and parents from across the state were surveyed to determine the types and extent of needs of migrant students living in isolated locations. Data analysis and descriptions of the procedures are recorded in the CNA report dated December 2012. The concerns outlined in the report reflected the Committee's concerns about the needs of migrant students. (See Appendix B for the table of contents for this report.)

Alaska adopted the goal areas below for both the CNA and maintained the goal areas for the SDP process to ensure consistency:

Goal Area 1: Academic Support in English Language Arts and Math

Goal Area 2: High School Graduation

Goal Area 3: School Readiness

Goal Area 4: Support Services

The Committee followed the process for CNA that was recommended in the OME Toolkit for the Comprehensive Needs Assessment 2012:

In Phase I – Explore “What Is” – the Steering Committee explored the current state of the migrant student population and program in Alaska;

In Phase II – Gather and Analyze Data – the Committee gathered and analyzed the data to determine priorities and needs for migrant students and families; and

In Phase III – Make Decisions – the committee explored and recommended possible solutions to be implemented through the statewide services plan to guide local district services plans.

The Seven Areas of Concern (educational continuity, student instructional time, school engagement, English language development, education support in the home, health, and access to services) were reviewed along with all available data on migrant students compared to the general school population. The Seven Areas of Concern organizers helped the Committee to identify student needs in each area of concern and identified possible solutions.

The NAC identified concerns within each goal area, supported by need indicators and need statements. In addition, the NAC identified three concerns as the top priority for the state based on the magnitude of the needs, the importance to student's overall success, and the disparate impact on Priority for Services (PFS) migrant students:

1.1) We are concerned that, as a result of the migrant lifestyle, migrant students have a lower proficiency rate on state academic content assessments in **English/language arts** than non-migrant students.

1.2) We are concerned that, as a result of the migrant lifestyle, migrant students have a lower proficiency rate on state academic content assessments in **math** than non-migrant students.

2.1) We are concerned that, as a result of the migrant lifestyle migrant, students are not **graduating** at the state target rate.

These three concerns along with the other lower priority concerns formed the basis of the development of strategies and measurable program outcomes developed during the SDP process. In addition to concerns, need indicators, and need statements, the NAC proposed solutions through a process that asked NAC members to discuss methods for improving student achievement, the possible effects that the solutions may have on the causes of the need, the feasibility of implementing the solutions, the acceptability to stakeholders, and suggested criteria for evaluating the results of the implemented solutions.

Through the analysis of data and the development of concerns, a profile of migrant students in Alaska was developed. Overall, the NAC emphasized that the *rural isolation of migrant students and the nature of migratory work in Alaska meant that student needs should be analyzed locally as different locations often demonstrated different needs*. Nonetheless, a description of migrant students in Alaska was developed:

- ▶ The number of eligible migrant students identified in Alaska was 10,790, and migrant students are 8% of the total student population.
- ▶ 240 (2%) migrant students were identified as being PFS.
- ▶ The average number of days attended for migrant students during the 2010-11 school year was 129. The average number of school days in the calendar is 172 .
- ▶ 68% of migrant students graduate with their peers compared to a state target of 85% for all students.
- ▶ The majority of migrant students are Alaska Native—65% are Alaska Native, 19% are White (not Hispanic), and the remaining 16% are split among multiple races, Black, Hispanic, Asian/Pacific Islander, and American Indian.
- ▶ 99% of qualifying students were in families that made moves for fishing, and 88% were in families engaging in fishing for personal subsistence.
- ▶ The number one fishing activity was “set netting” with most moves made to catch salmon and whitefish.

Appendix C contains the alignment chart with concerns, solutions, state performance targets, strategies, and outcomes.

Using CNA Results to Inform the Service Delivery Planning Process

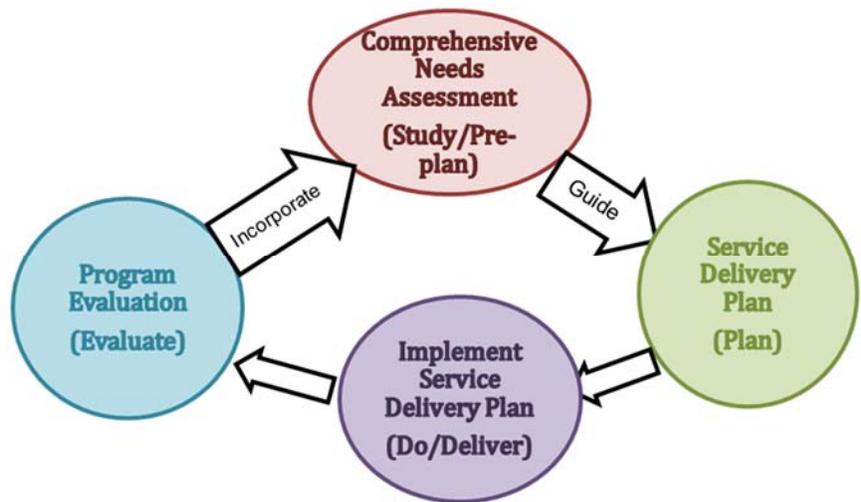
The Alaska MEP used the chart on the following page to guide the CNA, SDP, and evaluation planning and implementation process. The process begins with the CNA that informs the development of the SDP and continues on through the implementation, and program evaluation.

The primary purpose of the CNA is to guide the overall design of the Alaska Migrant Education Program on a statewide basis as well as to assure that the findings of the CNA will be folded into the Comprehensive State Plan for Service Delivery. The SDP will help the Alaska MEP develop and articulate a clear vision of: 1) the needs of Alaska migrant children; 2) the services the Alaska MEP will provide on a statewide basis; 3) the Alaska MEP’s measurable outcomes and how they help achieve the State’s performance targets; and 4) how to evaluate whether and to what degree the program is effective.

The Alaska MEP CNA results provided a blueprint for the delivery of services within the State for migrant children and youth. An SDP Committee was formed by the State with representatives of the key stakeholders in migrant education within the State. Migrant parent and community members were represented along with MEP educators, SEA staff, administrators, and recruiters.

The SDP Committee contained individuals with expertise in strategies for reading, mathematics, early childhood education, high school graduation, professional development, data collection and reporting, identification and recruitment, and parent involvement. To ensure

continuity in the CNA and SDP processes, members had also served on the CNA Committee. Meetings were facilitated by a consultant with knowledge about the Alaska MEP and experience in leading MEP SDP teams in other states.



There were two meetings of the SDP update committee, held in January and March 2013 in Anchorage, Alaska. (See Appendix A for all meeting agendas, notes, and summaries of meeting evaluation surveys.) The activities conducted during the meetings are described below.

SDP Meeting #1 1) Understand how the program planning process interacts with the State SDP; 2) create strategies for meeting student needs; 3) create MPOs and align to strategies; 4) prioritize strategies and identify required and optional strategies; and 5) review and decide on next steps toward determining the major components of the SDP.

SDP Meeting #2 1) Continue the SDP planning cycle by reviewing and arriving at consensus on strategies and MPOs; 2) identify resources needed to address the strategies; 3) identify evaluation activities and tools to measure progress toward meeting MPOs; 4) make decisions about guidance for the consolidation of funds into a schoolwide program; and 5) discuss next steps in developing the SDP report and aligning MEP systems.

Appendix C contains the strategic planning chart of SDP decisions including State performance targets, strategies, and measurable outcomes. This chart was used throughout the process as an organizer and to capture the decisions of the SDP Committee. Prior to the first meeting and as a result of the decisions made through the CNA process, the areas of the chart that were filled in included *Need/concern*, *Solution Identified in the CNA*, and *Performance Target*.

Aligning CNA Results with State Systems and Resources

It is important that the Service Delivery Plan ensures that MEP activities are aligned with Alaska’s College, Career and Culturally Ready standards. The four goal areas are aligned with the Alaska State performance targets and consider the College, Career & Culturally Ready standards within the State.

Resources within the State as well as Federal resources are available to assist the Alaska MEP to carry out its services and address the MPOs. The organizations and websites listed include Alaska-based organizations and national resources.

Local and State Resources

Examples of collaborators at the state and local level with the Alaska MEP for sharing resources, information, and service are listed below.

- The **Alaska State Parent Information and Resource Center** (PIRC), The Alaska PIRC's purpose is to help districts and schools strengthen parental involvement policies, programs, and activities that lead to improvement in student academic achievement; and build partnerships among families (including parents of children from birth through age 5), community based organizations, teachers, principals, and other school personnel. www.akpirc.org.
- A **state website** at www.education.alaska.gov provides a portal to information with sections for educators and administrators, parents and students, and districts and schools.
- **Covenant House Alaska** (CHA) is part of Covenant House International, which is the largest privately funded agency in the Americas providing shelter and other services to homeless, runaway and at-risk youth.
- The mission of the National Guard **Alaska Military Youth Academy** is to help intervene in and reclaim the lives of Alaska's at-risk youth and produce graduates with the values, skills, education, and self-discipline necessary to succeed as adults. <http://www.ngycp.org/site/state/ak/>
- The **Alaska Head Start Association** (AHSA) is dedicated to strengthening early learning programs through advocacy, education, and leadership. Local collaborative partnerships are created to ensure young children receive appropriate preschool services. <http://www.akheadstart.org/index.html>
- The **Alaska Performance Scholarship** provides funds for unpaid costs of attendance certified by the postsecondary institution. These costs may include tuition, fees, books, required tools and supplies, room and board and transportation, in accordance with the standard budgets published by the institution. Eligibility is based on GPA, test scores, and rigorous high school curriculum. http://acpe.alaska.gov/STUDENT-PARENT/Grants_Scholarships/Alaska_Performance_Scholarship
- **Nine Star's** mission, through education and employment services, is to help Alaskans get a job, keep a job, and advance on the job. <http://ninstar.com/>
- The **Cook Inlet Tribal Council** collaborates with the Alaska MEP for housing, assistance for youth, and employment. <http://citci.org/>
- The **Statewide Library Electronic Doorway** (SLED) provides live online homework help to residents of Alaska from 1p.m. to midnight Alaska time. <http://sled.alaska.edu/homework>
- **Alaska Kids Guide** is an online resource of information for the busy parent with weekly newsletters providing tips and giving parents the latest information about community activities and services. <http://www.alaskakidsguide.com/>
- **Alaska 2-1-1** is a phone number you dial in Alaska to find out about hundreds of important community resources like emergency food and shelter, disability services, counseling, health care, child care, transportation, educational opportunities and much more. Alaska 2-1-1 is both free and confidential. Dialing 2-1-1 in Alaska will connect people to a call center that is open Monday through Friday from 8:30 am – 5:00 pm, and will connect individuals with trained staff who will help locate community resources

nearest to them. Alaska 2-1-1 is a service of the United Ways of Alaska. The website is available 24/7. <http://www.Alaska211.org>

National Resources

Following are examples of national resources for collaboration that the Alaska MEP will work with to provide services that migrant children need.

- **Office of Migrant Education** provides excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migrant children, youth, agricultural workers and fishers, and their families. The website is found at <http://www2.ed.gov/about/offices/list/oese/ome/index.html>
- The **National Association of Federal Education Programs (NAFEPA)** is a support organization for educators who work with federally funded programs in their local school districts and in their states. The mission of NAFEPA is “Supporting leadership and management of federal education in America's schools.” <http://www.nafepa.org/>
- **Migrant Literacy NET**: The focus of this project is to provide teachers with tools for quickly assessing and providing supplemental research-based literacy lessons to students in grades K-12 to improve their foundational literacy skills. Educators can use the website to quickly identify individual student literacy needs and access instructional lessons designed to improve specific literacy skills. Graduation Plans are also available on the Migrant Literacy NET to help secondary students and out-of-school youth overcome barriers to graduation. Alaska is a partner State in this consortium. <https://www.migrantreadingnet.com/>
- The **Migrant Student Information Exchange (MSIX)** is a web-based portal that links states’ migrant student record databases to facilitate the national exchange of migrant students’ educational and health information among the States <http://msix.ed.gov>
- The **Interstate Migrant Education Council (IMEC)**, an independent organization to advocate policies that ensure the highest quality education and other needed services for migrant children, facilitates opportunities for members to examine policy issues at all levels of government related to coordination between public and private agencies to benefit migrant students and programs. For more information, visit <http://migidimec.org>
- The U.S. Department of Education’s **Office of English Language Acquisition** provides resources and support for English language learners through the National Clearinghouse for English Language Learners. For more information, see <http://www.ncela.gwu.edu/>

3

Performance Goals and Targets

Priority for Services

As part of the NCLB requirements for Title I, Part C, every State must describe how it determines which student meet the priority for services definition; and every MEP in every State is required to maintain a list of eligible migrant students as well as a listing of the students designated as PFS. In addition to these lists, reasons for the decision to designate a student as PFS must remain on file with the student records at each migrant program site.

Determining which migrant students receive priority for services is put into place through the SDP as part of the State activity in which Alaska sets its performance goals, targets, and benchmarks to ensure the appropriate delivery of migrant student services.

