Records Manager Guide

2023-2024

Alaska Department of Education & Early Development

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Program & Policies Overview

The Alaska Migrant Education Program (MEP)

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

History

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

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

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

Purpose

The purpose of the Migrant Education Program is to:

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

Goal

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

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[1] ESEA §1301.

Legal/Authoritative Reference

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

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

Organization

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

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

Role of the Federal MEP Staff

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

Role of State MEP Staff

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

Role of District MEP Staff

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

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

Family Educational Rights and Privacy Act (FERPA)

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

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

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

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

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

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

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

Student Privacy at the U.S. Department of Education
1-800-USA-LEARN
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520
(studentprivacy.ed.gov)

FERPA Overview

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

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

Parent Information

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

Recruiter Information

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

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

FERPA Best Practices

Personally Identifiable Information (PII)

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

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

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

COE Requests
If another district requests a copy of a COE:

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

Online Safety and Security

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

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

District MEP staff must adhere to all district and state cyber security policies to protect migrant data. Computers should be locked when unattended. Digital information should be stored in an encrypted format where technically possible. Any information printed from the MIS2000 and other services should be kept securely (locked up) when not in use. **Any security breaches must be reported to the state MEO immediately.**

Password Security

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

1. contain a minimum of eight characters,
2. have a mixture of upper case and lower-case letters, numbers, and special characters (#, @, !, etc.), and
3. be changed periodically.

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

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

Email Security

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

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

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

Recognizing Phishing

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

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

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

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

Administering the Program

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

General Requirements of the MEP

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

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

General Responsibilities of the Federal Programs Coordinator

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

Program Planning and Oversight

Identifying the Unique Needs of Migratory Children and Youth

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

Planning Supplemental Activities

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

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

Grant Planning and Fiscal Management

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

Ensuring all Required Plans are Written and Updated

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

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

Data Collection and Reporting

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

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

Ensuring all Reports are Submitted

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

Identification & Recruitment

Training

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

Quality Control

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

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

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

Statewide Guiding Documents

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

Comprehensive Needs Assessment (CNA)

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

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

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

Service Delivery Plan (SDP)

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

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

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

Evaluation of Effectiveness

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

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

Fidelity of Strategy Implementation (FSI) Tool

The FSI Tool is a self-assessment resource for districts to evaluate their implementation of migrant-funded services in the Service Delivery Plan Goal Areas (education.alaska.gov/ESEA/TitleI-C/docs/migrant_service_delivery_plan.pdf). More information can be found in the Migrant Reports section, which starts on page 50.

District Level Program Planning

District Continuous Improvement Cycle

Overview

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

The needs assessment provides an opportunity to review data about migratory children and review the progress toward program goals included in the MEP program evaluation. This information is used to identify further needs and to propose evidence-based strategies to meet those needs. The needs assessment, in turn, informs the service delivery plan. In the process of developing a plan for providing services to migratory children, a planning team reviews the strategies, prioritizes them, and develops a plan for implementing them.
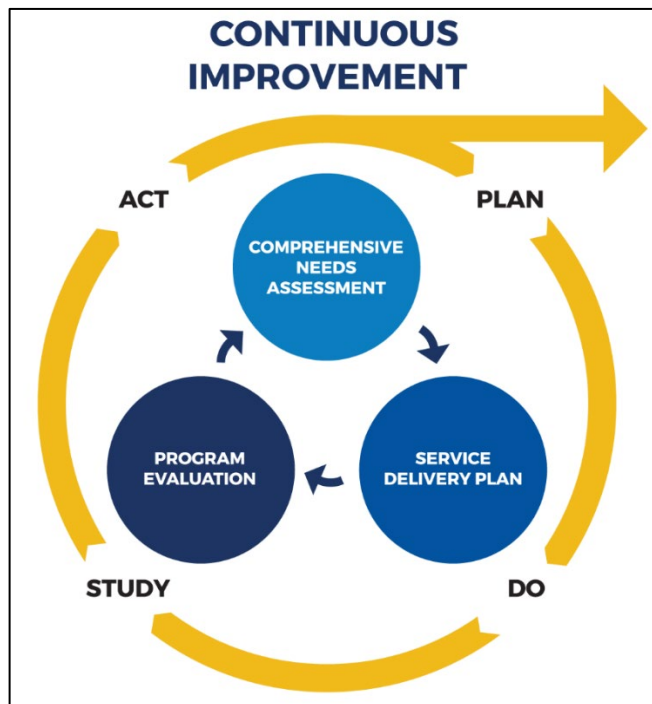
The program evaluation assesses the level of implementation, and the MEP uses the results to improve its delivery of services, in particular for migratory children identified under the Priority for Services (PFS) provision. The MEP also uses the program evaluation to determine the progress of migratory children toward Federal and State goals. The program evaluation feeds into the needs assessment process and the cycle continues.

Needs Assessment

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

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

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

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

Alaska Department of Education & Early Development – Migrant Education Office

Service Delivery Plan

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

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

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

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

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

Evaluation of Effectiveness

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

Evaluations allow districts to:

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

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

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

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

Fidelity of Strategy Implementation (FSI) Tool

The FSI Tool is a self-assessment resource for districts to evaluate their implementation of migrant-funded services in the Service Delivery Plan Goal Areas (education.alaska.gov/ESEA/TitleI-C/docs/migrant_service_delivery_plan.pdf). More information can be found in the Migrant Reports section, which starts on page 50.

Consultation Requirements

Parents of Migratory Children

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

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

The annual meeting should address the following:

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

Benefits of Parent Consultation

As the first teachers of their children, parents know the needs of their children best and can provide insight into their children's strengths and weaknesses. As such, parents of migratory children can play a pivotal role in planning the educational programs and projects in which their children participate. Engaging parents of migratory children in planning the MEP also builds their capacity to assist in their children's learning at home. In addition, parental engagement in the planning of the program enables parents to understand the program and have informed conversations with MEP and school staff regarding their children's education. Through their participation in the planning process, parents of migratory children are also more likely to become advocates and supporters of the program because they have a personal stake in its success.

Tribes or Tribal Organizations

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

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

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

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

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

Private Schools

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

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

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

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

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

Activities and Supplemental Services

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

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

Activities

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

Possible activities a district could fund:

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

Supplemental Services

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

Services are those educational or educationally related activities that:

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

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

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Types of Supplemental Services

OME differentiates services per the following definitions:

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

Possible services a district could offer:

- Academic Instruction
- Tutoring
- After School Programs
- Help with School Supplies
- Graduation Support
- Career Education Services
- Support Services
- Health Services
- Distance Learning Programs

- Counseling and Testing Services
- Parent and Family Engagement Activities
- Referral to Local Agencies
- Preschool Services
- Literacy Materials through the Literacy Grant
- Family Literacy Nights
- Saturday Programs
- Summer or Intersession Programs
- Credit Recovery Programs

Types of Service Delivery

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

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

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

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

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

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

For further information about consolidation of Title I-C funds into the schoolwide program, please consult the guidance located in the GMS Document Library (gms.education.alaska.gov/DocumentLibrary) and/or contact the migrant program manager. Contact information can be found on page 163.

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

Selecting Migratory Children for Supplemental Services

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

Priority for Services

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

Alaska's districts receiving Title I-C, Migrant Education Funds must target funds to provide services to migratory children. Districts may serve children who do not meet the "priority for services" criteria so long as they serve children who meet the criteria first. For example, a MEP project that operates only in the summer may serve migratory children who reside in the area during the summer, as long as it gives priority for summer services to migratory children who meet the priority for services criteria. Refer to page 20 for Alaska's PFS criteria.

Preschool and Dropped Out of School

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

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

Continuation of Services

Under the continuation of services provision,[21] school districts may choose to offer continuation of services (COS) to migratory children whose eligibility has ended, under the following conditions:
1. A child who ceases to be a migratory child during a school term shall be eligible for services **until the end of such term** (i.e., fall, spring, summer).
   - The first subsection of the COS provision provides that any child who ceases to be migratory (i.e., reaches the end of their MEP eligibility period) during a school term shall be eligible for services until the end of such term. The U.S. Department of Education Office of Migrant Education (OME) interprets this to be applicable to any formerly eligible child, including OSY, and regardless of whether or not the child received MEP-funded services during their eligibility period.
2. A child who is no longer a migratory child may continue to receive services for **1 additional school year**, but only if comparable services are not available through other programs.
   - The second subsection of the COS provision allows a child who is no longer MEP-eligible to continue to receive MEP services for one additional school year, but only if comparable services are not available. This may be applied to OSY, provided that he/she received MEP-funded services at some point during his/her period of eligibility, and provided that the MEP is able to document that comparable services are not available.

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

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

Examples:

COS Provision	Brief Description	Example
1	If EOE is mid-semester, can <u>continue</u> to be served until end of that semester.	Child EOEs in October. Serving him/her until winter break would be COS 1.
2	Already EOE can <u>continue</u> to receive services for 1 more school year if comparable services are not available elsewhere.	Child EOEs in October. Serving him/her until the end of the school year would be COS 2.
3	Already EOE *secondary student* can <u>continue</u> to receive services (credit accrual only) until graduation, if comparable services are not available elsewhere (must have previously received services in grades 7-12).	Child EOEs in June after 10th grade. He/she received services in 8th, 9th, & 10th grade. Providing credit accrual services (only), until he/she graduates would be COS 3.

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

Please note that utilizing any of the above COS provisions needs to be a *continuation* of services. That is, a migratory child must have previously received supplemental services through the MEP during his/her eligibility period to qualify for continuation of services. A formerly eligible child should not be receiving Title I-C services for the first time after his/her eligibility has ended.

Be aware that children who have aged out of the program, graduated, or whose eligibility has ended due to a canceled COE (and do not have eligibility from a previous COE) are not eligible for continuation of services.

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

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

Priority for Services (PFS) Criteria

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

Alaska's Migratory Children Priority for Services Criteria

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

Criteria A

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

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

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AND

Criteria B1

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

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

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

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

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

OR

Criteria B2

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

☐ The eligible student has dropped out of school.

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[22] ESEA, Section 1304(d)

Identifying Priority for Services (PFS) Students

Grades K-2

1. For students who were in grades K-2 during the 2022-2023 school year, the MEO will identify those students who meet Criteria A of the PFS definition by having made a qualifying move within the previous 1-year period. The MEO will send this list of K-2 students to the districts at the beginning of the 2023-2024 school year. Refer to page 20 for PFS definition.
   - This list will contain names of students in grades K-2 during the 2022-2023 school year who had a qualifying arrival date (QAD) between 06/01/2022 through 05/31/2023.
2. Districts will be responsible for sending back the list of K-2 students to the MEO by **October 15, 2023**, noting which of the students are failing or at risk of failing, to meet the challenging State academic standards.
   - These students should be selected based on district determined criteria, such as DIBELS, the English language proficiency assessment, or another appropriate universal screening assessment.
3. The MEO will flag these students as PFS in MIS2000.
   - The Data Field that flags students as PFS can only be accessed for data entry by the MEO.
   - District personnel will be able to see whether a student has been flagged as PFS in MIS2000.
4. Districts can pull lists of PFS children from the Alaska Migrant Web System. It is recommended that districts periodically pull this report to ensure that they have the complete list of PFS children. Refer to the MIS2000 Lists (Snap Reports) section on starting on page 54 for more information on how to pull lists of PFS children.
5. Records managers should ensure that the list of PFS students is communicated to the migrant program coordinator and/or person overseeing the PFS program so that appropriate services are targeted to these students.

Grades 3-9

1. For students who were in grades 3-9 during the 2022-2023 school year, the MEO will identify those students who meet Criteria A and Criteria B1 or B2 of the PFS definition using a combination of data from MIS2000 and the State summative assessment data.
2. The MEO will flag these students as PFS in MIS2000.
   - The Data Field that flags students as PFS can only be accessed for data entry by the MEO.
   - District personnel will be able to see whether a student has been flagged as PFS in MIS2000.
3. The MEO will send this list of all Priority for Services students to each district records manager and migrant coordinator at the beginning of the 2023-2024 school year. Refer to page 20 for PFS definition.
   - This list will contain names of students in grades 3-9 during the 2022-2023 school year who had a qualifying arrival date (QAD) between 06/01/2022 through 05/31/2023 and were below proficient in English language arts and/or math on the 2022-2023 State summative assessment or had dropped out of school.
   - The timeframe in which the list is sent to districts is dependent upon when the State summative assessment results are made available.
4. Districts can pull lists of PFS children from the Alaska Migrant Web System. It is recommended that districts periodically pull this report to ensure that they have the complete list of PFS children. Refer to the MIS2000 Lists (Snap Reports) section on starting on page 54 for more information on how to pull lists of PFS children.
5. Records managers should ensure that the list of PFS students is communicated to the migrant program coordinator and/or person(s) overseeing the PFS program so that appropriate services are targeted to these students.

Grades 10-12

1. For students who were in grades 10-12 during the 2022-2023 school year, the MEO will identify those students who meet Criteria A and Criteria B1 or B2 of the PFS definition using a combination of data from MIS2000.
2. The MEO will flag these students as PFS in MIS2000.
   - The Data Field that flags students as PFS can only be accessed for data entry by the MEO.
   - District personnel will be able to see whether a student has been flagged as PFS in MIS2000.
3. The MEO will send this list of all Priority for Service students to each district records manager and migrant coordinator at the beginning of the 2023-2024 school year. Refer to page 20 for PFS definition.
   - This list will contain names of students in grades 10-12 during the 2022-2023 school year who had a qualifying arrival date (QAD) between 06/01/2022 through 05/31/2023 and had failing grades, retention of grade, or had dropped out of school.
4. Districts can pull lists of PFS children from the Alaska Migrant Web System. It is recommended that districts periodically pull this report to ensure that they have the complete list of PFS children. Refer to the MIS2000 Lists (Snap Reports) section on starting on page 54 for more information on how to pull lists of PFS children.
5. Records managers should ensure that the list of PFS students is communicated to the migrant program coordinator and/or person overseeing the PFS program so that appropriate services are targeted to these students.

Identifying PFS Migratory Children During the School Year

If any additional migratory children meet the PFS criteria during the 2023-2024 school year, the records manager must alert the MEO data specialist to flag that student as PFS.

Examples:

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

Coordination with Other Programs

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

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

Other ESEA Programs

Title I-A

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

Title III-A

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

Title IV-A – Student Support and Academic Enrichment

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

Title IV-B – 21st Century Community Learning Centers

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

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

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

Title VI-A – Indian Education

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

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

McKinney-Vento Homeless Assistance Act - Education for Homeless Children

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

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

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

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

Other Federal Programs

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

U.S. Department of Agriculture – Child Nutrition Programs

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

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

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

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

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

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

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

Fiscal Management

Sub-Grants to School Districts

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

ESEA Consolidated Application

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

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

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

Annual Fall Training on the Identification & Recruitment of Migratory Children

DEED provides annual training for recruiters, records managers, migrant coordinators, SEA Reviewers, and Federal programs coordinators in the fall. On years in which DEED hosts in-person training on the identification and recruitment of migratory children, most expenses for attending the training are reimbursable to the district. DEED considers the approximate number of attendees and their projected costs to attend training. This information is provided to DEED annually during the registration process in the spring. **Note: For the 2023-2024 school year, Fall Training will be virtual; therefore, no subgrants will be given to districts.**

Alaska Migrant Education Literacy Grant

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

DEED considers the following factors when determining the award amount:

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

State Parent Advisory Council (PAC)

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

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

General Spending Considerations

All Federal Funds

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

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

UGG affects ED grant spending in several ways. It:

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

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

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

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

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

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[27] 2 CFR 200.403(a)

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

[29] See 2 CFR Part 200, Subpart E

[30] 2 CFR § 200.423

[31] 2 CFR § 200.450

[32] See 2 CFR § 200.403

[33] 2 CFR § 200.403(a)

[34] See 2 CFR §§ 200.420-200.475

[35] 2 CFR § 200.430

[36] 2 CFR §§ 200.317-200.326

[37] 2 CFR §§ 200.313-200.314

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

[39] 34 CFR § 76.700

Alaska Department of Education & Early Development – Migrant Education Office

Title I-C Migrant Education Program Funds

Determining Allowability

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

1. the activity or service comports with the results of the State's Comprehensive Needs Assessment (education.alaska.gov/ESEA/TitleI-C/docs/cna_final_report.pdf) and the strategies outlined in the State's Service Delivery Plan (education.alaska.gov/ESEA/TitleI-C/docs/migrant_service_delivery_plan.pdf);[40]

2. the MEP funds must first be used to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school;[41]

3. the activity or service meets the needs of migratory children that are not addressed by services available from other Federal or non-Federal programs;[42]

4. the MEP funds are used to supplement, rather than supplant, the use of non-Federal funds;[43] and

5. the costs of the service or activity must comport with the cost principles described in the Uniform Grant Guidance (Subpart E of 2 CFR Part 200). The cost principles require, among other things, that costs of the service or activity be reasonable, necessary, and allocable (or chargeable) to the MEP relative to the benefit received.[44]

In terms of numbers 3 and 4 in the list above, documentation of efforts to investigate non-MEP resources are important for quality control. It also serves as evidence of compliance with the statute in case of a State or Federal monitoring or audit. For example, if speaking with service agencies, another Federal Program Director, or district officials, be sure to document the name and title of individuals spoken with and the date of the conversation.

Supplement, Not Supplant and Unaddressed Needs

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

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

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

For more information, refer to DEED's ESEA Supplement, Not Supplant Requirements resource (education.alaska.gov/ESEA/documents/ESEA%20SNS%20Requirements.pdf).

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

Interstate and Intrastate Coordination

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

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

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

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

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

Transfer of Student Records

Section 1304(b)(3) requires interstate and intrastate coordination by providing for educational continuity through the timely transfer of pertinent school records (including health information) when children move from one school to another, whether the move occurs during the regular school year.

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

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

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[47] ESEA, Section 1304(b)(3)
[48] 34 CFR § 200.85

ESEA Monitoring

Districts' ESEA grants are monitored through the Federal programs monitoring process. Please contact the district's DEED ESEA program manager for information regarding the risk assessment process DEED utilizes to determine the districts monitored each year. During the monitoring visit, the migrant program manager reviews the Title I-C program, and a Migrant Education Program Staff member provides a technical assistance visit with the district records manager. For more information about technical assistance visits, refer to the Technical Assistance Visit (page 33) and Technical Assistance Preparation Checklist (page 153) sections.

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

- Identification & Recruitment Plan
- Quality Control Plan
- Needs Assessment, Service Delivery Plan, and evaluation results
- ESEA Consolidated Application
- Paper copies of COEs and ARCs from the past 10 years

- Parent and staff survey results
- Migratory children and youth data
- Student records transfer request form
- Minutes/agendas from migrant parent meetings
- Migrant consolidation documentation (if applicable)

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

Resources

Alaska Resources

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

Federal Resources

- **Every Student Succeeds Act (ESSA)** (oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-legislation-table-contents/)
- **Code of Federal Regulations – Migrant Education (Title 34–Subtitle B–Chpt. II–Part 200–Subpart C)** (ecfr.gov)
- **MEP Non-Regulatory Guidance** (oese.ed.gov/files/2020/07/MEP-Non-Regulatory-Guidance-March-2017.docx)
- **Family Education Rights and Privacy Act (FERPA)** (ed.gov/policy/gen/guid/fpco/ferpa/index)
- **Federal Office of Migrant Education Websites**
  - **Office of Migrant Education** (oese.ed.gov/offices/office-of-migrant-education/)
  - **Migrant Education Basic State Formula Grants** (oese.ed.gov/category/migrant-education-basic-state-formula-grants-title-i-part-c/)
  - **Results** (results.ed.gov)

Quality Control

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

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

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

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

Quality Control Procedures

Analysis and Accuracy of Migrant Reports

Any discrepancies between reports generated by the district and the MEO need to be reported to the MEO immediately. Refer to page 163 for the MEO contact information.

Staff Training

Statewide Training

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

Recruiters, records managers, designated SEA reviewers, and new migrant program coordinators are required to receive annual MEP training on identification and recruitment. The Migrant Education Program's fall trainings for recruiters and records managers are currently conducted virtually. If trainings are conducted in person, DEED funds the travel costs for district personnel to attend these trainings. On an as needed basis, webinars are hosted to any personnel who could not attend an in-person training.

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

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

Depending on the district, this may include:

- Recruiters
- Records Managers
- Data Entry Specialist
- Migrant Program Coordinators

- Designated SEA Reviewers
- Superintendents
- Principals
- Federal Programs Coordinators

- Teachers
- Counselors
- Registrars
- Paraprofessionals

District Migrant Staff Communication and Coordination

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

Communication and coordination steps should include:

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

Accuracy of Eligibility Determinations

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

After the COE or ARC data is entered into MIS2000 and uploaded, the MEO's eligibility specialist reviews the information to ensure that it meets all eligibility requirements. The MEO makes the final eligibility determination on all COEs and ARCs. For more information on the appeals process, refer to page 41. Children new to the MEP are not eligible for services until the COE is approved by the MEO.

- Each COE is reviewed by qualified and trained records managers at each district. Training occurs each fall and additional training can be provided on a case-by-case basis, if necessary.
- The Eligibility Specialist at the MEO reviews each COE. If corrections are needed or information is unclear, the COE is sent back to the district for revision. It is reviewed again by the Eligibility Specialist once it is returned.
- If needed, the Eligibility Specialist will bring COE questions to the ID&R Specialist and/or Data Specialist at the MEO. If questions still exist regarding child eligibility, the COE will go to a team meeting for team review. Team meetings are held weekly.
- If there are questions or doubts regarding eligibility or other unusual factors at the district level, the district office should contact the MEO (page 163).
- Children are not eligible for services in the Migrant Education Program until the COE is approved by the MEO.

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

Quality Control Plan

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

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

- maintaining accurate migratory child data records in MIS2000 with all required data elements;
- resolving data discrepancies;
- sending and receiving migratory child records;
- validating and verifying all information on COEs and migratory child records;
- entering information into MIS2000 in a timely manner; and
- validating and verifying all information reported to the MEO.

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

ID&R Plan

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

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

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

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

Prospective Re-Interviewing

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

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

COE Quality Control Review

Each year, at the conclusion of the major fall recruitment push, the MEO conducts a COE quality control review. Districts not being monitored or receiving a technical assistance visit by the MEO will have a random sample of COEs reviewed. The sample size is based on the migratory population size of the district and risk factors. The MEO pulls a sample of students approved in the current recruiting season. If inconsistencies are found between the hard copies and the data in MIS2000, the MEO alerts the district's records manager, and the records manager then addresses the issues with the recruiters. This quality control process ensures accurate data at both the district and the MEO.

Technical Assistance (TA) Visits

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

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

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

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

MIS2000 Overview

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

About MIS2000

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

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

Districts can access MIS2000 through the Alaska Migrant Web System (ak.msedd.com). All recruiter and records manager duties are completed through use of the Web System. Unless otherwise noted, all usages of "MIS2000" in this guide refer the MIS2000 database from which the Web System pulls information.

For more information on MIS2000, general questions, further assistance, or to report a problem, please contact the MEO. Refer to page 163 for MEO Contact Information.

Migrant Student Information Exchange (MSIX)

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

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

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

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

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

MIS2000 Updates

View COE Page: New Buttons Added

When viewing applicable COEs in the Web System, users now have the option to select "Edit COE" or "Take Ownership" from the View COE page. Previously, users were only able to select "Edit COE" or "Take Ownership" of a COE from the three-line hamburger menu on the COE subtab.

COE Subtab Updates

Searching for COEs with Status Requires Attention

Users are now able to search for COEs within the status Requires Attention. Previously the system did not produce results when searching for COEs with the Status Requires Attention. This issue has been resolved.

Sorting COEs

Users have historically been able to change the sort order of the COEs listed on the COEs Subtab. However, when a user navigated to a different page and then returned to the COE subtab, the sorting would have returned to the default sort order. The system has now been updated to keep the sort order the user select in place even if they navigate away from the COE subtab. Sorting will return to the default sort order when the user logs out of the system.

