

Alaska Migrant Education Program

# Guiding Documents Template

**Lower Yukon School District**

Updated: February 2025



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# Identification & Recruitment Plan

## Overview of the District Migratory Population

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

The Lower Yukon School District (LYSD) comprises twelve schools in ten villages spread across 22,000 square miles. The purpose of the district's learning community is to ensure tradition, culture, and a quality education. LYSD believes in the importance of the Yup'ik values along with academic excellence. An important value is subsistence, which the Yup'ik people have been practicing for thousands of years.

Seasonal subsistence activities such as berry picking for salmon berries and blueberries provide an important food source to supplement the economic cost of living in this part of Alaska.

Fishing is a critical supplement to meet subsistence needs. The Lower Yukon Commercial salmon fishing district provides an important economic income for many families. The five species of salmon, whitefish, cisco, Sheefish, Burbot, pike, and grayling are important food supplements and encompass the school district boundaries. The Bering Sea provides marine resources as beach grass, seaweed, clams (fresh and saltwater), herring and herring eggs, tomcod, halibut, including whales, seals, and marine animals as part of the rich Yup'ik cultural heritage.

## District Migrant Education Program (MEP) Staff

*Attach full job description in the appendix.*

*Describe how the district recruits and hires qualified MEP staff.*

LYSD advertises annually for recruiters from within the 10 villages as well as the LYSD Anchorage office. Recruiters must have good communication skills and be familiar with the unique challenges of families in remote villages. Migrant education recruiters are required to attend an annual State of Alaska Migrant Education Recruiter Training offered every fall season by the Alaska DEED MEP staff. Once complete with the training, the recruiters must submit a Recruiter Access Form as authorized personnel to access the Alaska Migrant Web System.

The Migrant Education Coordinator also attends the annual State of Alaska Migrant Education Recruiter and Records Manager Training offered every Fall season by the Alaska DEED MEP staff. The Migrant Education Coordinator verifies and validates all family information and reviews all COE and ARC information for completion and eligibility. The Migrant Education Program Coordinator is required to follow and comply with guidelines of the State of Alaska DEED MEP Records Manager Guide.

## Roles and Descriptions

MEP Role	Role Description (Duties for the MEP)
Federal programs director: Meghan McCarthy-Grant	The primary task of the Director of Federal Programs is approval of all migrant education activities and ensures all LYSD migrant education reporting requirements are on time and complete.
Migrant coordinator (if applicable): Barbara Bodnar	The coordinator is responsible for all State of Alaska MEP reporting requirements as Records Manager and SEA reviewer, and ensures that the district follows and complies with all federal and state migrant rules. The Migrant Education Coordinator is also responsible for all LYSD

MEP Role	Role Description (Duties for the MEP)
	migrant education program tasks, records management, reporting duties, community and parent outreach, and plans exclusive migrant activities for all migrant students. The Migrant Education Coordinator trains, monitors, and assists the migrant education recruiters in recruiting tasks of migrant students into the migrant education program.
Records manager: Barbara Bodnar	The coordinator is also the Records Manager and is responsible for all State of Alaska MEP reporting requirements as Records Manager and SEA reviewer, and ensures that the district follows and complies with all federal and state migrant rules.
Designated SEA reviewer: Barbara Bodnar	The coordinator is responsible for all State of Alaska MEP reporting requirements as Records Manager and SEA reviewer, and ensures that the district follows and complies with all federal and state migrant rules.
Secondary designated SEA reviewer: Meghan McCarthy-Grant	The Federal Programs Director is the designated Secondary SEA reviewer, in the event the main designated SEA reviewer recruits a child and/or completes a COE as an interviewer.
Recruiter(s): Scammon Bay: Abe Rivers Kotlik: Michaela Okitkun Anchorage Office: Natasha Lamont and Andrea Stevens	The recruiters interview parents and recruit pre-K to 12th grade students who are eligible to enroll as migrant students. The recruiter collects all family information and verifies eligibility to enroll or recertify current migrant education students. Identification and recruitment efforts are open all school year and eligible for migrant youth from birth to 20 years olds, including out of school youth and students who dropped out of school and have not graduated from high school or received a GED. All recruiters follow the State of Alaska DEED MEP Recruiter guidelines for recruitment, enrollment, and monitoring LYSD migrant education students.
Other (specify)	

## Identification & Recruitment (ID&R) Efforts

### Year-Round ID&R Efforts

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

Recruiting Timeframe	Process for Recruitment During Timeframe
August through November	Although Identification and recruitment efforts are open all school year, the fall recruitment is the most intensive effort. Once the coordinator has received the FRR (fall recruitment report), recruiters are assigned roughly equal numbers of families to contact and interview. Where possible, a new COE is submitted. If the family has no new moves the recruiters fill out an ARC (annual recertification of no new moves). In addition to the FRR, recruiters are assigned additional families to contact using the annual school enrollment survey questions. All recruiters follow the State of Alaska DEED MEP Recruiter guidelines for recruitment, enrollment, and monitoring LYSD migrant education students.

Recruiting Timeframe	Process for Recruitment During Timeframe
December through February	Identification and recruitment efforts are open all school year and eligible for migrant youth from birth to 20 years olds, including out of school youth and students who dropped out of school and have not graduated from high school or received a GED. All recruiters follow the State of Alaska DEED MEP Recruiter guidelines for recruitment, enrollment, and monitoring LYSD migrant education students.
March through May	Identification and recruitment efforts are open all school year and eligible for migrant youth from birth to 20 years olds, including out of school youth and students who dropped out of school and have not graduated from high school or received a GED. All recruiters follow the State of Alaska DEED MEP Recruiter guidelines for recruitment, enrollment, and monitoring LYSD migrant education students.
June through July	Identification and recruitment efforts are open all school year and eligible for migrant youth from birth to 20 years olds, including out of school youth and students who dropped out of school and have not graduated from high school or received a GED. All recruiters follow the State of Alaska DEED MEP Recruiter guidelines for recruitment, enrollment, and monitoring LYSD migrant education students.

### **ID&R of Special Populations**

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

Population	Process for Identifying and Recruiting
Not yet in school	Recruiters make sure to question the families to see if there are younger siblings (not yet in school) that may have gone on the move.
Preschool (i.e., district, Head Start, private)	The only preschool students are those that are enrolled in district's schools. Recruiters make sure they ask about preschoolers in their interviews.
Private School	n/a
Out of school youth (i.e., dropouts)	The Migrant Education Coordinator compares the state migrant eligibility list with PowerSchool enrollment several times per year to see if students have moved into or out of the district, graduated or dropped out of school. Out of school youth that still live in their home village are eligible for services as long as they have eligibility as defined by State of Alaska DEED MEP guidelines.
New to district (i.e., mid-year transfers)	The Migrant Education Coordinator compares the state migrant eligibility list with PowerSchool enrollment several times per year to see if students have moved into or out of the district, graduated or dropped out of school. The records manager contacts the previous district to ensure a continuation of services.
Attend public school operated by another district (i.e., boarding, correspondence)	Recruiters discuss with parents and identify any migrant students that are attending other school districts. These students are eligible to receive services from both school districts.
Qualifying moves after November 15	Identification and recruitment efforts are open all school year and eligible for migrant youth from birth to 20 years olds, including out of

Population	Process for Identifying and Recruiting
	school youth and students who dropped out of school and have not graduated from high school or received a GED. All recruiters follow the State of Alaska DEED MEP Recruiter guidelines for recruitment, enrollment, and monitoring LYSD migrant education students.
Other (specify)	

### **Identification Activities**

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

#### **Advertising the MEP**

Identification Activity	Timeframe	Process
Posters or flyers	Fall Annually	LYSD distributes a Migrant Education flyer sent to parents in early June. A migrant education poster is also sent to each LYSD community during the first semester.
Brochures	Fall Annually	An LYSD Migrant Education brochure is distributed in public community buildings.
Newspaper, TV, or radio		
Community bulletin boards	Fall Annually	A community migrant poster is sent to each school site and posted in public community buildings.
Community events	As needed	The Migrant Education Coordinator provides I&E outreach and recruitment flyers for community events. Site Student Success Coaches provide information to migrant students and families as needed.
District or school newsletters	Fall Annually	An LYSD newsletter and school district website provides information on the LYSD Migrant Education program.
Social media	As needed	LYSD and migrant parent social media users share I&E of migrant programs and events.
Website	As needed	LYSD and migrant parent social media users share I&E of migrant programs and events.
Word of mouth/referrals	As needed	Eligible migrant parents/students provide referrals of other families who participated in similar migrant activities and are eligible to enroll as migrant students.
Other (specify)		

#### **MEP Eligibility from Other Districts**

Identification Activity	Timeframe	Process
Records transfer forms	As needed	When requested by other districts LYSD shares requested documents as appropriate. An LYSD Student Records Request form is included in the Appendix.
Primero Edge		
OASIS list provided by the MEO		
Summer OASIS warnings		
Other (specify)		

### **Outreach**

Identification Activity	Timeframe	Process
Enrollment questionnaire	During enrollment	Subsistence activities aligned with Migratory activities are asked as a part of the LYSD enrollment process. This list is then supplied to recruiters as a part of Fall enrollment. Students answering yes to these migratory questions throughout the year are flagged and brought to the attention of the Migrant Education coordinator.
Letter to all families in district	As needed	Letters and notices are sent to parents explaining migrant eligibility and services annually in the fall. Letters are sent to families of identified migrant families indicating migrant identification and explaining services available to students and families. Notices are sent to migrant families regarding their participation in the ESEA needs survey as well as the migrant specific survey. These notices are sent via; emails, texts, paper letters, phone messages, and social media.
School or community functions	As needed	Migrant Education coordinator utilizes community and school events to share information about Title IC eligibility and services.
Parent and family meetings	Annual PAC-NEC Committee - Migrant sub committee	The PAC-NEC committee meets annually to discuss all federal programs including Title IC. The PAC-NEC committee is composed of regional school board members, community partners, tribal partners, and parents of migratory students. In addition the Migrant Education coordinator meets with the Title IC sub committee.
Assemblies or homerooms		
Other (specify)		

### **Training**

Identification Activity	Timeframe	Process
District staff	As needed	Recruiters attend the annual state recruiters training as well as weekly meetings with the Federal Programs Director and Migrant Education Coordinator during Fall recruitment. District wide staff are provided inservice on Migrant purpose, eligibility, and services annually as a part of district wide training. Principals are provided updated Title IC information through the principal's weekly newsletter (Principal's Post) and through bi-weekly meetings.
Community agencies	As needed	Annually the Migrant Education coordinator shares Title IC information to the Regional School Board and the PAC-NEC committee.
Other (specify)		