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 students who are failing, or most at risk of failing to meet State academic content standards and student achievement standards **and** whose education has been interrupted during the regular school year. [*Elementary and Secondary Education Act of 1965, amended as No Child Left Behind Act of 2001, Title I-C, Section 1304(d)*]

Both section (A) **and** (B) below must be met in order for a migrant child/youth to be considered PFS. If **any** of the *Failing, or Most at Risk of Failing, to Meet State Standards* factors (1-3) and *Education Interruption* factors (1 or 2) are met, the student is designated as PFS for that section.

- A.** A student meets the criteria for failing, or being at risk of failing, to meet academic content and achievement standards if one of the following criteria exists:
1. Any eligible migrant student in grades 3-10 who is below proficient in **English language arts and/or math** on SBAs; or
 2. Any eligible migrant student in grades 11-12 who has not passed all sections of the High School Graduation Qualifying Exam; or
 3. Any eligible migrant student in grades K-2 who is determined to be at risk of failing to meet content and achievement standards through a district-determined assessment such as the DIBELS, the **English language proficiency assessment**, or appropriate **universal screening** assessment.
- B.** A student meets the criteria for school interruption if one or more of the following criteria exists within the previous 12 months:
1. The Qualifying Arrival Date (QAD) of the most recent migrant move was during the current or prior school year; or
 2. One or more school interruptions related to the migrant lifestyle occurred from the following list:
 - A move related to the migrant lifestyle was made during the current or prior school year; or
 - Enrollment in school was late due to the migrant lifestyle; or
 - A move for qualifying work was made during the summer that caused a student to miss necessary summer coursework; or
 - A student missed school for reasons related to the migrant lifestyle such as an accident that occurred while on a fishing trip that caused the student to miss school (the guidance suggests this interruption be 10 or more days; however, Alaska has not defined a minimum number).

State MEP staff, local migrant directors, contractors, and others with expertise in the design, operation, and evaluation of migrant education programs provide technical assistance to MEP staff to help them most efficiently determine the students who are PFS.

Alaska makes the decision about how MEP services are delivered by assigning the first priority for services to students that have been determined to have the greatest needs. Students are designated PFS based on a two-part process of: (1) educational interruption and (2) failing, or most at risk of failing, to meet State standards.

How Performance Targets/Goals Meet Needs and Priorities

The performance targets for migrant students in Alaska are the same as those for all students as established by the Alaska EED as part of its Consolidated State Plan, and amended by its ESEA Flexibility Waiver of May 15, 2013. As such, migrant students are part of the “all students” designations that Alaska describes in the plan on the EED website. Following are the performance targets for all students and to which the MEP strategies and MPOs have been aligned.

English Language Arts and Mathematics: All students will reach high standards, at a minimum by attaining proficiency or better in English/ language arts and mathematics. The percent of students not proficient in English/language arts and math will decrease by half over six years. (ESEA Flexibility Waiver, May 15, 2013)

English learners: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in English/ language arts and mathematics. The percent of LEP students not proficient in English/language arts and math will decrease by half over six years. The percent of LEP students attaining proficiency in English will meet the state targets for attaining proficiency in English as measured by the English Language Proficiency Assessment. (ESEA Flexibility Waiver, May 15, 2013 and Consolidated State Application, amended January 5, 2013)

School readiness: It is expected that a child entering kindergarten will demonstrate the indicators [within the five domains described in the Alaska Early Learning Guidelines] in the 60-month to kindergarten-entry age range, as well as the indicators in the 36-to-60-month age range, 18-to-36-month age range, and birth-to-18-month age range. (Alaska Early Learning Guidelines)

High school graduation: 85% of students will graduate from high school. (Consolidated State Application, amended August 2010)

Support services: Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner. (*Sec 1301(3) of Title I, Part C*)

While these statewide **performance targets** represent the expectations that are held constant for all students in Alaska, we recognize that the MEP is a supplementary program and that our limited resources need to be directed at the *unique* educational needs that result from migrant students' education disruption, lack of continuity of instruction, and other factors related to migrancy and mobility.

The performance targets for English language arts, mathematics, English learners, school readiness, and high school graduation were aligned to strategies and MPOs designed by the SDP Committee. See Appendix C for the alignment chart.

4

Measurable Program Outcomes and Statewide Service Delivery Strategies

Goal Areas: Academic Support, High School Graduation, School Readiness, and Support Services

Alaska's MPOs and statewide service delivery strategies in the four areas of academic support, high school graduation, school readiness, and support services were designed to guide the planning, implementation, and evaluation of the migrant education program in the State. 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.

Key Strategies	Academic Support MPOs
<p>1.1 Provide researched-based academic support in English/language arts for PFS migrant students and other at-risk migrant students (including those who are LEP) delivered during or beyond the regular school day or summer term.</p>	<p>1a) By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant and non-migrant students proficient on the English/language arts SBA will be reduced by 2%.</p> <p>1b) By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant and non-migrant students proficient on the math SBA will be reduced by 2%.</p> <p>1c) By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant LEP and non-migrant LEP students proficient on the English/language arts SBA will be reduced by 1%.</p> <p>1d) By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant LEP and non-migrant LEP students proficient on the math SBA will be reduced by 1%.</p> <p>1e) By the end of the 2013-14 school year and each year thereafter, 80% of staff who receive MEP funded professional development will report on a staff survey that the training helped them implement research-based instructional, curricular, or assessment strategies in English/language arts or math.</p> <p>1f) By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant LEP and non-migrant LEP students proficient on the state approved ELP assessment will be reduced by 0.5%.</p>
<p>1.2 Provide researched-based academic support in math first for PFS migrant students and then migrant LEP or other at-risk migrant students delivered during or beyond the regular school day or summer term.</p>	
<p>1.3 Provide instructional and support services and/or activities to address the impact of missing school and support student engagement.</p>	
<p>1.4 Provide professional development for migrant-funded staff in research-based instructional, curricular, or assessment strategies in English/language arts or math.</p>	
<p>1.5 Provide supplemental academic English language acquisition instruction delivered during or beyond the regular school day or summer term to migrant students identified as LEP.</p>	

The MPOs and key strategies in **high school graduation** are listed below. These MPOs reflect the knowledge that the MEP is a supplementary program that adds value to the other Federal, State, local, school, and community resources in math provided to migrant students in Alaska.

Key Strategies	High School Graduation MPOs
<p>2.1 Provide migrant high school students appropriate credit recovery and/or distance education options for credit accrual.</p> <p>2.2 Provide opportunities to participate in college/career readiness activities.</p> <p>2.3 Implement supplemental advising and counseling strategies to encourage graduation and discourage dropping out.</p>	<p>2a) By the end of the 2013-14 school year and each year thereafter over the next six years, the graduation rate for migrant high school students will increase by 3%.</p>
<p>2.4 Provide supplemental academic services for students 10th grade and above, to support passing the HSGQE.</p>	<p>2b) By the end of the 2013-14 school year and each year thereafter over the next six years, the gap between migrant and non-migrant students passing the math section of the HSGQE will be reduced by 3%.</p> <p>2c) By the end of the 2013-14 school year and each year thereafter over the next six years, the gap in the 10th grade between migrant and non-migrant students passing the writing section of the HSGQE will be reduced by 2.5%.</p> <p>2d) By the end of the 2013-14 school year and each year thereafter over the next six years, the gap in the 10th grade between migrant and non-migrant students passing the reading section of the HSGQE will be reduced by 2.3%.</p>
<p>2.5 Provide outreach activities for migrant out-of-school youth (OSY) to help students graduate and/or obtain a GED or work toward a career path.</p>	<p>2e) By the end of the 2013-14 school year and each year thereafter, 80% of migrant OSY who participated in migrant-funded outreach activities and have an OSY plan will make progress on the plan as indicated by teacher/instructional staff assessment of plan progress.</p>

The MPOs and key strategies in **school readiness** are listed below. These MPOs reflect the knowledge that the MEP is a supplementary program that adds value to the other Federal, State, local, school, and community resources provided to migrant students in Alaska to help them become ready to enter school.

Key Strategies	School Readiness MPOs
<p>3.1 Provide the Alaska Early Learning Guidelines and parent education regarding the ELGs to parents of migrant preschoolers.</p> <p>3.2 Coordinate with early childhood and other service providers (e.g., Head Start programs) in order to provide opportunities for parent training on early literacy and school readiness.</p>	<p>3a) By the end of the 2013-14 school year and each year thereafter, 80% of parents who receive the ELGs and attend migrant-sponsored parent education activities (or activities with substantial MEP involvement) regarding the ELGs will indicate on a parent survey that the training was useful in preparing their child for Kindergarten.</p>
<p>3.3 Provide resources and/or training on the ELGs and best practices to appropriate staff at migrant-funded preschools.</p>	<p>3b) By the end of the 2013-14 school year and each year thereafter, 80% of migrant staff that receive training on implementing the ELGs will indicate on a staff survey that the training is beneficial in their instruction of migrant preschoolers.</p>

Key Strategies	School Readiness MPOs
<p>3.4 Use research-based curriculum and instruction that support the implementation of the ELGs at migrant-operated and funded preschools.</p>	<p>3c) By the end of the 2014-15 school year and each year thereafter, 55% of students attending migrant-operated and funded preschools that implement the ELGs will master 9 of the 13 skills on the Kindergarten Development Profile by the fall of their kindergarten year.</p>

The MPOs and key strategies in **support services** are listed below. These MPOs reflect the knowledge that the MEP is a supplementary program that adds value to the other Federal, State, local, school, and community support services provided to migrant students in Alaska to help them remain in school and achieve success.

Key Strategies	Support Services MPOs
<p>4.1 Provide parent involvement events and/or materials regarding reading, writing, and math homework/study support for migrant parents.</p>	<p>4a) By the end of the 2013-14 school year and each year thereafter, 80% of migrant parents who received core academic homework/study support will report on a parent survey that the activities increased their ability to help their children with homework.</p>
<p>4.2 Provide educational support resources to migrant students as needed (e.g. books for the home, school supplies and/or clothing not provided by the school to all children). 4.3 Provide direct or referred support services in medical/dental, health and safety, and/or nutrition. 4.4 Provide/initiate referrals and/or resource lists regarding community service providers for migrant families (e.g. health & safety providers, social service providers). 4.5 Provide information or activities designed to facilitate parent involvement in their student’s education during the regular and/or summer terms. 4.6 Provide transportation services to enable migrant students to access educational activities/services.</p>	<p>4b) By the end of the 2013-14 school year and each year thereafter, 80% of migrant staff providing MEP support services will report on a staff survey that support services provided in their district (rated individually for each item provided in the list below) were effective in meeting student needs.</p> <ul style="list-style-type: none"> - Support resources (books, school supplies, clothing, etc.) - Health, medical, dental, vision, and nutrition - Parent involvement - Referrals - Transportation - Counseling - Advocacy
<p>4.7 Provide information and activities to migrant parents and/or school staff regarding migrant program instruction and support services available to migrant families during the regular term and/or summer.</p>	<p>4c) By the end of the 2013-14 school year and each year thereafter, 80% of migrant parents who received information regarding MEP instruction and support services will report on a parent survey that the information helped them better advocate for their children in obtaining appropriate services.</p>

Resources Needed to Address Strategies

The resources needed for Alaska to ensure that a high quality MEP is implemented are matched to each strategy. The resources listed include professional development (including local, State, and national training venues), technical assistance by the EED, Federal resource centers, collaboration with community-based organizations and other agencies, collaboration with institutions of higher education, collaboration with MEP programs and initiatives in other states, specific curriculum, instructional materials/programs, etc. The committee emphasized that travel expenses are often associated with services provided due to the rural isolation of most MEP students—travel and transportation expenses are part of the “associated costs” listed

within resources for many of the strategies. The major resources identified by the committee are listed in the chart below.