COE Entry Updates

Family Data Section: Checkbox to Copy Physical Address to Mailing Address if Same

Users now can select a checkbox when the mailing address is the same as the physical address. This will automatically copy the physical address into the mailing address fields. Previously, users would type "Same" into the mailing address fields when the mailing address was the same as the physical address.

COE Log: Line Breaks

When entering comments into the COE log, users are now able to enter separate paragraphs. Previously, once a user submitted their comments in the COE log, all line breaks would be removed, and the comment would be displayed as a brick of text. This has been resolved.

Child Data Section: Child Enrolled in School Not Operated by Recruiter's District Comment

Users will now be prompted to enter a comment for any child enrolled in a school not operated by the recruiter's district. This includes public schools operated by another school district or any non-public school. The comment will be collected in the Child Data Section.

Child Data Section Error: As the Worker

The user will receive an error if "as the worker" is selected in the Qualifying Moves and Work Section and there is more than one child listed in the Child Data Section. The error will state the following: As the worker cannot be selected when multiple children are listed in the Child Data Section.

Child Data Section Error: Grade 00 and OY

Children that are in grades 00 (not yet in school) or OY (dropped out) must have the recruiter's school district name listed as their school/facility. If a child's facility is not the recruiter's school district name and either grade 00 or OY is selected, the user will receive an error. The error will state the following: Selected facility is not valid for grades 00 or OY.

Qualifying Moves and Work Section Warning: Agricultural Move Comment

The user will receive a pop-up message when they select "agricultural" in the Qualifying Moves and Work Section. The pop-up message will remind the user to provide an agricultural comment in the comments section. The pop-up will state the following: Agricultural was checked. Provide a note in the Comments Section specifying whether or not immediate or extended family members own the land the qualifying work took place on.

Qualifying Moves and Work Section Error: Blank School District if State is AK

When completing #1 or #4 in the Qualifying Moves and Work Section, users will receive an error message if the school district name is blank in either the "from a residence in" or "to a residence in" and their respective state is listed as Alaska.

The errors will state the following:

- Eligibility Panel - EligibilitySection 1 - From School District is required if the state AK is selected.
- Eligibility Panel - EligibilitySection 1 - To School District is required if the state AK is selected.
- Eligibility Panel - EligibilitySection 4 - From School District is required if the state AK is selected.
- Eligibility Panel - EligibilitySection 4 - To School District is required if the state AK is selected.

ARC/COE Recert Entry Updates

Updating Child's Information Similar to COE Process

When recertifying children on an ARC in the Web System, the process for updating a child's line will function the same as the COE. The user will select the line they wish to edit, and a yellow box will appear below the line with the fields the user can edit. When finished, the user will need to select "Update" to save the edits made.

Entering Alaska Student ID Numbers for Applicable Children

Users reviewing ARCs at the Records Manager level will be required to input the Alaska Student Identification (AKSID) number for any child that is enrolled in public school but does not have an AKSID in the system already. This most often occurs when a child was recruited on a COE prior to being enrolled in school and then enrolls in a public school the following year and is recertified on an ARC instead of a new COE. This will ensure AKSID are attached to children's records when applicable.

Child Enrolled in School Not Operated by Recruiter's District Comment

Users will now be prompted to enter a comment for any child enrolled in a school not operated by the recruiter's district. This includes public schools operated by another school district or any non-public school.

Alaska Department of Education & Early Development – Migrant Education Office

The Records Manager

Role of the District Records Manager

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

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

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

If records managers have questions, need assistance with file maintenance or with other job duties, they should contact the MEO. Refer to page 163 for MEO Contact Information. The responsibilities of the district records manager are listed below:

Attend Training

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

Manage Recruitment Process

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

Manage Reports and Migrant Student Files

- Maintain COE/ARC records and all other migrant files following guidelines set forth in this guide. Refer to the Records Retention section on page 42.
- Ensure all required migrant reports (page 50) are submitted by due dates to the MEO. Refer to page 136 for Records Managers' Critical Dates.

Fall Recruitment Requirements

Identification Methods

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

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

Questionnaires

Within the school district, questionnaires given to parents as part of the annual school enrollment packet are a valuable tool for finding potentially eligible migratory children. Refer to page 155 for sample questionnaires. Questionnaires can be brief, including a few questions concerning basic migrant eligibility requirements. The migrant staff member will collect the questionnaires and determine which families should be contacted for an interview based on their answers.

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

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

District Outreach

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

Community Outreach

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

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

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

Identification & Recruitment Materials

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

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

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

Maps

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

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

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

Moves across district boundaries do not require a map attached to the official COE on file at the district/in MIS2000.

Moves within a district that is greater than 15,000 square miles always require a map to be attached to the official COE on file at the district/in MIS2000 to document that both the child's moves and the worker's moves were at least 20 miles or more, one way, to a temporary residence.

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

During recruiting, there are several lists and reports that records managers will need to prepare and refer to during the recruiting process. Lists pulled from MIS2000 that will be highly useful during recruitment include the 01 PrePrints Top, Snap 6, Snap 7, and Snap 12 reports. Refer to the Reports & Lists section starting on page 50 for a detailed list and descriptions of these reports.

Additional Paperwork Preparation

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

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

Tracking Recruitment Progress

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

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

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

Submitting COEs

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

On **November 15**, districts are required to:
- submit the completed Fall Recruitment Report; and
- have entered and submitted all COEs for review and approval to the MEO.

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

For more information and instructions, refer to Creating a COE in the Web System starting on page 81 and Approving a COE in the Web System starting on page 97.

Submitting ARCs

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

ARCs should not be entered if the family made a new qualifying move and new COE is in process. An ARC should only be used to recertify an eligible migratory child after a recruiter has contacted the family to confirm a new move was not made since their last interview and the child is still either living in the recruiter's district, attending school in the recruiter's district, or is being served by the recruiter's district with MEP funds.

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

For more information and instructions, refer to the sections Creating an ARC in the Web System (page 118) and Reviewing an ARC Submitted through the Web System (page 124).

Eligibility Notification

Records managers are responsible for notifying families of their child's eligibility determination, including those not approved. Records managers need to provide families with a copy of their child's current school year COE. The COE copy sent to families can be a copy showing actual signatures, or the approved PDF version from MIS2000 with only typed signature information. Refer to page 158 for a sample eligibility notification letter. If there are any questions about eligibility at the district level, the issue should be referred to the Eligibility Specialist at the MEO for guidance. The Snap 7 report could be a helpful tool in determining which COEs have been approved. Refer to the Reports & Lists section starting on page 50 for more information on the Snap 7 report.

Appeals Process

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

District Appeals Process

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

Parent Appeals Process

If parents would like to appeal the eligibility determination made by their district or the MEO, they must first contact their district's records manager. The records manager will review the eligibility determination with the parent. If the parents are not satisfied with the response from the records manager, the parent may contact the MEO (page 163) directly (via phone or email). The MEO will review the eligibility determination as a team and provide a written response to the parents. If the situation continues to be unresolved, the migrant program manager will contact the regional representative from OME to assist.

DEED Informal Review of Complaints

Alaska Regulation 4 AAC 06.888 (akleg.gov/basis/aac.asp#4.06.888) outlines the process for any person to file a complaint with the department alleging that the school district or the department has failed to comply with the requirements of the federal programs under the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act. The regulation outlines what must be included in the complaint and the timelines in which a review is conducted.

Records Retention

Records managers are responsible for ongoing recruitment of new children, providing migrant eligibility information to school district staff, and maintaining the migrant files. It is the job of the records manager to ensure that migrant COE and ARC files are kept in an orderly fashion. The following section describes recommended migrant file organization. Files may be stored physically (paper copies), or electronically and this section will cover both hard-copy and electronic records retention. As of the 2021-2022 school year, the MIS2000 database stores all new COEs and ARCs, so retention of these documents at the district level will not be required. Previous year COEs and ARCs must still be retained for their entire retention periods. Signed hardcopy COEs submitted for approval to the MEO should be kept in district files until the COE has been approved by the MEO. The MEO recommends keeping these COEs in district files until the end of the school year.

Definition of a "Record"

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

Additionally, the Uniform Guidance (2 CFR §200.335) states that when original records are paper, electronic versions may be substituted through the use of duplication or other forms of electronic media provided that they are subject to periodic quality control reviews, provide reasonable safeguards against alteration, and remain readable. Therefore, the district may choose to scan copies of their migrant eligibility records (e.g., Certificate of Eligibility, Annual Recertification of No New Moves) and store them electronically. Refer to the [Destroying Old Records](#) section (page 49) for more information on the required retention period of migrant eligibility forms.

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

Types of Records

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

Certificate of Eligibility (COE) Filing

The COE is the most important document in the migrant files; it is the basis for each child's migrant eligibility. The original COE must be kept by the district office for **ten school years**. COEs created in school year 2021-2022 and after will be stored by the MIS2000 database, so these COEs are not required to be retained at the district level once they have been approved by the MEO. The information on the COE is sent to the MEO through MIS2000 where it is entered and uploaded. Instructions on [creating COEs in the Web System](#) start on page 81.

Annual Recertification of No New Moves (ARC) Filing

The ARC should be filed with the most recent eligible COE. Information on the ARC is sent to the MEO through MIS2000 where it is entered. [Entering ARCs into the Alaska Migrant Web System](#) is covered on page 118. The ARC must be attached to the original COE and kept by the district office for **ten school years**. ARCs created in school year 2021-2022 and after will be stored by the MIS2000 database, so these ARCs are not required to be retained at the district level.

Active Files

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

Pending Files

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

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

Inactive Files

These are COEs and ARCs for families of migratory children who are not currently eligible but could become eligible in the future. For a COE or ARC to be categorized as inactive, every child listed on the COE or ARC must be in inactive status. Some possible reasons why COEs and ARCs may become inactive: all children on the COE or ARC move out of the district, their eligibility ends or parents withdraw children from the program. The completed Inactive Form/File Tab can be attached to the bundle, explaining the reason and date that each child was made inactive. If any child could become eligible again, the family bundle is kept in this file. Refer to page 154 for the Inactive File Labels Template.

Gone Forever File

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

Canceled COEs

COEs for children who did not qualify for the program because they did not meet all the eligibility requirements. Districts should retain such COEs until the end of the school year before they are securely shredded.

Other Migrant Files

- **Documentation on Termed out Children** – This could include correspondence with families of migratory children, or district documentation on the termination of eligibility for a child.
- **Other Paperwork** – Any other documentation provided to the MEO for eligibility verification.
- **Map of School District** – Every district is required to maintain a school district map showing district boundaries and work locations such as fish camps, rivers, etc. Maps must have a scale. One map tool districts may use is the Alaska Schools & Education Map. This map will show all of Alaska's public school district boundaries, as well as the communities & schools within them. Districts can use this resource to track routes, measure distances, and print custom maps. Instructions for the Alaska Schools & Education Map can be found on page 160.

Correspondence

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

MIS2000 Migrant Lists

There are several useful lists of migratory children and youth that can be kept filed with the migrant records; however, once a district no longer has need of a Snap report printed from MIS2000, it can choose to securely destroy it. For more details on MIS2000 lists, refer to page 54.

- PrePrints Top (Snap 01)
- Eligibility Status Report (Snap 6)
- COEs Active and the Children on each COE (Snap 7)
- Monthly Eligible (Snap 12)
- Priority for Service Student (Snap 14)
- Migrant Lunch List
- Facility List
- MEO Provided Lists (Missing Eligible)

Reports

Districts are required to submit several reports throughout the year. These should be kept with the district's migrant files. These reports must be kept for **five school years**, after which they can be destroyed. For more information each report, refer to Migrant Reports on page 50.

- Summer Enrollment and Withdrawal Report
- Priority for Services (PFS) K-2 Report
- Fall Recruitment Report
- Course History Reports
- Alaska Migrant Education Literacy Grant Final Report
- Mass Withdrawal Report
- Fidelity of Strategy Implementation (FSI) Report

Physical Records Maintenance

Prior to the 2021-2022 school year, districts were required to store hard copy/paper copies of migrant files. This section will cover guidance for districts wishing to continue storing physical copies of migrant records. Physical records should be kept in a secure, locked location to prevent unauthorized access to student data.

COE/ARC Filing

The COE is the most important document in the migrant files; it is the basis for each child's migrant eligibility. The information on the COE is sent to the MEO through MIS2000 where it is entered and uploaded. Instructions on Creating COEs in the Web System start on page 81.

The ARC should be filed with the most recent eligible COE. Information on the ARC is sent to the MEO through MIS2000 where it is entered and submitted. Entering ARCs into the Alaska Migrant Web System is covered on page 118. The ARC must be attached to the original COE.

Both COEs and ARCs must be kept by the district office for **ten school years**.

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

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

Electronic Records Retention

Districts can store their migrant records electronically.

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

Additionally, the Uniform Guidance (2 CFR §200.335) states that when original records are paper, electronic versions may be substituted through the use of duplication or other forms of electronic media provided that they are subject to periodic quality control reviews, provide reasonable safeguards against alteration, and remain readable. Therefore, the district may choose to scan copies of their migrant eligibility records (e.g., Certificate of Eligibility, Annual Recertification of No New Moves) and store them electronically. Refer to the Destroying Old Records section (page 49) for more information on the required retention period of migrant eligibility forms.

General Electronic Records Guidance

Electronic records must be reliably and securely maintained:

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

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

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

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

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

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

- School districts must take measures to prevent unauthorized access to private and confidential electronic records by identifying records that are subject to restrictions.
- Records must be accessed to the minimum amount necessary to perform a business activity or function.
- Records should be stored securely on the school district drives and not on personal computers.

Maintenance and Long-term Preservation of Electronic Records

To ensure that electronic records are readable for future use a proactive maintenance plan must be implemented. The maintenance plan would involve migrating records when operating systems and/or software applications are changed or upgraded. It is best practice to create a documentation trail when files are migrated from one system to another, and this documented trail file should include: systems and software specifications, date of migration, name, and job title of person responsible for migration, and description of any loss of information that may occur during the migration process. Electronic records are best maintained in a managed environment that includes regular system back-ups and a disaster recovery plan.

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

Migrant Electronic Records Retention

If a district chooses to begin maintaining their migrant eligibility records electronically, they must follow the General Electronic Records Guidance outline on page 45. This section provides additional expectations for maintaining electronic migrant eligibility records.

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

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

For each COE that requires a map be attached, it is best practice to save the map and the COE as a single file to avoid them from being separated. Even if a family moves to the same place each year, a map must be attached to each COE. Districts may also refer to the Possible Electronic File Structures and Naming Conventions outlined beginning page 47.

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

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

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

Alaska Department of Education & Early Development – Migrant Education Office

Written Plan

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

- reliably and securely maintained;
- preserved for future readability;
- accessible and retrievable in a timely manner;
- protected from unauthorized access;
- kept for the entirety of their required retention period; and
- where the electronic records are stored.

Refer to the Electronic Records Retention (page 45) section for more information regarding the requirements for electronic records.

Possible Electronic File Structures and Naming Conventions

Example of File Structure

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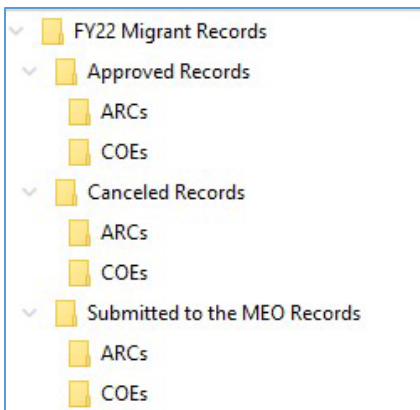
Possible COE/ARC Naming Conventions

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

Option 1

Save the COEs by the COE ID # (generated from the migrant student information system, MIS2000), plus the last name of children on the COE.

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

Examples:

- The approved 2023-2024 COE for the Anderson family is COE ID# of AK0-23-15595. The electronic record name would then be: "AK0-23-15595Anderson"

- The approved 2023-2024 ARC for the White/Kendall family recertified their 2022-2023 COE (COE ID# AK0-22-99999). The electronic record name would then be: "AK0-22-99999WhiteKendall ARC"

Option 2

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

Examples:

- An approved 2023-2024 COE for the Anderson family that has two children named Alicia Anderson and Matthew Anderson on it would have the record name: "Anderson AliciaMatthew – COE – FY24"
- An approved 2023-2024 ARC for the White/Kendall family that has three children named Tom White, Jessica Kendall, and Levon Kendall on it would have the record name: "WhiteKendall TomJessicaLevon – ARC – FY24"

MIS2000 Retention of COEs and ARCs

Beginning in school year 2021-2022, districts are no longer required to retain COEs and ARCs. **COEs and ARCs prior to 2021-2022 must continue to be retained at the district for their required retention period.** Due to the changes to signature collection for COEs and ARCs, all COEs and ARCs (beginning 2021-2022 school year) will be stored by the MIS2000 database. ARCs now include electronic assurances that take the place of ink signatures. COEs can now be signed electronically within the MSI2000 database. For COEs that cannot be completely signed electronically in the Alaska Migrant Web System, quality control checks require that those COEs are scanned and uploaded into the database this will include any COEs with one or more ink signatures, and any COEs with one or more electronic signatures obtained outside of the Web System. Move maps must also be uploaded into the database, where appropriate. These changes mean that the MIS2000 database now houses all relevant data related to records retention for these documents, and that districts are no longer required to retain/maintain these documents moving forward. All COEs and ARCs prior to 2021-2022 must be retained at the district for the required ten years.

Districts are strongly encouraged to abide by the following guidelines regarding this change in retention of ARCs and COEs:

- Securely store all new COEs (and move maps, if applicable) containing one or more signatures obtained outside of the Web System (ink or electronic) until approved by the MEO.
- Securely store all new COEs (and move maps, if applicable) until the end of the school year.
- When uploading COEs with signatures obtained outside of the Web System (ink or electronic) and/or move maps to the Web System, please use the following file naming conventions:
  - COEs – COE ID # followed by the last name(s) of the children included (Example: AK0-23-123456SmithPavilla)
  - Move Maps – COE ID #, followed by the last name(s) of the children included, followed by the word "Map" (Example: AK0-22-123456SmithPavillaMap)

Please note that COEs and ARCs prior to 2021-2022 must still be maintained by districts for the entirety of their retention period (10 years). Migrant reports are not affected by these changes and must also be retained for their required retention period (5 years).

Destroying Old Records

COEs/ARCs are kept for a total of 10 years. Districts should only have COEs and migrant paperwork dating back to the 2014-2015 school year in their files. Older COEs/ARCs should be shredded, even if the family still has active children in the program. COEs/ARCs from 2013-2014 and all prior years must be securely shredded.

Example: A COE that indicates that a child made a qualifying move in October 2013 means that the child will remain eligible, without another qualifying move, until October 2016. A child eligible in October 2016 would be included in the Federal child count for the period 09/01/2016-08/31/2017 and would generate Federal FY18 (State FY19) funding for Alaska. Federal FY18(State FY19) funds may be used until September 30, 2020. DEED does not need to submit the final expenditure report for these funds to USED until December 31, 2020. *The three-year record retention period begins in December 2020 when DEED submits the final expenditure report and runs until December 31, 2023. Therefore, the district would have to keep the COE until December 31, 2023.*

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

COE/ARC Retention

School Year	Retention Requirement
2023-2024 (Current)	Keep (MIS2000 Retains)
2022-2023	Keep (MIS2000 Retains)
2021-2022	Keep (MIS2000 Retains)
2020-2021	Keep (District Retains)
2019-2020	Keep (District Retains)
2018-2019	Keep (District Retains)
2017-2018	Keep (District Retains)
2016-2017	Keep (District Retains)
2015-2016	Keep (District Retains)
2014-2015	Keep (District Retains)
2013-2014	District Securely Destroy

Migrant Reports Retention

School Year	Retention Requirement
2023-2024 (Current)	Keep (District Retains)
2022-2023	Keep (District Retains)
2021-2022	Keep (District Retains)
2020-2021	Keep (District Retains)
2019-2020	Keep (District Retains)
2018-2019	District Securely Destroy

Reports & Lists

Migrant Reports

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

Alaska collects the federally required MDEs for each migrant eligible child through COEs, ARCs, statewide data collections, and the various migrant reports listed below. If the district has questions regarding migrant reports, contact the Data Specialist at the MEO. For MEO contact information, refer to page 163.

Reports are exchanged between the MEO and district staff utilizing the Alaska Migrant Web System. This is done to protect migrant data and child privacy. Refer to Web System File Transfer Exchange Protocol on page 75.

Summer Enrollment and Withdrawal Report

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

This report should be completed for any Title I-C funded summer services provided to migratory children regardless of whether it crosses the fiscal year. Any service a migratory child received during the summer should be reported on this report, not the Mass Withdrawal Report.

- **2023 Summer** (Between 2022-2023 and 2023-2024 school years) Report due **September 30, 2023**
- **2024 Summer** (Between 2023-2024 and 2024-2025 school years) Report due **September 30, 2024**

Information collected on the Summer Enrollment and Withdrawal Report for children that received Title I-C funded services during the summer:

Data Element	Description
Summer Enroll Date	Enter the first day the student received Title I-C funded services during the summer term.
Summer Withdrawal Date	Enter the last day the student received Title I-C funded services during the summer term.
SP Code	Enter SP codes provided to each student. A full list of SP Codes starts on page 139. SP codes need to be separated by a comma and a space. SP codes do not need to be listed alphabetically.
Term Type	List any term code (the reason a migratory child exited the MEP before the end of their eligibility), if applicable. Refer to page 140 for a complete list of term codes.
Term Date	Provide the date the student "termed out," if term code was provided. Make sure to list all graduates and their graduation dates (term date).
COS Provision	Enter which continuation of services provision that was used to provide services after a child's eligibility ends. See page 18 for more information on continuation of services.
COS SP Codes	List any SPs that the child received during the summer term after their EOE Date. A full list of SP Codes starts on page 139. SP codes need to be separated by a comma and a space. SP codes do not need to be listed alphabetically.
Comments	Provide any other information the MEO should know about each student (e.g., name change, term code information).

Sample Migrant Reports can be found starting on page 137.

PFS K-2 Report

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

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

Sample Migrant Reports can be found starting on page 137.

Fall Recruitment Report

The Fall Recruitment Report (FRR) serves as a to-do list showing all the eligible children in the district who have not yet reached their End of Eligibility date. The records manager must contact the families of all the children on the FRR. It is the main report used for fall recruitment; completion of this report by the district records manager is mandatory. Districts will receive the Fall Recruitment Report from the MEO by mid-August. The report must be filled out and returned to the MEO in electronic format by the **November 15** deadline and the district must keep a copy on file (electronic or hard copy) with the migrant records for the required retention period.

All families of the children on the Fall Recruitment Report should be contacted and interviewed to determine if their children:
- are still living in the district; **and**
- have made a new move(s); **and**
- are still attending school in the district.

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

Information collected on the Fall Recruitment Report:

Data Element	Description
Term Code Updated by District	List a term code (reason why the student exited the MEP before the end of their eligibility), if applicable. Example: family moved to another district; district would enter term code "M." Refer to page 140 for a complete list of term codes.
Term Date Updated by District	Provide the date the student "termed out," if term code was provided. Example: family moved to another district on 10/15/23. Make sure to list all graduates and their graduation dates (term date).
Family Interviewed	Mark if the family was interviewed.
New Move COE and No New Move (ARC)	Mark if a COE or an ARC was completed for the student. Separate columns on the report will be listed for the COE indication or the ARC indication.
Uploaded to MEO	Mark if the COE/ARC was uploaded to the MEO in MIS2000.
Why No COE/ARC	List reason why there was no COE or ARC completed, if applicable.
Comments	Enter any other information the MEO should know regarding the student.

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

Sample Migrant Reports can be found starting on page 137.

