

## B. Title I, Part C: Education of Migratory Children

### 1. Supporting Needs of Migratory Children

*(ESEA section 1304(b)(1)):*

Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

- i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
- ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
- iii. The integration of services available under Title I, Part C with services provided by those other programs; and
- iv. Measurable program objectives and outcomes.

Since Title I, Part C, Education of Migratory Children funds are supplementary and cannot supplant state or local funds, it is necessary to ensure migratory children and youth are receiving access to services from all State and federal funds they are entitled to before being provided support with Title I, Part C funds. At DEED, the Migrant Education Program (MEP) is part of the **Student Learning Innovation and Education Excellence** Division. The division works collaboratively to ensure there is an understanding of the services provided by each program. Additionally, the Migrant Education Program is a part of ~~two sub-teams within the division: the ESEA Federal Programs Team and the Early Learning Team.~~ the **ESEA Federal Programs sub-team within the division.**

The ESEA Federal Programs Team meets regularly to discuss services and activities provided by their programs, and works collaboratively to review and approve ESEA Consolidated Applications and to monitor ESEA programs together.

- Districts that receive Title I-C funds complete their application process through the ESEA Consolidated Application annually. The ESEA Consolidated Application includes Title I-A, Title I-C, Title I-D, Title II-A, Title III-A, and Title IV-A grant planning. The application requires districts to describe how they coordinate their various ESEA funding sources. The Consolidated Application allows for DEED to check for efficiencies and to ensure funds are not supplanting one another. The ESEA Consolidated Application requires district program personnel to coordinate with one another when planning services, and for DEED ESEA Program Leads to meet regularly to review ESEA Consolidated Applications together. Additionally, if they meet all eligibility criteria, schools can apply to consolidate their Title I-C funds into the Title I-A Schoolwide Program using the Consolidated Application.

In addition to the general questions asking districts to indicate which federal programs have been included in the coordination of the ESEA Consolidated Application, DEED requires each district to answer the following question in the Title I-C section of the application. DEED works with districts through the application review and monitoring processes to ensure that the full range of services available to migratory students are provided. All services are provided at the district level; the state does not provide any services directly.

**“A.3. Coordination of Services:** Describe how the district will address the unique needs of migratory children and youth, including preschool migratory children and migratory children who have dropped out of school, through a full range of services (not funded through Title I-C) that are available to migratory children from appropriate local, State, and Federal educational programs. Note: This field is for services available through other programs and/or funding sources with which the district coordinates to address the identified needs of migratory children and youth. Do not describe Title I-C funded services here as they are described in Section D. [Section 1306(a)(1)(E)]”

- Districts receiving ESEA funds are monitored. Title I-A, Title I-C, Title I-D, Title II-A, Title III-A, Title IV-A, and McKinney-Vento programs monitor districts for compliance together. Districts are required to gather evidence that all MEP children and youth, including preschool migratory children and migratory children who have dropped out of school, are receiving all the district, State, and federal services available to the district.

~~The Migrant Education Team coordinates with the The Early Learning Team within DEED-works-together to ensure preschool migratory children are receiving local, State, and federal-funded preschool opportunities available to them. The Migrant Education Program is supervised by the Early Learning Administrator.~~

The Migrant Education Program provides districts with a Migrant Summative Data Report in the spring annually. This report is a tool for districts to use to evaluate the effectiveness of their program and to help guide their needs assessment for the following year.

DEED develops a statewide comprehensive needs assessment (CNA) that includes the identification and an assessment of:

- The unique educational needs of all ~~migrant migratory~~ children, including preschool migratory children and migratory children who have dropped out of school, that result from the children’s ~~migrant migratory~~ lifestyle.
- Other needs of ~~migrant-migratory~~ students that must be met in order for them to participate effectively in school.