Resources: Academic Support	
1.1 and 1.2: Reading and math support	<ul style="list-style-type: none"> • Paraprofessional and/or certified staff • Research-based supplemental materials • Technology • Extended year/day programs • Summer school and associated costs • Activities beyond the school day and associated costs for providing services in rural and isolated areas
1.3: Support student engagement by addressing impact of missing school	<ul style="list-style-type: none"> • Staff (parent liaisons, bilingual staff, and/or certified staff) • Professional development • Summer enrichment • Materials related to increasing student engagement • Associated costs for providing services in rural and isolated areas
1.4: Professional development	<ul style="list-style-type: none"> • Professional development opportunities onsite, out of the district, technical support, and associated costs • Collaborators and/or contracted services to provide training
1.5: Supplemental academic English language instruction	<ul style="list-style-type: none"> • Staff (paraprofessionals, bilingual staff, and/or certified staff) • Supplemental ELL materials and associated costs • Technology tools for language learning including software and hardware • Professional development in language acquisition strategies and incorporating strategies for English learners in content areas

Resources: High School Graduation	
2.1: Credit accrual options	<ul style="list-style-type: none"> • Distance-delivered courses and/or remedial courses as needed with appropriate technology and tutorial staff to support credit accrual • Credit recovery options including master schedule, staff location (site) after school/alternative learning center • Tutorial programs delivered beyond the school day • Associated costs for providing services in rural and isolated areas
2.2: College and career readiness activities	<ul style="list-style-type: none"> • College Fair, World of Work Fair, FAFSA workshop • Dual credit and vocational/technical classes • Summer enrichment camp (e.g. Rural Alaska Honors Institute (RAHI), Alaska Native Science Engineering Program (ANSEP), Summer Bridge, National Geographic, AWE) • Coordination, advocacy, referrals, and assistance in participation • Associated costs for providing services in rural and isolated areas
2.3: Dropout prevention	<ul style="list-style-type: none"> • Dropout prevention activities • Counseling services • Professional development and advocacy for transcript review • Associated costs for providing services in rural and isolated areas
2.4: Support for passing HSGQE	<ul style="list-style-type: none"> • HSGQE intensive tutoring and staffing • Professional development to identify students at-risk for failing
2.5: Outreach for OSY	<ul style="list-style-type: none"> • Professional development to identify OSY • Collaboration with GED services: job corps, on-the-job training, adult basic education • Transitional classrooms

Resources: School Readiness	
3.1 and 3.2: Parent training in school readiness	<ul style="list-style-type: none"> • Training space and materials • Age-appropriate literacy materials and strategies • Qualified staff for training • Referrals to a list of early childhood education (ECE) providers • Collaboration with existing ECE providers • Associated costs for providing services in rural and isolated areas
3.3: Professional development	<ul style="list-style-type: none"> • Training space and materials • Qualified staff for training and/or collaborators (e.g., Parents As Teachers) • Appropriate technology for training • Associated costs for providing services in rural and isolated areas
3.4: Migrant-funded preschools	<ul style="list-style-type: none"> • Age-appropriate and ELG-aligned curriculum • Professional development and/or migrant-funded staff • Instructional materials and supports • Associated costs for providing services in rural and isolated areas

Resources: Support Services	
4.1: Parent involvement events and materials for homework help	<ul style="list-style-type: none"> • Activities to involve parents such as parent night, open house, parent-teacher conferences, family literacy night, parent library, migrant program facilitation of school meetings • Advocacy and materials to support parent attendance and/or involvement • Associated costs for providing services in rural and isolated areas
4.2: Educational support resources	<ul style="list-style-type: none"> • Books to build home library • School supplies and/or clothing to ensure students have what they need to participate in their education • Materials to support learning that may be specific to certain academic subjects • Winter gear
4.3: Medical/dental, health and safety, and nutrition	<ul style="list-style-type: none"> • School health, dental, and vision screenings • First aid, CPR classes, and other classes regarding response to emergencies • Water safety and cold water safety classes • Classes and materials regarding proper nutrition in rural and isolated areas
4.4: Referrals to community service providers	<ul style="list-style-type: none"> • List of community services available and documentation required for eligibility • Coordination with local and regional service providers regarding the needs of migrant students • Staff and training to assist migrant families in applying for services for which they are eligible
4.5: Facilitate parent involvement	<ul style="list-style-type: none"> • Parent meetings and space, staff time to facilitate and organize meetings • Provide educational materials for home use • Professional development in fostering home-school connections • Associated costs for providing services in rural and isolated areas
4.6: Transportation to activities and services	<ul style="list-style-type: none"> • Cab vouchers, gas cards, taxi fare, school bus, public transportation, airfare • Associated costs for providing services in rural and isolated areas
4.7: Communication about MEP services	<ul style="list-style-type: none"> • Brochures with state and local information • E-mail lists of stakeholders • Local and state website with relevant information • Face-to-face meetings with teachers, parents, and other stakeholders • Associated costs for providing services in rural and isolated areas

For more information about agencies, coordination opportunities, and professional development venues listed, see the list of local, State, and national resources listed in Section 3.

State and Local Assessment of Student Academic Progress

The new Alaska standards list the specific knowledge and skills Alaskan students need to master in grades K-12 in English/language arts and mathematics.

The assessments described below measure student achievement against State standards. All migrant students who take the assessments are expected to meet the same high standards as all other students (with the same exceptions for accommodations normally provided).

- The purpose of the **Standards Based Assessments (SBAs)** is to (a) determine the extent to which students are meeting statewide performance standards; (b) produce statewide information that enables sound decision making by policy makers, parents, educators, and the public; and (c) provide a focus in order to improve instruction.
- The purpose of the **High School Graduation Qualifying Examination (HSGQE)** is to determine student competency in the areas of reading, writing, and mathematics. The HSGQE provides this information in the form of test scores that reflect the essential skills that students should have as a result of their public school experience. This exam is also required to receive a High school diploma.
- **Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs)**, a large-scale language proficiency test for K–12 students, is one component of the World-Class Instructional Design and Assessment (WIDA) Consortium’s comprehensive, standards-driven system designed to improve the teaching and learning of English language learners (ELLs). The test, developed in partnership with the Center for Applied Linguistics, was inaugurated in spring 2005 in three states after extensive development and pilot and field testing. In early 2011, the Alaska EED signed a memorandum of understanding with the University of Wisconsin-Madison’s Center for Educational Research to obtain this English language proficiency assessment and in 2012 adopted the WIDA standards as the English language proficiency standards for Alaska. This assessment is given to students that are not yet proficient in English and measures the language proficiency modalities of listening, reading, writing, and speaking.
- The **Early Learning Guidelines** specify what young children should know, understand, and be able to do at the end of four stages of development, within five domain areas. The stages of development include birth to 18 months; 36-60 months; and 60 months to kindergarten. The Kindergarten Development Profile is used to assess the extent to which students have developed the skills necessary for school in the following domains: Physical well-being, health, and motor development; social and emotional development; cognitive and general knowledge; and communication, language, and literacy.

School districts receiving MEP funding must annually administer assessments in reading and math. If applying for funding to provide services to preschool or high school students, the district must also assess the impact of instructional services. All students must take a variety of achievement tests every year to determine how much and how well they are learning. Alaska's assessment system has been fully approved by the US Department of Education.

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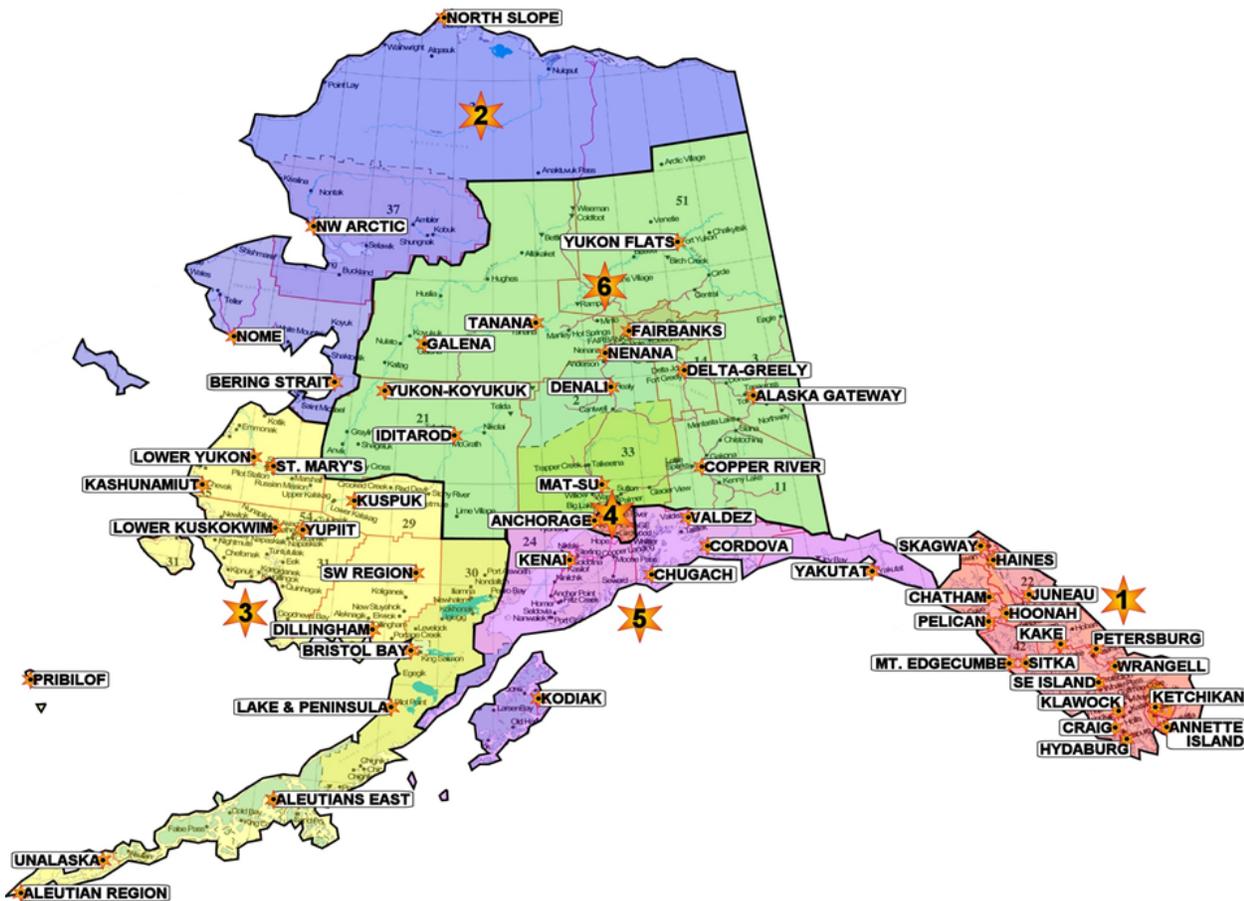
Monitoring and Technical Assistance Plan

State Monitoring and Technical Assistance Process

Monitoring of local MEPs is the responsibility of the State. This includes both the compliance monitoring process as well as the follow-up and ongoing technical assistance that supports project implementation and student achievement.

The State of Alaska conducts its monitoring and technical assistance through three primary means. The first occurs in conjunction with the **consolidated state NCLB monitoring** over a five-year cycle. Title I, Part C consolidated monitoring occurs in every school district that operates a migrant program at least once in five years by a team of Alaska SEA staff. The Alaska migrant students attend isolated schools that can take days to reach.

Alaska Districts Grouped by Regions for Migrant Education Program Sites



Map Key:

Region 1- Southeast	Region 2- Northwest	Region 3- Southwest
Region 4- Anchorage	Region 5- Coastal	Region 6- Interior

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

- | | | |
|---------------------------------|-------------------------|-------------------------------|
| - Recruitment plan | - Needs assessment | - Copies of policies, manuals |
| - Student record transfer forms | - Parent meeting plans, | - Student selection criteria |
| - Staff schedules | agendas, minutes | - Staff interviews |
| - Student files | - Classroom observation | - PD plans, agendas, minutes |
| - Service Delivery Plan | - Assessment results | - NCLB application |

The second type of activity occurs through **technical assistance site visits** to local MEPs. Similar to the previous type of monitoring, TA visits occur at least once every five years but the team consists of state MEP ID&R staff. Appendix F contains a copy of the Alaska MEP Technical Assistance Visit Form and Recommendation Report. This tool provides a means to determine and document aspects of the MEP including file organization, migrant student lists, technology, instructional materials, mapping, migrant reports, supplemental services, MEP and recruitment public relations, ID&R procedures, parent involvement and feedback, quality control, and more.

A third type of activity occurs through routine, ongoing communication through desk monitoring, audio/video technical assistance, statewide conferences, meetings, trainings, and face-to-face interaction between SEA and local operating agency (LOA) staff as needed or requested by LOAs. This interaction is documented by the state and follow-through provided in response to specific issues that arise during the discussion. Because of the vast distances in the State of Alaska, this type of technical assistance/monitoring is both cost and time effective.

The accuracy of documentation for Certificates of Eligibility (COEs) and other quality control processes are verified by the Alaska Department of Education as part of the monitoring, technical assistance and quality control processes. This aspect of monitoring is described in Section 8 of this report (Identification and Recruitment Plan).

Collaboration and Resource Sharing Among Local MEP Sites

Opportunities for technical assistance typically occur through state-initiated follow up resulting from compliance monitoring, through contact initiated by schools working with migrant students, in response to a local site need or a need for clarification of MEP requirements, or when a new initiative is undertaken such as is the case with the updated Service Delivery Plan. The State of Alaska sponsors activities that allow the sharing of information and collaboration among local MEP sites. Some examples include:

- NCLB Application Workshop in April;
- Visits by state ID&R specialists for quality control and information dissemination;
- Statewide parent advisory council meetings;
- the Alaska State Department of Education & Early Development website; and
- Classroom observations and local MEP observations and site visits based on a five year cycle during monitoring by the Alaska Department of Education & Early Development Migrant Education Program staff.

Collaboration and resource sharing around the Alaska MEP Service Delivery Plan will be undertaken beginning in the summer of 2013. Full implementation of the Plan will begin in the fall of 2013 through the alignment that will be done among the Alaska MEP application, sub-allocation process, evaluation systems and the updated Alaska MEP Service Delivery Plan.