### **Recruitment Activities**

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

### COE/ARC Completion

Recruitment Activity	Timeframe	Process
Setting up interviews	Fall and then as needed through enrollment	Recruiters contact parents via phone calls, text messages and emails and conduct interviews during Fall recruitment and as needed through enrollment.
COE completion methods (paper, PDF, web)	Fall and then as needed through enrollment	Recruiters conduct interviews during Fall recruitment and complete and submit a web based COE for approval. LYSD uses the Migrant Education Websystem (MIS2000).
Obtaining required signatures (electronic, ink, both)	During Fall recruitment then as needed	Recruiters conduct interviews and collect parent/guardian signatures during Fall recruitment and as needed through enrollment. LYSD uses the Migrant Education Websystem (MIS2000) and the electronic signature process where possible. If a parent is in a community that doesn't have a recruiter, signatures are obtained using Formstack, a secure signature software.
COE/ARC review process	During Fall recruitment then as needed	Migrant Education Coordinator is responsible to review, correct, update, and/or submit the COE/ARC for MEP approval into the Migrant Education Websystem (MIS2000).
Other (specify)		

### COE/ARC Submission

Recruitment Activity	Timeframe	Process
COE/ARC submission process	During Fall recruitment then as needed	Migrant Educations Coordinator and Recruiters utilize the Migrant Education Websystem (MIS 2000) for submission of all required migratory information and MEP reporting guidelines
COE/ARC data entry	During Fall recruitment then as needed	Migrant Educations Coordinator and Recruiters utilize the Migrant Education Websystem (MIS 2000) for submission of all required migratory information and MEP reporting guidelines
Upload changes in MIS2000	During Fall recruitment then as needed	Migrant Educations Coordinator and Recruiters utilize the Migrant Education Websystem (MIS 2000) for submission of all required migratory information and MEP reporting guidelines
Upload scanned documents (COE, maps) in the Web System	During Fall recruitment then as needed	Migrant Educations Coordinator and Recruiters utilize the Migrant Education Websystem (MIS 2000) for submission of all required migratory information and MEP reporting guidelines
Other (specify)		

### Tracking Recruitment Efforts

Recruitment Activity	Timeframe	Process
Timely completion of Fall Recruitment Report	Annually	Migrant Education Coordinator completes this annual report following MEP reporting guidelines.
Tracking children from identification of possible move through the interview process	As needed	Migrant Education Coordinator and Recruiters complete this as needed following MEP eligible migrant activities and reporting guidelines.



Recruitment Activity	Timeframe	Process
Other (specify)		

### **Electronic Signatures Written Processes**

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

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

Electronic Signatures Activity	District Processes & Procedures
Process for obtaining electronic signatures outside the Web System. Include program used.	Signatures are obtained using Formstack, a secure signature software which can be emailed or texted to a parent. Once the recruiter determines that the parent has reviewed the COE and is ready to sign, the COE is uploaded using the FormStack program and emailed or texted to the parent. The FormStack returns the form to the recruiter or Migrant Coordinator and no changes can be made to the form once the signature has been secured.
How the process complies with FERPA and PII security rules.	Migrant Recruiters and Coordinator have a secure district assigned login to ensure that the documents uploaded are protected.
How the district implements security measures, such as 2-factor authentication.	Formstack utilizes a 2-factor authentication process. Recruiters and Migrant Coordinator have a secure LYSD login and use Google Authenticator.
How the district ensures the electronic signatures are valid and authentic.	Recruiters contact the parents directly by phone to verify how they would like to receive the COE and sign.
How the district makes copies of the electronic documents available, within a reasonable time frame, to those who provide electronic signatures.	The FormStack program sends the signed form to the recruiter or Migrant Coordinator and also sends a copy to the parent as soon as it is signed.

# Quality Control Plan

## Deadlines

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

Deadline	Task Due to MEO	Assigned District Staff	Process for Timely Submission
Aug. 15	Web access agreement(s)	Migrant Coordinator	The Migrant Education Coordinator is responsible for distributing, approval, collecting, and submitting Remote Access Agreements and Web Access Agreements for all LYSD district staff qualified as migrant recruiters into the Alaska Migrant Web system.
Sept. 15	Designated SEA reviewer form	Migrant Coordinator	The Migrant Education Coordinator is the Designated SEA Review and responsible for submitting the form into the Alaska Migrant Web system appropriate signatures for approval.
Sept. 30	Summer Withdrawal Report	Migrant Coordinator	The Migrant Education Coordinator is responsible for completing and timely submission of the Summer Withdrawal Report following MEP reporting guidelines.
Sept. 30	Summer Term Course History	Migrant Coordinator	The Migrant Education Coordinator is responsible for recording, completing, and timely submission of the Summer Term course history report following MEP reporting guidelines.
Oct. 15	K-2 PFS list	Migrant Coordinator	<p>The Migrant Education Coordinator is responsible for identifying and completing the K-2 Priority for Service student report following MEP reporting guidelines. Migrant students who are below proficient or far-below proficient in ELA and mathematics in LYSD school grades and/or mCLASS progress monitoring assessment data meet LYSD guidelines for receiving PFS, including LYSD migrant students who are:</p> <ul style="list-style-type: none"> <li>• Failing, or most at-risk of failing, to meet the challenging State academic standards, or</li> <li>• Have dropped out of school</li> </ul> <p>To ensure quality education opportunity, priority for service students are eligible to receive; after school tutoring, summer school, access to books, literacy material, and school supplies.</p>
Nov. 5	Fidelity of Strategy Implementation (FSI) Tool	Migrant Coordinator and Federal Programs Director	The Migrant Education Coordinator is responsible for completing, timely submission, and review of the Fidelity of Strategy Implementation Tool following MEP reporting guidelines.

Deadline	Task Due to MEO	Assigned District Staff	Process for Timely Submission
Nov. 15	Fall recruitment deadline	Migrant Education Coordinator, Records manager, recruiter(s)	The Migrant Education Coordinator is responsible for ensuring recruiters identify, recruit, and enroll eligible migrant education students into the Alaska Migrant Education Web system before the Fall recruitment deadline (November 15).
Nov. 15	Fall Recruitment Report	Records manager	The Migrant Education Coordinator/Records Manager is responsible for completing and timely submission of the Fall Recruitment Report following MEP reporting guidelines.
Jan. 31	1 <sup>st</sup> semester Course History	Migrant Coordinator	The Migrant Education Coordinator is responsible for recording, completing, and timely submission of the 1st and 2nd semester course history report following MEP reporting guidelines.
Apr. 30	Literacy Grant Final Report	Migrant Coordinator	The Migrant Education Coordinator is responsible for completing and timely submission of the Literacy Grant Report following MEP reporting guidelines.
May 15	Literacy Grant Application	Migrant Coordinator	The Migrant Education Coordinator is responsible for completing and timely submission of the Literacy Grant Application following MEP reporting guidelines.
Jun. 15	Mass Withdrawal Report	Migrant Coordinator	The Migrant Education Coordinator is responsible for recording, completing, and timely submission of the Mass Withdrawal Report following MEP reporting guidelines.
Jun. 30	2 <sup>nd</sup> semester Course History	Migrant Coordinator	The Migrant Education Coordinator is responsible for recording, completing, and timely submission of the 1st and 2nd semester course history report following MEP reporting guidelines.

Note: Descriptions of all reports and forms can be found in the Records Manager Guide.

## Filing

### File Retention

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

### File Security

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

The Migrant Education Program Coordinator has a locked filing system to store all COE and ARC paperwork including an encrypted LYSD district computer to store all electronic migrant education files.

### File Organization

*Describe how the district organizes the following files.*

<b>Migrant File</b>	<b>File Structure</b> (i.e., family bundles, alphabetical, by year)	<b>Location</b> (i.e., physical location)
COEs and ARCs	Alphabetical by family name(s) for each year	Migrant Education Coordinator has a district computer for digital COE and ARC storage organized by fiscal year. Paper copies are kept in a locked file cabinet in the LYSD Anchorage office.
Training Materials	Google shared folders	Password protected LYSD google site. The Migrant Education Coordinator has a district computer with I&E training material organized within an LYSD site folder.
Reports and Lists <ul style="list-style-type: none"> <li>• Fall Recruitment Reports</li> <li>• Course History Reports</li> <li>• Mass Withdrawal Reports</li> <li>• Summer Withdrawal Reports</li> <li>• FSI Tool</li> <li>• PFS K-2 Report</li> <li>• PFS K-12 List</li> <li>• MIS2000 Lists (Snap Reports)</li> </ul>	MIS2000, Google Shared folders	Password protected LYSD google site. Migrant Education Coordinator has a district computer with an SOA folder containing folders for each report organized by fiscal year.
Literacy Grant Program	Google Folder - Grants Management System	Password protected LYSD google site. The Migrant Education Coordinator has a district computer with an SOA folder containing folders for each report organized by fiscal year.
Correspondence with families	Google Folder, email service	Password protected LYSD google site and email server.
Correspondence with MEO	Google Folder, email service	Password protected LYSD google site and email server.

## **File Disposal**

*Describe how the district properly disposes of migrant files.*

<b>Migrant File</b>	<b>Staff Responsible for Disposal of Files</b>	<b>Disposal Timeframe</b> (i.e., fall, spring)	<b>Process for Disposal</b> (i.e., shredding)
COEs and ARCs after 10-year period	Records Manager (Program Coordinator)	Prior to the fall recruitment period, the Migrant Coordinator will shred any COEs and	All paper hard copies are shredded with an office shredding machine. All electronic computer COE

Migrant File	Staff Responsible for Disposal of Files	Disposal Timeframe (i.e., fall, spring)	Process for Disposal (i.e., shredding)
		ARCs that are older than the 10-year period.	and ARC copies will be deleted from the Google folders and computer system used by the Migrant Education Coordinator.
Reports with personally identifiable information after 5-year period	Migrant Coordinator	Prior to the fall recruitment period, the Migrant Coordinator will shred any reports with personally identifiable information that are older than the 5-year period.	All paper hard copies are shredded with an office shredding machine. All electronic computer reports with personally identifiable information will be deleted from the LYSD Google Folders and the computer system used by the Migrant Education Coordinator

### Scanning and Uploading Files

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

Migrant File	District Processes & Procedures
COEs with signatures obtained outside of the Web System	Electronic signatures obtained with Formstack software are stored in Google Folder and on LYSD encrypted laptops. Physical paper copies with parent signatures are kept as pdf files secured within the district network system, and paper copies are stored in a locked filing cabinet secured in the LYSD Anchorage office. The district computer network system is encrypted with a username and password for access. A district computer network and printer /scanner/copier is available in each school site.
Maps for moves made within a 15K+ district	Over 22,000 square miles, many LYSD migrant families qualify for migrant activities that are greater than 20 miles from their place of residence. An LYSD map is required to verify the 20 mile move distance. All migrant staff/recruiters are trained on how to create an electronic map using the Alaska Schools & Education Map from the Alaska Community Database Online (CDO). A district computer network and printer /scanner/copier is available in each school site and for each recruiter.