Course History Reports

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

Information collected on the Course History Reports:

Data Element	*Description*
Subject	Subject options include: Career and Tech Ed, Fine Arts, Health, Language Arts, Math, Other, Performing Arts, Physical Education, Science, Social Sciences, Social Studies, World Languages.
Course Title	Provide name of the course the student is taking/has taken.
Course Type	Course Type options include: Regular, Honors, Pre-Advanced, Advanced Placement, International Baccalaureate, Dual Enrollment, Other, Not Applicable.
Course Section	This is pre-filled with the current period for course history data reporting.
Term Type Code	Term Type options include: Full School Year, Semester, Trimester, Quarter, Summer, Other.
Clock Hours	This field is for only if the course was not completed. Provide the number of clock hours the student has completed to date. Must also complete Grade to Date.
Grade to Date	This field is required only if the course was not completed. Provide a percentage grade, rounded to the nearest whole number, that the student has completed on the course at the time of withdrawal. The grade to date should be entered as a decimal between .00 and .99. Do not enter a letter grade. Must also complete Clock Hours.
Credits Granted	Credits Granted options include: .00, .25, .50, .75, 1.00, 1.25, 1.50, 1.75, 2.00. All other credits granted not available in the drop down can be specified in notes column. Must also complete Final Grade.
Final Grade	Final Subject Grade options include: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, P (Pass) Must also complete Credits Granted.
Notes	Provide any pertinent notes the MEO should know.

Sample Migrant Reports can be found starting on page 137.

Alaska Migrant Education Literacy Grant Final Report

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

Mass Withdrawal Report

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

Information collected on the Mass Withdrawal Report:

Data Element	Description
Term Type	List a term code (the reason a migratory child exited the MEP before the end of their eligibility), if applicable. Example: family moved to another district, district would enter term code "M." Refer to page 140 for a complete list of term codes.
Term Date	Provide the date the student "termed out," if term code was provided. Example: family moved to another district on 12/15/23. Make sure to list all graduates and their graduation dates (term date).
Withdrawal Date	Enter the date of the last day of school for the district. Note: term date and withdrawal date do not have to match.
SP Codes	Enter SP codes provided to each student. A full list of SP Codes starts on page 139. SP codes need to be separated by a comma and a space. SP codes do not need to be listed alphabetically.
COS Provision	Enter which continuation of services provision was used to provide services after a child's eligibility ends. See page 18 for more information on continuation of services.
COS SP Codes	List any SPs provided to the student after their EOE date during the regular school year. SP codes need to be separated by a comma and a space. SP codes do not need to be listed alphabetically. A full list of SP Codes starts on page 139
Comments	Provide any other information the MEO should know about each student.

Sample Migrant Reports can be found starting on page 137. For questions regarding migrant funded supplemental services and/or how to report these services, contact the Data Specialist at the MEO. For MEO contact information, refer to page 163.

Fidelity of Strategy Implementation (FSI) Tool

Required by the U.S. Department of Education's Office of Migrant Education, the FSI Tool is a self-assessment resource for districts to evaluate their implementation of migrant-funded services in the Service Delivery Plan Goal Areas (education.alaska.gov/ESEA/TitleI-C/docs/migrant_service_delivery_plan.pdf). This resource will help address the implementation evaluation of the Alaska Migrant Education Program (MEP), aid in determining the extent to which MEP services are delivered with fidelity and inform State MEP staff and the program evaluator about the level of Strategy implementation at each local MEP. Reflecting on services provided during the 2022-2023 school year, districts will complete the FSI Tool for Regular School Year and Summer Programs (as applicable). Districts will rate only those activities that were planned and carried out (do not rate planned activities that have not yet occurred), and only those activities implemented using Title I-C funds. Districts should receive the FSI Tool by mid-August and the report will be due to the MEO during the first week of November.

MEO Provided Lists

Missing Eligible Students

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

Priority for Services 3-12 List

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

Districts can pull lists of PFS children from the Alaska Migrant Web System. It is recommended that districts periodically pull this report to ensure that they have the complete list of PFS children. Refer to the MIS2000 Lists (Snap Reports) section on starting on page 54 for more information on how to pull lists of PFS children.

MIS2000 Lists (Snap Reports)

MIS2000 has several built-in reports, called "Snap Reports", that records managers can pull as needed. Below are instructions on how to pull them (Web System only), as well a description of each report.

Pulling Reports in the Web System

Records managers have access to a **REPORTS** tab in the Alaska Migrant Web System (ak.msedd.com). Recruiters do not have access to this tab. From the **REPORTS** tab, the records manager can access the following Snap reports:

- 01 PrePrints Top
- 06 Eligibility Status Report
- 07 COEs ACTIVE and the children on each COE
- 12 Monthly Eligible_Updated
- 14 Priority For Service Students
- Migrant Lunch List
- Facility Lists

For information about each of these Snap reports, refer to the Snap Reports Details section starting on page 56.

To run a Snap report in the Web System, refer to the instructions below:

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

2. Use the drop-down list in NUMBER 1 to select the desired report.
3. In NUMBER 2 click on filters required for each report and complete the comparison.
    - DISTRICT DISPLAY CODE is always a required field. Refer to the District Display Codes for Migrant Districts section on page 136 for the district's display code.
4. Under THEN A COMPARISON, select the = button.
5. Under the THEN YOUR VALUES… enter the required DISTRICT DISPLAY CODE (use all capital letters).
6. Click on ADD FILTER button. When the filter has been successfully added to the report, a line will appear in the box beside the DATE RANGE fields.
7. Enter DATE RANGE, if applicable.
8. Under NUMBER 3 click RUN REPORT button.
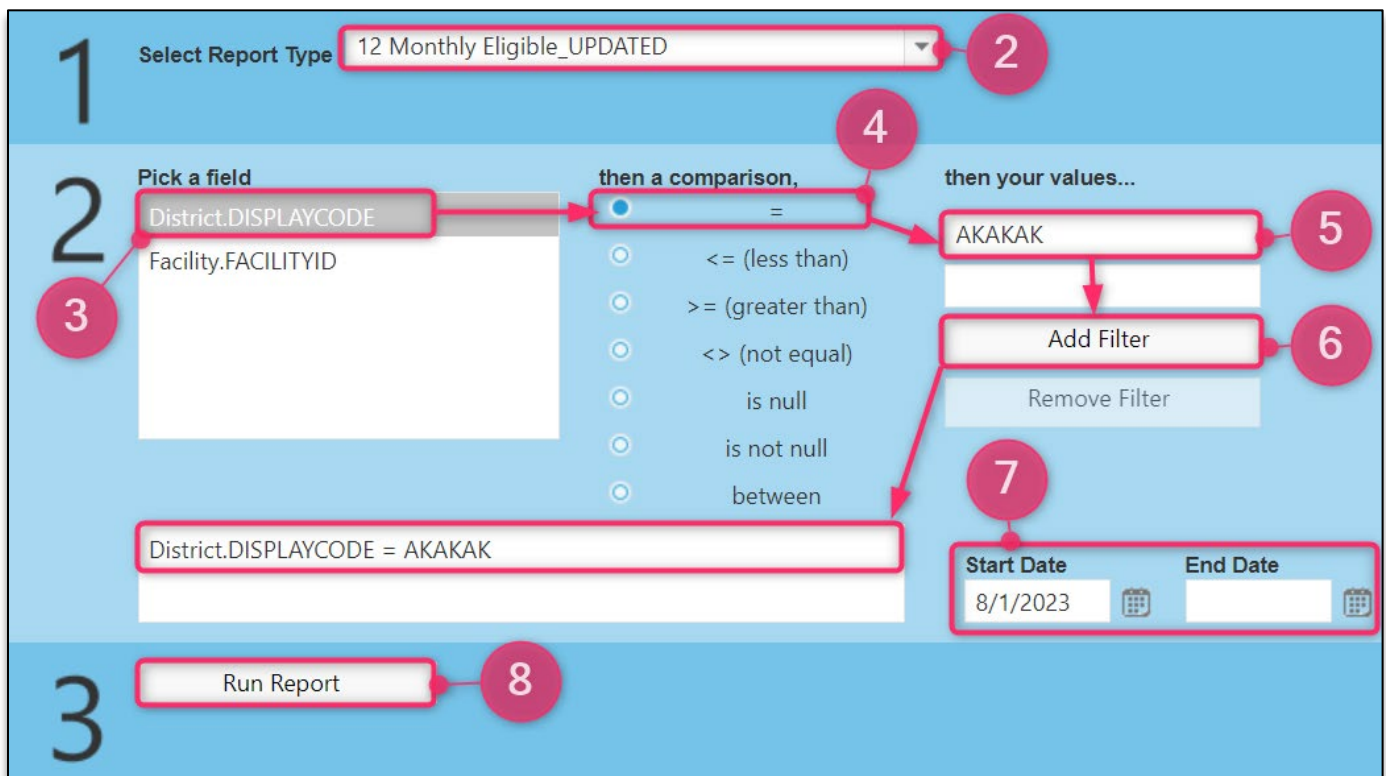
9. Once the report has run, the report can be saved in either CSV or PDF format.
    - The CSV format allows the user to open and manipulate the report in Excel. Additionally, the CSV version often has additional columns of data than what is displayed on the PDF version.

If the report produces no results, users will see the message, "The report produced no results" at the top of the REPORTS tab screen. **Note:** This message also appears when filters are applied incorrectly. If users receive this message unexpectedly, please double check the use of any filters and try again. If reports are not pulling correctly, please contact the MEO (page 163).

Snap Reports Details

01 PrePrints Top

Report Details

Purpose: This report produces a PDF of all active COEs in the district, based on the **START DATE** selected by the user. Recruiters often find it helpful to bring copies of previous COEs to the interviews with families. Note: Information is populated in an old version of the Alaska COE – do not use for records retention purposes. This report should only be used to assist with child data information such as name and date of birth and to remind families of the last move that has been recorded so they can focus on new moves that have taken place since.

Run: **01 PREPRINTS TOP**

Instructions: Click on the **REPORTS** tab and select **SNAP! REPORTS** in the drop-down menu. Choose report **01 PRE-PRINTS TOP**. Click **DISTRICT.DISPLAYCODE** under **FIELDS**, check the **=** in the **COMPARISON**, and enter the **DISTRICT DISPLAY CODE** in the **VALUES** box (e.g., AKDEED). Click **ADD FILTER.** Click in the **START DATE** field enter date 08/01/YYYY (current school year), then click **RUN REPORT.** Refer to the District Display Codes for Migrant Districts section on page 136 for the district's display code.

Fields Included: This report includes all items on the last approved district COE but leaves signature fields blank.

Eligibility Status Report (Snap 6)

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

Report Details

Purpose: This report is a list by COE ID of the COEs that are **not active/approved**. It will tell the district its COE status: not determined, incomplete, or canceled. This report will indicate all in process COEs that records managers should monitor and follow up with.

Run: **ELIGIBILITY STATUS (SNAP 6)**

Dates: Run for the current school year. Example: 23/24.

Instructions: Click on the **REPORTS** tab and select **SNAP! REPORTS** from the drop-down menu. Choose report **06 ELIGIBILITY STATUS** Report. Click on **DISTRICT.DISPLAYCODE** under the **FIELDS**, check the **=** in the **COMPARISON** and enter the **DISTRICT DISPLAY CODE** in the **VALUES** box (e.g., AKDEED). Click **ADD FILTER**. Click on **COE.SCHOOLYEAR** under the **FIELDS**, check the **=** in the **COMPARISON**, and enter current school year (e.g., 23/24) in the **VALUES** box. Click **ADD FILTER**. Click **RUN REPORT**. Save this report in Excel. Refer to the District Display Codes for Migrant Districts section on page 136 for the district's display code.

Fields Included: District Name; COE ID; Approval Status; Owner User Id; District Code; Coe Seq; Student Last First Middle; Student ID; School Year; Student Seq; Birth Date; District Code 1; Gen Date; Owner, AK State ID, MIS2000 ID.

Code Explanation: **I** – incomplete (COE is at the recruiter level; recruiter created COE and it needs to be submitted to records manager for review), **N** – new (COE is at the records manager level; records manager needs to either approve children onto the COE or fix missing or incorrect information; COE needs to be submitted to the MEO for review), **V** – reviewed/verify (COE is at the MEO level; MEO needs to review COE for final eligibility determination), or **C** – canceled (COE has been determined to not be eligible and was canceled)

To filter further by approval status, click on **COE.APPROVALSTATUS** under the **FIELDS**, check the **=** in the **COMPARISON**, and enter the desired code (I, N, V, or C) in the **VALUES** box. Click **ADD FILTER**. Click **RUN REPORT**.

Please note that only one code (I, N, V, or C) can be selected as a filter at a time. Example: If a user wishes to see only COEs in status "I" and status "N", the report will need to be run twice – once for each code.

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

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

Report Details

Purpose: This report is a list of the district's active/approved COEs and the children on them.

Run: COEs ACTIVE AND THE CHILDREN ON EACH COE (SNAP 7)

Dates: Run for the current school year. Example: 23/24

Instructions: Click on the REPORTS tab and select SNAP! REPORTS from the drop-down menu. Choose report **07 COEs ACTIVE AND THE CHILDREN ON EACH COE**. Click on **DISTRICT.DISPLAYCODE** under the FIELDS, check the **=** in the COMPARISON and enter the DISTRICT DISPLAY CODE in the VALUES box (e.g., AKDEED). Click ADD FILTER. Click on **COE.SCHOOLYEAR** under the FIELDS, check the **=** in the COMPARISON, and enter current school year (e.g., 23/24) in the VALUES box. Click ADD FILTER. Click RUN REPORT. Save this report in Excel. Refer to the District Display Codes for Migrant Districts section on page 136 for the district's display code.

Fields Included: COE ID; Coe Status (A); District Name; Student ID; Last Name; First Name; Middle Name; Birth Date; Eligible Code; Facility ID; Enroll Date; Grade; Type; Approved Date; Student SEQ; Phone; Email; LastName 2; QA3 Date; Facility Name; SH SEQ; QA Date; District Code; AK State ID; MIS2000 ID.

To filter further by approved date, click on SCHOOL HISTORY.APPROVEDDATE under the FIELDS, check the **>=** (Greater than or equal to sign) in the COMPARISON, and enter the desired start date in the VALUES box. Click ADD FILTER. Click RUN REPORT.

Monthly Eligible_Updated (Snap 12)

This is a list of all migratory children who are currently eligible in the records manager's school district, and who have been certified or recertified on a new COE or an ARC for the current school year, and it includes Priority for Services (PFS) status. It includes migratory children who are one of the following:

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

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

Report Details

Purpose: This is a list of all migratory children who have had a new COE or ARC approved for the current school year and the children are currently eligible in the records manager's school district.

Run: MONTHLY ELIGIBLE_UPDATED (SNAP 12)

Dates: Run for the current school year. Example: 08/01/23 for START DATE and do not enter an END DATE.

Instructions: Click on the **REPORTS** tab and select **SNAP! REPORTS** from the drop-down menu. Choose report **12 MONTHLY ELIGIBLE_UPDATED**. Click on **DISTRICT.DISPLAYCODE** under **FIELDS**, check the **=** in the **COMPARISON**, and enter the **DISTRICT DISPLAY CODE** in the **VALUES** box (e.g., AKDEED). Click **ADD FILTER**. Enter the date 08/01/23 in the **START DATE** box. Do not enter an **END DATE**. Click **RUN REPORT**. Save this report in Excel. Refer to the District Display Codes for Migrant Districts section on page 136 for the district's display code.

Fields Included: District Name; District Code; Facility Name; Facility ID; Student ID; AK State ID; MIS2000 ID; Last Name; Last Name 2; First Name; Middle Name; Birth Date; Grade; Enroll Date; Term Type; Eligible Code; Res Date; Funding Date; Approved Date; School Year Move; COE ID; Qa3 Date; QA Date; Current Address; Current City; State; Zip; Mailing Address; Mailing City; State; Zip; Email; Phone; Priority for Service; Sh Seq.

Priority for Service Students (Snap 14)

This report lists the children determined to be PFS who are within their three years of eligibility as determined by an approved COE on file in the user's district. This report is an unduplicated list of students by the current year. PFS status is attached to the student and not the district. This means that as students move between districts, they carry their PFS status with them. As districts certify transfer students, the district should check PFS status in MIS2000 by looking at student records and running the "14 Priority for Services Students" Snap report.

Report Details

Purpose: This report is a list of the district's PFS children for the current school year. Please be aware that PFS status is attached to the child and not the district. This means that as children move between districts, they carry their PFS status with them. Additionally, children who may have moved from the district but have PFS status for the given year and an eligible COE on file, will show up on this list.

Run: Priority For Service Students (Snap 14)

Dates: Run for the current school year. Example: 23/24.

Instructions: Click on the **REPORTS** tab and select **SNAP REPORTS** in the drop-down menu. Choose report **14 PRIORITY FOR SERVICE STUDENTS**. Click on **DISTRICT.DISPLAYCODE** under the **FIELDS**, check the **=** in the **COMPARISON** and enter the **DISTRICT DISPLAY CODE** in the **VALUES** box (e.g., AKDEED). Click **ADD FILTER**. Click on **COE.SCHOOLYEAR** under the **FIELDS**, check the **=** in the **COMPARISON**, and the current school year (e.g., 23/24) in the **VALUES** box. Click **ADD FILTER**. Click **RUN REPORT**. Save this report in Excel. Refer to the District Display Codes for Migrant Districts section on page 136 for the district's display code.

Fields Included: Student Seq; Student ID; Last Name; Last Name 2; First Name; Middle Name; School Year; Pfs Start Date; Pfs End Date; AK State ID; MIS2000 ID.

Alaska Department of Education & Early Development – Migrant Education Office

Migrant Lunch List

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

Free Meal Benefits Eligibility:

EOE Date	*Guidance*	*Example*
EOE Before July 1st	District must contact the families of all migratory children whose eligibility ended before July 1st of the current school year. Starting on the first day of school, these students have a 30-day carryover period for continued free meal benefits. After the 30-day period, they are no longer eligible for the free meal benefits unless they are recruited by their district before the end of the 30 days and a new COE is determined eligible by the MEO.	Student meets the end of their eligibility on May 15, 2023. Because the student EOE'd before July 1, 2023, starting on the first day of school the student has a 30-day carryover period for continued meal benefits. Note: This applies to USDA meal benefits only.
EOE On or After July 1st	If a migratory child's eligibility ended on or after July 1st of the current school year, the migratory child is categorically eligible for free meal benefits until the end of the school year. The families of these students must still be contacted by the district in order to update eligibility status.	Student meets the end of their eligibility on July 20, 2023. Because the student EOE'd on or after July 1, 2023 the student is eligible for free meal benefits until the end of the school year. Note: This applies to USDA meal benefits only.
Not EOE'd	If the migratory child still has eligibility (regardless of whether they were recertified), they are categorically eligible for free meal benefits.	Because the student has not EOE'd, the student is eligible for free meal benefits.

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

Primero Edge

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

Report Details

Purpose: This is a list of all eligible migratory children in the records manager's district, including those that the district did not recertify during the previous school year. This report should also be used for free meal benefits eligibility.

Run: MIGRANT LUNCH LIST

Dates: Run for the current school year. Use 07/02/23 for the START DATE.

Instructions: Click on the **REPORTS** tab and select **SNAP! REPORTS** from the drop-down menu. Choose report **MIGRANT LUNCH LIST**. Click on **DISTRICT.DISPLAYCODE** under **FIELDS**, check the **=** in the **COMPARISON**, and enter the **DISTRICT DISPLAY CODE** in the **VALUES** box (e.g., AKDEED). Click **ADD FILTER**. Enter the date 07/02/22 in the **START DATE** box. Click **RUN REPORT**. Save this report in Excel. Refer to the District Display Codes for Migrant Districts section on page 136 for the district's display code.

Fields Included: District Code; District Name; Last Name; Last Name 2; First Name; Middle Name; Birth Date; Student ID; Qa3 Date; Enroll Date; Student Seq; DomID; DBID; Sh Seq; Term Type; Term Date; Student Last First Middle; Email; Phone; QA Date; COE ID; Facility ID; Facility Name; Grade; AK State ID; MIS2000 ID.

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

Facility List
Report Details
Purpose: This report provides a current list of all the schools in the district.

Run: **FACILITY LIST**

Instructions: Click on the **REPORTS** tab and select **SNAP! REPORTS** in the drop-down menu. Choose report **FACILITY LIST**.

For a list of the district's schools only, click **DISTRICT.DISPLAYCODE** under **FIELDS**, check the **=** in the **COMPARISON**, and enter the **DISTRICT DISPLAY CODE** in the **VALUES** box (e.g., AKDEED). Click **ADD FILTER**, then **RUN REPORT**. Refer to the District Display Codes for Migrant Districts section on page 136 for the district's display code.

- For a list of all schools in the State of Alaska, do not enter a District.DISPLAYCODE filter. click **RUN REPORT**.

Fields Included: Facility Name; Facility ID; Facility Number; District Name; District Code; Display Code; District Code.

DEED Data Collections Involving Migrant Status

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

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

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

Fall OASIS and P-Rate

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

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

Summer OASIS

The Summer OASIS data collection contains a student record for any child who was enrolled in the district for at least one day during the current school year. DEED defines the current school year as July 1 to June 30, annually (example: 23/24 School year is from July 1, 2023, to June 30, 2024). The due date of the Summer OASIS data collection is **July 15**. This file is how the department determines important information such as graduation rate.

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

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

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

Web System for Records Managers

About the Web System

The [Alaska Migrant Web System](#) (ak.msedd.com) is a secure website utilized in several ways to help streamline Alaska's Migrant Education Program. It is the primary platform through which users access the MIS2000 database. Listed below are some of the applications of the Alaska Migrant Web System:

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

Web System Aligned to State of Alaska Security Standards

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

- A [Privacy Notice](#) that users must accept upon log in, in order to access the Web System. Refer to page 65 for more information.
- Passwords must be changed every 90 days.
- Passwords must meet State of Alaska security requirements, which are:
  - be at least eight characters long, and
  - be sufficiently complex. This means the password contains a mixture of uppercase and lowercase letters, numbers, and symbols.

Web System Basics

Accessing the Web System

Authorized Users

The Alaska Migrant Web System is for the use of the Alaska Department of Education & Early Development Migrant Education Program and may be accessed and used only for official Migrant Education Program business, and by authorized personnel using district issued computers.

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

Terms of the agreement include:

- To safeguard the security of any password provided to you by system administrators.
- To not share the system access you have been given.
- To follow FERPA guidelines and not distribute or share any student information or migrant records.
- To not perform actions on Alaska Department of Education & Early Development Information Technology resources which are inconsistent with the spirit of this agreement, violate any State or Federal law, or result in system instability.
- To ensure that the computer used to access the system is protected by anti-virus software with current updates and is free of any malicious code or applications.
- To not download and save student information from the Web System to a personal computer.
- To have encryption software installed if the computer used is a laptop.
- To immediately notify DEED of any potential data breaches.

Termination of Access

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

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

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

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

Setting Up User Accounts

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

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

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

- Please note that passwords must comply with State of Alaska security standards outlined on page 7.

Setting Passwords

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

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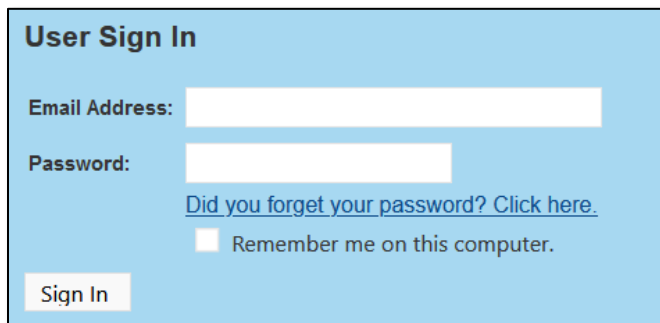
Resetting Passwords

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

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

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

4. The user will receive an email prompting them to click on the password reset link or to copy and paste the individualized link to an internet browser.
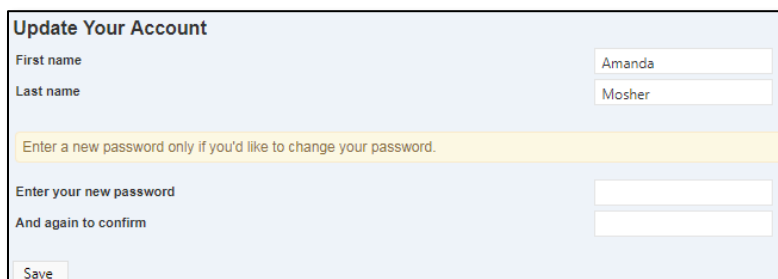
5. The user will be prompted to create and validate their new password. Enter new password in the top line labeled **ENTER YOUR NEW PASSWORD**. Confirm new password in the second line labeled **AND AGAIN TO CONFIRM**. Click on the **SAVE** button.
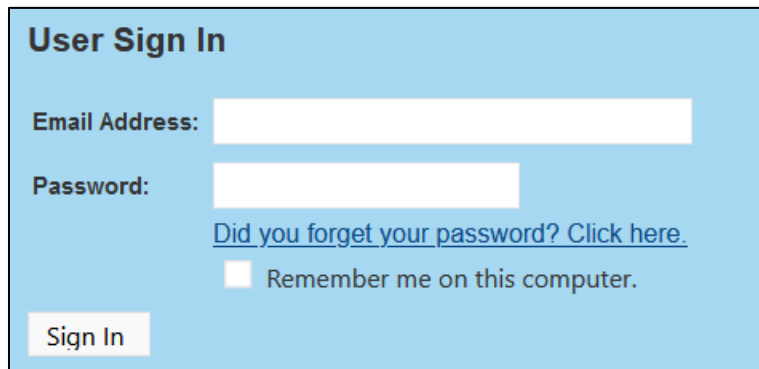
Alaska Department of Education & Early Development – Migrant Education Office

Signing In

Steps to signing into the Alaska Migrant Web System:

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

User Sign In

Email Address: [   ]

Password: [   ]

Did you forget your password? Click here.