Beginning in 2013, technical assistance and resource sharing will be intensified around the professional development activities outlined in Section 6 of this report (Professional Development Plan). These activities will be necessary to ensure that all Alaska MEP staff and other personnel working with migrant students, parents, and families are aware of, and are fully implementing the new Alaska State MEP Service Delivery Plan.

6

Professional Development Plan for Staff

National Resources for Professional Development

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

The Alaska EED has web-based eLearning modules that consist of interactive training courses. A number of the eLearning topics apply to educators and other staff who work to meet the academic and supportive services needs of migrant students. Examples of the eLearning modules are Alaska Career Ready, Early Childhood Outcomes, Identifying Learning Theory, and Supporting Student Learning Styles. These courses are free to Alaska LEAs and carry optional course credit.

Following are examples of national and local resources in professional development that the Alaska MEP will employ for both migrant staff and in some cases for regular school personnel who work with migrant children. The organizations represented below have print materials, presentations, and conferences that are useful for providing more information about the needs of migrant students and best practices for providing services. In addition, many also have resources in English language arts, math, school readiness, parent involvement, identification and recruitment, and graduation from high school.

State, Regional, and Local Resources for Professional Development

At the state level, other examples of resources that Alaska shares among local migrant education programs are listed below.

- **Alaska's Education Resource Center:** The SERRC (Southeast Regional Resource Center) provides customized direct student services, school and district support services, and community services (including adult education) to students of all ages, educators, schools and school districts throughout Alaska. <http://www.serrc.org/>
- The **Alaska eLearning** online professional development provides web-based, interactive training courses to assist educators in complying with many of the ten state and federal laws requiring district staff training. <http://education.alaska.gov/ELearning/>
- Staff development for **local MEP staff** embraces professional development processes, strategies, and activities to further staff knowledge and encourage application of learning. Training is provided within districts on how to address the needs of students with different learning styles, improving student behavior in the classroom, involving parents in their child's education, and understanding and using data and assessment results to improve classroom practice and student learning.
- Districts coordinate **general professional development** for educators who have migrant students in their classrooms about unique needs of migrant students, what the program is and services available, who qualifies, and out-of-school (OSY) youth needs. Programs collaborate with **Alaska's Institute of Technology** (AVTEC) (<http://avtec.labor.state.ak.us/>) and the University of Alaska

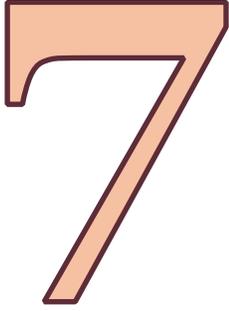
(<http://www.alaska.edu/alaska/>) for post-secondary planning, information, teacher training and helping students prepare for post-secondary education and/or a career.

- The mission of the **Alaska Staff Development Network (ASDN)** is to improve student achievement by providing researched-based distance learning and face-to-face professional development programs for Alaska's teachers and school administrators. <http://www.asdn.org/>

National Resources for Professional Development

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

- The U.S. Department of Education's **RESULTS Center** is operated by ESCORT for providing information and technical assistance to State MEPs. <http://results.ed.gov/>
- The **National Association of State Directors of Migrant Education** offers its annual National Migrant Education Conference held in the spring. Alaska typically sends about one or more staff to this event to learn strategies in curriculum and instruction, parent involvement, assessment, identification and recruitment, and migrant program administration. For more information, see www.nasdme.org
- The **National Association for the Education of Young Children (NAEYC)** is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8 <http://www.naeyc.org>
- **Federal Resources for Educational Excellence** is available on the U.S. Department of Education website at www.free.ed.gov/displaydate.cfm . These include reports on effective educational programs, practices, and products (e.g., strategies in reading/literacy, writing, mathematics, middle school curriculum, dropout prevention, early childhood education, and English language learners).
- **ESCORT** is a national center dedicated to improving educational opportunities formigrant children that is available to assist states with professional development in the area of migrant student needs and services, ID&R, MEP planning, and effective instructional strategies to help improve services to migrant children and English Language Learners. For more information, see www.escort.org
- The **Migrant Services Directory: Organizations and Resources** provides summaries and contact information for major federal programs and national organizations that serve migrant farmworkers and their families. The directory can be used as a tool for increasing coordination among programs and organizations serving migrants. See www.ed.gov/about/offices/list/oese/ome/migrantdirectory.pdf
- The **National Center for Family Literacy (NCFL)** offers training, information, and materials on migrant family literacy. The NCFL works to strengthen and broaden approaches to family literacy, building on advancements in education and technology as well as the changing needs of families. <http://www.familit.org/>



Parent Involvement Plan

Parent Advocacy for their Children

From the Federal guidance on parent involvement the term "parental involvement" is defined as the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and the carrying out of other activities, such as those described in section 1118 of the ESEA. [Section 9101(32), ESEA]

Title I supports parent involvement by enlisting parents to help their children do well in school. In compliance with NCLB, the Alaska MEP requires that local sites receiving MEP funds consult with parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the local MEP.

The parent involvement provisions of Title I, Part A of the ESEA stress the following: Shared accountability between schools and parents for high student achievement; local development of parental involvement plans with sufficient flexibility to address local needs; and building parents' capacity for using effective practices to improve their own child's academic achievement.

Because parents value learning and want the best for their children, their involvement is key to the academic and social success of all students. The State of Alaska endorsed the following standards for parent/family involvement:

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

Local and State Parent Involvement Plans

Local and State parent involvement plans involve the following four interrelated activities:

1. Needs Assessment

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

2. Dissemination of Information

Each local MEP sponsors parent development, family events for sharing information and resources, and culminating activities such as end-of-year programs featuring their child's

educational success in which parents are invited to participate. Examples of effective topics and formats for encouraging parent involvement include:

- PAC meetings
- Literacy nights
- Teaching parents about educational games
- Supporting dual language development in the home
- Parenting education

3. Representation at Planning Meetings

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

4. State and Local Migrant PACs

The Alaska MEP has a Statewide Parent Advisory Council (PAC) with regional representation from six regions as illustrated below. The districts, number of representatives for each region, and name of the current representative are included in this exhibit.

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

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

Region	Districts	Number of Representatives	Representative
Anchorage	Anchorage	1	J. Todd
Coastal	Cordova, Kenai, Kodiak Island, Valdez, Yakutat	1	B. Vanek
Interior	Alaska Gateway, Fairbanks, Galena, Iditarod, Mat-Su, Nenana, Tanana, Yukon/Koyukuk	2	L.Confer J.Kangas
Northwest	Bering Strait, Nome, North Slope, NW Arctic	2	N. Bahnke D. Weyanna
Southeast	Chatham, Craig, Haines, Hoonah, Hydaburg, Kake, Ketchikan, Klawock, Pelican, Petersburg, SE Island, Sitka, Wrangell, Mt. Edgecumbe	1	V. Steward
Southwest	Aleutians East, Bristol Bay, Dillingham, Kashunamiut, Kuspuk, Lake & Peninsula, LKSD, Lower Yukon, St. Mary's, SW Region, Yupiit	2	R. Chaney, A. Boyscout

8

Identification and Recruitment Plan

Identification and Recruitment Roles and Procedures

Identification and recruitment (ID&R) in Alaska consists of a well-conceived and well-coordinated process to ensure that the state is identifying and recruiting the right students for the program. Two key documents guide specialists conducting ID&R in the state: the Harvest Manual (see Appendix D for a copy of the table of contents) and the Recruiter Guide.

The Harvest Manual is an extensive document that includes both general information and specific eligibility rules. It highlights the certificate of eligibility (COE) form, offers tips and interviewing techniques and recruiter safety, includes information on records management and reporting, and features an appendix containing forms, surveys, formats, and procedures. The Recruiter Guide is a handy reference that provides up-to-date, critical information in an abbreviated format.

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

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

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

ID&R specialists visit about 10 school districts per year as a part of the State's technical assistance program. During these onsite technical assistance visits, ID&R specialists conduct a thorough review of the district's ID&R procedures, migrant student files, and compliance with eligibility guidelines for quality control as will be discussed in the next section.

Quality Control Plan

The Alaska MEP provides ongoing training and a multi-layered COE quality review process to ensure that migrant student eligibility is properly determined and verified each year. Records managers and recruiters are trained annually in the ID&R process. In the fall of each year, training sessions are held for administrators, records managers, and recruiters in six regional centers throughout the state. This three-day training includes an in-depth review of eligibility guidelines and extensive practice sessions using ID&R tools (e.g., Alaska Harvest Manual, Alaska Recruiter Guide, scenarios, sample forms/formats) to train staff on determining eligibility and properly completing COEs. All training materials are updated annually and distributed to all district staff responsible for migrant education ID&R. Professional development examples follow.

- Training continues during the fall recruitment season on an individual basis. District records managers work one-on-one with new recruiters.
- ID&R specialists work with district staff on additional training needs and plans designed specifically for individual districts.
- Every COE is reviewed for compliance with eligibility guidelines as least three times before it is entered into MIS2000. The recruiter first reviews the COE with the parents when conducting the family interview and obtaining signatures. The records manager conducts a quality review of the COE verifying all the information and signatures. If the records managers finds an error or needs more clarification, s/he instructs the recruiter to re-contract the family. A district representative conducts a third review of the COE and s/he verifies that the COE meets eligibility guidelines by signing the COE form.
- As the district records manager enters the COE data into MIS2000, s/he verifies that the electronic and paper COEs match verbatim.
- Using a Random Sample Report generated from MIS2000, the ID&R specialist contacts families in sequential order from the list. S/he re-interviews the family about their migrant activity using the Migrant Eligibility Interview Protocol form for the interview. The information from the interview is compared to the current COE for accuracy.
- Every effort is made to contact families that have been recruited by each recruiter in the district.
- The completed Migrant Eligibility Interview Protocol form is kept on file at the state MEP.

In addition to these quality control procedures, state MEP staff meet regularly throughout the year to assess program needs and develop new quality improvement ideas. The eligibility specialists and ID&R specialists meet weekly to discuss any districts that are having difficulty completing COEs or making proper eligibility determinations. The group collectively decides on internal actions or new procedures that can be developed to resolve the problem most efficiently. The eligibility specialists and ID&R specialists also meet on a weekly basis with the MEP manager to discuss specific COE eligibility as noted above and any new information pertaining to national laws and guidance.

Under the guidance of the program manager, the state MEP team reviews long-term training needs and quality improvement efforts that can be implemented during each upcoming school year. State MEP staff also provide ongoing training and communication with districts to improve the quality of the Alaska MEP.

For example, ID&R specialists send a monthly email to records managers to address common questions and issues that arise during the COE quality review process. This is beneficial to districts with a new or inexperienced staff that may have questions once they begin the recruiting after fall training. Districts also can request an audio conference with their recruiters or state MEP staff to discuss problems with the ID&R process. For ongoing issues with districts, eligibility specialists and ID&R specialists hold an audio conference with district staff to offer targeted training and to develop quality improvement plans to resolve the issues quickly. State MEP staff routinely ask for feedback from districts about ways to improve the program.

Ensuring ID&R Results

If the eligibility specialists question data on a COE, they pass the COE on to the ID&R specialists for a secondary review. If more clarification is needed, the ID&R specialists will contact the records manager at the district to ask more detailed questions or instruct the recruiter to ask for more specific clarification from the family. Upon receipt of the COE information in MIS2000, the eligibility specialists make a final eligibility determination and update the COE status in MIS2000.

In cases where the COE data is still not clear, or when the eligibility determination is difficult to make, the MEP staff conducts a third in house quality check of the COE. Under the guidance of the MEP manager, the MEO staff meets to discuss the facts of the case as a group and closely consult the non-regulatory guidance (NRG) for direction. The group documents the date, factors discussed and outcome on the COE form and the eligibility specialists or ID&R specialists follow through.

9

Evaluation Plan

Plan for Evaluating Project Implementation and MPO Results

The evaluation of the Alaska MEP will be completed by the State with the assistance of an external evaluator knowledgeable about migrant education, evaluation design, Federal reporting requirements and OME guidelines, and the Alaska MEP. The evaluation will systematically collect information to improve the program and to help the State make decisions about program improvement and success.

The evaluation will report both **implementation** and **outcome** data to determine the extent to which the measurable outcomes for the MEP in reading, mathematics, school readiness, and high school graduation have been addressed and met.

Questions answered by implementation data include the examples below:

- Were local projects implemented as described in their approved MEP applications? If yes, what worked and why? If not, what didn't work and why not?
- What challenges were encountered by the MEP? What was done to overcome these challenges?
- What adjustments can be made to the MEP to improve instruction, professional development, and the involvement of migrant parents?
- To what extent were the procedures used for identification and recruitment of eligible migrant students found to yield reliable results?
- To what extent were MEP staff better prepared to help migrant students close the achievement gap?
- To what extent did migrant parents report being involved with their children's learning in reading, mathematics, school readiness, and high school graduation?