### Electronic Records Retention Written Plan

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

Electronic Records Retention Written Plan Requirement	District Processes & Procedures for Compliance
Migrant Records are Reliably and Securely Maintained	LYSD uses the Alaska Migrant Web System for all electronic COE and ARC submission and records retention including signatures of parent, recruiter, and records manager. Physical paper copies with parent signatures are kept as pdf files secured within the

Electronic Records Retention Written Plan Requirement	District Processes & Procedures for Compliance
	district network system, and paper copies are stored in a locked filing cabinet secured in the LYSD Anchorage office. Only Migrant trained staff have access to the key to this locked filing cabinet. The district computer network system is encrypted with a username and password for access
Migrant Records are Preserved for Future Readability	LYSD's electronic Migrant Records are stored in a Shared Google Folder following the General Electronic Records Guidance from the State. Final approved version of the COE and ARC are filed alphabetically by family groups and maps are saved where possible.
Migrant Records are Accessible and Retrievable in a Timely Manner	Migrant ARCs and COEs are filed by the last name, then the first names of the children, followed by "COE" and "ARC" and then fiscal year.
Migrant Records are Protected from Unauthorized Access	All Migrant Records are stored in folders with limited access to only LYSD authorized users.
Migrant Records are Kept for the Entirety of their Required Retention Period	The Records Manager/Migrant Coordinator is responsible for deleting all records past their required retention period. The Migrant Coordinator will work with the LYSD IT Department to ensure that the records are completely eliminated.

## Alaska Migrant Web System (MIS2000 Database)

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

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

Alaska Migrant Web System	Description
Personnel who have access to the Alaska Migrant Web System	LYSD Migrant Recruiters, Program Coordinator and Federal Programs Director have access to the MIS2000 system through logins and passwords provided by the system.
Process for notifying the MEO when an individual should no longer have access to the Alaska Migrant Web System	The Migrant Program Coordinator will submit an email immediately to notify the State MEP of district staff who should no longer have access to the Alaska Migrant Web System

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

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

### Verifying Eligibility

Task	Description of District Process
Ensure that MEP staff are trained in ID&R (i.e., recruiters, records managers, SEA reviewers)	All Migrant Education recruiters are required to attend an annual Fall State of Alaska Migrant Education Recruiter

Task	Description of District Process
	Training offered by the Alaska DEED MEP staff. The Migrant Education Coordinator also attends the annual Fall State of Alaska Migrant Education Recruiter and Records Manager Training offered by the Alaska DEED MEP staff.
Verify eligibility of qualifying moves (i.e., district maps)	The Migrant Education Coordinator verifies and validates all family information for completion and eligibility and to insure that a district map is uploaded into the Alaska Migrant Web system, and verify the migrant activity move is into another school district or 20 miles or more. The Migrant Education Coordinator is required to follow and comply with guidelines of the State of Alaska DEED MEP Records Manager Guide.
Verify economic necessity of qualifying moves	The Migrant Education Coordinator verifies and validates all family information for completion and eligibility, following guidelines of the State of Alaska DEED MEP Records Manager Guide and ensures that the migrant activity meets economic necessity as a qualifying move.
Review COEs and ARCs for completion and eligibility	The Migrant Education Coordinator verifies and validates all family information and review of all COE and ARC information for completion and eligibility. The Migrant Education Coordinator is required to follow and comply with guidelines of the State of Alaska DEED MEP Records Manager Guide.
Other (specify)	

### **Validating Data**

Task	Description of District Process
Validation and cross-reference of COE data prior to entry in MIS2000	The Migrant Education Coordinator shall ensure that all district data entered into MIS2000 is accurate, complete, and validate any information for completion and eligibility. The coordinator will ensure that the student data and student id number is valid and verified with LYSD PowerSchool student data information for name, birthdate, ethnicity, address information, and avoid duplication to ensure that all information is accurate.
Avoid duplicate students in MIS2000	The Migrant Education Coordinator shall ensure that all district data entered into MIS2000 is accurate, complete, and validate any information for completion and eligibility. The coordinator will ensure that the student data and student id number is valid and verified with LYSD PowerSchool student data information for name, birthdate, ethnicity, address information, and avoid duplication to ensure that all information is accurate.



Task	Description of District Process
Update information in MIS2000 (i.e., names, birthdates, ethnicities)	The Migrant Education Program Coordinator shall notify MEO staff (including data specialist) of any discrepancies found regarding names, birthdates, etc to be corrected in MIS2000.
Report supplemental services accurately	The Migrant Education Coordinator shall ensure that all district data entered into MIS2000 is accurate, complete, and validate any information for completion and eligibility, including identification and reporting of supplemental services provided to eligible migrant students.
Report supplemental services provided to children through the continuation of services provision accurately	The Migrant Education Coordinator shall ensure that all district data entered into MIS2000 is accurate, complete, and validate any information for completion and eligibility, including identification and reporting of supplemental services provided to eligible migrant students whose end of eligibility determine continuation of service provision guidelines are met.
Other (specify)	

### **Timely Data**

Task	Description of District Process
Verification that each site properly recruited	The Migrant Education Coordinator is responsible for ensuring that the recruiters identify, recruit, and enroll migrant education students into the Alaska Migrant Education Web system.
Contact all MEP children annually during fall recruitment	The Migrant Education Coordinator is responsible for ensuring that the recruiters contact, identify, recruit, and enroll eligible migrant education students into the Alaska Migrant Education Web system.
Meet fall recruitment deadline (i.e., internal deadlines and processes)	The Migrant Education Coordinator is responsible for ensuring that the recruiters identify, recruit, and enroll migrant education students into the Alaska Migrant Education Web system before the fall recruitment deadline (November 15).
Timely data entry (i.e., COE/ARC entry)	The Migrant Education Coordinator is responsible for ensuring that the recruiters contact, identify, recruit, and enroll eligible migrant education students into the Alaska Migrant Education Web system in a timely manner.
Other (specify)	

### **Maintaining Accurate Records in MIS2000**

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

Event	Description of Records Manager's Process
MEP child moves to another district	The Migrant Coordinator periodically checks the enrollment list to ensure updated information and services. Records request(s) will include identification information.



Event	Description of Records Manager's Process
MEP child begins attending another school	The Migrant Coordinator periodically checks the enrollment list to ensure updated information and services. The Migrant Coordinator updates students' eligibility status in PowerSchool, as needed. This ensures that moving to a different school within the district doesn't affect a student's Migrant status.
MEP child makes new qualifying move	In the event a migrant student completes a qualifying activity with a new qualifying move during the school year, the recruiter and/or Program Coordinator will complete and submit a new COE including an update of parent/guardian/student information as changes in address, phone number, and current enrollment status as listed in Powerschool data information.
MEP child's address or phone number changes	
Parent refuses MEP services for their child	In the event a migrant parent refuses migrant services for their child, the recruiters will inform the Migrant Education Coordinator, and update the google docs document for current services provided to migrant students.
MEP family is unreachable for re-certification	In the event a migrant parent is unreachable to determine any new migrant activity moves, recruiters will inform the Migrant Education Coordinator to collaborate the recertification of eligible migrant students for another school year.
MEP child graduates	In the event the migrant student graduates or receives a GED, recruiters will inform the Migrant Education Coordinator who will update the google doc for current year services. Students who graduate or receive their GED are no longer eligible for MEP services.
MEP child ages out of the program	In the event the migrant student ages out of the program (over 21 years old), recruiters will inform the Migrant Education Coordinator. According to MEP guidelines for eligibility, students over 21 years old are not eligible for MEP services.
MEP child becomes deceased	The Migrant Coordinator periodically checks the enrollment list to ensure updated information and services. In the event a migrant student becomes deceased, the Migrant Coordinator will update the summer OASIS and Mass withdrawal report.
MEP child drops out of school	The Migrant Coordinator periodically checks the enrollment list to ensure updated information and services. In the event of a Migrant student dropping out of school, the Migrant Coordinator will attempt to contact the family regarding potential supplemental services available to that student.

## Sending and Receiving Migrant Records

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

Event	District Process for MEP Records Transfer
MEP child transfers to another district	<p>In the event a migrant student moves and transfers out of LYSD, recruiters shall inform the Migrant Education Program Coordinator, and/or corroborate with other school districts to ensure the student receives crucial benefits eligible for services. The Alaska DEED MEP website has access information for Alaska school district Liaisons and district Migrant Education contact information.</p> <p>Recruiters will inform the migrant education program and update any parent/guardian/student information as changes in address, phone number, and current enrollment status.</p>
MEP child transfers into the records manager's district	<p>In the event a migrant student moves and transfers into LYSD, the Migrant Education Program Coordinator shall corroborate with other school districts to ensure the student receives crucial benefits eligible for services. The Alaska DEED MEP website has access information for Alaska school district Liaisons and district Migrant Education contact information.</p> <p>The Migrant Education Program Coordinator shall verify the students enrollment status and update any parent/guardian/student information as changes in address, phone number, and migrant status.</p>

## Needs Assessment

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

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

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

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

([education.alaska.gov/ESEA/TitleI-C/docs/NeedsAssessmentGuidanceTitleI-C.pdf](http://education.alaska.gov/ESEA/TitleI-C/docs/NeedsAssessmentGuidanceTitleI-C.pdf))

## Timeline

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

Needs Assessment Activity	Timeframe	Process
Form a local needs assessment committee	Annually (First Third, and Fourth Quarter of School)	LYSD will have two needs assessment committees. The first will consist of instructional leadership who will review migrant student data annually to determine need and guide budgetary decisions (4th quarter and 1st Quarter). The second committee will be the PAC-NEC committee which consists of parents, students, regional board members, tribal partners, and community partners. The PAC-NEC committee will meet to provide evaluation and feedback. (3rd Quarter).
Determine what data is available and will be used	Annually (Upon release)	The report card to the public provides the data needed to evaluate and guide programmatic and budget decisions for migrant students. The report card to public data will be utilized by both committees and shared with migrant families.
Distribute migrant parent surveys	Annually (Upon release)	These surveys will be shared with migrant families when it is released by the state. The migrant coordinator will utilize district information processes such as; website, facebook, text, and email.
Distribute migrant staff surveys	Annually (Upon release)	The annual staff survey will be distributed to staff in multiple ways. It is linked in the principal and staff post, it is advertised on the website.
Analyze results of surveys	Annually (Upon release)	Parent surveys will be analyzed to determine the current "awareness" of services.
Collect assessment data	Annually (Upon release)	This will be done in time with the Report Card to Public
Analyze assessment results	Annually (Upon release)	This will be done in time with the Report Card to Public
Collect other data (i.e., dropout rates, absenteeism, suspensions/expulsions)		