☐ Remember me on this computer.

Sign In

Privacy Notice

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

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

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

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

Web System Functionality

Flash Messages/Alerts

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

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

Changes saved	X

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

No errors found.	X
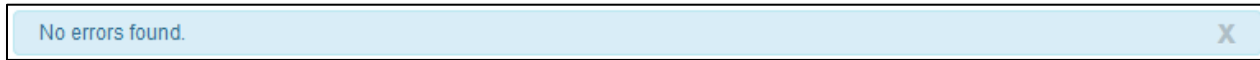
- Yellow – The alert box indicates a warning that needs attention.

QAD and RES dates are the same. Please indicate the length of move in comments.	X
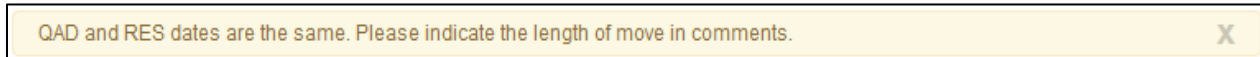
- Red – The alert box indicates an error or potentially negative action.

District Code field must be specified.	X
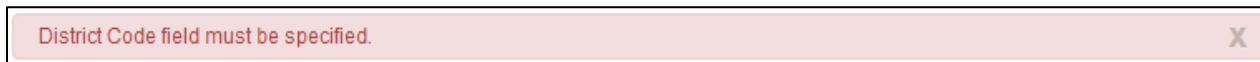
Users may also see informational messages at the top of their screen upon logging into the Web System. Most often, these messages will alert users to COEs or COE Recerts (ARCs) that have status Requires Attention that are waiting for a user to submit/approve them. Other times, the MEO may post messages to all Web System users informing them of upcoming deadlines, newly available reports, etc. These messages are blue. Some disappear after navigating to a specific page, while others will remain until users click the X on the far-right side of the message.

There are COE Recertifications that need your attention.	X
There are COEs that need your attention.	X
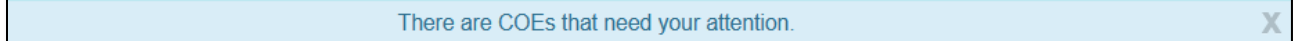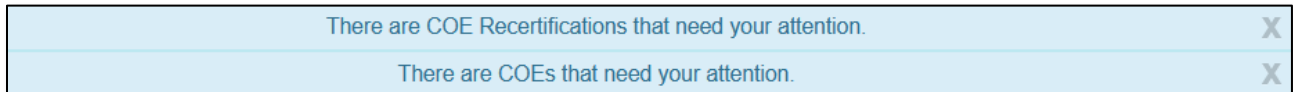
Automatic Log Out

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

You will be automatically logged out in 4:46.
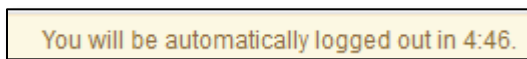
Any action made in the Web System such as typing, navigating between tabs, or moving the mouse counts as activity and stops the countdown.

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

Electronic Signatures (COEs)

Obtaining Electronic Signatures via the Web System

The Alaska Migrant Web System has the functionality to accept electronic signatures on COEs. Current limitations and restrictions to collecting electronic signatures are:

- Electronic signatures collected via the Web System require the signer to be physically present. The signer would use a stylus, finder, mouse, etc. to sign within the Web System.
- Typed name, date, and relationship (interviewee only) must also be entered.

- COEs can have a mix of electronic signatures obtained via the Web System, electronic signatures obtained outside the Web System, and ink signature. However, if any signatures are collected outside of the Web System, a single, scanned copy of the COE containing all collected signatures must be uploaded to the Web System prior to submitting to the MEO. Similarly, if a COE involves a move of 20 or more miles (one way) in the 15K + district, the move map must also be uploaded prior to submitting to the MEO. Remember to retain any COEs with signatures collected outside of the Web System (and/or move maps, if applicable) at the district at least until the COE is approved by the MEO. It is recommended that districts retain these documents for the entire school year before securely destroying.
- While it is the records manager's responsibility to ensure that any attachments are in place before submitting, these attachments can be uploaded by either the recruiter or records manager. Each district MEP can decide for itself who is responsible for uploading any required attachments.
- Electronic signatures must be signed by the actual individual named. MEP/district staff cannot sign on behalf of a parent/guardian/interviewee.

See Creating a COE in the Web System starting on page 81 for detailed instructions on collecting electronic signatures via the Web System.

Obtaining Electronic Signatures Outside of the Web System

Districts may collect electronic signatures on COEs outside of the Web System. Current limitations and restrictions to collecting electronic signatures are:

- Electronic signatures may be collected via a district approved FERPA compliant program.
- Typed name, date, and relationship (interviewee only) must also be entered.
- COEs can have a mix of electronic signatures obtained via the Web System, electronic signatures obtained outside the Web System, and ink signature. However, if any signatures are collected outside of the Web System, a single, scanned copy of the COE containing all collected signatures must be uploaded to the Web System prior to submitting to the MEO. Similarly, if a COE involves a move of 20 or more miles (one way) in the 15K + district, the move map must also be uploaded prior to submitting to the MEO. Remember to retain any COEs with signatures collected outside of the Web System (and/or move maps, if applicable) at the district at least until the COE is approved by the MEO. It is recommended that districts retain these documents for the entire school year before securely destroying.
- While it is the records manager's responsibility to ensure that any attachments are in place before submitting, these attachments can be uploaded by either the recruiter or records manager. Each district MEP can decide for itself who is responsible for uploading any required attachments.
- Electronic signatures must be signed by the actual individual named. MEP/district staff cannot sign on behalf of a parent/guardian/interviewee.

Electronic Certifications (ARCs)

The Alaska Migrant Web System has the functionality to collect electronic certifications for ARCs. ARCs do not need to be printed and signed. Users check the appropriate ELIGIBILITY DATA CERTIFICATION checkbox to certify that the information entered in the ARC is correct. This will automatically populate the user's name and date into the appropriate signature field when the ARC is submitted. The records manager is permitted to provide the certification for both the Interviewer and Designated SEA Reviewer; however, districts are still encouraged to continue having two different individuals provide these certifications to help ensure data quality.

See Creating an ARC in the Web System starting on page 118 for more detailed information.

Navigating the Alaska Migrant Web System

Home Tab

The user will always be brought to the **HOME** tab upon successfully logging in to the Web System.
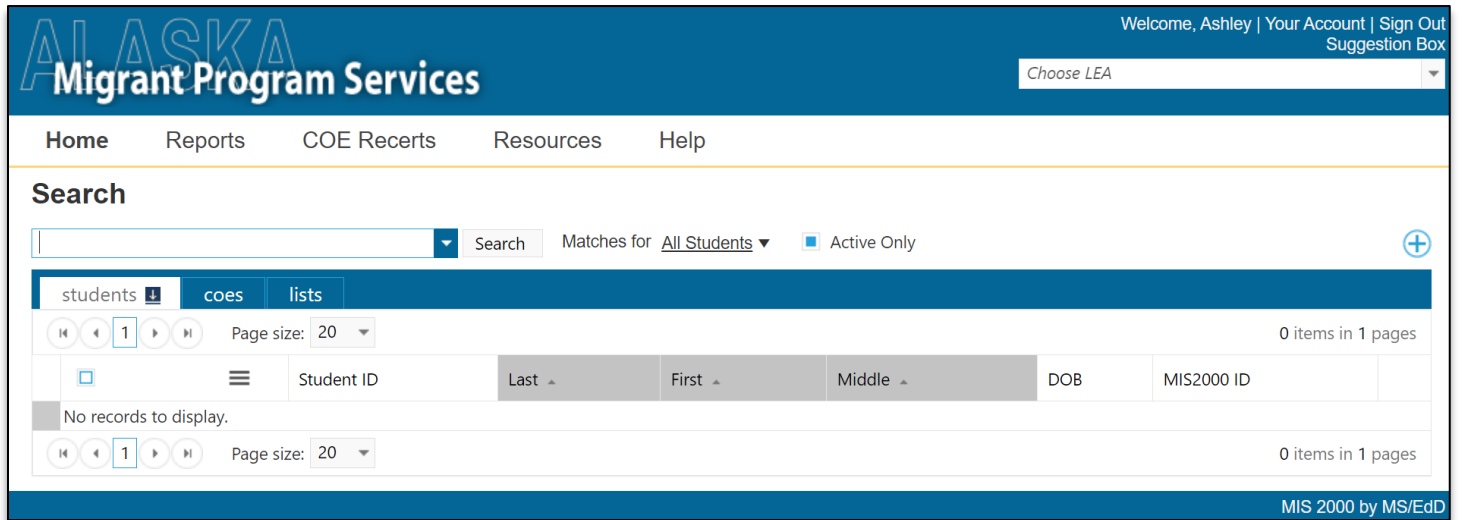
The **HOME** tab consists of the **STUDENTS** and **COEs** subtabs.

Students Subtab

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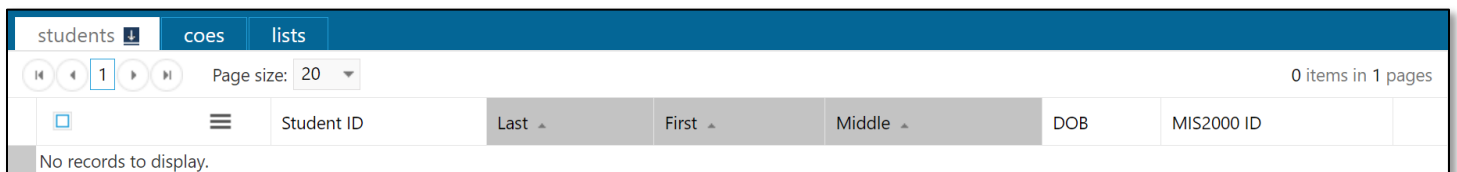
Searching for Students

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

Basic Search

To search for a specific child, type their name or part of their name, in the search bar. Click the **SEARCH** button or use the enter key to complete the search. Ensure that the filter for All Students is selected. A list of matching results (if any) will be displayed.
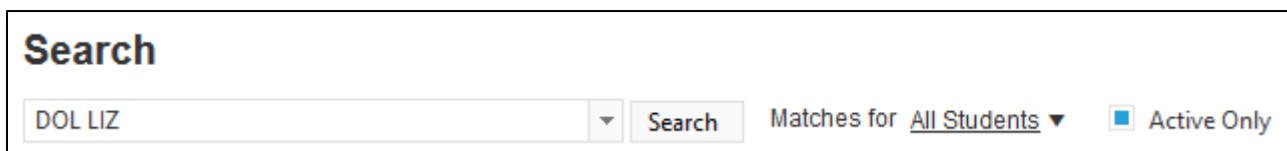
To see the enrollment information for a particular child, click on the ᴀʀʀᴏᴡ button to the left of the desired child. Clicking on the arrow will expand to show available school history and enrollment information.

Searching Tips

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

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

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

- Be sure the search is set for ᴀʟʟ Sᴛᴜᴅᴇɴᴛs, in order to see the most complete list of search results.
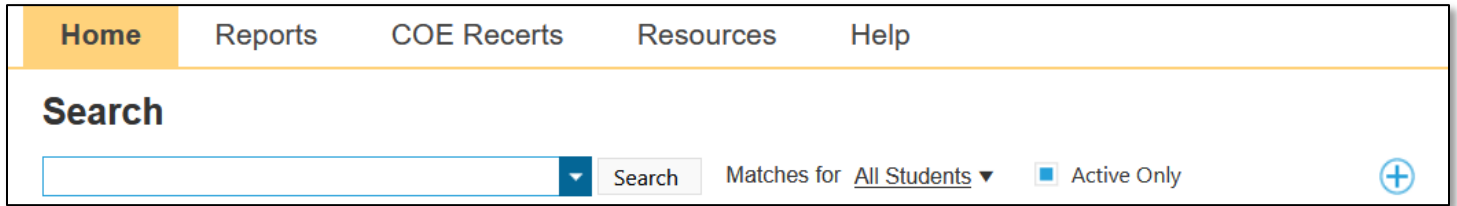
Advanced Search

To use the advanced search, click on the PLUS (+) SYMBOL on the right-hand side of the webpage.
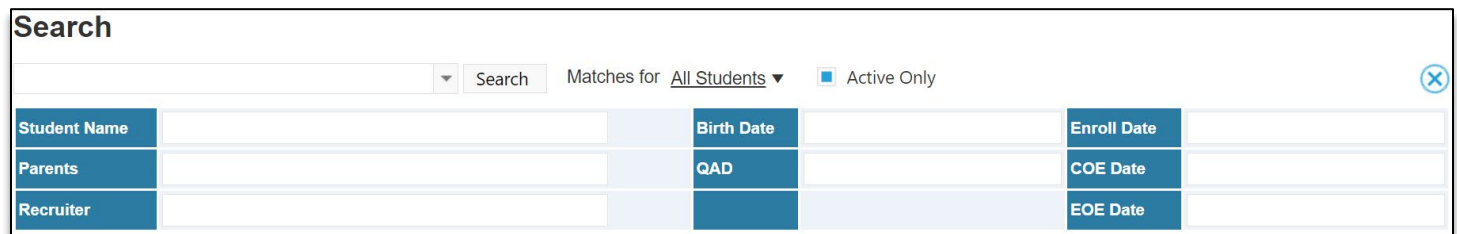
Clicking on the advanced search symbol (+) will bring up the following dialogue box.

The advanced search option includes the following fields:

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

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

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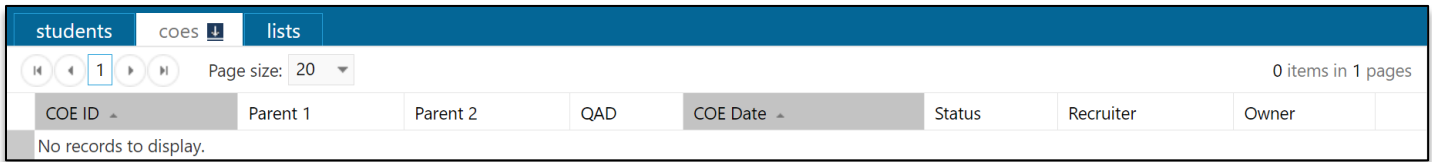
COE Subtab

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

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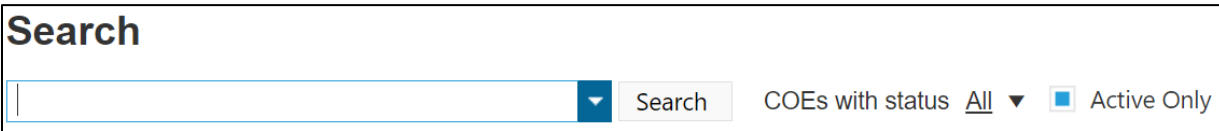
The **COE** subtab has the same BASIC and ADVANCED search options that are available in the **STUDENTS** subtab. Recruiters will only be able to view results for children and COEs who are migrant eligible in their district.

Search results are displayed based on the parental information included on the COE rather than the Child Data Section information. Displayed fields also include **COE ID**, **QAD**, **COE DATE**, **RECRUITER** (if entered through the Web System), and **OWNER** (if applicable).
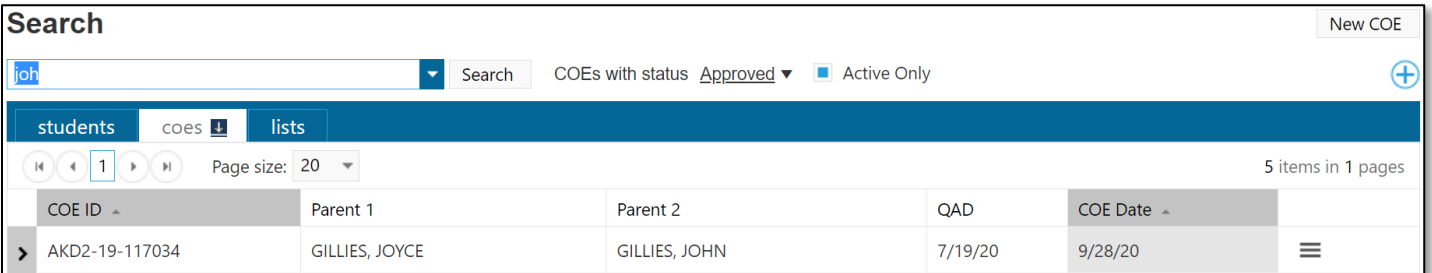
To search for a specific COE, type the COE ID or the student's name or part of their name, in the search bar. Click the **SEARCH** button or use the enter key to complete the search. Ensure that the filter for All is selected. A list of matching results (if any) will be displayed.
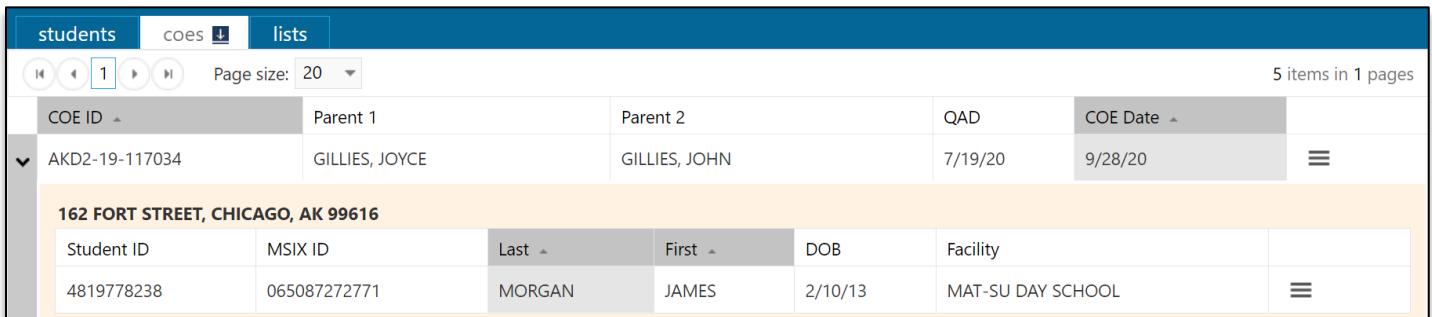
Using general search criteria (i.e., searching just for a letter or partial name), will result in a larger results list. The results will include every child and every parent who meets the search criteria.

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

View COEs

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

Viewing COE Attachments

COE attachments (COEs with signatures obtained outside of the Web System and/or move maps) for COEs created during school year 2021-2022 and later can be viewed by hovering over the three-line HAMBURGER (☰) menu to the far right and selecting VIEW COE. This opens a PDF of the COE in a new window. Hover over the DOWNLOAD DOCUMENTS link on the upper left corner of the screen to select the desired COE attachment (if any) from the dropdown list. Depending on the internet browser used, attachments should open in a new internet tab/window, or in the appropriate computer application. If neither of these happen, check the Downloads folder on the computer.

COE Status in the Web System

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

The Web System categorizes COEs as:

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

Reports Tab

The **REPORTS** tab is where users can go to pull various Snap Reports. All records managers will have the ability to pull reports from the Web System. For detailed instructions on pulling reports in the Web System, see Pulling Reports in the Web System on page 54.

COE Recerts Tab

The **COE RECERTS** tab is where users can go to search for ARCs created in the Web System. For more information on ARCs, see ARCs in the Web System on page 118.

COEID	Parent 1	Parent 2	Owner
No records to display.			

All ● Mine   Download CSV
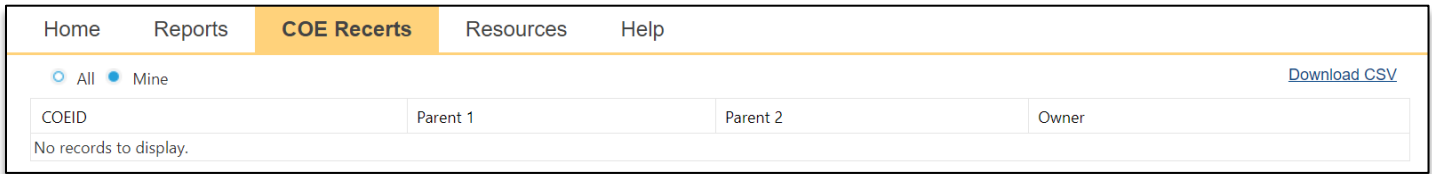
Resources Tab

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

zMEP Information Folder

This is where the MEO will post any information that all districts should have access to, such as statewide survey results, statewide performance graphs, and instructions on how to complete various reports (e.g., Mass Withdrawal, Course History, Summer Enrollment and Withdrawal).
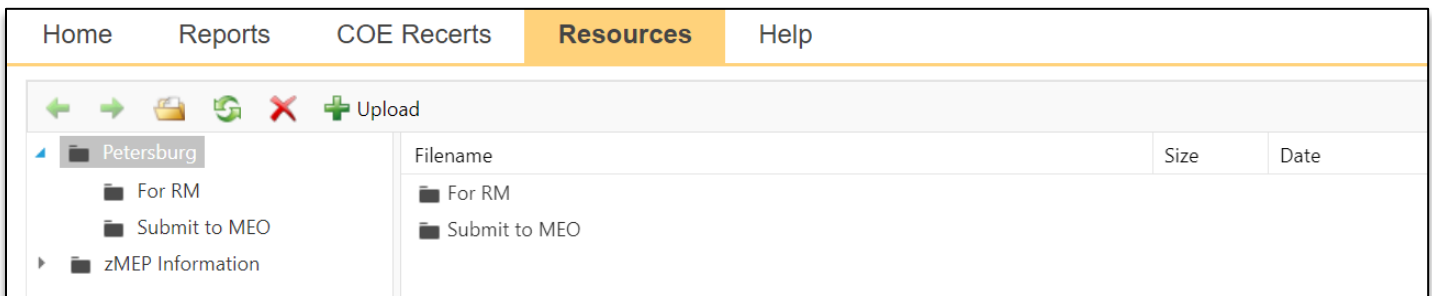
Help Tab

The **HELP** tab provides users with the MS/EdD support email. Please DO NOT contact MS/EdD directly. Contact the MEO if you need assistance (page 163). The MEO will contact MS/EdD, if necessary, to resolve user issues.