Questions answered by outcome data include the examples below.

- To what extent did migrant students demonstrate proficiency on the SBA in English language arts and mathematics?
- To what extent did secondary migrant students graduate at the same rate as their peers?
- To what extent were support services effective in meeting the needs of migrant students?

Data on migrant students and services will be collected by the State from each of its districts. Data sources include: migrant parents, recruiters, migrant program administrators, instructional staff, and other staff as appropriate.

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

To comply with Federal guidelines, Alaska will prepare an annual implementation evaluation. Through the implementation evaluation, data will be collected annually and reviewed by the

State to systematically and methodically improve the program. Further, a written report on the progress made by the Alaska MEP toward meeting its MPOs will be prepared every 2-3 years as is the federal requirement. This report will include recommendations for improving MEP services to help ensure that the unique educational needs of migrant students who are served in Alaska are being met.

Student Assessment and Progress Monitoring Plan

For **program improvement** purposes and in accordance with the **evaluation requirements** provided in 34 CRF 200.83(a)(4), the evaluation data and demographic information described in sections 3 and 4 of this Service Delivery Plan will be collected, compiled, analyzed, and summarized by the Alaska MEP. These activities will help the State determine the degree to which the MEP is on target to reach the stated performance targets and effective based on the chosen measurable program outcomes. This will be done through standard data reporting to the migrant-specific data system; standard reporting to DIASA, MIS2000, Summer OASIS, and other appropriate state reporting systems; and an annual program evaluation data collection.

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

MPO – Academic Support	Data Source?	State or locally reported?	When collected?
1a) By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant and non-migrant students proficient on the English/language arts SBA will be reduced by 2%.	DIASA	State	August annually
1b) By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant and non-migrant students proficient on the math SBA will be reduced by 2%.	DIASA	State	August annually
1c) By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant LEP and non-migrant LEP students proficient on the English/language arts SBA will be reduced by 1%.	DIASA	State	August annually
1d) By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant LEP and non-migrant LEP students proficient on the math SBA will be reduced by 1%.	DIASA	State	August annually
1e) By the end of the 2013-14 school year and each year thereafter, 80% of staff who receive MEP funded professional development will report on a staff survey that the training helped them implement research-based instructional, curricular, or assessment strategies in English/language arts or math.	Staff Survey	Local	Collected following trainings and submitted the end of May annually

MPO – Academic Support	Data Source?	State or locally reported?	When collected?
1f) By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant LEP and non-migrant LEP students proficient on the state approved ELP assessment will be reduced by 0.5%.	WIDA-ACCESS Summer OASIS DIASA	State	September annually

MPO – Graduation	Data Source?	State or locally reported?	When collected?
2a) By the end of the 2013-14 school year and each year thereafter over the next six years, the graduation rate for migrant high school students will increase by 3%.	Summer OASIS	State	January annually
2b) By the end of the 2013-14 school year and each year thereafter over the next six years, the gap between migrant and non-migrant students passing the math section of the HSGQE will be reduced by 3%.	DIASA HSGQE Results	State	January annually
2c) By the end of the 2013-14 school year and each year thereafter over the next six years, the gap between migrant and non-migrant students passing the writing section of the HSGQE will be reduced by 2.5%.	DIASA HSGQE Results	State	January annually
2d) By the end of the 2013-14 school year and each year thereafter over the next six years, the gap between migrant and non-migrant students passing the reading section of the HSGQE will be reduced by 2.3%.	DIASA HSGQE Results	State	January annually
2e) By the end of the 2013-14 school year and each year thereafter, 80% of migrant OSY who participated in migrant-funded outreach activities and have an OSY plan will make progress on the plan as indicated by teacher/instructional staff assessment of plan progress.	OSY Progress Plan	Local	End of May annually

MPO – School Readiness	Data Source?	State or locally reported?	When collected?
3a) By the end of the 2013-14 school year and each year thereafter, 80% of parents who receive the ELGs and attend migrant-sponsored parent education activities (or activities with substantial MEP involvement) regarding the ELGs will indicate on a parent survey that the training was useful in preparing their child for Kindergarten.	Parent Survey	Local	End of May annually

MPO – School Readiness	Data Source?	State or locally reported?	When collected?
3b) By the end of the 2013-14 school year and each year thereafter, 80% of migrant staff that receive training on implementing the ELGs will indicate on a staff survey that the training is beneficial in their instruction of migrant preschoolers.	Staff Survey	Local	Collected following trainings and submitted in May annually
3c) By the end of the 2014-15 school year and each year thereafter, 55% of students attending migrant-operated and funded preschools that implement the ELGs will master 9 of the 13 skills on the Kindergarten Development Profile by the fall of their kindergarten year.	MIS2000 results for the Kindergarten Development Profile	State	End of January annually

MPO – Support Services	Data Source?	State or locally reported?	When collected?
4a) By the end of the 2013-14 school year and each year thereafter, 80% of migrant parents who received core academic homework/study support will report on a parent survey that the activities increased their ability to help their children with homework.	Parent Survey	Local	Sent to districts in April, submitted to state in May
4b) By the end of the 2013-14 school year and each year thereafter, 80% of migrant staff providing MEP support services will report on a staff survey that support services provided in their district (rated individually for each item provided in the list below) were effective in meeting student needs. <ul style="list-style-type: none"> - Support resources (books, school supplies, clothing, etc.) - Health, medical, dental, vision, and nutrition - Parent involvement - Referrals - Transportation - Counseling - Advocacy 	Staff Survey	Local	Sent to districts in April, submitted to state in May
4c) By the end of the 2013-14 school year and each year thereafter, 80% of migrant parents who received information regarding MEP instruction and support services will report on a parent survey that the information helped them better advocate for their children in obtaining appropriate services.	Parent Survey	Local	Sent to districts in April, submitted to state in May

Demographic Data and Program Compliance Information will be reported on ID&R efforts, student participation, program coordination activities, staff and parent attitudes about program effectiveness, professional development, monitoring and technical assistance, and program strengths and areas needing improvement.

Determining progress and making adjustments in the MEP are focused on increasing migrant student achievement. The Alaska EED will support local MEPs in their efforts to use evaluation results for making mid-course corrections and improving program services through:

- distributing materials to support professional development activities among Alaska MEP staff during regional meetings and statewide workshops;
- providing opportunities for local MEPs to share ideas and discuss the use of evaluation results for improvement during regional and statewide meetings;
- reviewing program monitoring results and actions for the use of evaluation results for improvement;
- sharing information and providing consultation on increasing the reliability of data collection and reporting, interpreting data, and student progress monitoring for improving instruction; and
- coordinating with the State's contracted external evaluator to review processes, procedures, and supports provided to local MEPs.

Alaska's MEP Data Collection and Reporting Systems

Data Interaction for Alaska Student Assessments (DIASA): This site provides dynamic access to student performance results of Alaska Student Assessments. The system allows schools and districts to:

- Create their own reports, graphs, or data files
- Conduct ad hoc data queries and analysis
- Disaggregate on user-selected subgroup variables
- Drill down from summaries to individual students
- Print reports in PDF format or export to other software programs

MIS2000 is the migrant student database for Alaska. The system provides for the storage, retrieval, and reporting of student information with records being electronically transferred without a dependency on a national database. The installation process establishes a state database that is served by multiple sub-state installation sites with region, county, or district levels. Each sub-state site communicates directly with the state system. States using MIS2000 can easily transfer student information from state to state.

The **On-Line Alaska School Information System (OASIS)** is the primary student data reporting system for all the districts in the State.

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

10

Summary and Next Steps

The comprehensive process for needs assessment and service delivery planning used by the Alaska MEP involved many migrant educators, administrators, parents/community representatives, and specialists with knowledge about the content areas of academic support in reading and math, school readiness, promoting high school graduation, and programs and other services for meeting the unique educational needs of migrant students. Alaska will begin implementation of the new SDP once the alignment activities with the 2013-14 sub-allocation application are completed.

In the summer of 2013, the Alaska MEP will continue its strategic planning and systems alignment process by undertaking the following key activities:

- Convene a small workgroup of key decision makers to focus on systems alignment. This workgroup will include the Alaska MEP Director, an SEA staff member with expertise in data collection and reporting, and others as applicable to ensure the alignment of systems to support the implementation of the SDP.
- Examine current data collection and reporting procedures to determine whether they are in alignment with the evaluation plan described in the SDP and whether any revisions may be necessary.
- Develop new tools as necessary that measure the degree to which the measurable program outcomes have been achieved.
- Review the sub-grantee application and revise it to align with the new MPOs, strategies, and resources. This activity will help ensure that the application will be ready for distribution to local sites for full implementation beginning in the 2013-14 school year.
- Review existing structures for professional development for migrant administrators, parents, instructors, recruiters, clerks, family liaisons, and other stakeholders to ensure that professional development activities include general information about the new SDP as well as professional development content to carry out the activities of the SDP.
- Revisit the Alaska MEP monitoring tool to include accountability for progress made toward meeting the Alaska MPOs and other aspects of the new SDP.
- Consider existing program evaluation activities and align them with the data collection plan outlined in the SDP. This activity will help ensure that all data needed for the implementation and outcome evaluation is collected each year to include in an annual evaluation report.

Appendix A

SDP Meeting Agendas, Notes, and Evaluation



AGENDA

Alaska Department of Education, MEP

Service Delivery Plan Update Meeting #1 Anchorage, AK
– January 31-February 1, 2013

Day 1

8:30–8:45 Welcome, introductions, review of handouts, and overview of the meeting

8:45–9:15 Review major concerns, supporting data, and solutions from the Comprehensive Needs Assessment

9:15–9:45 Service Delivery Plan (SDP) requirements and suggestions from the Office of Migrant Education (OME) Toolkit

9:45–10:45 Activity #1 (Table) Review current SDP from 2009 and discuss updates needed (break included)

10:45–11:45 Activity #2 (Goal area groups) Based on concerns and solutions identified in the CNA, identify strategies the MEP will use to address concerns

11:45–1:00 Lunch on your own

1:00–1:30 Activity #3 (Walk about): Review strategies from all groups and make recommendations

1:30–2:00 Activity #4 (Table): Identify strategies that will have an outcome that can be measured

2:00–2:15 Break

2:15–3:15 Activity #5 (Table): Establish Measurable Program Outcomes for each measurable strategy

3:15–3:45 Activity #6 (Walk about): Review outcomes from all groups and provide suggestions

3:45 – 4:00 Wrap-up, review agenda for Day 2, Q&A

Day 2

- 8:30 – 8:45 Welcome, review of meeting objectives, review of Day 1 results
- 8:45 – 9:30 Revisit outcomes to ensure they meet guidelines and are achievable
- 9:30 – 10:15 Activity #7: Prioritize and identify required and optional strategies and outcomes
- 10:15 – 10:30 Break
- 10:30 – 11:30 Activity #8: List agencies the MEP coordinates with, the services provided, and the type of collaboration/coordination.
- 11:30 – 12:00 Wrap-up, follow-up, next steps, and timelines

Meeting Objectives

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

AGENDA

Alaska Department of Education, MEP Service Delivery Plan Update Meeting #2 Anchorage, AK March 21-22, 2013



Day 1

- 8:30–8:45 Welcome, introductions, review of handouts, and overview of the meeting
- 8:45–9:15 Overview of SDP requirements and table of contents for the SDP report
- 9:15–10:15 Activity #1: In groups, review decisions from the prior meeting including MPOs and strategies and revise as necessary, debrief with the whole group
- 10:15–10:30 Break
- 10:30–11:15 Activity #2: In goal area groups, determine resources, technical assistance, and professional development needed to implement the MPOs and strategies
- 11:15–11:45 Activity #3: Walkabout to review other groups' lists and make suggestions
- 11:45–1:00 Lunch on your own
- 1:00–2:30 Activity #4: Make decisions about SDP components
- Making PFS determinations
 - State monitoring and technical assistance plan
 - Professional development plan
 - Parent involvement plan
 - Identification and Recruitment plan
- 2:30–2:45 Break
- 2:45–3:30 Review draft of school consolidation form. This form contains the information needed to combine funds into a schoolwide program.
- 3:30 – 4:00 Wrap-up, review agenda for Day 2, Q&A

Day 2

- 8:30 – 8:45 Welcome, review of meeting objectives, review of Day 1 results
- 8:45 – 9:30 Activity #5: Review and discuss evaluation strategies and instruments
- 9:30 – 10:15 Activity #6: In goal area groups, draft evaluation questions that will be used on the Parent Survey and Staff Survey statewide
- 10:15 – 10:30 Break
- 10:30 – 11:00 Activity #7: Walkabout to review and make suggestions regarding survey questions
- 11:00 – 11:30 Determine the instruments and timelines for the MEP systems alignment process
- 11:30 – 12:00 Wrap-up, follow-up, and next steps