For the CNA process, DEED contracts with consultants to assist with the CNA update. DEED Migrant Education Program staff, with the assistance of the consultants, use various platforms to gather data on ~~migrant migratory~~ children and youth achievement and outcomes, disseminate and collect surveys documenting the perception of migrant staff and parents related to ~~migrant-migratory~~ children and youth’s needs, and identify relevant demographic and evaluation data. The data collected is used by the CNA committee, a group of migrant education stakeholders, to formulate a comprehensive understanding of the characteristics of the ~~migrant migratory~~ children and youth population in Alaska. A profile of Alaska ~~migrant migratory~~ children and youth, including preschool migratory children and migratory children who have dropped out of school, is developed based on the most recently available information. The CNA committee uses the profile and other collected data to develop concern statements, needs indicators, needs statements, and solutions strategies. The CNA guides the design of the Alaska Migrant Education Program.

Based on the most recent CNA, DEED, with the assistance of consultants and stakeholders, created a Service Delivery Plan (SDP). The SDP committee was composed of representatives who are parents and community members; MEP educators and administrators, recruiters, and DEED representatives. These individuals have expertise and/or experience in reading, mathematics, ~~migrant migratory~~ children and youth graduation strategies, cohesive professional development, identification and recruitment (ID&R), data management, inter-agency coordination, parent involvement, and/or early childhood education. Members of the SDP committee also served on the Alaska MEP CNA committee to provide continuity to the overall comprehensive process that was carried out in Alaska. This helped to ensure systems are aligned to meet the unique educational needs of all Alaska ~~migrant migratory~~ children and youth, including preschool migratory children and migratory children who have dropped out of school. Through the State SDP process, DEED creates Measurable Program Objectives and Outcomes and evaluates the progress toward these outcomes.

Alaska ~~has begun the process to update~~ recently updated both the Comprehensive Needs Assessment (CNA) and the State Service Delivery Plan (SDP). ~~The stakeholder process for the CNA begins in March 2018 and will end with an updated CNA Report finalized by 12/31/18. The SDP process will begin in fall 2018 and will end with an updated SDP Report finalized by 07/01/19.~~ The stakeholder process for the CNA began March 2018 and an updated CNA Report was finalized in December 2018. The SDP process began in October 2018 and an updated SDP Report was finalized in February 2019. Alaska has contracted for a formal evaluation of the 2019-2020 school year (first year of new SDP implementation) that will be completed by ~~12/31/20~~ June 2021 (after DEED has submitted final 2019-2020 data to the federal government through the CSPR).

Based on the results of the statewide comprehensive needs assessment, outcomes and measurable program objectives were developed for four goal areas: 1) English Language Arts and Mathematics, 2) School Readiness, 3) High School Graduation and Services for OSY, and 4) Support Services. The most current Comprehensive Needs Assessment and Service Delivery Plan (including measurable program outcomes) are always made publicly available on the [DEED Title I-C webpage](http://education.alaska.gov/ESEA/TitleI-C) ([education.alaska.gov/ESEA/TitleI-C](http://education.alaska.gov/ESEA/TitleI-C)).

Districts complete the ESEA Consolidated Application annually. When completing the Title I-C portion of the application, districts' budgets and program narratives must align to the State's goal areas, strategies, and measurable program outcomes.

Evaluating migratory children' needs occurs every three years within the MEP's continuous improvement cycle to ensure that the state and local MEPs address migratory children's needs as they change over time; therefore, the specific outcomes and targets will be updated periodically at the end of each cycle throughout the duration of this law. For future outcomes and measurable program objectives, please visit the [DEED Title I-C webpage](http://education.alaska.gov/ESEA/TitleI-C) ([education.alaska.gov/ESEA/TitleI-C](http://education.alaska.gov/ESEA/TitleI-C)).

~~The Measurable Program Objectives and Outcomes defined in the most recent State Service Delivery Plan have been modified to reflect changes in state assessments and regulations since they were adopted. Alaska administered the Standards-Based Assessments, or SBAs, through the 2013-2014 school year. After one new assessment in 2014-2015 (Alaska Measures of Progress) and a cancelled assessment in 2015-2016, the state began administering the Performance Evaluation for Alaska's Schools (PEAKS) in 2016-2017. The requirement for a high school student to pass the High School Graduation Qualifying Exam (HSGQE) to earn a diploma was removed by the legislator, so those MPOs have been removed.~~