Needs Assessment Activity	Timeframe	Process
Analyze other data (i.e., dropout rates, absenteeism, suspensions/expulsions)		
Determine needs of migratory children	Annually (First, Third, and Fourth Quarter of School)	LYSD will have two needs assessment committees. The first will consist of instructional leadership who will review migrant student data annually to determine need and guide budgetary decisions (4th quarter and 1st Quarter). The second committee will be the PAC-NEC committee which consists of parents, students, regional board members, tribal partners, and community partners. The PAC-NEC committee will meet to provide evaluation and feedback. (3rd Quarter).
Share identified needs with parents of migratory children and youth	Annually (Third Quarter of School)	The Program Coordinator will meet with parents of migratory children and youth to share identified needs. This will allow parents to discuss and identify additional unique educational needs of migratory children.
Plan supplemental services to address the identified needs	Annually (First, Third, and Fourth Quarter of School)	LYSD will have two needs assessment committees. The first will consist of instructional leadership who will review migrant student data annually to determine need and guide budgetary decisions (4th quarter and 1st Quarter). The second committee will be the PAC-NEC committee which consists of parents, students, regional board members, tribal partners, and community partners. The PAC-NEC committee will meet to provide evaluation and feedback. (3rd Quarter).

## Needs Assessment Data

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

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

Used	Data
<input type="checkbox"/>	Numbers of migratory children identified as English learners (EL)
<input type="checkbox"/>	Numbers of migratory children served under the Individuals with Disabilities Education Act (IDEA)
X <input type="checkbox"/>	Migrant Summative Data Report (MSDR) (provided by the MEO)
<input type="checkbox"/>	Other:
<input type="checkbox"/>	Other:
<input type="checkbox"/>	Other:
<input type="checkbox"/>	Other:

## State Comprehensive Needs Assessment (CNA) Alignment

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

State Goal Area	District Process for Analyzing Migratory Children Needs
Academic support in English language arts and mathematics	The district will review/analyze migrant reading and math proficiency rates as measured by AK STAR.
School readiness	The district will review/analyze migrant reading and math proficiency rates as measured by AK STAR.
High school graduation and support for OSY	The district will analyze migrant graduation rates annually
Support services	The district will analyze parent survey results in the area of "awareness" of services.

## Identified Needs

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

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

Desired State (What Should Be)	Current State (What Is)	Need (Gap)
<i>EXAMPLE: 100% of third grade migratory children should be reading at grade level.</i>	<i>EXAMPLE: 30% of third grade migratory children are reading at grade level.</i>	<i>EXAMPLE: 70% of third grade migratory children must learn to read a grade level.</i>
<u>Math/Literacy</u> - The percentage of migrant students meeting or exceeding their math/reading growth goals each year (90%+ by 2028).	3.28% of migratory students are proficient in Reading as measured by AK STAR 1.5% of migratory students are proficient in Math as measured by AK STAR	5.78% of migratory students must reach proficiency in reading as measured by AK STAR by 2026. 4% of migratory students must reach proficiency in Math as measured by AK STAR by 2025.
<u>Graduation</u> - The Board wants to achieve an annual graduation rate of 80% or better, with a 90% graduation rate by 2028 for the district's schools and its students.	Migratory students have a graduation rate of 83%.	An additional 7% of migrant students will graduate by year 2028.
<u>Attendance</u> - The Board recognizes that student achievement cannot occur if students do not regularly attend school. For this reason, the Regional School Board aims to achieve an attendance rate of 90% or better annually.	Migratory students have an attendance rate of 82.9%	Migrant students attendance rate will increase to 90% by 2028

<b>Desired State</b> (What Should Be)	<b>Current State</b> (What Is)	<b>Need</b> (Gap)

## Service Delivery Plan

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

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

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

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

([education.alaska.gov/ESEA/TitleI-C/docs/ProvisionofServicesGuidanceTitleI-C.pdf](http://education.alaska.gov/ESEA/TitleI-C/docs/ProvisionofServicesGuidanceTitleI-C.pdf))

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

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

Need Area	Title I-C Funded Supplemental Services
Priority for Services (PFS) <b>(required)</b>	Extended day programs are funded by Title IC to identify and address learning gaps in reading and math which will support graduation rates. PFS students are guaranteed a seat in all extended day programs. Extended day programs are direct instruction to students by teachers and paraprofessionals. Tutoring programs that provide individualized lessons and give growth measures are utilized by the extended day programs to guide instruction.
Academic support in ELA	Extended day programs are funded by Title IC to identify and address learning gaps in reading and math which will support graduation rates. PFS students are guaranteed a seat in all extended day programs. Extended day programs are direct instruction to students by teachers and paraprofessionals. Tutoring programs that provide individualized lessons and give growth measures are utilized by the extended day programs to guide instruction. Lexia English is a program designed to target and provide instruction around Language Arts. Migrant students are provided the opportunity to utilize this intervention.
Academic support in mathematics	Extended day programs are funded by Title IC to identify and address learning gaps in reading and math which will support graduation rates. PFS students are guaranteed a seat in all extended day programs. Extended day programs are direct instruction to students by teachers and paraprofessionals. Tutoring programs that provide individualized lessons and give growth measures are utilized by the extended day programs to guide instruction.

Need Area	Title I-C Funded Supplemental Services
School readiness (not yet in school)	
High school graduation and dropout support	
Support services	
Other unique educational needs of migratory children that result from their migratory lifestyle	Migrant students are provided with opportunities to access Teletherapy. In addition, Migrant students are provided opportunities to travel to educational events and are provided tuition to attend ANSEP Middle school Academy.
Other needs of migratory children that must be met for them to participate effectively in school	Migrant students are provided school supplies, water safety, survival safety, literature, cold weather clothing, and other specific needs identified through direct communication with families of migrant students.
Other (specify)	

## Title I-C Activities

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

*LYSD migrant education program offers: after school tutoring, career training sessions, water safety winter and outdoor survival skills training, driver's education safety training, and eligible to apply for State of Alaska driver's learner permit, participate in driving lessons, and apply for Alaska Identification cards and/or Alaska State Driver ID. Migrant students are also eligible to receive summer school programs.*

*As a Federal and State of Alaska Department of Education grant program, no expenses will be incurred to parents or students for participating in any LYSD Migrant Education Program activity. As an innovative LYSD program, migrant education services that are not available in-district can be offered as out-of-district programs in other parts of Alaska such as Anchorage, Wasilla, or Fairbanks. All out of district programs require LYSD approval and follow student activity guidelines for student travel. As a federal grant, Migrant Education activities must follow Title I-C guidance activities for use of Title I-C funds.*

*Migrant students from LYSD communities attending other Alaska public schools (example: MEHS or GILA) are eligible to receive dual migrant education services from both districts.*

Need Area	Title I-C Funded Activities
Parent and Family Engagement	The Migrant Education coordinator utilizes community and school events to share information about Title IC eligibility and services.- Each village school site has a Migrant Student Success Coach that is providing information to families at least one Title I Family Night and are trained to provide guidance and information to parents regarding recruitment, services, and collect family feedback.
Identification & Recruitment	Recruiters are assigned to each village school site and are trained to provide guidance and information to parents regarding recruitment, services, and collect family feedback. The recruiters work collaboratively with the migrant coordinator.
Professional development for MEP staff	Recruiters attend the annual state recruiters training as well as weekly meetings with the Federal Programs Director and Migrant Education Coordinator during Fall recruitment. District wide staff are provided inservice on Migrant purpose, eligibility, and services annually as a part of district wide training. Principals are provided updated Title IC



Need Area	Title I-C Funded Activities
	information through the principal's weekly newsletter (Principal's Post) and through bi-weekly meetings.
Family literacy programs	Each village school site has a Migrant Student Success Coach that is providing information and literacy activities to families at least one Title I Family Night and are trained to provide guidance and information to parents regarding recruitment, services, and collect family feedback.
Administration	
Other (specify)	

## Performance Targets and Measurable Outcomes

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

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

Migrant Strategy (Should correlate with strategies checked in ESEA Consolidated Application)	State Measurable Program Outcomes	District Measurable Program Outcomes
<b>1.1</b> Deliver targeted supplemental English language arts instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their English language arts needs that were identified through a standards-based assessment.	<p><b>1.A</b> Annually beginning in 2019-20, 2% more migratory children identified as PFS, EL, or who score below proficient on the State assessment will receive supplemental language arts instructional services in the regular or summer term as shown in the Mass Withdrawal and Summer Withdrawal reports starting with the baseline 2016-17 reporting period.</p> <p><b>1.B</b> Annually beginning in 2019-20, 2% more PFS migratory children receiving supplemental ELA instruction will meet individual growth targets on the State assessment in English language arts than PFS migratory children who did not receive these services.</p>	<u>Literacy</u> - Focused extended day programs will support a 2.5% annual increase in migratory student reading proficiency each year from 2023-2025. As measured by AK STAR.
<b>1.2</b> Deliver targeted supplemental mathematics instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their mathematics needs that were identified through a standards-based assessment.	<p><b>1.C</b> Annually beginning in 2019-20, 2% more migratory children identified as PFS, EL, or who score below proficient on the State assessment will receive supplemental mathematics instructional services as shown in the Mass Withdrawal or Summer Withdrawal reports starting with the baseline 2016-17 reporting period.</p> <p><b>1.D</b> Annually beginning in 2019-20, 2% more PFS migratory children receiving a supplemental math instructional service will meet individual growth targets</p>	<u>Math</u> - Focused extended day programs will support a 2.5% annual increase in migratory student Math proficiency each year from 2023-2025. As measured by AK STAR.