Meeting Objectives

- 1) Continue the SDP planning cycle by reviewing and arriving at consensus on strategies and MPOs
- 2) Identify resources needed to address the strategies
- 3) Identify evaluation activities and tools to measure progress toward meeting MPOs
- 4) Make decisions about guidance for the consolidation of funds into a schoolwide program
- 5) Discuss next steps in developing the SDP report and aligning MEP systems



Project: Alaska Service Delivery Plan (SDP) Update

Participants: Ben Howard, Director of Curriculum & Instruction
Bernie Gurule, Federal Programs Coordinator/ Academic Principal
Bibiana Sage, Migrant Records Manager
Carmela Ramirez, Special Services Specialist, Anchorage
Connie Christian, Migrant Ed & RTI Assessment Coordinator/Intervention Specialist
Jon Clouse, Federal Programs Coordinator
Jousette Mckeel, Migrant Education, Program Manager
Kristine Gaffaney, Migrant Education
Leah Hathaway, Supervisor, Migrant Coordinator
Louise Anderl, Federal Programs Coordinator
Marci Orth, Assistant Federal Programs Director
Rick Luthi, Federal Programs/Migrant Coordinator
Ross Boring, Migrant Coordinator/grandparent
Sue Norton, Records Manager
Tammy Dodd, Federal Programs Coordinator
Tanya Roust, Migrant Education
Vicki Bowker, Migrant Program Coordinator

Date: January 31 to February 1, 2013

Location: Anchorage, AK

MPOs and Strategies

- The committee reviewed concerns, solutions, and need statements from the CNA completed in December 2012.
- Based on the needs, the committee drafted a list of strategies and measurable program outcomes (MPOs). (See the attached strategic planning chart. These decisions will be reviewed at the upcoming meeting in March.)
- The committee wanted to ensure that the SDP will describe the intent of the committee in the creation of the strategies and MPOs: the strategies employed will be based on student needs in the individual districts. Districts will perform a yearly needs assessment to determine if graduation rates and proficiency rates on the state assessments in reading and math are at the same level as non-migrant students. Based on the results of the local needs assessment, the districts and schools will choose the strategies that best fit student needs. However, strategies 1.1, 1.2, and 2.1 are the top priorities and must be employed by any districts seeking funding. If there are no needs in these areas, then the district is unlikely to require funding for migrant programs or may decide (in consultation with migrant parents) to consolidate funds.

National and State Resources for Collaboration

Organization	Services shared/collaboration provided
Alaska's Educational Resource Center (SERCC)	Alateen State website
Supplemental Educational Services providers	Covenant House
State Department	Youth Shelters
Job Corps	Military Youth Academy
U.S. Department of Defense	Native Corps
Alaska's Institute of Technology (AVTEC)	Post-secondary collaboration, training
Alaska Native Medical Center	Health, dental, nutrition services
Head Start	Local area collaborative partnerships
University of Alaska	Training, post-secondary
AK Performance Scholarship	Staff Development
Ninestar Employment	Employment, high school diploma, language exam
Office of Children's Services	Safety
Cook Inlet Tribal Council	Housing, assistance for youth, employment
Department of Public Assistance	Food stamps/Medicaid
Labor and Workforce Development	Employment and Job Skills
Statewide Library Electronic Gateway	Sled.alaska.edu/homework
Alaska Kids Guide	www.alaskakidsguide.com
Department of Health and Human Services	Dhss.alaska.gov
EED Early Learning	Provide ELGs statewide
Alaska Staff Development Network	Professional development opportunities
CareerTech Programs	Fee coverage, advisement on availability
National Association of Federal Program Administrators	Conference on compliance, guidance
Red Cross	Water safety, life safety



Meeting Summary

Alaska Migrant Education Program

Service Deliver Plan Meeting – Anchorage, AK

January 31 to February 1, 2013

	N	1	2	3	4	5	Mean
1. The process was effective for developing MEP strategies.	13				1 (8%)	12 (92%)	4.9
2. The process was effective for developing measurable program outcomes.	13				1 (8%)	12 (92%)	4.9
3. The Workgroup activities were appropriate to reach the meeting goals.	13					13 (100%)	5.0
4. The presenter was knowledgeable about issues and well prepared.	13					13 (100%)	5.0
5. There was adequate time for questions, answers, and discussion.	13					13 (100%)	5.0
6. Rate the overall meeting (1=low; and 5=high)	13					13 (100%)	5.0

What **new knowledge, skills, and/or resources** did you gain from the meeting?

- *Strategies must be included in our SDP.*
- *Change in the OME toolkit, combined knowledge of the group, assistance of state staff regarding data.*
- *The importance of data collection and the SDP.*
- *I was able to learn how to put together strategies and learn about the many services migrant education provides across the state.*
- *A better understanding of the migrant education program and services available.*
- *Information about strategies and MPOs.*
- *I have a more clear understanding about the unique challenges experienced by small and large schools.*
- *A better understanding of where we are going and of what my district needs to do.*
- *Consolidation of ideas, really honing in on pertinent information for State and district.*
- *A better understanding about what the state is required to complete and the flexibility for districts within the SDP.*
- *Learned about specific gaps in areas across the state.*

In your opinion, what was the **most effective aspect** of the meeting?

- *Marty kept us on task and knows the information to keep us on task.*
- *Marty's leadership.*
- *Collaboration with peers and learning.*
- *Working in a small group and then getting together as a whole group to get feedback on all strategies and MPOs.*
- *It was great to discuss questions and concerns.*
- *Being able to work in groups and discuss different strategies for implementing services to*

migrant education students.

- *The whole group effort and feedback of participants. The activities were helpful to achieve the goals.*
- *Collaboration with colleagues.*
- *Marty and the folks from the state department of ed.*
- *Marty's ability to lead the meeting—providing guidance and support.*
- *Working teams to revise strategies and MPOs.*
- *Working in teams and learning about programs from around the state.*

What **suggestions** do you have to improve future SDP meetings?

- *Time was adequate this time but not for the CNA meetings.*
- *Don't change much. I like the format.*
- *Time well spent and good flow.*
- *It is difficult to make suggestions—such an effective model.*
- *Not so much the meetings, but I think it is critical to have information in the SDP that refers to baseline data, how Title II fits without supplanting, and other similar notes to clarify purpose and implementation of strategies.*

Additional **comments**:

- *Great as always, accomplished a lot in a small amount of time.*
- *Excellent presenter and facilitator—easy to work with, made us feel productive.*
- *This was a good meeting to have and discuss the many needs districts are encountering.*
- *I appreciate the work prior to these meetings that is done by the department and Marty.*
- *Thank you so much, Marty!*
- *Marty is an excellent facilitator and provides valuable guidance and input.*



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Sue Norton, Records Manager
Tammy Dodd, Federal Programs Coordinator
Tanya Roust, Migrant Education
Vicki Bowker, Migrant Program Coordinator

Date: March 21-22, 2013
Location: Anchorage, AK

MPOs and Strategies

- The committee reviewed all decisions made on strategies and MPOs during Meeting 1.
- Sections of the SDP were reviewed and updates were made based on changes in programs, needs identified during the CNA, and new MPOs and strategies.
 - Monitoring and technical assistance: monitoring is on a 5-year cycle and monitoring occurs both face-to-face and through virtual meetings.
 - There will be a NCLB application workshop in April to go over the updated MPOs and strategies.
 - Professional development: for recruiters, there is an annual training with six trainings around state for recruiters and records managers. Experienced recruiters may participate in webinars in lieu of on site. The committee sees a need to update recruiters and other staff on PFS identification procedures.
 - The committee sees a need for general PD for educators about unique needs of migrant students, what the program is and services available, who qualifies, joint training regarding free lunch people, and OSY youth needs.
- See the MPO chart for final decisions regarding outcomes and strategies.

Resources Needed

Resources: Academic Support	
1.1 and 1.2: Reading and math support	<ul style="list-style-type: none"> • Paraprofessional and/or certified staff • Research-based supplemental materials • Technology • Extended year/day programs • Summer school and associated costs • Activities beyond the school day and associated costs for providing services in rural and isolated areas
1.3: Support student engagement by addressing impact of missing school	<ul style="list-style-type: none"> • Staff (parent liaisons, bilingual staff, and/or certified staff) • Professional development • Summer enrichment • Materials related to increasing student engagement • Associated costs for providing services in rural and isolated areas
1.4: Professional development	<ul style="list-style-type: none"> • Professional development opportunities onsite, out of the district, technical support, and associated costs • Collaborators and/or contracted services to provide training
1.5: Supplemental academic English language instruction	<ul style="list-style-type: none"> • Staff (paraprofessionals, bilingual staff, and/or certified staff) • Supplemental ELL materials and associated costs • Technology tools for language learning including software and hardware • Professional development in language acquisition strategies and incorporating strategies for English learners in content areas

Resources: High School Graduation	
2.1: Credit accrual options	<ul style="list-style-type: none"> • Distance-delivered courses and/or remedial courses as needed with appropriate technology and tutorial staff to support credit accrual • Credit recovery options including master schedule, staff location (site) after school/alternative learning center • Tutorial programs delivered beyond the school day • Associated costs for providing services in rural and isolated areas
2.2: College and career readiness activities	<ul style="list-style-type: none"> • College Fair, World of Work Fair, FAFSA workshop • Dual credit and vocational/technical classes • Summer enrichment camp (e.g. Rural Alaska Honors Institute (RAHI), Alaska Native Science Engineering Program (ANSEP), Summer Bridge, National Geographic, AWE) • Coordination, advocacy, referrals, and assistance in participation • Associated costs for providing services in rural and isolated areas
2.3: Dropout prevention	<ul style="list-style-type: none"> • Dropout prevention activities • Counseling services • Professional development and advocacy for transcript review • Associated costs for providing services in rural and isolated areas
2.4: Support for passing HSGQE	<ul style="list-style-type: none"> • HSGQE intensive tutoring and staffing • Professional development to identify students at-risk for failing
2.5: Outreach for OSY	<ul style="list-style-type: none"> • Professional development to identify OSY • Collaboration with GED services: job corps, on-the-job training, adult basic education • Transitional classrooms

Resources: School Readiness	
3.1 and 3.2: Parent training in school readiness	<ul style="list-style-type: none"> • Training space and materials • Age-appropriate literacy materials and strategies • Qualified staff for training • Referrals to a list of early childhood education (ECE) providers • Collaboration with existing ECE providers • Associated costs for providing services in rural and isolated areas
3.3: Professional development	<ul style="list-style-type: none"> • Training space and materials • Qualified staff for training and/or collaborators (e.g., Parents As Teachers) • Appropriate technology for training • Associated costs for providing services in rural and isolated areas
3.4: Migrant-funded preschools	<ul style="list-style-type: none"> • Age-appropriate and ELG-aligned curriculum • Professional development and/or migrant-funded staff • Instructional materials and supports • Associated costs for providing services in rural and isolated areas

Resources: Support Services	
4.1: Parent involvement events and materials for homework help	<ul style="list-style-type: none"> • Activities to involve parents such as parent night, open house, parent-teacher conferences, family literacy night, parent library, migrant program facilitation of school meetings • Advocacy and materials to support parent attendance and/or involvement • Associated costs for providing services in rural and isolated areas
4.2: Educational support resources	<ul style="list-style-type: none"> • Books to build home library • School supplies and/or clothing to ensure students have what they need to participate in their education • Materials to support learning that may be specific to certain academic subjects and winter gear
4.3: Medical/dental, health and safety, and nutrition	<ul style="list-style-type: none"> • School health, dental, and vision screenings • First aid, CPR classes, and other classes regarding response to emergencies • Water safety and cold water safety classes • Classes and materials regarding proper nutrition in rural and isolated areas
4.4: Referrals to community service providers	<ul style="list-style-type: none"> • List of community services available and documentation required for eligibility • Coordination with local and regional service providers regarding the needs of migrant students • Staff and training to assist migrant families in applying for services for which they are eligible
4.5: Facilitate parent involvement	<ul style="list-style-type: none"> • Parent meetings and space, staff time to facilitate and organize meetings • Provide educational materials for home use • Professional development in fostering home-school connections • Associated costs for providing services in rural and isolated areas
4.6: Transportation to activities and services	<ul style="list-style-type: none"> • Cab vouchers, gas cards, taxi fare, school bus, public transportation, airfare • Associated costs for providing services in rural and isolated areas
4.7: Communication about MEP services	<ul style="list-style-type: none"> • Brochures with state and local information • E-mail lists of stakeholders • Local and state website with relevant information • Face-to-face meetings with teachers, parents, and other stakeholders • Associated costs for providing services in rural and isolated areas

Next Steps and Follow-up:

- Refine the resources needed.
- Prepare the AK MEP SDP report for review by the SEA and the SDP team (5/13)
- Committee reviews Draft SDP and provides edits (5/23)
- Include input and prepare the final report (5/31)
- Design evaluation tools aligned with the MPOs
- Align all aspects of the CNA/SDP process to ensure fidelity with Alaska systems/practices
- Revisit the MEP application and sub-granting process, redesigning them to incorporate the decisions made by the SDP Committee