## Current f Measurable Program Objectives and Outcomes:

### ● **Academic Support MPOs**

- By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant and non-migrant students proficient on the English/language arts PEAKS assessment will be reduced by 2%.
- By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant and non-migrant students proficient on the math PEAKS assessment will be reduced by 2%.
- By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant English learner (EL) and non-migrant EL students proficient on the PEAKS English/language arts will be reduced by 1%.
- By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant EL and non-migrant EL students proficient on the PEAKS math will be reduced by 1%.
- By the end of the 2013-14 school year and each year thereafter, 80% of staff who receive MEP funded professional development will report on a staff survey that the training helped them implement research-based instructional, curricular, or assessment strategies in English/language arts or math.
- By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant EL and non-migrant EL students proficient on the state approved ELP assessment will be reduced by 0.5%.

### ● **High School Graduation MPOs**

- By the end of the 2013-14 school year and each year thereafter over the next six years, the graduation rate for migrant high school students will increase by 3%.
- By the end of the 2013-14 school year and each year thereafter, 80% of migrant OSY who participated in migrant-funded outreach activities and have an OSY plan will make progress on the plan as indicated by teacher/instructional staff assessment of plan progress.

### ● **School Readiness MPOs**

- By the end of the 2013-14 school year and each year thereafter, 80% of parents who receive the Early Learning Guidelines (ELGs) and attend migrant-sponsored parent education activities (or activities with substantial MEP involvement) regarding the ELGs will indicate on a parent survey that the training was useful in preparing their child for Kindergarten.
- By the end of the 2013-14 school year and each year thereafter, 80% of migrant staff that receive training on implementing the ELGs will indicate on a staff survey that the training is beneficial in their instruction of migrant preschoolers.
- By the end of the 2014-15 school year and each year thereafter, 55% of students attending migrant-operated and funded preschools that implement the ELGs will master 9 of the 13 skills on the Kindergarten Development Profile by the fall of their kindergarten year.

### ● **Support Services MPOs**

- By the end of the 2013-14 school year and each year thereafter, 80% of migrant parents who received core academic homework/study support will report on a parent survey that the activities increased their ability to help their children with homework.

- ~~By the end of the 2013-14 school year and each year thereafter, 80% of migrant staff providing MEP support services will report on a staff survey that support services provided in their district (rated individually for each item provided in the list below) were effective in meeting student needs.~~
  - ~~Support resources (books, school supplies, clothing, etc.)~~
  - ~~Health, medical, dental, vision, and nutrition~~
  - ~~Parent involvement~~
  - ~~Referrals~~
  - ~~Transportation~~
  - ~~Counseling~~
  - ~~Advocacy~~
- ~~By the end of the 2013-14 school year and each year thereafter, 80% of migrant parents who received information regarding MEP instruction and support services will report on a parent survey that the information helped them better advocate for their children in obtaining appropriate services.~~

During district level monitoring, DEED verifies that:

- The district has conducted a local needs assessment that:
  - is aligned with the State Comprehensive Needs Assessment, and
  - has identified the unique educational needs of **migrant-migratory** children and youth, including preschool migratory children and migratory children who have dropped out of school, that result from the migratory lifestyle and other needs of migratory children that must be met in order for them to participate effectively in school.
- The district has developed a local service delivery plan for **migrant students/migratory children and youth** that:
  - addresses the unique educational needs of **migrant-migratory** children and youth, including preschool migratory children and migratory children who have dropped out of school, as identified in the needs assessment;
  - includes performance targets and measurable outcomes in order to meet the same challenging state academic content and achievement standards that all children are expected to meet;
  - encompasses the full range of services that are available for **migrant-migratory** children and youth from appropriate local, state, and federal educational programs and provides for integration of services, as appropriate;
  - is the product of joint planning among such local, state, and federal programs, including programs under Title I-A, early childhood programs, and language instruction educational programs under Title III; and
  - aligns with the State Service Delivery Plan
- The district's Title I-C funds are:
  - first used to meet the identified needs of migratory children that result from their migratory lifestyle and other needs of migratory children that must be met to permit these children to participate effectively in school;
  - used for services to migratory children;

- used only for programs and projects, including acquisition of equipment, in accordance with the state comprehensive needs assessment (CNA) and service delivery plan (SDP);
- coordinated with similar programs and projects and with other federal, state, and local programs, as applicable; and
- supplement the funds that would, in the absence of such federal funds, be made available from non-federal sources for the education of pupils participating in programs assisted under this part, and not to supplant such funds.