<b>Migrant Strategy</b> (Should correlate with strategies checked in ESEA Consolidated Application)	<b>State Measurable Program Outcomes</b>	<b>District Measurable Program Outcomes</b>
	on the State assessment in mathematics, compared to PFS migratory children who did not receive these services.	
<b>1.3</b> Provide evidence-based, supplemental instruction for migratory children identified as EL that are designed to increase academic skills.	<b>1.E</b> Annually beginning in 2019-20, 2% more EL migratory children who received a supplemental ELA instructional service will successfully meet interim measures of progress or exit criteria on the ACCESS for ELLs, compared to EL migratory children who did not receive these services.	<u>Graduation</u> - Academic coaching will support the goal to achieve an annual graduation rate of 80% or better, with a 90% graduation rate by 2028 for the district's schools and migratory students.
<b>1.4</b> Implement the Migrant Literacy Grant to: <ul style="list-style-type: none"> <li>● increase access to literature in the homes of migratory families,</li> <li>● support literacy activities that increase family engagement, and</li> <li>● provide parents/ guardians with strategies to support reading in the home.</li> </ul>	<p><b>1.F</b> Annually beginning in 2019-20, 3% more migratory children in districts receiving the Migrant Literacy Grant will receive reading materials as shown in the literacy grant final report and/or the Mass Withdrawal and Summer Withdrawal reports starting with the 2016-17 baseline.</p> <p><b>1.G</b> Annually beginning in 2019-20, the percentage of migratory children who participate in a literacy grant district/site literacy activity will increase by 1% as shown on the Mass Withdrawal and Summer Withdrawal reports starting with the 2016-17 baseline.</p>	<u>Literacy</u> - Focused extended day programs will support a 2.5% annual increase in migratory student reading proficiency each year from 2023-2025. As measured by AK STAR.

### Goal Area: School Readiness

<b>Migrant Strategy</b> (Should correlate with strategies checked in ESEA Consolidated Application)	<b>State Measurable Program Outcomes</b>	<b>District Measurable Program Outcomes</b>
<b>2.1</b> Establish partnerships with tribal, local, district, Head Start, and other preschools in communities to increase the enrollment of migratory children in preschool. This could include home-based visits and playgroups.	<b>2.A</b> Annually beginning in 2019-20, the percentage of migratory preschool aged children enrolled in early childhood programs will increase by 2% starting with the 2016-17 baseline.	Early academic intervention through PreK will support a 2.5% annual increase in migratory student reading proficiency each year from 2023-2025. As measured by AK STAR.  Early academic intervention through PreK will support a 2.5% annual increase in migratory student Math proficiency each year from 2023-2025. As measured by AK STAR.
<b>2.2</b> Provide migrant-funded instructional services for preschool-aged children with a focus on social-emotional development (home-based or site-based). Provide professional development in areas such as: working with preschool-aged children, ACEs-trauma informed practices, and social-emotional development.	<b>2.B</b> Annually beginning in 2020-21, 2% more migratory children who received migrant preschool services prior to being assessed with the Alaska Development Profile (ADP) will master skills in Domain 2: Social and Emotional Development.	
<b>2.3</b> Use culturally-responsive, evidence-based curriculum and instruction that support the implementation of the Early Learning Guidelines (ELGs) at migrant-funded preschools. This includes resources and/or training for appropriate staff.	<b>2.C</b> Annually beginning in 2020-21, 2% more migratory children who received migrant preschool services prior to being assessed with the ADP will master skills in 11 of 13 goals.	

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

<b>Migrant Strategy</b> (Should correlate with strategies checked in ESEA Consolidated Application)	<b>State Measurable Program Outcomes</b>	<b>District Measurable Program Outcomes</b>
<b>3.1</b> In the regular and/or summer terms, provide high school migratory children appropriate credit recovery and/or distance education opportunities for credit accrual.	<b>3.A</b> By the end of the 2019-20 school year and each year thereafter, the percentage of high school migratory children receiving credit accrual services (credit recovery or dual enrollment including distance delivered courses) will increase by 1% starting with the 2016-2017 baseline.	
<b>3.2</b> In the regular school term, provide middle and high school migratory children with an academic success coach to monitor child progress and provide assistance when a child is at-risk of receiving a D or F in an ELA or math course.	<b>3.B</b> By the end of the 2019-20 school year and each year thereafter, 3% more high school migratory children receiving credit accrual services (credit recovery or dual enrollment including distance delivered courses) or academic success coaching will earn 5 credits per year, compared to the 2016-2017 baseline.	<u>Graduation</u> - Academic coaching will support the goal to achieve an annual graduation rate of 80% or better, with a 90% graduation rate by 2028 for the district's schools and migratory students.
<b>3.3</b> In the regular and/or summer terms, provide migratory children opportunities to participate in college/career readiness activities and work towards a career path.	<b>3.C</b> By the end of the 2019-20 school year and each year thereafter, the percentage of high school migratory children receiving career and technical education services will increase by 3% starting with the 2016-2017 baseline.	<u>Graduation</u> - Academic coaching will support the goal to achieve an annual graduation rate of 80% or better, with a 90% graduation rate by 2028 for the district's schools and migratory students.
<b>3.4</b> In the regular and/or summer terms, provide outreach activities for migratory OSY to help them re-enroll in school and graduate.	<b>3.D</b> By the end of the 2019-2020 school year, and each year thereafter, the percentage of OSY who re-enroll in school will increase by 2% starting with the 2016-2017 baseline.	

### Goal Area: Support Services

<b>Migrant Strategy</b> (Should correlate with strategies checked in ESEA Consolidated Application)	<b>State Measurable Program Outcomes</b>	<b>District Measurable Program Outcomes</b>
<b>4.1</b> Provide parents of migratory children with access to information through multiple distribution methods (print and electronic) about migrant education events; support materials for reading, writing, math, and homework help; assistance navigating the school system; and additional support services during both regular and summer terms.	<b>4.A</b> By the end of the 2019-20 reporting period, 80% of parents of migratory children will indicate on the Parent Survey that they are aware of services provided through the MEP.	By the end of the 2023-24 reporting period, 80% of parents of migratory children will indicate on the Parent Survey that they are aware of services provided through the MEP.
<b>4.2</b> Provide educational support resources such as books for the home, school supplies, and technology support to migratory children as needed. Examples include: <ul style="list-style-type: none"> <li>• Necessary school supplies such as backpacks, pencils, pens, paper etc.</li> <li>• Technology support such as computer rental/ borrowing program, internet access, and education on technology use</li> <li>• Advocacy through community outreach events</li> </ul>	<b>4.B</b> By the end of the 2020-21 reporting period following updating the support services data collection, 2% more migratory children will receive necessary educational resources annually starting with the 2019-20 baseline.	<u>Literacy-</u> Focused extended day programs will support a 2.5% annual increase in migratory student reading proficiency each year from 2023-2025. As measured by AK STAR.
<b>4.3</b> Provide support services to enable migratory children to access educational activities and community-based activities and services. Examples include: <ul style="list-style-type: none"> <li>• Health services such as healthy living assistance, medical/dental/vision health, and mental health</li> <li>• Advocacy for housing, social services, and transportation services</li> <li>• Necessary support services such as clothing (winter coats and boots), nutrition, and transportation</li> <li>• Healthy living instruction such as safety and nutrition</li> </ul>	<b>4.C</b> By the end of the 2020-21 reporting period following updating the support services data collection, 2% more migratory children will receive support for health and safety instruction annually starting with the 2019-20 baseline.	LYSD aims for 80% or higher student safety scores in grades 3-5 and grades 6-12 according to the School Climate and Connectedness Survey.



## Priority for Services (PFS)

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

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

Priority for service is given to Priority for Service Students. Refer to the [Title I-C Supplemental Services to Migratory Children and Youth](#) section of this document for a description of the services provided to PFS students.

### Identification of PFS Students

#### Identification of K-2 PFS Students

- The MEO will send a list of students who made a qualifying move within the previous 1-year period.
- The records manager will work with district staff to identify the students who are failing, or most at risk of failing, to meet the challenging State academic standards.
- The records manager will send the list back with notes of any students who are failing or at risk of failing to meet the content and achievement standards by October 15.

Task	District Process
Determine if the children on the PFS K-2 Report are failing, or most at risk of failing. Include what data is used to make determinations.	The records manager will check mCLASS monitoring scores and LYSD student grades for PFS data (DIBELS, or other screeners) to identify students who are failing or most at risk of failing. The records manager will also seek teacher recommendations for any students on the list who are failing or at risk of failing.

#### Identification of 3-12 and Dropout PFS Students

The MEO will provide the district with a list of students in grades 3-12 who are considered Priority for Services Students. Refer to the Records Manager Guide for detailed information on how the MEO identifies children as 3-12 and Dropout PFS.

### Tracking and Serving PFS Students

*Describe the district's processes regarding children identified as Priority for Services.*

Task	District Process
Maintaining current list of migratory children identified as PFS	The Program Coordinator will periodically download the PFS from MIS2000 to cross reference with lists stored in Google shared folder.
Communicating children's PFS status to the Title I-C service providers	PFS students will be identified in any list given to a teacher or principal that is providing supplemental services. Each teacher and/or principal will only have access to the list of students (including PFS status) for their individual school site.
Prioritizing migratory children identified as PFS for Title I-C funded supplemental services	PFS students will be offered services before other eligible migratory students as required by Alaska MEP.

Refer to the Records Manager Guide for additional guidance on PFS.

## Continuation of Services Provision

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

1. *A child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term (i.e., fall, spring, summer).*



2. *A child who is no longer a migratory child may continue to receive services for 1 additional school year, but only if comparable services are not available through other programs.*
3. *Students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.*

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

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

<b>COS Provision</b>	<b>Identifying Children Eligible for COS</b>	<b>Ensuring COS Stop Once COS Period Ends</b>	<b>Documenting Services Provided under COS</b>
A child who ceases to be a migratory child during a school term shall be eligible for services until the <b>end of such term</b> (i.e., fall, spring, summer).	Migrant Education Coordinator utilizes end of eligibility dates to identify and provide service to these students	Migrant Education Coordinator utilizes end of eligibility dates to ensure COS stops align with eligibility dates.	Migrant Education Coordinator documents services throughout the year on a google service document and provides this information on the migrant services state report.
A child who is no longer a migratory child may continue to receive services for <b>1 additional school year</b> , but only if comparable services are not available through other programs.	Migrant Education Coordinator utilizes end of eligibility dates and a review of comparable services to identify and provide service to these students	Migrant Education Coordinator utilizes end of eligibility dates to ensure COS stops align with eligibility dates.	Migrant Education Coordinator documents services throughout the year on a google service document and provides this information on the migrant services state report.
Students who were eligible for services in secondary school may continue to be served through <b>credit accrual programs until graduation</b> .	Migrant Education Coordinator utilizes end of eligibility dates and a review of comparable services to identify and provide service to these students	Migrant Education Coordinator utilizes end of eligibility dates to ensure COS stops align with eligibility dates.	Migrant Education Coordinator documents services throughout the year on a google service document and provides this information on the migrant services state report.