Appendix B

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Appendix C

Strategic Planning Chart with Committee Decisions

MPO Planning Chart

GOAL AREA: ACADEMIC SUPPORT

***NEED/CONCERN:* We are concerned that as a result of the migrant lifestyle, migrant students have a lower proficiency rate on state academic content assessments in English/language arts than non-migrant students.**

<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Evaluation data collection</u>
<ul style="list-style-type: none"> • Provide supplemental English/language arts instruction in the key components of phonemic awareness, phonics, fluency, vocabulary, and text comprehension for all migrant students below proficient in reading. • Provide research-based academic interventions in English/language arts and/or math with appropriate progress monitoring and instructional adjustments for migrant students who are below proficient. Delivery methods include during the school day, extended day programs, summer services, tutoring, and small group. • Provide services to increase school engagement including career and technical education (CTE), cultural activities, art/music, incentive programs, extracurricular activities, schedule adjustments, parent involvement, home/school liaisons. • Provide supplemental targeted assistance in English/language arts to migrant students identified as LEP. • Provide migrant-specific staff training in evidence-based strategies for improving English/language arts instruction for LEP students. • Provide supplemental targeted assistance in math to migrant students identified as LEP. • Provide migrant-specific staff training in evidence-based strategies for improving math instruction for LEP students. • Provide supplemental instruction in English language acquisition for migrant students identified as LEP. 	<p>All students will reach high standards, at a minimum by attaining proficiency or better in English/ language arts and mathematics.</p> <p>All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in English/ language arts and mathematics. (Consolidated State Application, amended August 2010)</p>	<p>1.1 Provide researched-based academic support in English/language arts for PFS migrant students and other at-risk migrant students (including those who are LEP) delivered during or beyond the regular school day or summer term.</p>	<p>1a) By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant and non-migrant students proficient on the English/language arts SBA will be reduced by 2%.</p>	<p>Data collection and reporting for the statewide evaluation will occur at the State level through DIASA.</p>
		<p>1.2 Provide researched-based academic support in math first for PFS migrant students and then migrant LEP or other at-risk migrant students delivered during or beyond the regular school day or summer term.</p>	<p>1b) By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant and non-migrant students proficient on the math SBA will be reduced by 2%.</p>	
		<p>1.3 Provide instructional and support services and/or activities to address the impact of missing school and support student engagement.</p>	<p>1c) By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant LEP and non-migrant LEP students proficient on the English/language arts SBA will be reduced by 1%.</p> <p>1d) By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant LEP and non-migrant LEP students proficient on the math SBA will be reduced by 1%.</p>	
		<p>1.4 Provide professional development for migrant-funded staff in research-based instructional, curricular, or assessment strategies in English/language arts or math.</p>	<p>1e) By the end of the 2013-14 school year and each year thereafter, 80% of staff who receive MEP funded professional development will report on a staff survey that the training helped them implement research-based instructional, curricular, or assessment strategies in English/language arts or math.</p>	<p>Local projects send Staff Survey data to the State in April annually.</p>
		<p>1.5 Provide supplemental academic English language acquisition instruction delivered during or beyond the regular school day or summer term to migrant students identified as LEP.</p>	<p>1f) By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant LEP and non-migrant LEP students proficient on the state approved ELP assessment will be reduced by 0.5%.</p>	<p>Data collection and reporting for the statewide evaluation will occur at the State level through DIASA.</p>

GOAL AREA: HIGH SCHOOL GRADUATION

NEED/CONCERN: We are concerned that as a result of the migrant lifestyle migrant students are not graduating at the state target rate.

<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Evaluation data collection</u>
<ul style="list-style-type: none"> • Offer supplemental credit accrual options leading to graduation including CTE, fine arts, and industrial arts. • Provide supplemental materials on graduation to migrant homes. • Provide supplemental test preparation in math. • Provide tutorials to increase proficiency in math. • Provide supplemental test preparation in writing. • Provide tutorials to increase proficiency in writing. • Provide supplemental test preparation in English/language arts. • Provide tutorials to increase proficiency in English/language arts. • Provide educational opportunities and/or career path development. • Provide referrals to social services as needed. • Identify out-of-school youth and provide services to reengage them in school or work toward a career. 	<p>85% of students will graduate from high school by the end of 2020. (Consolidated State Application, amended August 2010)</p>	<p>2.1 Provide migrant high school students appropriate credit recovery and/or distance education options for credit accrual.</p> <p>2.2 Provide opportunities to participate in college/career readiness activities</p> <p>2.3 Implement supplemental advising and counseling strategies to encourage graduation and discourage dropping out.</p>	<p>2a) By the end of the 2013-14 school year and each year thereafter over the next six years, the graduation rate for migrant high school students will increase by 3%.</p>	<p>Data collection and reporting for the statewide evaluation will occur at the State level through Summer OASIS data collection in DIASA.</p>
		<p>2.4 Provide supplemental academic services for students 10th grade and above, to support passing the HSGQE.</p>	<p>2b) By the end of the 2013-14 school year and each year thereafter over the next six years, the gap between migrant and non-migrant students passing the math section of the HSGQE will be reduced by 3%.</p> <p>2c) By the end of the 2013-14 school year and each year thereafter over the next six years, the gap between migrant and non-migrant students passing the writing section of the HSGQE will be reduced by 2.5%.</p> <p>2d) By the end of the 2013-14 school year and each year thereafter over the next six years, the gap between migrant and non-migrant students passing the reading section of the HSGQE will be reduced by 2.3%.</p>	<p>Data collection and reporting for the statewide evaluation will occur at the State level through HSGQE results in DIASA.</p>
		<p>2.5 Provide outreach activities for migrant out-of-school youth (OSY) to help students graduate and/or obtain a GED or work toward a career path.</p>	<p>2e) By the end of the 2013-14 school year and each year thereafter, 80% of migrant OSY who participated in migrant-funded outreach activities and have an OSY plan will make progress on the plan as indicated by teacher/instructional staff assessment of plan progress.</p>	<p>Local instructors will complete an OSY progress plan to be submitted to the State in April annually.</p>

GOAL AREA: SCHOOL READINESS

NEED/CONCERN: We are concerned that as a result of the migrant lifestyle migrant parents lack access to information and/or training regarding evidence-based early literacy strategies for the home.

<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Evaluation data collection</u>
<ul style="list-style-type: none"> • Provide parent education events, family literacy events, and literature (such as the ELGs) as educational materials for parents. • Provide or coordinate to provide preschool experiences for migrant students based on the Alaska Early Learning Guidelines. • Increase awareness of available preschool programs by coordinating with existing programs, distributing information about programs, and advocating enrollment for migrant families. • Provide opportunities to understand the school experience through scheduled classroom visits, kindergarten information events led by teachers, and access to literature such as the Early Learning Guidelines (ELG). 	<p>It is expected that a child entering kindergarten will demonstrate the indicators [within the five domains described in the Alaska Early Learning Guidelines] in the 60-month to kindergarten-entry age range, as well as the indicators in the 36-to-60-month age range, 18-to-36-month age range, and birth-to-18-month age range. (Source: Alaska Early Learning Guidelines)</p>	3.1 Provide the Alaska Early Learning Guidelines and parent education regarding the ELGs to parents of migrant preschoolers.	3a) By the end of the 2013-14 school year and each year thereafter, 80% of parents who receive the ELGs and attend migrant-sponsored parent education activities (or activities with substantial MEP involvement) regarding the ELGs will indicate on a parent survey that the training was useful in preparing their child for Kindergarten.	Local projects send Parent Survey data to the State in April annually.
		3.2 Coordinate with early childhood and other service providers (e.g., Head Start programs) in order to provide opportunities for parent training on early literacy and school readiness.		
		3.3 Provide resources and/or training on the ELGs and best practices to appropriate staff at migrant-funded preschools.	3b) By the end of the 2013-14 school year and each year thereafter, 80% of migrant staff that receive training on implementing the ELGs will indicate on a staff survey that the training is beneficial in their instruction of migrant preschoolers.	Local projects send Staff Survey data to the State in April annually.
		3.4 Use research-based curriculum and instruction that support the implementation of the ELGs at migrant-operated and funded preschools.	3c) By the end of the 2014-15 school year and each year thereafter, 55% of students attending migrant-operated and funded preschools that implement the ELGs will master 9 of the 13 skills on the Kindergarten Development Profile by the fall of their kindergarten year.	

GOAL AREA: SUPPORT SERVICES

***NEED/CONCERN:* We are concerned that as a result of the migrant lifestyle migrant parents do not have access to the strategies to provide an academically supportive environment and help migrant students with homework.**

<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Evaluation data collection</u>
<ul style="list-style-type: none"> • Provide events and activities that focus on helping migrant parents develop skills to provide core academic homework support. • Provide supportive services as determined by student need. • Collaborate with other funding sources to include migrant students in supportive programs when possible. • Provide health and safety instruction and supplies including water safety lessons, and fishing safety lessons; collaborate to provide survival training. • Provide migrant-specific college and career counseling, migrant leadership academies, college and career seminars, and/or college application workshops. • Provide activities to facilitate parent involvement in the schools including family literacy nights. • Provide literature to parents regarding communication with their children, school staff and teachers, and participation in parent/teacher conferences. • Provide transportation, increase awareness through providing or collaborating to provide community school events, communicate with migrant parents about educational services available, and facilitate communication between the school/community and migrant families. • Collaborate with community health providers to advocate for migrant families. • Develop a statewide list of health services providers. • Provide referrals to migrant families in need of housing and facilitate enrollment in these services. 	<p><i>Sec 1301(3) of Title 1(c):</i> Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner.</p>	4.1 Provide parent involvement events and/or materials regarding reading, writing, and math homework/study support for migrant parents.	4a) By the end of the 2013-14 school year and each year thereafter, 80% of migrant parents who received core academic homework/study support will report on a parent survey that the activities increased their ability to help their children with homework.	Local projects send Parent Survey data to the State in April annually.
		4.2 Provide educational support resources to migrant students as needed (e.g. books for the home, school supplies and/or clothing not provided by the school to all children).	4b) By the end of the 2013-14 school year and each year thereafter, 80% of migrant staff providing MEP support services will report on a staff survey that support services provided in their district (rated individually for each item provided in the list below) were effective in meeting student needs.	Local projects send Staff Survey data to the State in April annually.
		4.3 Provide direct or referred support services in medical/dental, health and safety, and/or nutrition.	- Support resources (books, school supplies, clothing, etc.) - Health, medical, dental, vision, and nutrition - Parent involvement - Referrals - Transportation - Counseling - Advocacy	
		4.4 Provide/initiate referrals and/or resource lists regarding community service providers for migrant families (e.g. health & safety providers, social service providers).		
		4.5 Provide information or activities designed to facilitate parent involvement in their student’s education during the regular and/or summer terms.		
		4.6 Provide transportation services to enable migrant students to access educational activities/services.		
		4.7 Provide information and activities to migrant parents and/or school staff regarding migrant program instruction and support services available to migrant families during the regular term and/or summer.	4c) By the end of the 2013-14 school year and each year thereafter, 80% of migrant parents who received information regarding MEP instruction and support services will report on a parent survey that the information helped them better advocate for their children in obtaining appropriate services.	Local projects send Parent Survey data to the State in April annually.