In planning and carrying out programs funded with I-C funds, there has been, and will be, adequate provision for addressing the unmet needs of preschool migratory children and migratory children who have dropped out of school.

## 2. Promote Coordination of Services

(ESEA section 1304(b)(3)): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

DEED participates in several multistate consortia that seek to improve the identification and recruitment, policies, pertinent record transfer, and educational services for ~~migrant students~~ migratory children and youth:

- **The Interstate Migrant Education Council (IMEC)** – An independent organization established to advocate policies that ensure the highest quality education and other needed services for ~~migrant~~ migratory children, and facilitate opportunities for members to examine policy issues at all levels of government related to coordination between public and private agencies to benefit ~~migrant students~~ migratory children and programs.
- **National Association of State Directors of Migrant Education (NASDME)** – This association provides the largest national conference for the migrant program. State directors meet to discuss issues affecting ~~migrant students~~ migratory children and families, and over 170 sessions are held to highlight best practices in migrant programs.
- **Title I-C Migrant Education Program Directors' Meeting** – Annual meeting for Title I-C State Directors that: 1) facilitates opportunities for Directors to network and share best practices and resources, 2) provides Directors with information pertinent to the State administration and operation of the Migrant Education Program (MEP), 3) promotes the understanding of, and coordination with, other ED initiatives and programs, and 4) provides Directors and Office of Migrant Education (OME) personnel with opportunities to coordinate on issues important to the successful design and implementation of programs and services that benefit ~~migrant students~~ migratory children and youth.
- **MIS2000** – Alaska's Migrant Education Student Database created by Management Services for Education Data (MS/EdD). MIS2000 houses Alaska's ~~migrant student~~ migratory child and youth information and connects to MSIX, the national student exchange system.
- **National Migrant Student Exchange System (MSIX)** – This database allows States to share educational and health information on ~~migrant~~ migratory children who travel from state to state

and who as a result, have student records in multiple States' information systems. MSIX works in concert with the Alaska Migrant Student Database, MIS2000, to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for ~~migrant~~-migratory children nationwide.

During district level monitoring, DEED verifies that the district promotes interstate and intrastate coordination of services for ~~migrant students~~migratory children and youth including:

- providing for the educational continuity of ~~migrant~~-migratory students through the timely transfer of pertinent student records, including health records (whether or not the move occurs during the regular school year); and
- establishing a procedure to coordinate services and records transfers with surrounding districts or districts that ~~migrant~~-migratory students move to/from, and meeting all deadlines for the submission of student records and data in MIS2000.

### **3. Use of Funds**

*(ESEA section 1304(b)(4))*: Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

Grants under Title I, Part C, Education of Migratory Children are issued to districts through an allocation, not through a competitive process. The allocation formula is largely based on the number of ~~migrant~~ migratory eligible students, services provided to migratory children and youth, number of students identified as "priority for services", and academic needs according to a weighted formula.

District Title I-C grant planning is included in the ESEA Consolidated Application that districts submit to DEED annually. Districts submit their applications in the summer of each year, and after approval, they receive a grant award for operation of the program as outlined in their application.

DEED works with stakeholders to create a State CNA of the migratory children in Alaska. The CNA guides the design for the Alaska Migrant Education Program. Based on the State CNA, DEED, with the assistance of consultants and stakeholders, creates a Service Delivery Plan (SDP) to meet the identified needs from the CNA. Districts are required to create local needs assessments and service delivery plans that align to the State guiding documents.

Each district's sub-grant must be aligned with the State CNA and SDP. Districts provide services specified in the plan in communities where ~~migrant~~-migratory families are living. Supplemental education and support services are provided to respond to the unique needs of ~~migrant~~-migratory children and youth. These needs are not addressed through existing State, local, and federal educational programs. These supplemental services are designed to provide continuity of instruction for students who move from one school district or state to another.

The Title I, Part C grant application requires locally funded districts to describe how they give priority for service to children and youth identified as "priority for services", and how they provide services that address the unique needs of migratory children in accordance with the Alaska SDP.