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

## Program Evaluation

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

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

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

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

([education.alaska.gov/ESEA/TitleI-C/docs/ProgramEvaluationGuidanceTitleI-C.pdf](https://education.alaska.gov/ESEA/TitleI-C/docs/ProgramEvaluationGuidanceTitleI-C.pdf))

## Evaluation Process

*Describe the district process of evaluating the Migrant Education Program.*

Topic	Timeframe	Process of Evaluating
Records keeping		
Identification & recruitment	Annually August-November	Individual sites lists will be reviewed weekly to ensure families that are currently migrants are being recruited as well as the families who have indicated migratory activity during enrollment.
Individual recruiters	Annually August-November	Recruiters will participate in annual training, be supported by migrant coordinator, and have accountability with school site lists and the program acceptance loop.
Supplemental instructional services	Annually - August	Migrant students who participated in extended day programs will have the impact measured by: <ol style="list-style-type: none"> <li>1. AK STAR proficiencies in the areas of Reading and Math will be analyzed and compared for growth</li> <li>2. Graduation rate will be analyzed for growth.</li> </ol>
Supplemental support services	Annually - August	Parent surveys will be analyzed to determine growth in “awareness” of migratory services.
Measurable program outcomes (MPOs)	Annually - Fall	LYSD has two needs assessment committees. The first consists of instructional leadership who will review migrant student data annually to determine academic need and The second committee consists of parents of migrant students and the regional PAC-NEC committee. Need assessment results are compiled and presented to these groups annually.
Fidelity of Strategy Implementation (FSI)	Annually - fall	The Federal Programs Director will meet with the Migrant Coordinator to complete the FSI Report.
Other (specify)		

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

## Parent and Family Engagement

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

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

([education.alaska.gov/ESEA/TitleI-C/docs/ParentEngagementGuidanceTitleI-C.pdf](https://education.alaska.gov/ESEA/TitleI-C/docs/ParentEngagementGuidanceTitleI-C.pdf))

## Local Migrant Parent Advisory Council and Parent Meetings

*Describe the district's process for conducting parent meetings.*

Activity	Timeframe	Process
Conduct local Migrant Parent Advisory Council meetings	Annually	Parents of migratory students will participate in the annual LYSD PAC-NEC meeting. This meeting will provide data and information that guides the migrant program implementation. The PAC -NEC committee consists of parents, students, regional board members, tribal partners, and community partners.
Conduct annual parent meeting where parents of migratory children are consulted in the planning and operation of migrant education programs and projects	Annually	Parents of migratory students will participate in the annual LYSD PAC-NEC meeting. This meeting will provide data and information that guides the migrant program implementation. The PAC -NEC committee consists of parents, students, regional board members, tribal partners, and community partners.
Other (specify)		

## Disseminating Information to Parents

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

Information Sent to Parents of Migratory Children	Timeframe	Process
Eligibility determinations (approvals and denials)	Annually - 2nd and 3rd Quarter and as needed throughout school year.	The Program Coordinator is responsible for sending parents eligibility determinations (approvals and denials) letters. These will be sent out to parents as soon as possible after the Fall Recruitment deadline (Nov 15). Letters of eligibility for COEs that are approved or denied through the school year, will be processed as needed.
Possibility of being contacted by the MEO for re-interviewing	Annually - 2nd and 3rd Quarter	Parents will receive a notification of eligibility letter with a copy of the approved COE. This letter includes information regarding possible re-interviewing by the MEO
MEP services available to their children	Annually - 1st Quarter	Information about program purpose, eligibility, and services will be disseminated through the following; facebook, website, emails, newsletters, and texts.

Information Sent to Parents of Migratory Children	Timeframe	Process
Opportunities to participate in the planning and evaluating of the local MEP		Parents will be invited to attend and participate in PAC NEC via; facebook, website, emails, newsletters, and texts.
Annual Parent Survey	Annually - 3rd Quarter	Parents will be invited to complete the parent survey via; facebook, website, emails, newsletters, and texts.
Other (specify)		

## Strategies to Increase Parent and Family Engagement

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

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

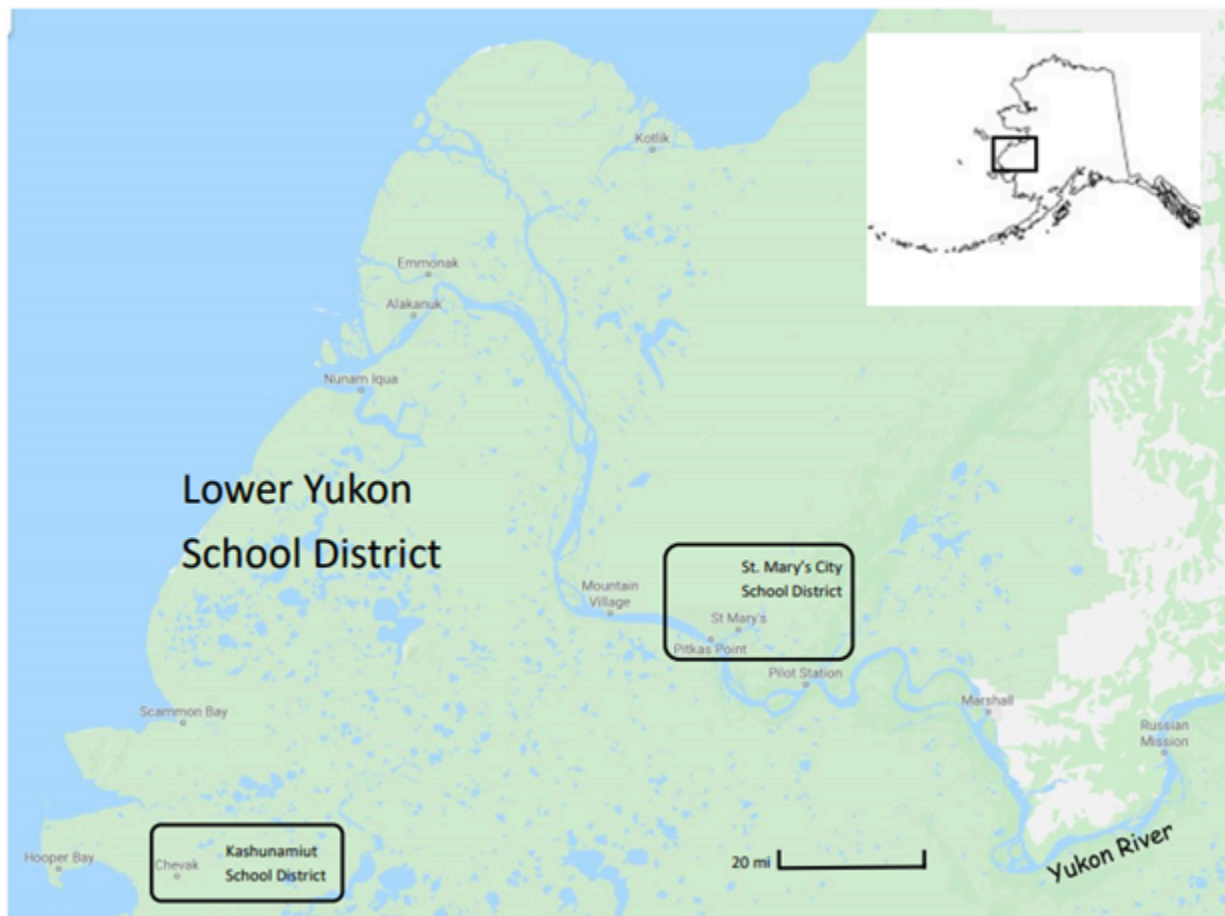
LYSD utilizes a Migrant Coordinator who is tasked with communicating to and with parents of migratory children. The coordinator position provides guidance to village schools sites through monthly communications regarding; recruitment and services. LYSD recruiters will work collaboratively with the Migrant Coordinator to provide parents: guidance on services, support for recruitment, and collect feedback. The district also utilizes district wide communication tools to disseminate information to parents and encourage engagement.

## Appendix

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

- *District Boundary Map*
- *MEP Staff Job Descriptions*
- *Recruiting Brochure or Flyer*
- *Recruiting Questionnaire/Enrollment Form*
- *Eligibility Determination Letter*
- *Student Records Request Form*
- *Evaluation & Needs Assessment Surveys*
- *Parent and Family Engagement Meeting Notices and Agendas*

### District Boundary Map





## LOWER YUKON SCHOOL DISTRICT

P.O. Box 32089 • Mountain Village, Alaska 99632

Phone: (907) 591-2411 Fax: (907) 591-2449

[www.lower yukon.org](http://www.lower yukon.org)

### **JOB DESCRIPTION**

#### **Migrant Education Program Coordinator**

**\*\*THIS IS A GRANT FUNDED POSITION. ALTHOUGH IT IS EXPECTED THIS POSITION WILL BE RENEWED NEXT YEAR, IF THE GRANT FUNDS ARE ELIMINATED THE POSITION WILL BE ELIMINATED\*\***

**Appointed by:** Lower Yukon School Board upon recommendation of the Superintendent

**Salary:** LYSD CLSE Step 1 (approx. \$51,000 annual for full school year), however this position will be slightly less than the full school year. Applicant can expect a salary of approximately \$45,000 based on actual start date.

**Reports to:** Peter Johnson, Director of Federal Programs

**Terms of Employment:** This is a full time classified, salaried position.

#### **QUALIFICATIONS:**

Ability to successfully perform the responsibilities set below with minimal supervision.

1. Requires travel within the District on small planes, boats and snow machine.
2. Must have a valid Alaska Driver's License with a clean driving record.
3. High School Diploma or GED.
4. Must have ability to live and work in a cross-cultural, rural environment.
5. Post-secondary education preferred.
6. Ability work variable hours as necessary.
7. Knowledge of Yukon Delta subsistence activities.
8. Must be proficient in communicating effectively in both the oral and written language.
9. Ability to instruct, train, and manage the homeschool coordinators in proper migrant identification, outreach, and reporting.
10. Ability to become proficient in the use of the district's computer based programs including Apple operating systems, Windows operating systems, Gmail, G-Suite, Word, Excel, and PowerSchool.