Abbreviations

AK	Alaska	PK	Pre-Kindergarten
AYP	Adequate Yearly Progress	QAD	Qualifying Arrival Date
CNA	Comprehensive Needs Assessment	RTI	Response to Intervention
COE	Certificate of Eligibility	SBA	Standards-Based Assessment
CSPR	Consolidated State Performance Report	SDP	Service Delivery Plan
CTE	Career and Technical Education	SEA	State Education Agency
DIASA	Data Interaction for Alaska Student Assessments	WIC	Women, Infants, and Children
DIBELS	<i>Dynamic Indicators of Basic Early Literacy Skills</i>	WIDA	World-Class Instructional Design & Assessment
DOE	Department of Education		
ECE	Early Childhood Education		
EED	Alaska Department of Education & Early Development		
ELG	Early Learning Guidelines		
ELL/EL	English Language Learner or English Learner		
ELP	English Language Proficiency		
ESEA	Elementary and Secondary Education Act		
ESL	English as a Second Language		
GED	General Educational Development		
GPA	Grade Point Average		
HS	High School		
HSGQE	High School Graduation Qualifying Exam		
ID&R	Identification and Recruitment		
IEP	Individual Education Plan		
ILP	Individual Learning Plan		
K-12	Kindergarten through Grade 12		
KDP	Kindergarten Development Profile		
LEA	Local Education Agency (also LOA for Local Operating Agency)		
LEP	Limited English Proficiency		
MEP	Migrant Education Program		
MPO	Measurable Program Outcomes		
MSIX	Migrant Student Information Exchange		
NAC	Needs Assessment Committee		
NCLB	No Child Left Behind Act of 2001		
OASIS	Online Alaska School Information System		
OME	Office of Migrant Education (of the U.S. Department of Education)		
OSY	Out-of-School Youth		
PAC	Parent Advisory Council		
PFS	Priority for Services		

Appendix D

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Appendix E

Title I, Part C Section of the Consolidated Monitoring Tool

Consolidated Monitoring Tool: Title I, Part C

<p>I-C 1. Verifies that the district has assisted the state in determining timely and accurate identification of eligible migrant children including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developing a recruitment plan that includes recruitment efforts year round throughout the community; <input type="checkbox"/> Establishing a quality control process for ensuring the correctness of the information used to determine each child’s eligibility under the MEP definitions; <input type="checkbox"/> Hiring qualified staff and providing for annual training related to the State’s identification and recruitment procedures; and <input type="checkbox"/> Meeting all deadlines for the submission of records and adhering to the State’s established procedures for the identification and recruitment of migrant students. <p>STATUTES/REGULATIONS REFERENCE: 1304(c)(7)</p> <p>SOURCE OF EVIDENCE:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><input type="checkbox"/> Recruitment Plan</td> <td style="width: 50%;"><input type="checkbox"/> Interviews with staff</td> </tr> <tr> <td><input type="checkbox"/> Quality control plan</td> <td><input type="checkbox"/> Other</td> </tr> </table>	<input type="checkbox"/> Recruitment Plan	<input type="checkbox"/> Interviews with staff	<input type="checkbox"/> Quality control plan	<input type="checkbox"/> Other	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><input type="checkbox"/> Yes</td> <td style="width: 50%;"><input type="checkbox"/> No</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> N/A: < Choose explanation ></td> </tr> <tr> <td colspan="2">COMMENTS:</td> </tr> </table>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A: < Choose explanation >		COMMENTS:	
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COMMENTS:											

PROGRAM REQUIREMENTS:	MET REQUIREMENTS?										
<p>I-C 2. Verifies that the district promotes interstate and intrastate coordination of services for migrant students including providing for the educational continuity through the timely transfer of pertinent student records, including information on health, from one school to another whether or not the move occurs during the regular school year.</p> <p>STATUTES/REGULATIONS REFERENCE: 1304(b)(3)</p> <p>SOURCE OF EVIDENCE:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><input type="checkbox"/> Student records transfer request forms</td> <td style="width: 50%;"><input type="checkbox"/> Interviews with staff</td> </tr> <tr> <td><input type="checkbox"/> Student files</td> <td><input type="checkbox"/> Other</td> </tr> </table>	<input type="checkbox"/> Student records transfer request forms	<input type="checkbox"/> Interviews with staff	<input type="checkbox"/> Student files	<input type="checkbox"/> Other	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><input type="checkbox"/> Yes</td> <td style="width: 50%;"><input type="checkbox"/> No</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> N/A: < Choose explanation ></td> </tr> <tr> <td colspan="2">COMMENTS:</td> </tr> </table>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A: < Choose explanation >		COMMENTS:	
<input type="checkbox"/> Student records transfer request forms	<input type="checkbox"/> Interviews with staff										
<input type="checkbox"/> Student files	<input type="checkbox"/> Other										
<input type="checkbox"/> Yes	<input type="checkbox"/> No										
<input type="checkbox"/> N/A: < Choose explanation >											
COMMENTS:											

PROGRAM REQUIREMENTS:	MET REQUIREMENTS?						
<p>I-C 3. Verifies that IC funds for services to migrant children and their families will be used only for programs and projects, including acquisition of equipment, in accordance with section 1306 (comprehensive needs assessment and service delivery plan) and are coordinated with similar programs and projects within the State and other states and with other federal, state and local programs.</p> <p>STATUTES/REGULATIONS REFERENCE: 1304(c)(1)(A-B)</p> <p>SOURCE OF EVIDENCE:</p> <table border="0"> <tr> <td><input type="checkbox"/> Service delivery plan</td> <td><input type="checkbox"/> NCLB application & budgets</td> </tr> <tr> <td><input type="checkbox"/> Needs assessment</td> <td><input type="checkbox"/> Classroom observations</td> </tr> <tr> <td><input type="checkbox"/> Interviews with staff</td> <td><input type="checkbox"/> Other</td> </tr> </table>	<input type="checkbox"/> Service delivery plan	<input type="checkbox"/> NCLB application & budgets	<input type="checkbox"/> Needs assessment	<input type="checkbox"/> Classroom observations	<input type="checkbox"/> Interviews with staff	<input type="checkbox"/> Other	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> N/A: < Choose explanation ></p> <p>COMMENTS:</p>
<input type="checkbox"/> Service delivery plan	<input type="checkbox"/> NCLB application & budgets						
<input type="checkbox"/> Needs assessment	<input type="checkbox"/> Classroom observations						
<input type="checkbox"/> Interviews with staff	<input type="checkbox"/> Other						

PROGRAM REQUIREMENTS:	MET REQUIREMENTS?						
<p>I-C 4. Verifies that there is consultation with parent advisory councils for programs of one school year in duration and that all such programs and projects are carried out in a manner that provides for migrant parent involvement as is required for Title I-A programs and in a format and language understandable to parents.</p> <p>STATUTES/REGULATIONS REFERENCE: 1304(c)(3)</p> <p>SOURCE OF EVIDENCE:</p> <table border="0"> <tr> <td><input type="checkbox"/> Meeting notices</td> <td><input type="checkbox"/> Participant lists</td> </tr> <tr> <td><input type="checkbox"/> Meeting minutes</td> <td><input type="checkbox"/> Other</td> </tr> <tr> <td><input type="checkbox"/> Interviews with staff</td> <td></td> </tr> </table>	<input type="checkbox"/> Meeting notices	<input type="checkbox"/> Participant lists	<input type="checkbox"/> Meeting minutes	<input type="checkbox"/> Other	<input type="checkbox"/> Interviews with staff		<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> N/A: < Choose explanation ></p> <p>COMMENTS:</p>
<input type="checkbox"/> Meeting notices	<input type="checkbox"/> Participant lists						
<input type="checkbox"/> Meeting minutes	<input type="checkbox"/> Other						
<input type="checkbox"/> Interviews with staff							

PROGRAM REQUIREMENTS:	MET REQUIREMENTS?						
<p>I-C 5. Verifies that in planning and carrying out programs funded with IC funds, there has been, and will be, adequate provision for addressing the unmet needs of preschool migratory children.</p> <p>STATUTES/REGULATIONS REFERENCE: 1304(c)(4)</p> <p>SOURCE OF EVIDENCE:</p> <table border="0"> <tr> <td><input type="checkbox"/> Service delivery plan</td> <td><input type="checkbox"/> Classroom observation</td> </tr> <tr> <td><input type="checkbox"/> Needs assessment</td> <td><input type="checkbox"/> Other</td> </tr> <tr> <td><input type="checkbox"/> Interviews with staff</td> <td></td> </tr> </table>	<input type="checkbox"/> Service delivery plan	<input type="checkbox"/> Classroom observation	<input type="checkbox"/> Needs assessment	<input type="checkbox"/> Other	<input type="checkbox"/> Interviews with staff		<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> N/A: < Choose explanation ></p> <p>COMMENTS:</p>
<input type="checkbox"/> Service delivery plan	<input type="checkbox"/> Classroom observation						
<input type="checkbox"/> Needs assessment	<input type="checkbox"/> Other						
<input type="checkbox"/> Interviews with staff							

PROGRAM REQUIREMENTS:	MET REQUIREMENTS?
I-C 6. Verifies that the district measures the effectiveness of migrant programs and projects, and, where feasible, uses the same approaches and standards that are used to assess the performance of students and schools under Title I, Part A.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A: < Choose explanation >
STATUTES/REGULATIONS REFERENCE: 1304(c)(5)	COMMENTS:
SOURCE OF EVIDENCE: <input type="checkbox"/> Assessment results <input type="checkbox"/> Interviews with staff <input type="checkbox"/> Policies & procedures <input type="checkbox"/> Other	

PROGRAM REQUIREMENTS:	MET REQUIREMENTS?
I-C 7. Verifies that priority for service is given to migrant children who are failing or most at risk of failing to meet the state's content and performance standards and whose education has been interrupted during the regular school year.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A: < Choose explanation >
STATUTES/REGULATIONS REFERENCE: 1304(d)	COMMENTS:
SOURCE OF EVIDENCE: <input type="checkbox"/> Staff interviews <input type="checkbox"/> Assessment results <input type="checkbox"/> Selection criteria <input type="checkbox"/> Other	

PROGRAM REQUIREMENTS:	MET REQUIREMENTS?
I-C 8. Verifies that, to the extent feasible, migrant programs and projects provide for: <ul style="list-style-type: none"> ➤ advocacy and outreach activities for migrant children and their families including helping them to gain access to other ➤ education, health, nutrition and social services; ➤ professional development programs, including mentoring, for teachers and other program personnel; ➤ family literacy programs, including such programs that use models developed under Even Start; ➤ integration of information technology into education and related programs; and ➤ programs to facilitate transition of secondary school students to postsecondary education or employment. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A: < Choose explanation >
STATUTES/REGULATIONS REFERENCE: 1304(c)(6)(A-E)	COMMENTS:
SOURCE OF EVIDENCE: <input type="checkbox"/> Service delivery plan <input type="checkbox"/> Participant lists <input type="checkbox"/> Interviews with staff <input type="checkbox"/> NCLB application <input type="checkbox"/> PD plans, agendas, and minutes <input type="checkbox"/> Other	

PROGRAM REQUIREMENTS:	MET REQUIREMENTS?
<p>I-C 9. Verifies that a child who ceases to be a migratory child during a school term is eligible for services until the end of such term; a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A: < Choose explanation >
<p>STATUTES/REGULATIONS REFERENCE: 1304(e)(1-3)</p>	<p>COMMENTS:</p>
<p>SOURCE OF EVIDENCE:</p> <input type="checkbox"/> Staff interviews <input type="checkbox"/> Assessment results <input type="checkbox"/> Selection criteria <input type="checkbox"/> Other	

PROGRAM REQUIREMENTS:	MET REQUIREMENTS?
<p>I-C 10. Verifies that the district has identified and addressed the special educational needs of migrant students in accordance with a comprehensive state plan that:</p> <ul style="list-style-type: none"> ➤ is integrated with other federal programs, as appropriate; ➤ may be submitted as part of a consolidated application if the special needs of migratory children are addressed, the plan is developed in consultation with parents of migratory children, and the plan is not used to supplant State efforts for migrant children; ➤ provides that migratory children will have an opportunity to meet the same challenging State academic content and achievement standards that all children are expected to meet; ➤ specifies measurable program goals and outcomes; ➤ encompasses the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs; ➤ is the product of joint planning among such local, State, and Federal programs, including programs under Title I-A, early childhood programs, and language instruction educational programs under Title III; and ➤ provides for the integration of services available under this part with services provided by other programs. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A: < Choose explanation >
<p>STATUTES/REGULATIONS REFERENCE: 1306(a)(1)(A-G)</p>	<p>COMMENTS:</p>
<p>SOURCE OF EVIDENCE:</p> <input type="checkbox"/> Migrant service delivery plan <input type="checkbox"/> Needs assessment <input type="checkbox"/> NCLB application <input type="checkbox"/> Staff schedules & assignments <input type="checkbox"/> Interviews with staff <input type="checkbox"/> Other	

PROGRAM REQUIREMENTS:	MET REQUIREMENTS?
<p>I-C 11. Verifies that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> funds used under IC 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; <input type="checkbox"/> funds used under IC shall be used to address the needs of migratory children that are not addressed by other Federal or non-Federal programs, except that migratory children who are eligible to receive services under I-A may receive those services under I-A or through IC funds that remain after the needs addressed in paragraph 1 are addressed; and <input type="checkbox"/> a school that receives IC funds shall continue to address the identified needs of migrant students, and shall meet the special educational needs of migratory children before using IC funds in Title I schoolwide programs. <p>STATUTES/REGULATIONS REFERENCE: 1306(b)(1, 2, & 4)</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A: < Choose explanation >
<p>SOURCE OF EVIDENCE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Schoolwide plan <input type="checkbox"/> Service Delivery plan <input type="checkbox"/> Interviews with staff <input type="checkbox"/> Needs assessment <input type="checkbox"/> Staff schedules <input type="checkbox"/> Other 	<p>COMMENTS:</p>

Appendix F

Alaska MEP Technical Assistance Visit Form and Recommendation Report

ALASKA MIGRANT EDUCATION PROGRAM

Technical Assistance Visit Form and Recommendation Report

Purpose: This form is a tool to aid in providing district staff technical assistance and training in the Identification and Recruitment (ID&R) process for the Migrant Education Program (MEP). It should be used for each on-site visit as a guideline to help in the generation of new ideas and to make ID&R activities more efficient. **Please note that not all of the items listed will be applicable to all districts.**

EED Staff:		
District:	Date:	
District Office Address:		
District greater than 15K?	Yes:	No:
Migrant Coordinator:		
Phone:	Fax:	
Records Manager:		
Phone:	Fax:	
Number of Migrant Ed students in District:		
Total number of students in the District:		
Percentage of Migrant Ed students in District:		
DBID: AK	District Number:	District Code: AK