Please contact support@msedd.com for help.
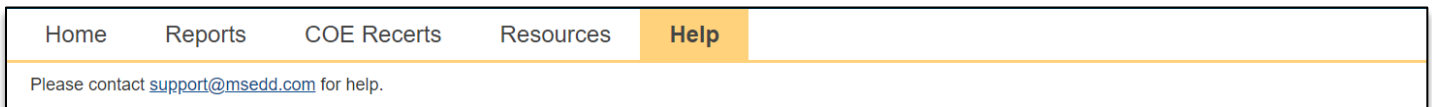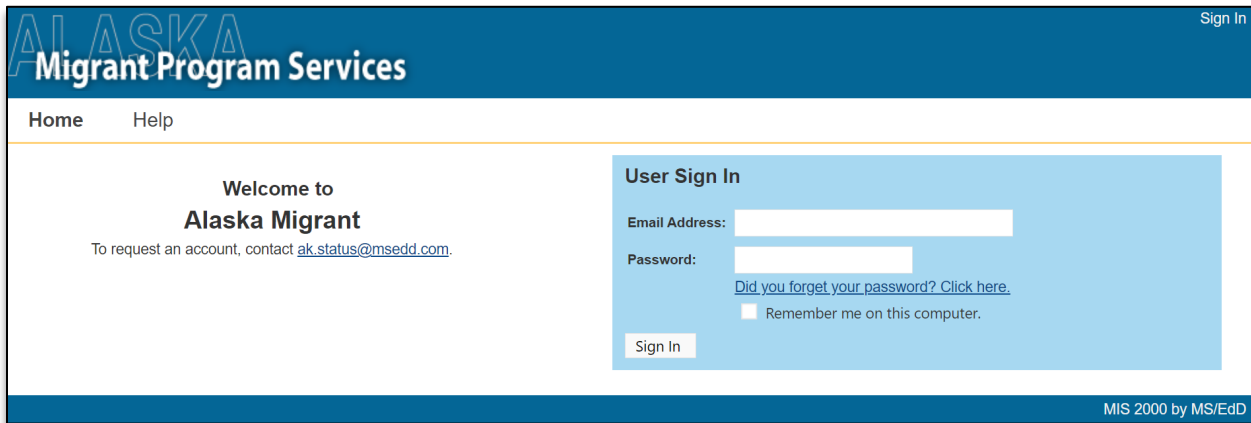
Transmitting Student Data Securely

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

Web System File Transfer Exchange Protocol
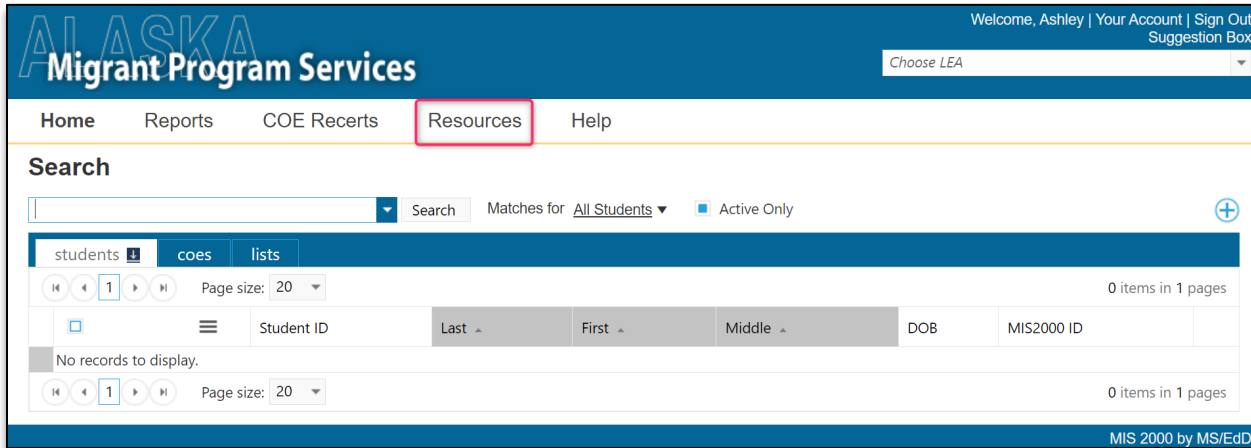
Steps to Receive Data and Reports from the MEO

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

3. Click on the **RESOURCES** tab.

4. Click on the **DISTRICT NAME** folder.

5. Any **FILE** the MEO sends that has student data in it will be in the folder called **FOR RM**.
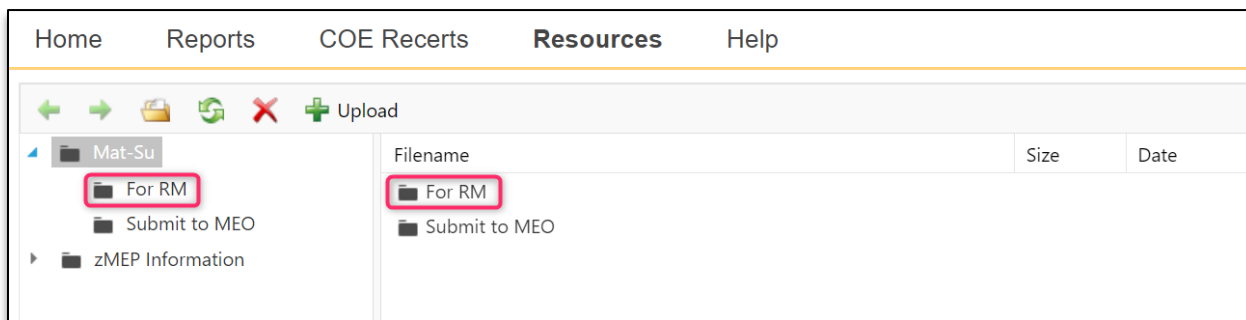
6. Double click on the desired **FILE** to download.
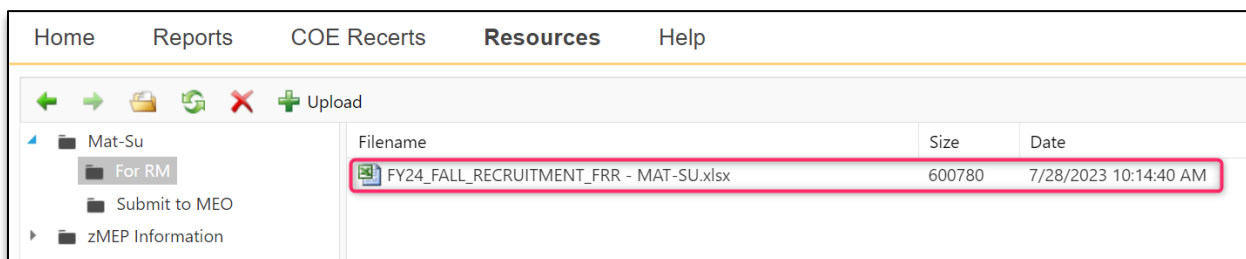
7. Once the **FILE** downloads, click on the downloaded document and save it to a secure location on the district authorized computer. Do not save MEP files to a personal computer.
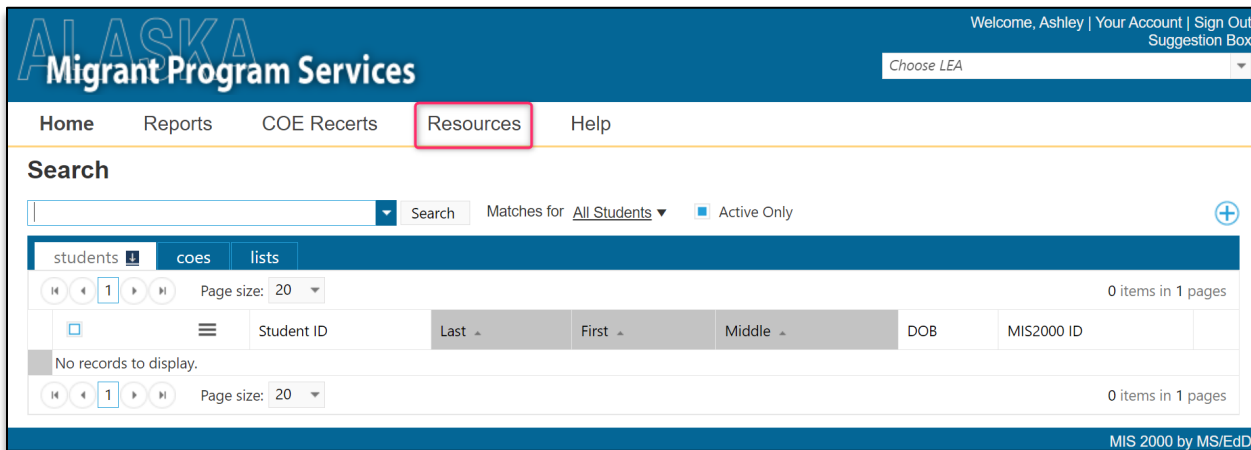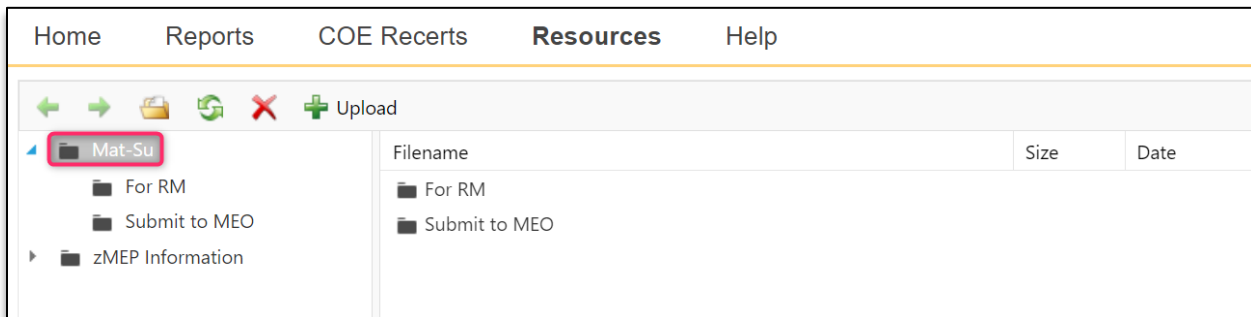
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Steps to Send Data and Reports to the MEO

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

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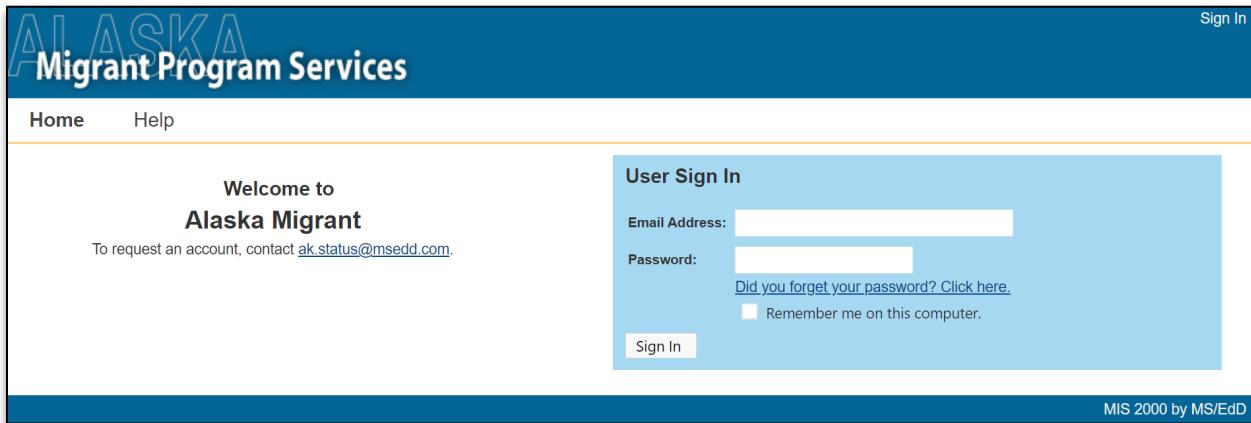
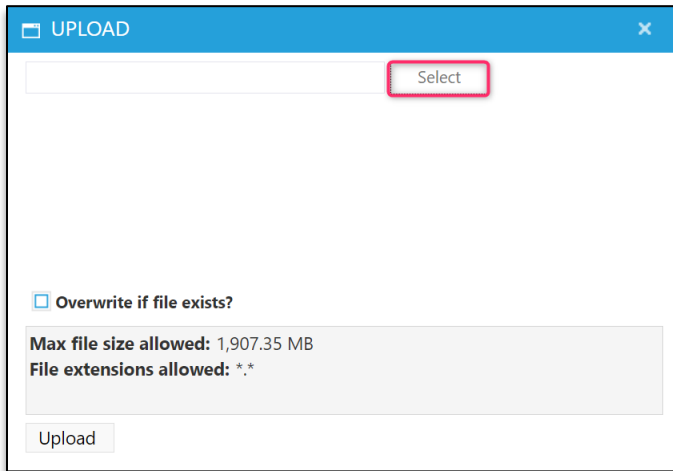2. Go to **RESOURCES** tab.

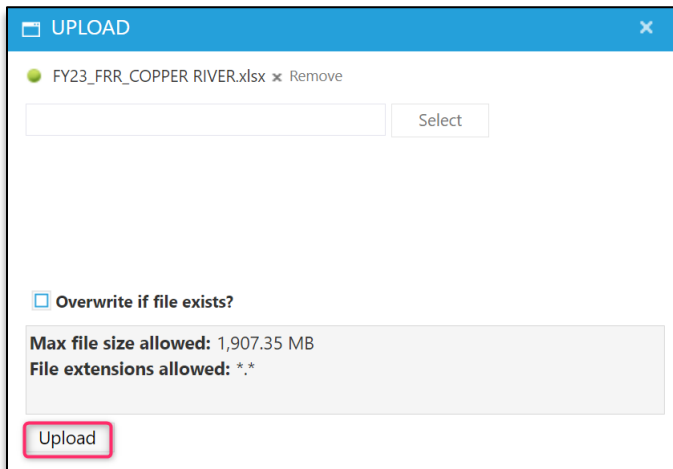3. Click on the **DISTRICT NAME** folder.

4. Click on the **SUBMIT TO MEO** folder.
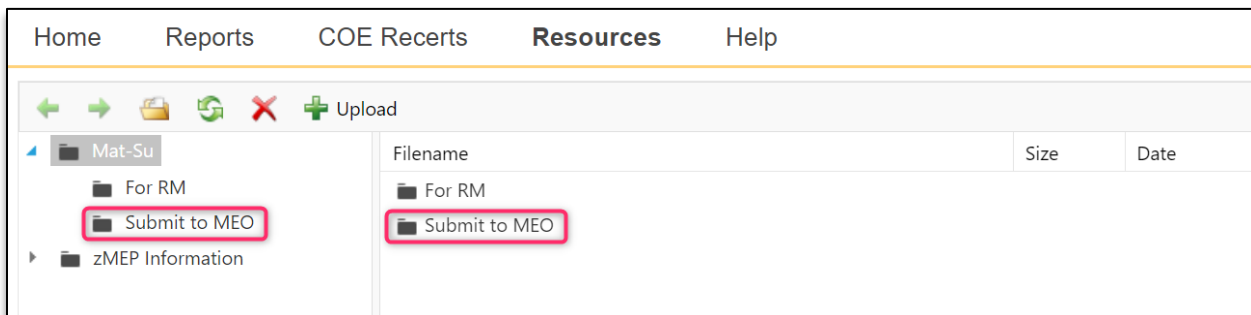
5. Click on UPLOAD or the GREEN PLUS SIGN button.
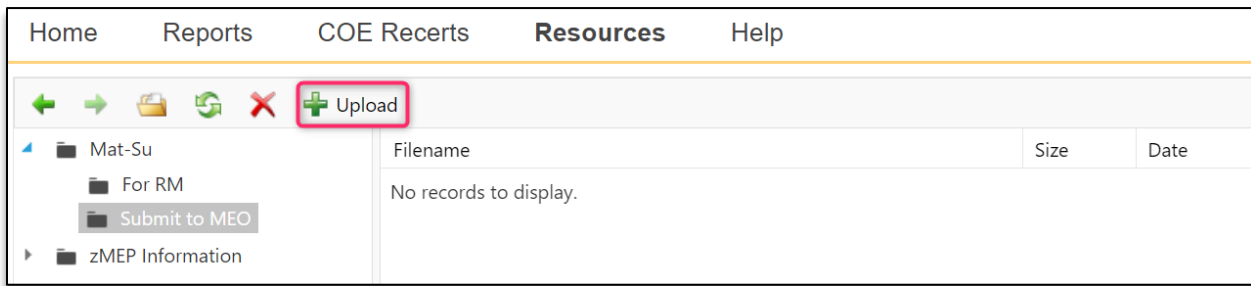
6. Click on the SELECT tab and locate file to be uploaded to the MEO. The file name should not include special characters (#, *, /, etc.) to avoid getting an error message.

7. Click on UPLOAD button, in the dialog box.

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

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Records Manager Responsibilities in the Web System

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

Before reviewing COEs, records managers must have the completely signed COE in front of them (may be a hard copy, electronic signature version, or scanned copy). For specific information regarding how to approve COEs created in the Web System, refer to the instructions starting on page 97.

Records managers should assist recruiters with COE completion in the Web System as needed. Records managers can view COEs in the Web System for quality control before a recruiter submits them. By searching for COEs with status IN PROCESS, records managers can review a recruiter's COEs prior to obtaining signatures. For instructions on how to do this, please refer to Reviewing Recruiter COEs in the Web System on page 96.

Records managers are also responsible for reviewing ARCs created in the Web System, obtaining the Designated SEA Reviewer certification, and approving ARCs. Once an ARC has been submitted to the records manager, the record manager must verify that the children on the ARC are eligible, the it is appropriate to submit an ARC for the children, that all information included is correct, and that any needed comments are included. Once the information and necessary comments on the ARC have been verified, the records manager needs to collect the Designated SEA Reviewer certification (the records manager will often also serve as the Designated SEA Reviewer). After the information has been verified and the Designated SEA Reviewer certification has been obtained, records managers can approve the ARC to certify the included children for the current school year. Refer to the Reviewing an ARC Submitted through the Web System section starting on page 124 for more information.

User Roles in the Web System

Access to information/features of the Alaska Migrant Web System is based on which role a specific user has been assigned. At the district level, there are three different user roles that MEP staff can request/be assigned. All Web System users are required to complete a User Access Agreement form before being granted access.

Recruiter Role

Recruiters have the most restricted access to information in the Web System. Recruiter access is, generally, restricted to: creating new COEs and ARCs, and limited ability to view student information.

Migrant Coordinator Role

The Migrant Coordinator user role allows a user to pull Snap REPORTS, access the RESOURCES tab, and view more student information than recruiters. This role does not allow the user to create or approve new COEs/ARCs.

Records Manager Role

Records managers have the most access in the Web System. This role allows a user to create new COEs and ARCs, review/approve/reject COEs and ARCs, access the RESOURCES tab, pull Snap REPORTS, and view detailed student information. More information about records manager privileges in the Web System can be found below.

Records Manager Privileges in the Web System

All users with the assigned records managers role have enhanced access in the Web System beyond those of recruiters and migrant coordinators. Enhanced access that records managers have are detailed below.

Viewing Student Records

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

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

For specific information regarding how to search for specific children in the Web System, refer to the Searching for Students section on page 68.

Tracking ARCs

Records managers can view all web-created ARCs that are in process for the district. Refer to Finding a Partially Completed or Rejected ARC to Update on page 121 for detailed information.

Approving and Deleting ARCs

Records managers can approve and delete ARCs in the Web System. For more information, refer to Reviewing an ARC Submitted through the Web System starting on page 124.

Approving and Deleting COEs

Records managers can review, approve, reject, and delete (unapproved only) COEs in the Web System. For more information, refer to Reviewing, Approving, & Rejecting a COE in the Web System starting on page 97.

Take Ownership of COEs

When recruiters submit COEs to the records manager for review, or when the MEO rejects COEs back to the district, records managers can now claim ownership of specific COEs they are ready to review. This allows for more than one records manager user to review COEs at a district. See Finding a COE to Review on page 97 for more information.

Resources Folders

Records managers have access to the **RESOURCES** tab where files can be securely uploaded to the MEO, and where records managers can download files securely uploaded by the MEO. See Transmitting Student Data Securely on page 74 for more information. Note: Users with the Migrant Coordinator role have access to the Resources Folders as well.

Snap Reports

Records managers have access to the **REPORTS** tab, where a variety of on-demand reports can be pulled. See MIS2000 Lists (Snap Reports) beginning on page 54 for more information. Note: Users with the Migrant Coordinator role have access to the Snap Reports as well.
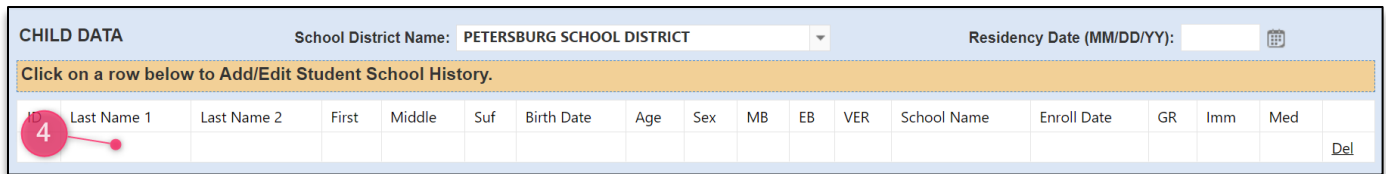
COEs in the Web System – Creating, Reviewing, Approving, and Rejecting

Creating a COE in the Web System

1. Navigate to the **HOME** tab in the Alaska Migrant Web System (ak.msedd.com).
2. Navigate to the **COE** subtab.
3. Click on the **NEW COE** button, located in the upper right-hand corner, to create a blank COE.
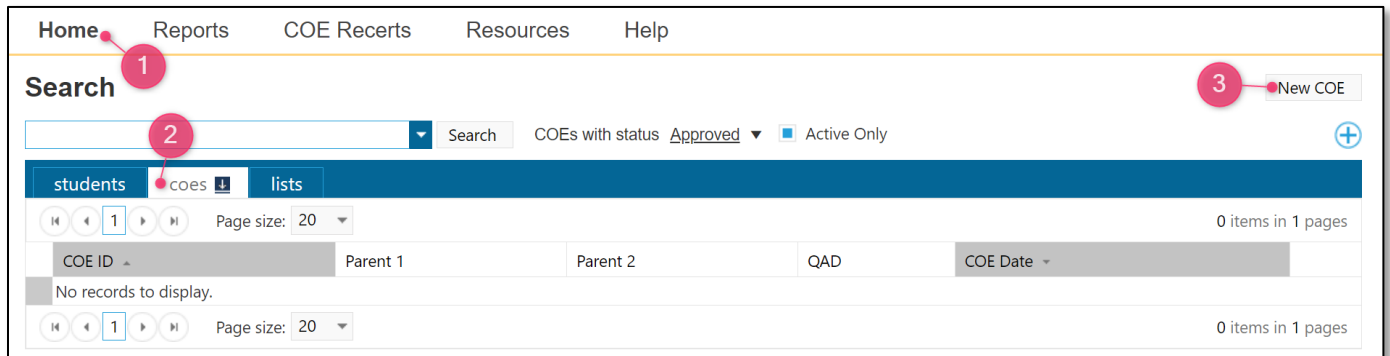
4. To add a child to the COE, click on the blank line in the Child Data section.


5. A child data entry panel will appear after clicking on the blank line in the Child Data Section. Enter data into the blank fields. The user can tab through each field. Some fields cannot be edited at this level and must be completed by the records manager. These are **AK STATE ID**, **IMM AVAIL**, and **MED ALERT**.
6. After completing all the fields, the user must click the **SAVE STUDENT** button shown above. Clicking the **SAVE MY WORK** button at the top of the page, will not save child data.
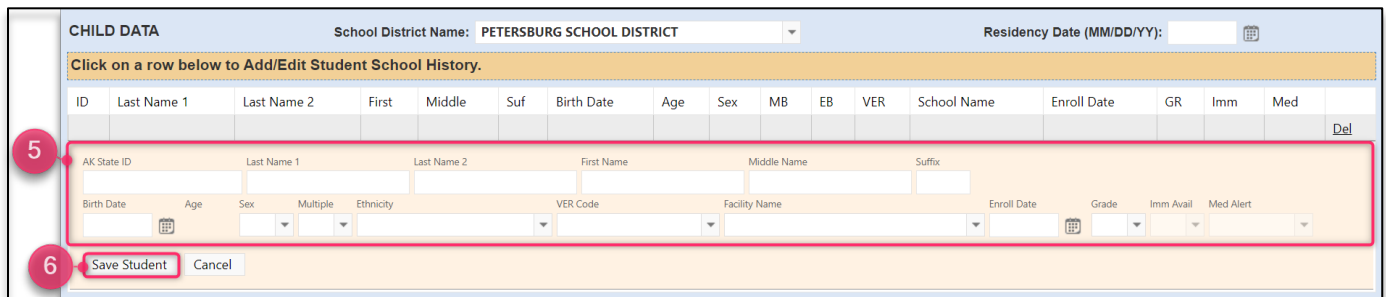
7. Complete the rest of the COE. Please review the *Recruiter Handbook* for detailed instructions on how to fill out a COE and any specific comments that may be required.
8. Use the **SAVE MY WORK** button often throughout the COE data entry process.