*CHILDREN FIRST*

Alakanuk Emmonak Hooper Bay Kotlik Marshall Mt Village Pilot Station Russian Mission Scammon Bay Sheldon Point





# LOWER YUKON SCHOOL DISTRICT

P.O. Box 32089 • Mountain Village, Alaska 99632

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[www.loweryukon.org](http://www.loweryukon.org)

## MIGRANT EDUCATION RECRUITER

### **POSITION DESCRIPTION:**

Under the general supervision of the Migrant Coordinator and Director of Federal Programs or designee, the Migrant Education Recruiter is responsible for identifying and recruiting eligible migrant children (ages 0-21) for the Migrant Education Program within the Region. The Recruiter provides support services and advocacy for migrant students in collaboration with parents, schools, and community agencies.

### **EXAMPLE OF DUTIES:** (May include, but is not limited to the following.)

1. Understands all federal and state regulations pertaining to the identification and recruitment of migrant children
2. Attends all recruiter meetings and other trainings sponsored by DEED, the State, Regional, and/or Area Offices
3. Follows all guidelines, procedures and practices as stated in the Migrant recruiter handbook and in any other directives issued by the Region and/or State Migrant Education Office
4. Establishes rapport with agencies, businesses, educational sites and others that serve or have contact with migrant families for the purpose of obtaining referrals
5. Conduct telephone interviews with parents, guardians, or eligible Out-of-School Youth to determine eligibility and complete the Certificate of Eligibility (COE)
6. Acts as an advocate and liaison between the home and school and other educational and community agencies
7. Provides information and assists in accessing available support and educational services and programs provided by the school district, community, and Migrant Education
8. Attends staff and local meetings as needed
9. Completes various forms and reports
10. Maintains and updates educational and health files for migrant students as needed
11. Completes and maintains required paperwork and records electronically
12. Completes work accurately, promptly, and meet deadlines
13. Regularly travels within the assigned area in order to fulfill job duties and may occasionally travel to other areas to assist
14. Report to school site or LYSD Anchorage Office

# DO YOU QUALIFY FOR **MIGRANT EDUCATION** SERVICES?



If your family depends on subsistence activities to feed your family **and**

- has participated in fishing or berry picking **and**
  - the activities were at least 20 miles away from your primary residence for 7 nights or more (7 nights do not need to be in a row. 7 nights total for the year)
- your student may qualify for Migrant Education Services.



## **Migrant Education Services May Include:**

- Site adult for tutoring and student check-ins
- Supplies: books, school supplies, backpacks, survival packs, lifejackets, Chromebooks
- Lexia English classroom intervention with a speaking component
- Teletherapy seats for migrant students
- Summer school staffing to reduce class sizes for migrant students
- Adult chaperones for student travel (Yup'ik spelling bee, student gov't, elder/youth events)
- Parent take-home learning kits (distributed at front desk and Title I events)
- Literacy grant books for every migrant student

## **NEXT STEPS**

Call Barb Bodnar: 907-355-2590  
or email [bbodnar@lysd.org](mailto:bbodnar@lysd.org) to  
complete the interview process.



## How to Enroll Your Students

### Over the Summer

- Use a calendar and keep track of any fishing / berry picking camping activity.
  - Is it over 20 miles from home?
  - 7 nights / 8 days?
- Can you explain "How and Why" this activity is important to you and your family? (Economic necessity)
- In August, see your Home School Coordinator when you register your child in school and ask if your child is eligible to enroll into the Lower Yukon School District Migrant Education Program.



Berry picking at Pilot Station  
By: Pat Minock

## 2020/2021 LOWER YUKON SCHOOL DISTRICT



### Migrant Education Program

*"Everywhere I travel in  
Alaska, Alaska Natives  
always talk about  
Subsistence, Hunting,  
and Fishing"*

Elias Kelly, LYSD  
Migrant Education  
Program Coordinator

### CHILDREN FIRST

Atkasook, Erimoni, Hooper Bay, Kotlik, Marshall Mt. Village,  
Pilot Station, Russian Mission, Scammon Bay, Nuiqsut, Igloo

### LOWER YUKON SCHOOL DISTRICT

P.O. Box 32089

Mountain Village, Alaska 99632

Phone: (907) 591-2411

[www.lysd.org](http://www.lysd.org)

Edgar Hoelscher

Chairman

Gene Stone

Superintendent

To: Parents and Guardians  
Lower Yukon School District

## What is Migrant Education?

In the past three years, is anyone in your family involved in any of the following activities?

- Subsistence fishing
- Commercial fishing
- Cannery work
- Subsistence berry picking
- Other agricultural, logging, or farm work

Migrant Education Students are:

- Children birth to 20 years old who have not graduated from high school.
- Travel or move with a parent/guardian for any of the activities listed above. Children over 14 years old who work in one of these activities may qualify on their own.
- Move or travel is **7 nights/8 days** over the course of a year. The number of days and nights do not need to be consecutive or permanent.

The move or travel must be a minimum of **20 miles from home** or into another Alaska school district.



December 2019; During a tour of University of Alaska Anchorage, LYSD students pose with Spirit, the UAA mascot.

L to R: Kira Keyes, Serya Rivers, Spirit, Carter Andrews, Jonah Koganak, Brendon Crane, Bryant Akaran, and Jaye Chandler.

## Do You Want Your Child to Participate?

### 2019/2020 School Year

In December, 2019 - March 2020, 4th Grade to High School LYSD Migrant Students traveled to Anchorage, Palmer, Wasilla, and Fairbanks;

- Tour of UAA, UAF, Alaska JobCorp, Kusilvak and King Tech Career Academy
- Paraprofessional Career training sessions with ANTHC and BIA
- Water Safety and Swim Lessons with Certified Water Safety / Swim Instructors in Wasilla and UAF swimming pools
- Driver's Education Safety Certification, Health Education, Outdoor Winter Survival Training, and apply for Alaska State ID's
- K-12 Afterschool Tutoring

## LYSD Migrant Education Funds

### Title I-C: Education of Migratory Children

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

As a federal grant, all activities/travel paid by LYSD Migrant Education Program. No expenses incurred to parents or students.



## Recruiting Questionnaire/Enrollment Form

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The LYSD Migrant Education questionnaire is included with the student enrollment web based application.

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# Survey Information

### Migrant Activities:

Has anyone in your family that is 14 years old or older participated in any of the activities below in the past 3 years?

- ☐ Commercial or subsistence fishing – winter or summer (dipnet, driftnet, setnet, pole, jig, pots, digging, collecting, seining, etc.)
- ☐ Seafood processing – subsistence or commercial (subsistence cutting, drying, smoking, canning, freezing, or processing at camp or for companies such as Kwik’Pak)
- ☐ Berry picking or processing (freezing, canning, etc.)



# LOWER YUKON SCHOOL DISTRICT

P.O. Box 32089 · Mountain Village, Alaska 99632

Phone: (907) 591-2411

[www.lysd.org](http://www.lysd.org)

**George Smith**  
Chairman

**John Hargis**  
Superintendent

Date

Dear Parent/Guardian:

A representative from the Lower Yukon School District Migrant Education Program (MEP) recently visited with you and/or your family to determine if the children listed below may be eligible for the Migrant Education Program.

This letter is to inform you that, based on information that the Alaska Department of Education & Early Development reviewed, **insert child(ren)'s name(s)** has been approved for the Lower Yukon School District MEP. Your children's eligibility for the Lower Yukon School District MEP will end on **Insert EOE Date**.

As a participant in the MEP, your children are now eligible for the following services: tutoring from an adult at their school, school supplies, backpacks, survival packs, books, Chromebooks for check-out, take-home learning kits for the family, and other afterschool and summer services may be available. Additionally, your child(ren) will receive free meal benefits. These benefits and services will be available to your child(ren) until **Insert EOE Date**. It is important to note that a recruiter from our district will contact you annually to get updated information to extend this eligibility, if possible.

Attached you will find a copy of the information submitted and approved for the children. Please be aware that the State Migrant Education Office periodically will call a small, random sample of families. These phone calls are to help ensure that information for the program has been documented accurately.

If you have questions or need assistance for your child(ren), contact **Insert Migrant Contact Name** at **Phone Number**.

Sincerely,

District Representative Name, Title

## Student Records Request Form



**LOWER YUKON SCHOOL DISTRICT**  
P. O. Box 32089 \* Mountain Village, Alaska 99632  
Phone: (907) 591-2411



### LYSD Student Records Request Form

<b>Student Name:</b> _____ (First Name, Middle Name, Last Name)	<b>AK Student ID #:</b> _____ (School/District Office Use Only)
<b>Date Of Birth:</b> ____/____/____ (Month) (Day) (Year)	
<b>School Previously Attended:</b> _____	
<b>Address, Phone Number, Fax Number of Previous School Attended:</b> _____	
<b>Date Last Attended:</b> _____	<b>Current Grade Level:</b> _____

Please forward the following information (if applicable) for the student named above.

- Current Transcript/Current Report Card
- Copy of Birth Certificate (or age verification document)
- Copy of Tribal Membership Identification Card
- Health/Immunization Records
- Special Education Records
- Psychological Reports/Suspension/Expulsion/Discipline Records
- Academic Assessment Records (PEAKS, WIDA, SBA, ACT, WorkKeys, etc.)
- Limited English Proficiency Status
- Migrant Status (copy of most current COA/ARCS preferred)

Please send the requested information to (E-mail preferred):

**Mailing/Physical Address**

Lower Yukon School District  
ATTN: Student Records  
100 Airport Road  
P.O. Box 32089  
Mountain Village, Alaska 99632

**E-mail:**

[hpbschool@lysd.org](mailto:hpbschool@lysd.org)

**Phone/E-Fax Numbers:**

Phone: 907- 591-2411  
E-Fax: 1-907-782-4209

**FOR SCHOOL/DISTRICT OFFICE USE ONLY**

Records Request Date: \_\_\_\_\_ Records Request School Year: \_\_\_\_\_  
Has student withdrawal form been completed by Parent? Yes ( ) No ( )  
Have student records been requested by Parent? Yes ( ) No ( )

Records Request Form Sent By: \_\_\_\_\_  
(Name and Title)

A school district in which a student enrolls may request student records from a school the student last attended without a parent signature of approval. See "Privacy Act", Section 438, Subsection (b) (1), Parts A and B, Page 97, as amended in 1976.

**CHILDREN FIRST**

Alakanuk Emmonak Hooper Bay Kotlik Marshall Mountain Village Pilot Station Russian Mission Scammon Bay Nunam Iqua

## Evaluation & Needs Assessment Surveys

### Parent Needs Assessment Survey

#### Alaska Migrant Education Program

The Alaska Migrant Education Program is conducting our annual study of the needs of families of migratory children and youth. We hope you will answer these questions as honestly and completely as you can. Your answers will help improve the educational support your children receive from the Alaska Migrant Education Program. If you have more than one child in the Migrant Education Program, please answer in general for all your children and youth. The deadline for completing and returning this survey is **March 20, 2020**.