- When changes are saved, a green bar will appear at the top of the screen with the message **CHANGES SAVED**
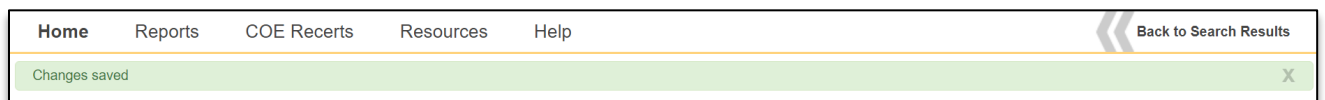
9. Use the **CHECK FOR ERRORS** button to ensure the COE is as complete and correct as possible, prior to obtaining signatures. As part of the error check, the user's work is automatically saved in the event that the **SAVE MY WORK** button was not utilized first.

- If no errors are found, a blue bar will appear at the top of the screen with the message **NO ERRORS FOUND.**
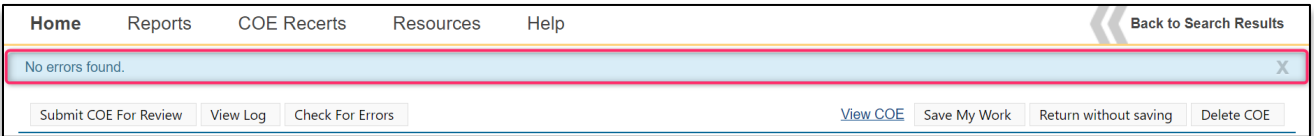
- Any errors found are displayed at the top of the screen in red. Note: Users will receive errors related to the Signature Panel prior to collecting signatures from the interviewee and interviewer. Proceed to correct any other errors, then print the COE for signature, if needed. Do not prefill any signature information to remove the errors or submit with signature information prior to obtaining signatures.
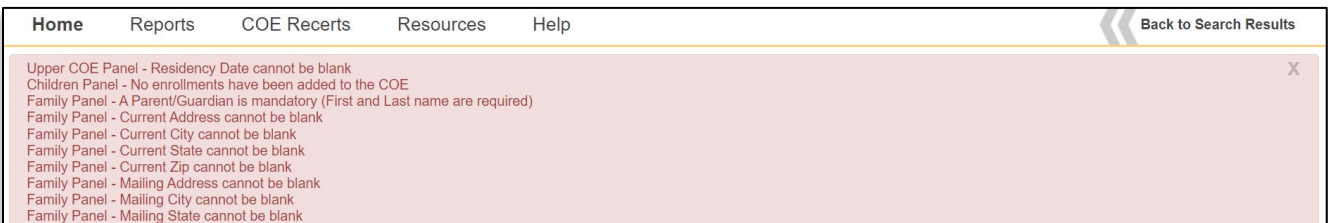
10. Obtain signatures. COEs in the Alaska Migrant Web System can be submitted with ink signatures, electronic signatures, or a combination of both. Regardless of how signatures are collected on the COE, the following must be observed:
    - The interviewee must sign the COE first.
    - The interviewer/recruiter must sign the COE after the interviewee.
    - By signing the COE, the interviewee and interviewer are verifying that the information on the COE is complete and correct, and that the moves documented on the COE were made due to economic necessity.
    - Do not pre-fill any signature fields prior to the obtaining signatures.

Electronic Signatures Obtained via the Web System

COEs can be signed electronically in the Web System and submitted to the records manager without needing to print the COE.

a. To add an electronic signature for the Interviewee, click on the **SIGN** button next to the Interviewee signature field(s).

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b. Have the appropriate individual write his/her signature in the field.
  o On touch-sensitive devices, this can be done with a stylus, finger, etc.
  o On non-touch-sensitive devices, this must be done with the mouse/cursor.

INTERVIEWEE SIGNATURE
I understand the purpose of this form is to help the State determine if the child(ren)/youth listed above is/are eligible for the Title I, Part C, Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.

Signature

Betty Fisher

Signature OK.

☐ Interviewee Signature on file

Interviewee Name

Relationship to the child(ren)

c. A signature in progress can be cleared by clicking the refresh symbol. A saved signature can be cleared by clicking the **CLEAR** button. Be sure to **SAVE MY WORK** after each signature.

INTERVIEWEE SIGNATURE
I understand the purpose of this form is to help the State determine if the child(ren)/youth listed above is/are eligible for the Title I, Part C, Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.

Signature

Betty Fisher

Signature OK

☐ Interviewee Signature on file

Interviewee Name

Relationship to the child(ren)

d. Enter the Interviewee signature information into the appropriate fields.

INTERVIEWEE SIGNATURE
I understand the purpose of this form is to help the State determine if the child(ren)/youth listed above is/are eligible for the Title I, Part C, Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.

Signature

Betty Fisher

Signature OK.

☐ Interviewee Signature on file   8/1/2023

Betty Fisher

PARENT

e. Repeat these steps for the Interviewer signature fields.

Ink Signatures and Electronic Signatures Obtained Outside the Web System

COEs can be printed from the Web System and then either signed by ink or be electronically signed outside of the Web System, using a district approved FERPA compliant program, prior to submitting the COE to the records manager.
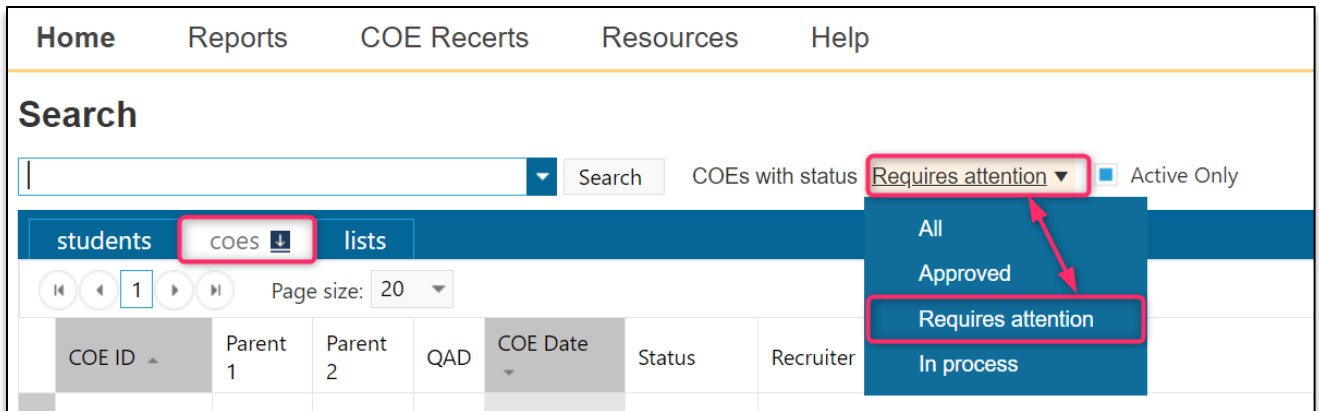
a. Click on the **VIEW COE** button found in the upper right-hand side to view the PDF version of the COE.
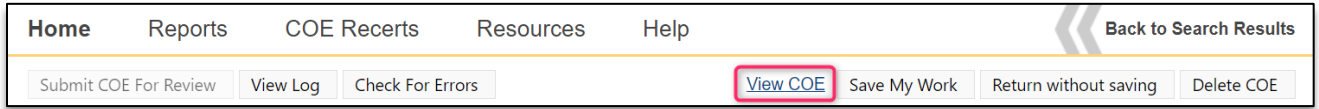
b. In the PDF window, click on the **PRINT ICON** located in the upper right-hand corner to print the COE.
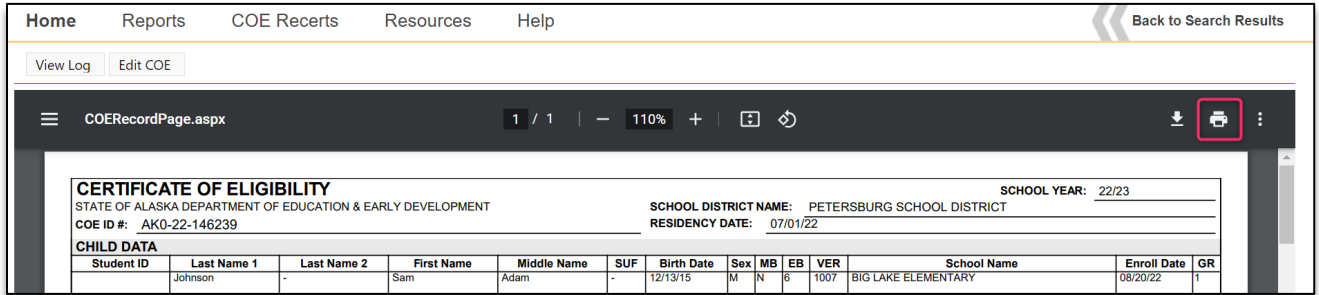
c. After obtaining the required signatures on the hard copy COE, log into the Web System, navigate to the **COE** subtab and change the search status to **REQUIRES ATTENTION**.

d. Hover over the three-line **HAMBURGER (≡)** menu on the desired COE and click **EDIT COE** from the drop-down list.
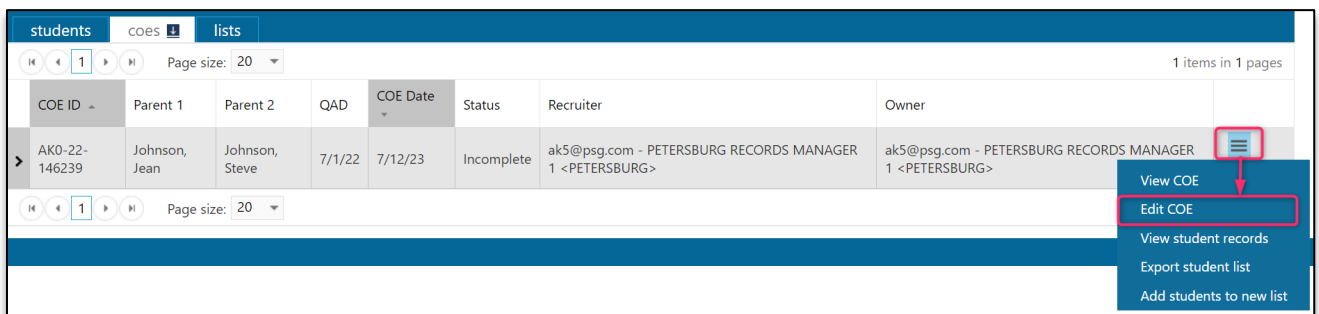
e. Scroll to the signature fields at the bottom of the COE in the Web System. Begin with the Interviewee signature fields. Select the **SIGNATURE ON FILE** box next to the appropriate signature field(s).
   o The COE must always be signed by the interviewee first. If utilizing ink signatures or electronic signatures obtained outside of the Web System, ensure that the signed hard copy COE is in hand before completing the interviewee signature fields, and signing as the interviewer.

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- o Even if the interviewee cannot provide an electronic signature using the Web System, the interviewer and SEA reviewer can still sign electronically using the Web System after the interviewee.

f. Enter the interviewee signature information in the TYPED NAME, RELATIONSHIP, and DATE fields.

g. Repeat the above steps for the Interviewer signature fields, as applicable. Sign electronically in the Web System or click the signature on file checkbox and complete the interviewer signature information in the TYPED NAME and DATE fields.

h. Note that the signed hard copy COE must be uploaded to the Web System before the COE is submitted to the MEO. Consult the district's records manager for the district policy regarding uploading attachments. For more guidance, records managers can refer to the Uploading Attachments section on page 106.

- o While users at the recruiter and records manager levels can upload scans into the Web System, it is ultimately the records manager's responsibility to ensure that the signed hard copy COE and other relevant files have been uploaded prior to submitting the COE to the MEO.

Combination of Ink and Electronic

COEs can have a combination of electronic and ink signatures.

- o Note: If COEs are not completely signed electronically via the Web System, a single hard copy version with all collected ink and non-Web System electronic signatures will need to be scanned and uploaded to the Web System prior to submitting to the MEO. If non-Web system electronic signatures are obtained, the signature confirmation page should also be attached.

a. Follow the steps for printing the COE from the Web System.

b. Obtain the interviewee signature.

c. After obtaining the interviewee signature on the hard copy printed COE, log-in to the Web System, navigate to the **COE** subtab and change the search status to **R**EQUIRES **ATTENTION**.

d. Hover over the three-line **H**AMBURGER **(≡)** menu on the desired COE and click **E**DIT **COE** from the drop-down list.

e. Select the **S**IGNATURE ON **F**ILE box next to the interviewee signature field(s). Ensure that the signed hard copy COE with ink and/or non-Web System electronic signatures is in hand before completing the signature fields.

f. Complete the interviewee signature information in the **T**YPED **N**AME**, R**ELATIONSHIP, and **D**ATE fields.

g. Sign the COE electronically and type the interviewer signature information into the COE in the Web System.

11. Use the **S**AVE **M**Y **W**ORK button to save changes.

12. Click on the **S**UBMIT **COE** FOR **R**EVIEW button, located in the upper left-hand corner, to send the electronic COE information to the district records manager. Any errors preventing COE submission will appear in red at the top of the screen. Do not pre-fill signature information or submit the COE to the records manager prior to receiving the interviewee and interviewer signatures either in the Web System or via hard copy.

13. When the **COE L**OG is displayed, click the **S**UBMIT button. Users are not required to add information to the **COE L**OG, unless the COE is being rejected.
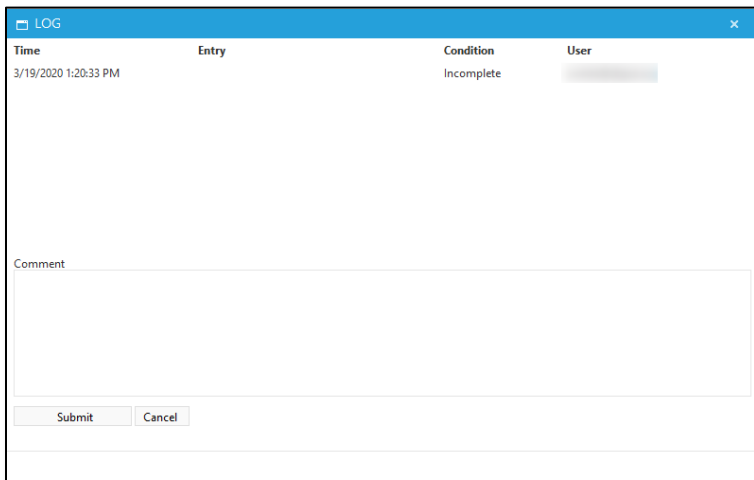
14. If applicable, deliver the hard copy COE to the records manager if any ink or electronic signatures obtained outside the Web System are collected on the COE.

Errors and Warnings

Error messages and meanings are documented in the Errors and Submission Checks in MIS2000 section starting on page 144.

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Important Information Regarding COEs in the Web System

General

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

> **CERTIFICATE OF ELIGIBILITY - AK0-22-146239**   Incomplete
> STATE OF ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT -- TITLE IC Migrant   SCHOOL YEAR: 22/23

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

> School District Name: KODIAK SCHOOL DISTRICT ▼

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

Home	Reports	COE Recerts	Resources	Help		Back to Search Results
Submit COE For Review	View Log	Check For Errors			View COE	Save My Work	Return without saving	Delete COE

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

Home	Reports	COE Recerts	Resources	Help		Back to Search Results
Submit COE For Review	View Log	Check For Errors			View COE	Save My Work	Return without saving	Delete COE

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

Date Fields

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

- The RESIDENCY DATE is located in upper right-hand corner of the COE.

- Date fields will automatically format to MM/DD/YYYY format, after the date has been typed in.
  - Dates can be entered with or without dashes.

- Dates can be selected by clicking on the calendar icon next to any date field. Use the arrows shown below to change months. The double arrows make the calendar jump three months. The single arrows make the calendar jump one month.

Drop-down Lists

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

Fields that are Drop-down Lists:

- CITY and STATE
- FROM DISTRICT and TO DISTRICT
- COUNTRY CODE
- GEAR and CATCH
- SEX
- MB (multiple birth)

- EB (ethnic breakdown)
- VER (birth date verification code)
- GRADE
- FACILITY (school name)
- IMM AVAIL (immunization records on file)
- MED ALERT (medical alert indicator)

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Tips by COE Section

Top of the COE

- The user's district is auto populated into the SCHOOL DISTRICT NAME field at the Top of the COE. The user cannot change the school district.

- The RESIDENCY DATE field can be found to the right of the School District Name.

Child Data Section

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

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

- The child data entry panel contains fields that cannot be edited by the user. These are AK STATE ID, IMM AVAIL, and MED ALERT. Completing these fields are the responsibility of the district's records manager.

- After completing all the fields, the user must click the **SAVE STUDENT** button. Clicking the **SAVE MY WORK** button at the top of the page, will not save child data.
    - The user must enter a **VER CODE** and **GRADE** before the user can save the child's data.
    - Data will be populated into the first blank row in the Child Data Section.
    - If a mistake has been made in the Child Data Section, click once on the corresponding line in the Child Data Section in order to edit the data populated into the fields.
- If a child is enrolled in a non-public school or a public school operated by another district, a comments box will appear prompting the user to provide the name of the school the child is enrolled and the school district the school is located in. The Non-Public / Another District Public Comments box does not appear unless an applicable facility is selected.

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

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

Birth Date	Age	Sex	Multiple	Ethnicity	VER Code	Facility Name	Enroll Date	Grade	Imm Avail	Med Alert
						MAT-SU ANOTHER DISTRICT: PUBLIC				

Non-Public / Another District Public Comment
Provide the name of the school the child is attending and the district where the school is located

Save Student   Cancel

- Many of the fields listed in the child panel are drop-downs. Additionally, these drop-downs spell out the full words, rather than codes for the user's convenience. Once the child data is saved, the data will be converted to the required codes on the COE.

ID	Last Name 1	Last Name 2	First	Middle	Suf	Birth Date	Age	Sex	MB	EB	VER	School Name	Enroll Date	GR	Imm	Med
	Johnson		Sam	George		12/13/15	7	M	N		6	1007 MAT-SU ANOTHER DISTRICT: PUBLIC	8/20/22	1		Del
																Del

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

Family Data Section

- If the mailing address information is the same as the current physical address, users have the option to copy information into the mailing address field by selecting the check box for SAME AS CURRENT ADDRESS. Once the user checks the box, the information will be populated into the fields for the mailing address. If the user determines the information for the Current Physical Address and Mailing Address should not be the same, they can unselect the checkbox and will then be able to edit the data in the mailing address fields.

Qualifying Moves & Work Section

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

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

- If the move information in questions 1 and 4 are the same: Users have the option to copy information regarding the child's move (question 1) into the question regarding the worker's move (question 4) by

selecting the check box for THE SAME AS QUESTION 1. Once the user checks the box, the information regarding the school districts, cities, states, and country listed for the child's move will be populated into the fields for the worker's move. If the user determines the information in these questions should not be the same, they can unselect the checkbox and will then be able to edit the data regarding the worker's qualifying move in question 4.

- When the user selects ENGAGED IN NEW QUALIFYING WORK SOON AFTER THE MOVE, a comment box will be displayed. Users should not fill in this box if a worker engaged in qualifying work immediately after the move. Users should only fill in the box when there are more than 60 days between the QAD and the start of the qualifying activity.

- The qualifying work listed under question 5 is separated into two fields. The first field is the gear, the second field is the catch.
  - o Many gear and catch options are listed in the drop-down menus twice, once as commercial and once as subsistence.
    - Commercial or subsistence should match both the gear and the catch. For example, both the gear and the catch are listed as commercial.
    - The user should choose commercial or subsistence based on the activity that the worker engaged in for the majority of the move listed in question 4.
- The user must check the personal subsistence box if the move listed in the Qualifying Moves & Work Section is, even in part, for subsistence. Remember to add a subsistence comment to the COE.

- Question 6 is hidden in default view. Only when the user selects TEMPORARY EMPLOYMENT in question 5 will the additional fields for question 6 be displayed. The user must complete question 6 only if the qualifying work is temporary.

Additional Qualifying Moves Box

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

Comments Section

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

Obtaining Signatures

- Review the COE thoroughly before obtaining signatures. Regardless of how signatures are collected on the COE, the following must be observed:
  - Do not prefill any signature information prior to getting a signature.
  - The interviewee must sign the COE first.
  - The interviewer/recruiter must sign the COE after the interviewee.
  - By signing the COE, the interviewee and interviewer are verifying that the information on the COE is complete and correct, and that the moves documented on the COE were made due to economic necessity.
- The recruiter obtains interviewee and interviewer signatures for COEs created in the Web System. There are three ways to obtain signatures for COEs created in the Web System:
  - COEs can be signed electronically in the Web System, and then submitted to the records manager without needing to print.
  - COEs can be printed, and signatures obtained prior to submitting the COE to the records manager. COEs with signatures captured outside of the Web System (e.g., ink or electronic) must be uploaded into the Web System. Maps must also be uploaded when applicable.
  - COEs can have a combination of electronic and ink signatures. Interviewee and then Interviewer signatures must be obtained prior to submitting to the records manager.
    - If the interviewee cannot sign electronically using the Web System, the interviewer and SEA reviewer can still sign electronically in the Web System after receiving the interviewee signature on the printed hard copy COE.
    - If COEs are not completely signed electronically using the Web System, a single hard copy version with all collected signatures (e.g., ink or non-Web System electronic signatures) will need to be scanned and uploaded to the Web System prior to submitting the COE to the MEO.
- To add an electronic signature, click on the SIGN button next to the desired signature field(s) and have the appropriate individual write his/her signature in the field. On touch-sensitive devices this can be done with a stylus, finger, etc. On non-touch-sensitive devices this must be done with the mouse/cursor. A signature can be cleared by clicking the CLEAR button. Be sure to SAVE MY WORK after each signature. Remember, district staff may not sign a COE (either in ink or electronically) on behalf of the interviewee even if permission has been granted.

- If not utilizing only electronic signatures obtained in the Web System, print the COE and collect the required signatures. To print the COE, the user must utilize the VIEW COE, button at the top of the page. In the PDF viewer displayed the user can choose to print by clicking on the PRINT ICON. As a reminder, be sure to run the

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CHECK FOR ERRORS prior to printing the COE for signature. The only errors that you should see prior to printing, would be the Signature Panel errors which would be correct.
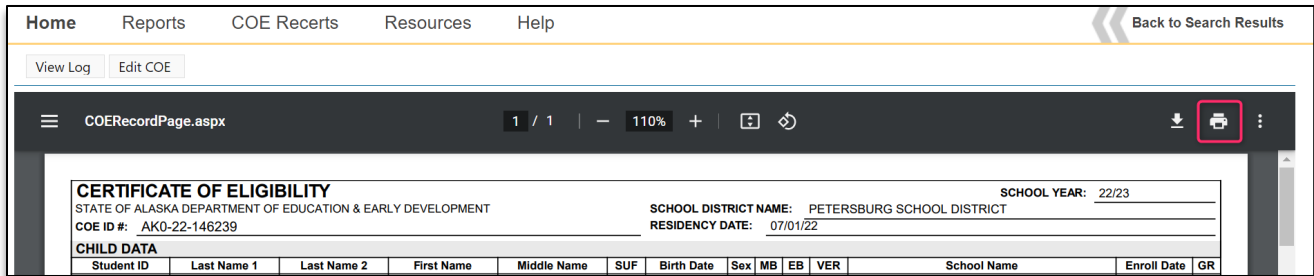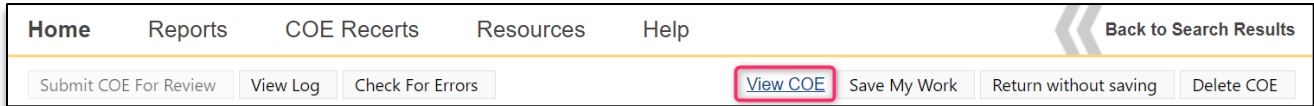
- After obtaining the required signatures on the hard copy printed COE, the user will enter the signature information into the COE using the Web System. Be sure to select the **SIGNATURE ON FILE** box next to the appropriate signature field(s). Remember, if the interviewee cannot sign electronically, the interviewer and SEA reviewer can still sign electronically, after receiving the interviewee signature. Be sure to give the signed, hard copy COE to the records manager.
- Be sure to click **SAVE MY WORK** after entering signature information.
- It is the records manager's responsibility to obtain the SEA Reviewer signature when they have received the signed (interviewee and interviewer) COE.
  - While users at the recruiter and records manager levels can upload scans into the Web System, it is ultimately the records manager's responsibility to ensure that the signed hard copy COE and other relevant files have been uploaded prior to submitting the COE to the MEO.

Reviewing Recruiter COEs in the Web System

Records managers may choose to review a recruiter's work through the Web System prior to recruiters obtaining interviewee signatures or submitting COEs to the records manager for their approval. This step is a vital quality control process for certain districts. See below for instructions on how to find and view a recruiter COE before signatures are obtained and it is submitted for records manager approval. For instructions on how to review a COE submitted to the records manager, see Reviewing, Approving, & Rejecting a COE in the Web System on page 97.

1. Navigate to the **HOME** tab in the Alaska Migrant Web System (ak.msedd.com).
2. Navigate to the **COEs** subtab.
3. Change COE status to be **IN PROCESS**. This will give the records manager a list of COEs that are not yet approved by the MEO.
4. Click on the advanced search **PLUS SIGN** symbol in the upper right-hand corner.
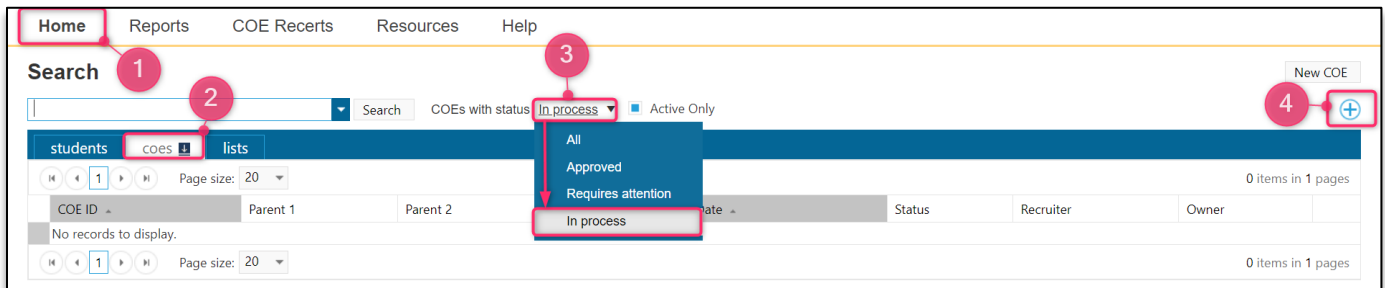
5. In the **RECRUITER** field, enter all or part of the recruiter's name for the COEs the user would like to review.
6. Click on the **SEARCH** button to complete the search.
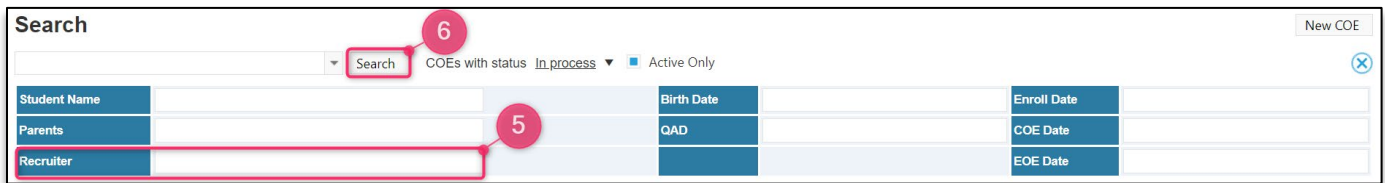
7. Use the three-line **HAMBURGER MENU (≡)** or **VIEW** to view the appropriate COE.
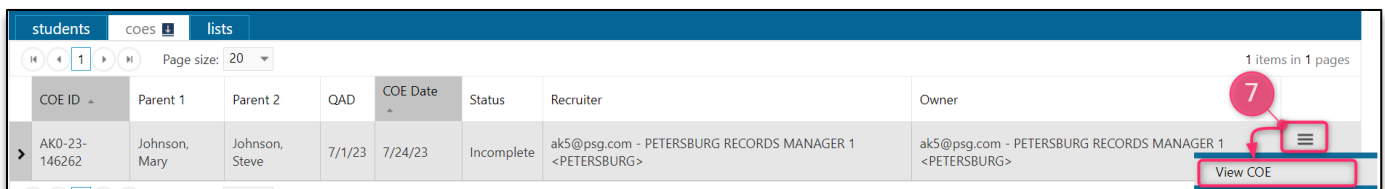
8. Communicate by phone or secure email with recruiter about any updates needed to the COE. Please note that this communication should follow district policies regarding child privacy. For questions or concerns about protecting child data, or online security, refer to the Family Educational Rights and Privacy Act (FERPA) and Online Safety and Security sections starting on page 5.

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

The Web System allows records managers to approve COEs in the Web System. COEs submitted from status INCOMPLETE level will go into a "pool" of unowned COEs that records managers can claim when they are ready to review them. This allows districts to have multiple records manager-level users who can easily and equitably distribute the work of reviewing and approving COEs.

Finding a COE to Review

1. Navigate to the HOME tab in the Alaska Migrant Web System (ak.msedd.com).
2. Navigate to the COE subtab.
3. Change the search status to REQUIRES ATTENTION. This action lists all COEs that have not yet been approved by the MEO and require an action from the records manager. COEs that have status REQUIRES ATTENTION include those currently owned by the records manger as well as those that are claimable by the records manager.
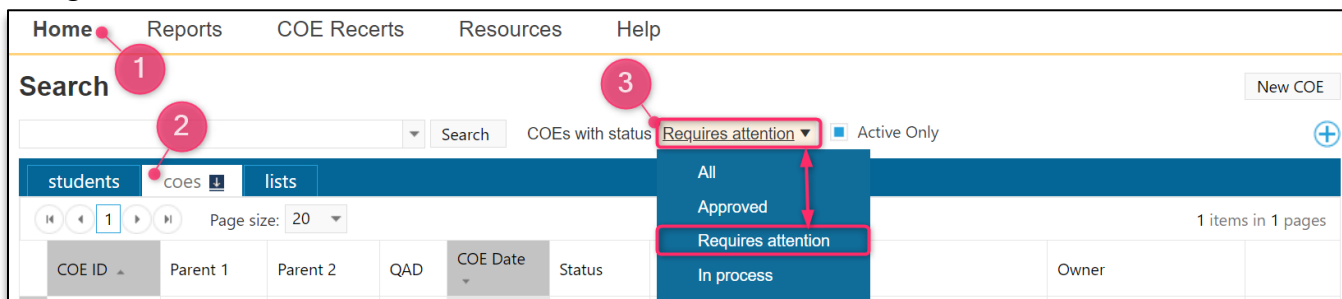
- Note: If a records manager has COEs in status REQUIRES ATTENTION, he/she will see a message at the top of the screen upon logging into the Web System that reads "There are COEs that require your attention."

4. Select the COE that requires approval. Hover over the three-line HAMBURGER (☰) menu on the desired COE and click TAKE OWNERSHIP from the drop-down list. This will change the owner to the records manager, and also automatically re-direct the user to the Edit COE page. Records managers should not take ownership of an unclaimed COE unless he/she has the fully signed hard copy COE on hand, or has verified that the interviewee and interviewer signatures have been obtained (if utilizing electronic signatures).
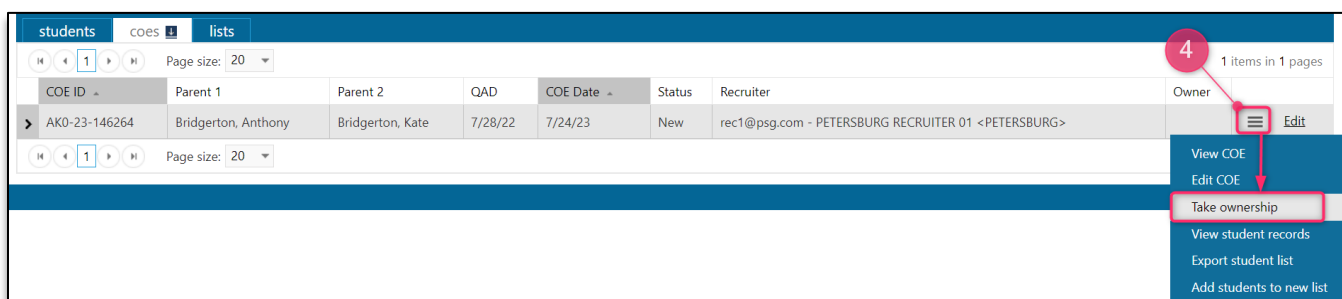
5. In order to resume reviewing a COE that a records manager has already taken ownership of, locate the desired COE from the COE subtab (status = REQUIRES ATTENTION), hover over the three-line HAMBURGER (☰) menu, and click EDIT COE.
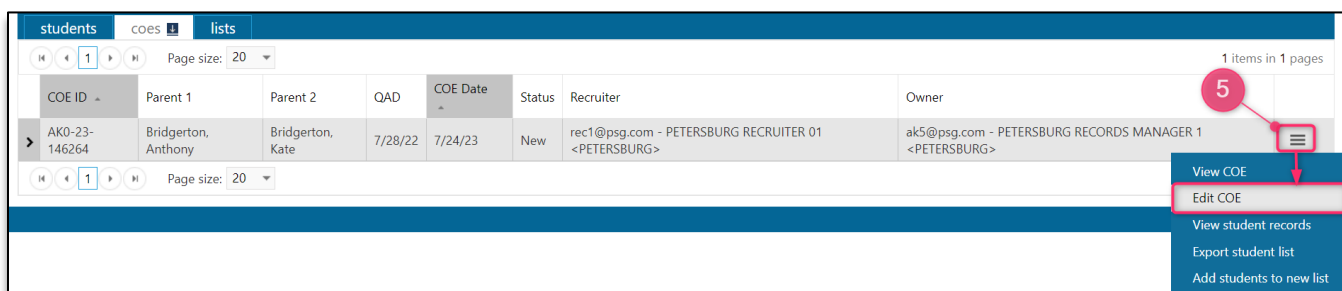
Reviewing and Approving a COE

Approving a Child onto the COE

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

2. This will open a Student Search dialog box. The first three letters of the child's last name and first name will already be populated into the search box. Click the SEARCH button.

- Searching by partial last name and first name initial only (e.g., Last Name: JAC, First Name: B for Benjamin Jackson) will provide a more comprehensive list of names.
- If the user is unable to find a child that that is known to be migrant eligible in Alaska, complete the search again, with less information in the first name and last name fields. This will help match misspelled names.
- Users can also search based on criteria other than student name, such as student ID and birthdate. It is recommended to use alternate search criteria before creating a new student to prevent creating a duplicate record in MIS2000.
- Note: To minimize the merging of separate records, restrictions have been put in place to limit which existing child records are displayed during this student search. Children with a permanent termination code (D, G, Y) in their record, as well as individuals who are 22 years or older will not be displayed in the search results.

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3. Through this approval process, the following could occur:

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

a. Clicking the MERGE WITH THIS STUDENT button will close the Student Search dialog box. The APPROVE link on the rightmost column of the selected child's row will also disappear. Once a child has been merged with an existing record, the AK STATE ID field will be auto-populated.

- If the records manager is attempting to merge two students whose Sex and/or Birthdate do not match, an error will appear.

Unable to merge students: Sex does not match, Birthdate does not match. Contact the MEO if you believe these are the same child.

- If this error occurs, do not click on the New Student button right away. Investigate whether or not one of the records has inaccurate data and contact the MEO if the two students should be merged. This will help prevent duplicate students in MIS2000.

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

c. Verify that the child data information is correct including the grade and facility name chosen.
   - If a facility is selected that is not operated by the recruiting school district, a comments box will appear, requiring a comment of the school name and what district that school is located within.

d. The records manager completes the health-related information fields, IMM AVAIL and MED ALERT. It is the responsibility of the records manager to gather this information and enter it into the Web System. Information about these fields is found in the Adding IM, MA, and AKSID information to each child section on page 104. Click on SAVE STUDENT to save any changes.

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

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

b. The child data entry panel will appear below the Child Data Section. This will already be auto-populated with the child's information from the web COE, except for the AK STATE ID, IMM AVAIL and MED ALERT fields.

c. If a child is enrolled in a public school in Alaska, an AKSID is required in the AK STATE ID Field.

d. If a child is not yet in school, MIS2000 will generate an ID for that student, and the AK STATE ID Field should be left blank on the web COE.

e. It is the responsibility of the records manager to gather the information for the health-related fields, IMM AVAIL and MED ALERT, write it on the hard copy COE, and enter it into the Web System. Information about these fields is found in the Adding IM, MA, and AKSID information to each child section on page 104. Click on SAVE STUDENT to save any changes.

- **Child is Missing** – If it is believed a child should already be in the database, but cannot be located using APPROVE CHILD FOR COE and the STUDENT SEARCH, please contact the MEO (page 163) for help. This will help prevent duplicate children in MIS2000.
- **Child is Mistakenly Identified** – If a child is mistakenly identified and merged with another child's records, the records manager can remove the child from the COE.
  a. Click on the DEL link found on the row of the child that the user wants to unmerge.

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

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

aktest.msedd.com says

Removing student cannot be undone. They have to be added back manually. Remove student "Bob Loblaw"?

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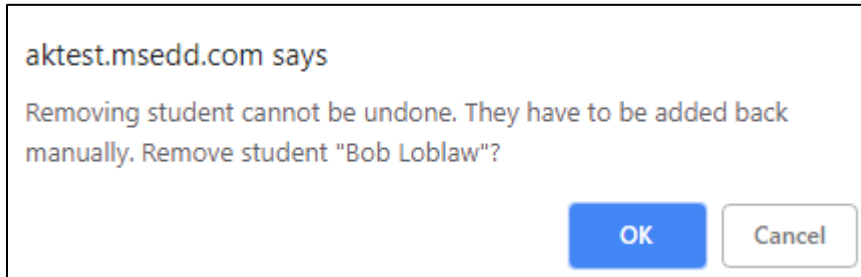
  c. Add the child back in by clicking on a blank row. The user should first complete a search to see if the child is in the database. If the child is in the database, the child's name will show up in the Search Student dialogue box. After confirming that user has the correct student, click on ADD THIS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

CHILD DATA		School District Name:	FAIRBANKS SCHOOL DISTRICT			Residency Date (MM/DD/YY):		5/1/2020								
Click on a row below to Add/Edit Student School History.																
ID	Last Name 1	Last Name 2	First	Middle	Suf	Birth Date	Sex	MB	EB	VER	School ID	Enroll Date	GR	Imm	Med	
1981028767	Last		First	Middle		4/1/20	F	N	7	1004	AKNLZY	5/5/20	4			Del
																Del

joh mic		Search				New Student
Student ID	Last	First	Middle	DOB		
6157566987	JOHN	MICHAEL	MARIA	2/3/01	Add this student	View
6273652155	CLIFFORD	JOHN	MICHAEL	12/27/03	Add this student	View
Cancel						

  d. If the child does not show up in the database or does not have history in the program, click on NEW STUDENT and re-enter the rest of the information in the child data section. Click on SAVE STUDENT to save any changes.
4. Use the SAVE MY WORK button to save changes.

Adding a Child to the COE

Users can add a child onto the COE before it is sent to the MEO for final approval. Note: Before adding a child to the COE, verify the child went on all of the qualifying moves listed on the COE.

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

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

   a. Use the first three letters of the child's last name and first name and may already be populated into the search box. Click the SEARCH button.
   b. A search can lead to multiple results. Users must be cautious in selecting the correct child for the COE. Be especially aware of family names given to each generation. Do not assume that an old birthdate is incorrect—this could be the parent a child is named for.
   c. Before utilizing the ADD THIS STUDENT button, ensure that the child does, in fact, belong on the COE (check with recruiter, interviewee, etc.).

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

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b. Complete the rest of missing child enrollment information including facility name, grade, IMM AVAIL and MED ALERT fields. Click on SAVE STUDENT to save any changes. It is the records manager's responsibility to ensure that all information on the web COE is accurate.

- **Child is Not Found**
  a. If the child is not found, the student search dialog box will read "No records to display."
  b. Click on NEW STUDENT and re-enter the rest of the information in the child data section. Complete the rest of the child enrollment information including the AK STATE ID, IMM AVAIL and MED ALERT fields. It is the records manager's responsibility to ensure that all information on the web COE is accurate.
  c. Click on SAVE STUDENT to save any changes.

Adding IM, MA, and AKSID Information to Each Child

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

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

Immunization Records Flag (IM)

Record whether the district has immunization records on file (not necessarily in the migrant files) for each child listed on the COE. The migrant program is not required to obtain copies of the child's immunization records. This field does not indicate whether a child is immunized or which immunizations a child has received. This field only indicates that the district has the child's immunization records on file.

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

It is anticipated that the district will not have immunization records on file for every migratory child enrolled in the district MEP, as children can potentially be enrolled from birth up to age 20 or 22 with an active IEP. A response indicating the district does not have immunizations records on file is expected in many cases.

The IM Field's purpose is to indicate whether Immunizations Records are available for the migratory child to help facilitate the child's enrollment if they transfer to a new school, district, or state. Recruiters should not ask parents for immunizations information. **This information will come from the district and is the responsibility of the records manager to obtain.** The records manager could potentially find this information in a student information system, such as PowerSchool, or in the child's cumulative file.

Medical Alert Indicator (MA)

Record if the migratory child has a health condition or problem.

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

The MA field's purpose is to ensure that migratory children receive appropriate health support. **This information will come from the district and is the responsibility of the records manager to obtain**. The records manager could potentially find this information in a student information system such as PowerSchool, or in the child's cumulative file.

Recruiters should not ask families if their child(ren) has a health condition. However, if the recruiter observes a health problem or the parent mentions a health problem for the child, the recruiter can record this information in their notes to discuss with the records manager. Specific medical conditions do not need to be recorded on the COE, nor is it necessary for the district MEP to keep specific documentation regarding any such conditions on file outside of the information required in the Medical Alert field.

Completing SEA Reviewer Signature Information

After reviewing all the information on the COE, the records manager must collect/enter the Designated SEA Reviewer Signature information into the appropriate places in the Signature field. Any signature marked with Signature on File must be included on the hard copy COE before the records manager can submit the COE to the MEO for final approval. Remember to upload a single copy of the COE with signatures obtained outside of the web system (ink or electronic) prior to submitting to the MEO.

If all signatures on the COE were obtained using the Web System, there may not be a hard copy COE available. In this case, records managers must verify that the interviewee and interviewer signatures have been completed, and then collect the Designated SEA Reviewer signature. If the records manager is the Designated SEA Reviewer, click the Sign button for the appropriate Signature field, write their signature in the space provided, and then complete the typed Signature fields. If the Designated SEA Reviewer is not the records manager, then the records manager will need to have the appropriate individual review the COE and complete the electronic signature process.

REVIEWER SIGNATURE

I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C. 6399 and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

Signature

Sign   Clear

☐ Reviewer Signature on file

Reviewer Name

Uploading Attachments

To reduce the records retention burden for districts, beginning in school year 2021/2022, the MIS2000 database will store all new COEs. As a result, some COEs created in the Web System will require attachments to be uploaded prior to submitting to the MEO. COEs that will require an attachment are:

- COEs requiring one or more ink signatures or electronic signatures obtained outside of the Web System.
  - For COEs with two or more pages, signatures must be collected on all pages.
    - For one-page COEs that have an additional comments page attached due to the length of the comments, both pages of the hard copy COE are required to be uploaded into the Web System.
  - For COEs signed with electronic signatures obtained outside of the Web System, the signature confirmation page should also be attached if applicable to the program used to gather the signatures.
- COEs that require a map for moves of 20 miles or more in a 15K+ district.
  - Multiple maps may be required if additional moves were to other locations, and/or if the worker and the children reside in different residences. Maps are required for any moves made within district boundaries for both the worker and the children.
- Note: COEs that are signed entirely electronically using the Web System AND document moves across district boundaries do not require any attachments.

To upload an attachment to a COE in the Web System:

1. When viewing the **EDIT COE** page, click on the **UPLOAD** button in the upper left corner. This will open a window that allows users to search for files on their computer.

   CERTIFICATE OF ELIGIBILITY - AK0-22-146239
   STATE OF ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT -- TITLE IC Migrant
   Incomplete
   SCHOOL YEAR: 22/23
   Documents   Upload

2. Locate the COE/Map file that needs to be uploaded, select it, and click the **OPEN** button.
3. Repeat if needed to add another COE/Map file.
4. To view the attachments and/or to verify that the attachments have been successfully uploaded, hover over the **DOWNLOAD DOCUMENTS** link in the upper left corner. This will show any attachments that have been added. Click the desired attachment to view or download it. Users can also click on the **DOWNLOAD DOCUMENTS** link, or the **ALL DOCUMENTS** option, to download all attachments in a .zip file.

   CERTIFICATE OF ELIGIBILITY - AK0-22-146239
   STATE OF ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT -- TITLE IC Migrant
   Incomplete
   SCHOOL YEAR: 22/23
   Documents   Upload
   Download documents
   CHILD DATA   All documents   X   ame: PETERSBURG SCHOOL DISTRICT   Residency Date (MM/DD/YY): 7/1/2022
                 AK0-22-146239COE.pdf X
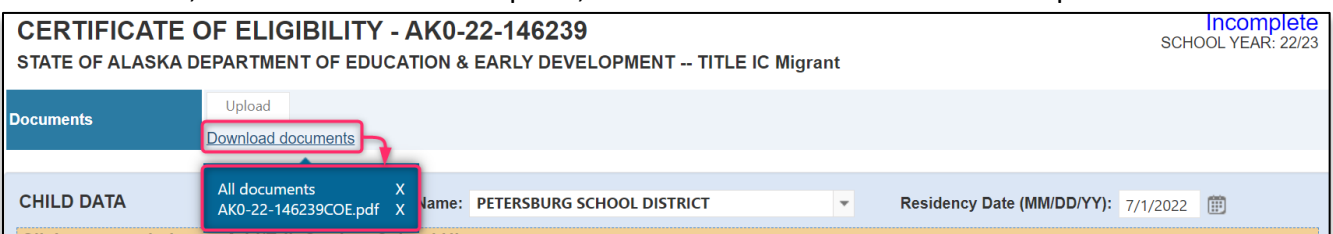
5. The Web System allows up to two attachments per COE (one scanned COE with signatures obtained outside of the Web System, plus one attachment for maps). It is acceptable to combine the map(s) and signed COE into a single file, or upload them separately as one COE file, and one combined map(s) file.
   - Upload only one scanned COE with signatures obtained outside of the Web System (e.g., ink or electronic). Make sure all signatures are on the same COE copy. Include all signed pages of the COE and the additional comments page, if applicable.
6. Attachments should be named in the following way:

- COEs: COE ID number followed by last name(s) of children on COE (Ex: AK0-23-123456SmithPavilla)
- Maps: COE ID number followed by "Map" (Ex: AK0-23-123456Map)

7. Please keep attachment file size as small as possible while still maintaining high enough quality for easy viewing/printing. Ideally, attachments will be less that 1MB in size. This helps prevent the database from becoming too large and slowing down.
    a. Documents scanned as a PDF with resolution 300 x 300 dpi produce a file that meets the recommendations above.
8. If the COE has only electronic signatures obtained via the Web System and does not require a move map, then the COE can be submitted once the SEA Reviewer has verified the information on the COE via the Web System and signed it electronically in the Web System. No attachments are required for these COEs.
9. Be sure to click the SAVE MY WORK button after uploading/attaching attachments in the Web System.