**What is the Migrant Education Program (MEP)?** The Migrant Education Program is a federally funded program that gives migratory children and youth support to meet high academic standards. Districts typically provide services to migratory children in the form of supplemental instructional support or support services. For more information about Migrant Education please contact your district's federal programs director, or the [Alaska Migrant Education webpage](http://education.alaska.gov/ESEA/TitleI-C) ([education.alaska.gov/ESEA/TitleI-C](http://education.alaska.gov/ESEA/TitleI-C)).

1. School District: Lower Yukon School District

2. What grade(s) is your child(ren) in? (Check all that apply.)

- |   |  |
|---|--|
| <input type="checkbox"/> Not yet in school (ages 0-5) | <input checked="" type="checkbox"/> 7-8  |
| <input type="checkbox"/> Preschool                    | <input checked="" type="checkbox"/> 9-12 |
| <input type="checkbox"/> K-3                          | <input type="checkbox"/> Dropped Out     |
| <input checked="" type="checkbox"/> 4-6               |  |

3. Do you know what services are available to your child through the Migrant Education Program? (Select one.)

- ☒ Yes      ☐ No (Please proceed to Question 6.)      ☐ Unsure (Please proceed to Question 6.)

4. What do you like the most about the Migrant Education Program services?

2019-2020 school year where the kids are able to travel to engage in activities that are not available in our village

5. How would you rate the overall quality of the Migrant Education Program services?

- ☐ Excellent  
☐ Good  
☒ Fair  
☐ Poor  
☐ Unsure

6. Would you like to be contacted by the local Migrant Education Program to learn more about services available to your child(ren)? (Select one.)

- ☒ No  
☐ Yes – Please provide your name & contact number: \_\_\_\_\_

7. How well do you understand your child(ren)'s graduation requirements? (Select one.)

- ☐ Not at all  
☐ Very little  
☒ Some  
☐ Very well  
☐ I don't have a high school-aged child. (Please proceed to Question 11.)

8. Does your high school child(ren) need to make up credits? If so, how many? (Select one.)

- ☒ None (0)      ☐ Few (1-2)      ☐ Some (3-4)      ☐ A lot (5+)      ☐ Don't know



9. On a scale of 1-10, with 1 being not sure and 10 being extremely sure, how sure are you that your child(ren) will graduate from high school? (Select one.)

☐ 1    ☐ 2    ☐ 3    ☐ 4    ☐ 5    ☐ 6    ☐ 7    ☐ 8    ☐ 9    ☒ 10

10. What is your biggest concern for your child(ren) being successful in school and graduating?

11. Academic Needs: In what area(s) do you feel your child(ren) needs the most help? (Check all that apply.)

- |  |  |
|--|--|
| <input type="checkbox"/> Reading                                   | <input type="checkbox"/> Being more involved in school               |
| <input type="checkbox"/> Writing                                   | <input type="checkbox"/> Improving English                           |
| <input checked="" type="checkbox"/> Math                           | <input type="checkbox"/> Learning how to study for classes and exams |
| <input type="checkbox"/> Science                                   | <input type="checkbox"/> Learning about options after high school    |
| <input type="checkbox"/> Staying in school (dropout prevention)    | <input type="checkbox"/> Classes to help make up missing credits     |
| <input type="checkbox"/> College preparation (AP classes, ACT/SAT) | <input type="checkbox"/> School readiness                            |

Other: \_\_\_\_\_

12. Support Needs: In what area(s) does your child(ren) need support? (Check all that apply.)

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> School supplies                                | <input checked="" type="checkbox"/> Drug/school safety         |
| <input type="checkbox"/> Counseling (mental health)                                | <input type="checkbox"/> Social/emotional health               |
| <input type="checkbox"/> College and career counseling                             | <input type="checkbox"/> Nutrition education                   |
| <input type="checkbox"/> Greater access to dental, vision, or health care          | <input type="checkbox"/> Transportation                        |
| <input type="checkbox"/> Support for extra-curricular activities                   | <input type="checkbox"/> Access to computers/internet          |
| <input checked="" type="checkbox"/> Water safety (cold water safety, life jackets) | <input type="checkbox"/> Translation/interpretation            |
| <input checked="" type="checkbox"/> First aid/CPR courses                          | <input type="checkbox"/> Locating existing school resources    |
| <input type="checkbox"/> Clothing/winter gear                                      | <input type="checkbox"/> Locating existing community resources |
| <input type="checkbox"/> School records transfer                                   | <input type="checkbox"/> Advocacy                              |

Other: \_\_\_\_\_

13. Types of Services: What types of services would you like your child(ren) to be a part of? (Check all that apply.)

- |  |   |
|--|---|
| <input type="checkbox"/> Before or after school programs | <input type="checkbox"/> Programs for transitioning schools           |
| <input type="checkbox"/> During the school day programs  | <input type="checkbox"/> Post-secondary & career opportunity programs |
| <input type="checkbox"/> Summer programs                 | <input type="checkbox"/> Programs for making up credits               |
| <input type="checkbox"/> Preschool programs              | <input type="checkbox"/> Dropout prevention programs                  |

Other: \_\_\_\_\_

14. Parent Engagement: What types of programs or services would most help you support your child(ren)'s education? (Check all that apply.)

- |   |   |
|---|---|
| <input type="checkbox"/> Educational materials/activities at home | <input type="checkbox"/> Information about school readiness preparation |
| <input type="checkbox"/> Parenting education programs             | <input type="checkbox"/> Migrant parent meetings                        |
| <input type="checkbox"/> Information about the school system      | <input type="checkbox"/> Finding community resources                    |
| <input type="checkbox"/> English learner (EL) instruction         | <input type="checkbox"/> Nutrition education                            |
| <input type="checkbox"/> Helping with homework                    | <input type="checkbox"/> Technology                                     |
| <input type="checkbox"/> Social/emotional health                  | <input type="checkbox"/> Opportunities to communicate with school staff |
| <input checked="" type="checkbox"/> Drug/school safety            | <input type="checkbox"/> Adult/family literacy                          |

Other: \_\_\_\_\_

15. What feedback/comments/suggestions would you like to provide the Migrant Education Program?

Thank you for taking the time to complete this survey. The information you have provided is important, and it helps the Alaska Migrant Education Program identify and address the needs of migratory children and youth.

# Parent and Family Engagement Meeting Notices and Agendas

LYSD PAC-NEC Meeting Notice of Invite External Inbox x



Conrad Woodhead <cwoodhead@lysd.org>

Mon, Feb 17, 2:31 PM (6 days ago) ☆ ↶ ⋮

to Caroline, Christine, Meghan, John, George, Sara, Lieudell, Shannon, Linnell, Kyra, Sherwood\_Beth, Janet, me, Karen, Bernie, Wanda, Charlotte, Jewelz, auktc0149@gmail.com, emktribalcourt@gmail.com, chuloonawicknativevillage@gmail.com

Good afternoon,

The LYSD annual PAC-NEC meeting is scheduled for **March 5th at 10:00 AM**. You are receiving this invitation as a current or newly identified representative of one or more advisory components within the PAC-NEC meeting.

If you are a **tribal entity** and believe you received this in error, please know that your participation is essential, and we would love for you to attend. If someone else from your organization should be involved, or if contact information needs updating for your entity, please let us know.

Your input is vital to securing and maintaining key programs and funding sources. We appreciate your willingness to serve on this committee.

Below, you'll find links to the [meeting agenda](#) and [Zoom link](#) for March 5th. A reminder will be sent out that week.

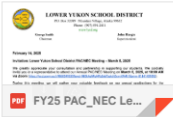
Thank you to each of you for taking time out of your schedule to participate. I look forward to sharing the important work we're doing to provide opportunities to LYSD students.

-Conrad

Conrad Woodhead  
CTE and Residential Director  
Lower Yukon School District  
907-591-6298



One attachment • Scanned by Gmail ⓘ





## LOWER YUKON SCHOOL DISTRICT

P.O. Box 32089 · Mountain Village, Alaska 99632

Phone: (907) 591-2411

[www.lysd.org](http://www.lysd.org)

**George Smith**  
Chairman

**John Hargis**  
Superintendent

**February 14, 2025**

### **Invitation: Lower Yukon School District PAC/NEC Meeting – March 5, 2025**

We greatly appreciate your consultation and partnership in supporting our students. We cordially invite you or a representative to attend our Annual PAC/NEC Meeting on **March 5, 2025, at 10:00 AM via Zoom** (<https://lysd.zoom.us/j/9860549335?pwd=9B5k4uNFuHFlz3xbTaekthDcvvXPAR.1&omn=81841439592>).

During this meeting, we will gather your valuable feedback on our annual applications for the following federal programs: **Title I-A, Title II-A, Title IV, Title I-C, Title III-A, Title VI, ESSER III, and Carl Perkins.**

#### **Ways to Provide Input:**

- **Join the Meeting** – Meghan McCarthy-Grant, Director of Federal Programs, and Conrad Woodhead, CTE & Residential Director, will provide an overview of each program and answer any questions.
- **Complete Our Feedback Survey**—If you cannot attend, you can share your input through a survey: <https://forms.gle/KsMkd4YvE8M8aRm78>, or find the link on our website.
- **Review Presentations Online** – The presentations will be available on our website by **February 26, 2025**, for your review. <https://lysd.org/en-us/federal-programs-82951768>.
- **Email Meghan or Conrad** – You are always welcome to reach out with questions or additional feedback.

Your insights are invaluable in shaping these programs to serve our students and communities best. Your role is crucial, and we deeply appreciate your time and consideration. We eagerly look forward to hearing from you.

Please do not hesitate to reach out if you have any questions. Your input is highly valued, and we are excited to continue our partnership with you.

Best Regards,

*Meghan McCarthy-Grant*  
Meghan McCarthy-Grant  
Director of Federal Programs  
[mmgrant@lysd.org](mailto:mmgrant@lysd.org)

*Conrad Woodhead*  
Conrad Woodhead  
Director of CTE and Residential  
[cwoodhead@lysd.org](mailto:cwoodhead@lysd.org)

**Enclosed:** Agenda for the Annual PAC/NEC Meeting

### *CHILDREN FIRST*

Alakanuk Emmonak Hooper Bay Kotlik Marshall Mt. Village Pilot Station Russian Mission Scammon Bay Nunam Iqua