To view attachments:

1. When viewing the EDIT COE page, hover over the DOWNLOAD DOCUMENTS link in the upper left corner. This will show any attachments that have been added.
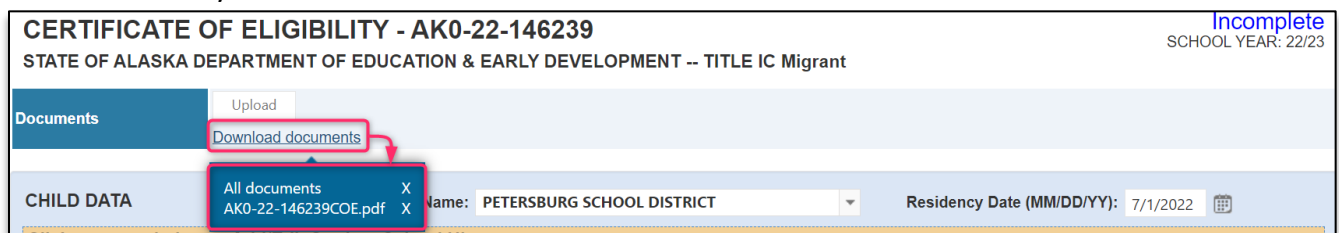
2. Select the desired attachment from the dropdown list.
    - Users can also click on the DOWNLOAD DOCUMENTS link, or the ALL DOCUMENTS option to download all attachments in a .zip file.
3. Depending on the internet browser used, attachments should open in a new internet tab/window, or in the appropriate computer application. If neither of these happen, check the Downloads folder on the computer.

While it is the records manager's responsibility to ensure these attachments are in place before submitting the COE to the MEO, these attachments can be uploaded by either the recruiter or records manager. Each district MEP can decide for itself who is responsible for uploading any required attachments. Records managers should always double check attachments to make sure they are the correct files before submitting a COE to the MEO.

Approving a COE

1. Use the **SAVE MY WORK** button frequently to save all changes.
2. If the COE has any signature fields marked with **SIGNATURE ON FILE**, or the COE requires a move map, then the COE will need an attachment(s) before it can be submitted to the MEO. Required attachments are:
   - A scanned copy of the COE with any ink or electronic signatures obtained outside the Web System. Attach only one copy of a COE that contains all gathered signatures. Remember, it is acceptable to have a combination of signatures obtained via the Web System, ink, and electronic signatures obtained outside the Web System.
   - A map for 15K+ districts showing an in-district move of 20 miles or more. Maps should have a scale and/or electronically calculated mileage, the start point, end point, and route traveled clearly marked.
   - The Web System allows up to two attachments per COE (one scanned COE with signatures on all pages if applicable, plus one map or more maps electronically submitted as one file). It is acceptable to combine the map and ink-signed COE into a single file.
   - Attachments should be named in the following way:
     - COEs: COE ID number, followed by the last name(s) of children on the COE (Ex: AK0-23-123456SmithPavilla).
     - Maps: COE ID number, followed by the last name(s) of children on the COE, followed by "Map" (Ex: AK0-23-123456SmithPavillaMap).
     - COE and Map Combined: COE ID number followed by last name(s) of children, followed by a dash, then "COE-Map" (Ex: AK0-23-123456SmithPavillaCOE-Map).
3. If the COE has only electronic signatures obtained via the Web System and does not require a move map, then the COE can be submitted (described below) once the SEA Reviewer has verified the information on the COE and signed it electronically in the Web System (no attachments required).
4. Click on the **APPROVE COE** button, located in the upper left-hand corner, to approve the COE and send the electronic COE to the MEO for final review. Any errors preventing COE submission will appear in red at the top of the screen.
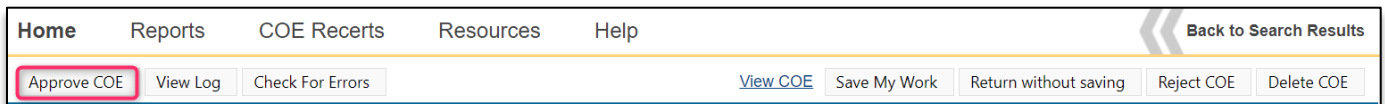
5. When the **COE LOG** is displayed, click the **APPROVE** button. Users are not required to add information to the **COE LOG** when approving.
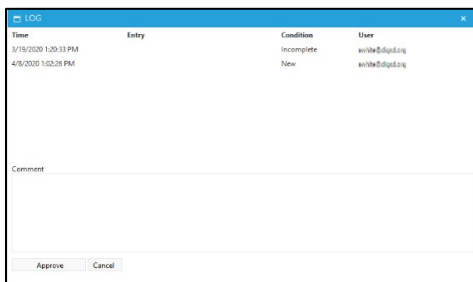
6. Once the COE has been approved by the records manager, it will be sent to the MEO for review. A confirmation message saying that the COE has been submitted will appear under the header.
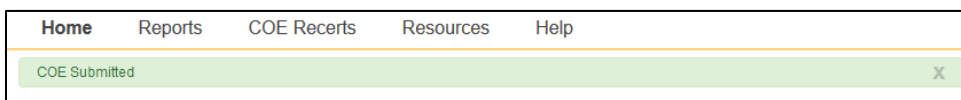
7. This COE will now be found under the **COE** subtab of the **HOME** tab with the status **IN PROCESS**. This lists all COEs that have not yet been approved by the MEO and do not require an action from the records manager.

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Rejecting a COE Back to the Recruiter

1. If changes need to be made to the COE in the recruiter level, click on the **REJECT COE** button, located in the upper right-hand corner. This will send the electronic COE information back to the recruiter. Remember to clear out any signatures (as necessary) prior to rejecting a COE back to a recruiter.
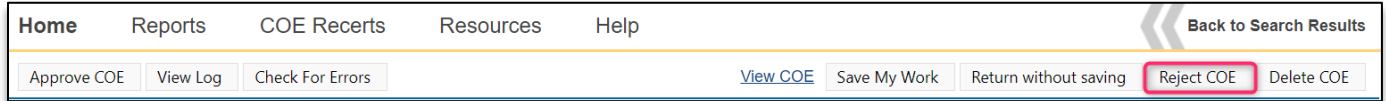
2. When the **COE LOG** is displayed, provide a comment to the recruiter about what needs to be fixed on the COE. Click the **REJECT** button.
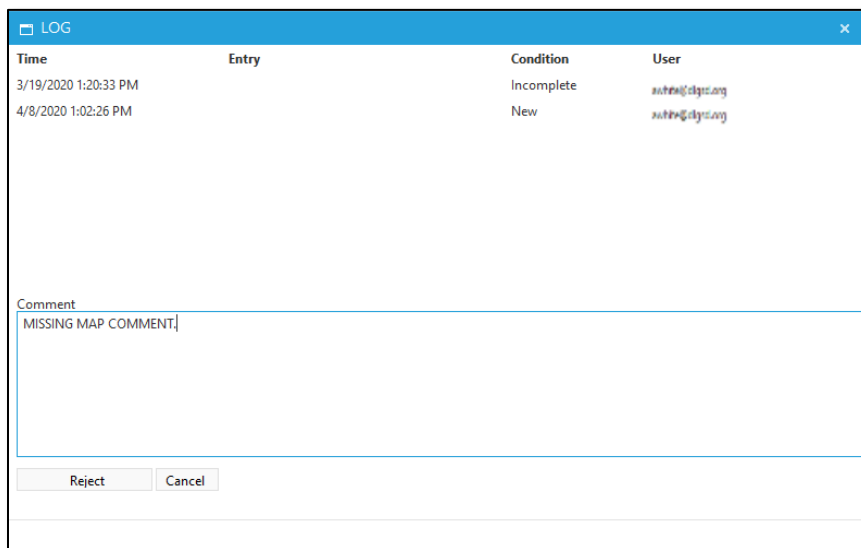
3. A COE that has been rejected to the recruiter level will appear as **IN PROCESS**, under the **COE** subtab of the **HOME** tab. The **REJECTED** status will be displayed. The user under the Owner column will show the current user with the ability to edit this COE.
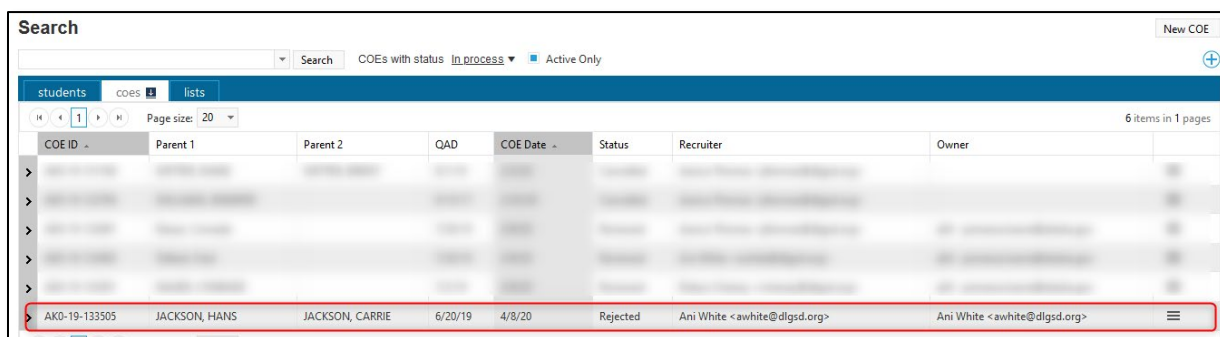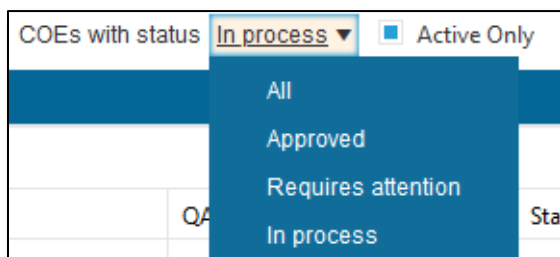
Updating and Correcting Rejected COEs

The MEO or the district records manager can reject a COE if it requires corrections. Once it is at the records manager level, the records manager can choose to make the corrections themselves or reject it back to the recruiter level.

Corrections Not Requiring New Signatures

A COE can be rejected because it is missing a comment, or a correction needs to be made in sections other than the Qualifying Moves & Work section. In instances such as this, the COE can be corrected at the records manager level, or it can be rejected back to the recruiter. The user should:

1. Navigate to the **HOME** tab in the Alaska Migrant Web System (ak.msedd.com).
2. Navigate to the **COE** subtab.
3. Change the search status to **REQUIRES ATTENTION**.

4. Hover over the three-line **HAMBURGER (≡)** menu on the desired COE and click **EDIT COE** from the drop-down list.
   - Note: If the COE was rejected from the MEO back to the Records Manager, the Records Manager would first need to hover over the three-line **HAMBURGER (≡)** menu on the desired COE and click **TAKE OWNERSHIP** from the drop-down list. Once ownership is taken, the Records Manager would have the option to **EDIT COE** from the drop-down list.

5. Click on **VIEW LOG** on the top of the screen. This displays the **COE LOG**, which will include comments on why the COE was rejected.

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6. Fix any errors found in the COE. Use the **SAVE MY WORK** button to save any changes. Ensure that any corrections made to the web COE are also made on the signed hard copy COE.
   - Additional comments, if any, should be placed in the Comments section of the COE after the initial comments on the COE, and not in the Log. Initial and date all additional comments.
7. Submit COE for Next Level of Review
   - COEs at Recruiter Level: Click on the **SUBMIT COE FOR REVIEW** button, located in the upper left-hand corner, to send the electronic COE information to the district records manager. Any errors preventing COE submission will appear in red at the top of the screen.

   - COEs at Records Manager Level: Click on the **APPROVE COE** button, located in the upper left-hand corner, to send the electronic COE information to the district records manager. Any errors preventing COE submission will appear in red at the top of the screen.
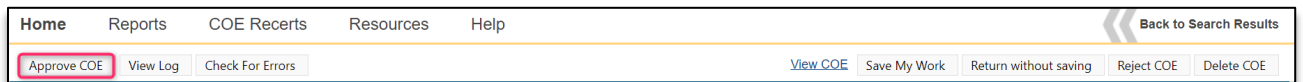
   - If utilizing ink signatures or electronic signatures obtained outside of the Web System, the corrected hard copy COE (all pages) must be re-uploaded as an attachment to the COE, as well as any map(s) when necessary. It is the records manager's responsibility to ensure that all required files have been attached.
8. When the **COE LOG** is displayed, click the **SUBMIT** button.
   - Users are not required to add information to the **COE LOG**.

Corrections Requiring New Signatures

There are instances when a COE is rejected because the Qualifying Moves and Work section needs to be corrected. In these cases, the COE needs to be rewritten, printed, and new signatures must be obtained from the interviewee and the interviewer.

Records managers can work with recruiters to make corrections and obtain new signatures while the COE remains at the records manager level. However, a records manager can also reject the COE back to the recruiter level.

1. Navigate to the **HOME** tab in the Alaska Migrant Web System (ak.msedd.com).
2. Navigate to the **COE** subtab.
3. Change the search status to **REQUIRES ATTENTION**.

4. Hover over the three-line **HAMBURGER (≡)** menu on the desired COE and click **EDIT COE** from the drop-down list.
    - Note: If the COE was rejected from the MEO back to the Records Manager, the Records Manager would first need to hover over the three-line **HAMBURGER (≡)** menu on the desired COE and click **TAKE OWNERSHIP** from the drop-down list. Once ownership is taken, the Records Manager would have the option to **EDIT COE** from the drop-down list.

5. Click on **VIEW LOG** on the top of the screen. This displays the **COE LOG**, which will include comments on why the COE was rejected.

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6. Remove all signature information from the fields at the bottom of the COE in the Web System. Please note that this step is only necessary if the COE requires new signatures.

7. Fix any errors found in the COE. Use the **SAVE MY WORK** button to save any changes. Ensure that any corrections made to the web COE are also made on the signed hard copy COE.
    - Additional comments, if any, should be placed in the Comments section of the COE, not in the Log. Initial and date all additional comments.
8. Obtain the required signatures.
    - For ink signatures or electronic signatures obtained outside of the Web System, COEs must be printed from the Web System and signatures obtained prior to being submitted to the records manager.
        - To print the COE, the recruiter must utilize the **VIEW COE** button at the top of the page. In the PDF viewer displayed, the recruiter can choose to print by clicking on the **PRINT ICON.**
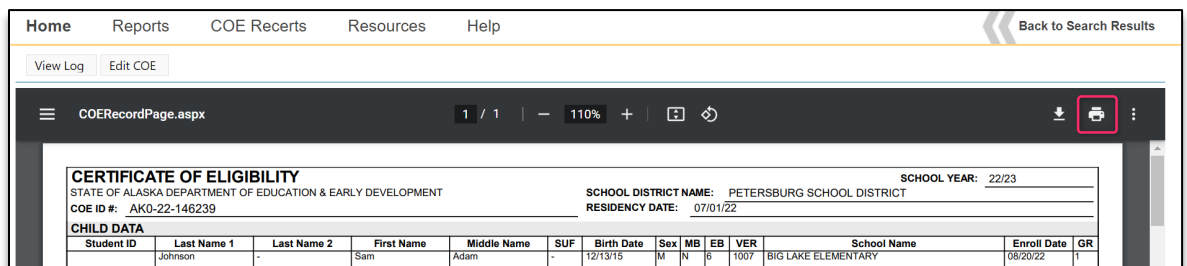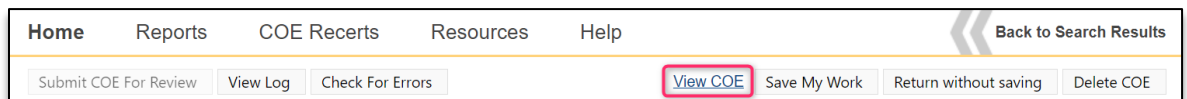
        - Once the hard copy COE has been signed again, the recruiter will enter the signature information into the COE using the Web System. Refer to the section on ink signatures and electronic signatures obtained outside of the Web System in the Creating a COE in the Web System section starting on page 81 for more guidance.

- o The new signed hard copy COE must be re-uploaded as an attachment to the COE, as well as any map(s) when necessary. It is the records manager's responsibility to ensure that all required files have been attached prior to re-submitting the COE to the MEO. Users should follow district protocols regarding who attaches signed COEs and maps in the Web System.
  - o Update the signature fields.
- For electronic signatures obtained via the Web System, new signatures must be collected from the interviewee and interviewer through the Web System prior to submission to the records manager. Update the signature fields.
- For more information on obtaining signatures, refer the Creating a COE in the Web System section starting on page 81 for more guidance.

9. Submit COE for Next Level of Review
   - COEs at Recruiter Level: Click on the **SUBMIT COE FOR REVIEW** button, located in the upper left-hand corner, to send the electronic COE information to the district records manager. Any errors preventing COE submission will appear in red at the top of the screen.

Home	Reports	COE Recerts	Resources	Help				Back to Search Results
Submit COE For Review	View Log	Check For Errors			View COE	Save My Work	Return without saving	Delete COE

   - COEs at Records Manager Level: Click on the **APPROVE COE** button, located in the upper left-hand corner, to send the electronic COE information to the district records manager. Any errors preventing COE submission will appear in red at the top of the screen.

Home	Reports	COE Recerts	Resources	Help				Back to Search Results
Approve COE	View Log	Check For Errors			View COE	Save My Work	Return without saving	Reject COE	Delete COE

10. When the **COE LOG** is displayed, click the **SUBMIT** button.
   - Users are not required to add information to the **COE LOG**.

Comment

Submit   Cancel

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COE Status Guide – Web System

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

Incomplete

- Status of a newly created COE.
- COE not submitted to records manager.
- COE belongs to the creator.
- COE can only be edited by the creator.

New/Rejected

- COE status while under records manager review (New).
- COE belongs to the district records manager (New).
- COE can be edited by the district records manager (New).
- Rejected status indicates a COE that has been returned to the district by the MEO, or a COE that has been returned to the recruiter by the records manager.
- COEs with this status are claimable if the owner column is blank. They cannot be edited until claimed. If the owner column is not blank, they can only be edited by the listed owner.

Reviewed/Verified

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

Accepted (Approved)

- COE is approved by MEO.
- Children are migrant eligible.
- COE cannot be edited by the district.

Canceled

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

COE Review Flowchart

When a recruiter creates a COE in the Web System, its initial status is INCOMPLETE. Once the recruiter submits the COE for review, it goes to the records manager and is in NEW status.

The records manager completes their review of the COE and can either reject it or approve it. If the records manager rejects the COE, the COE goes back to the recruiter and the COE is in REJECTED status. The recruiter then makes the required updates and resubmits the COE to the records manager (NEW status). If the records manager approves the COE, the COE goes to the MEO and is then in REVIEWED status.

The MEO completes their review of the COE and can either reject, approve, or cancel it. If the MEO rejects the COE, the COE goes back to the records manager and is in REJECTED status. The records manager either makes the required updates and resubmits the COE to the MEO (REVIEWED status) or they reject the COE back to the recruiter (REJECTED status). If the MEO approves the COE, the COE is fully approved and is in ACCEPTED status. If the MEO cancels the COE, the COE is not approvable and is in CANCELED status.

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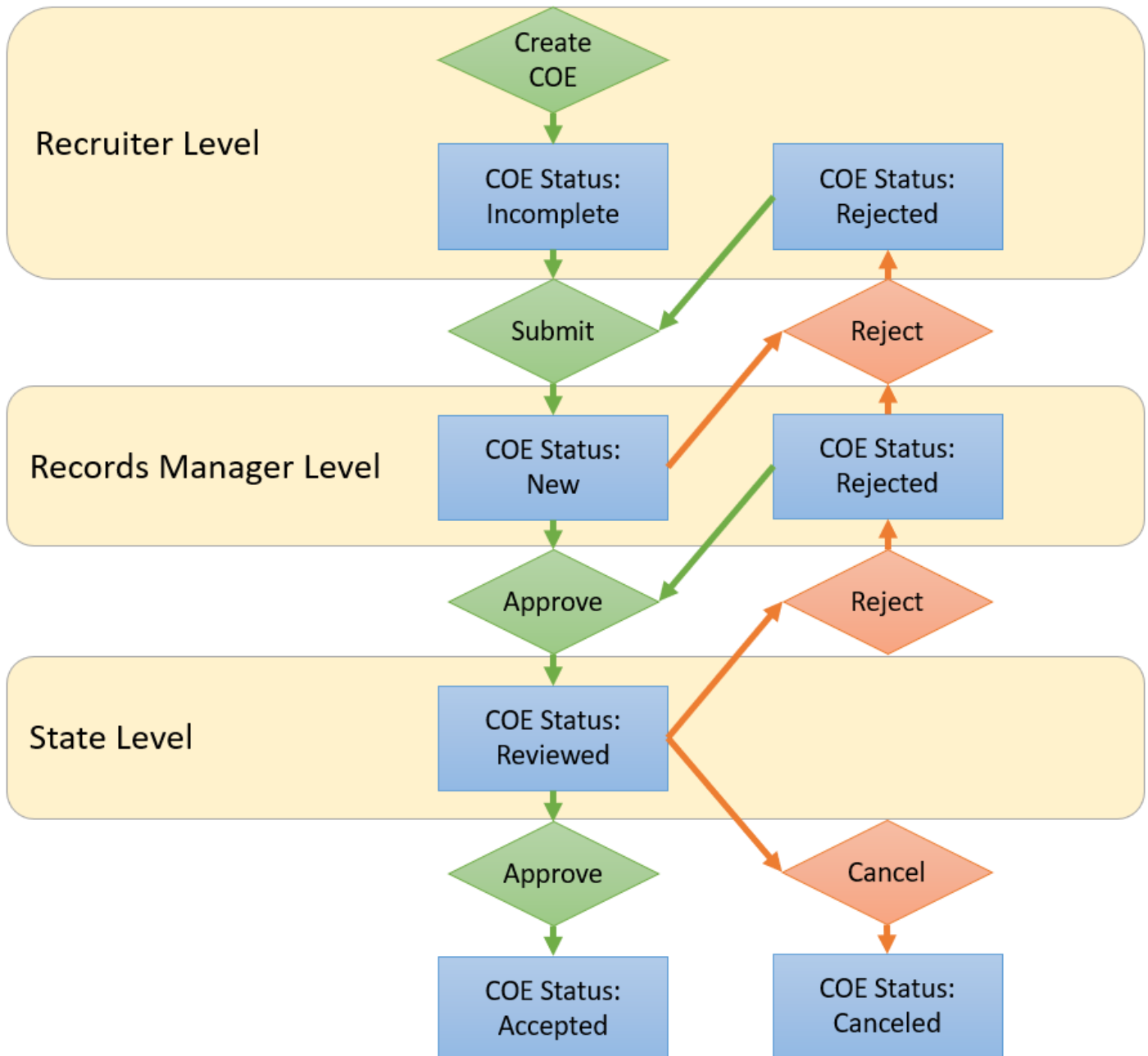
Reassigning COEs Created in the Web System

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

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

Limitations

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

Process

The steps below outline the process to reassign a COE.

1. Records manager logs into the Alaska Migrant Web System (ak.msedd.com).
2. Records manager uses the **COE** subtab to search for COEs with status **IN PROCESS**.
3. Records manager uses the three-line **HAMBURGER MENU (≡)** or **VIEW COE** button to view the COE.

4. Records manager confirms the COE has never been submitted to the records manager and has been owned only by the initial recruiter who created it in the Web System by using the **VIEW LOG** button.
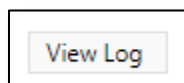
5. Records manager contacts the MEO (page 163) to take possession of a web COE.
6. MEO staff reassigns COE to the records manager.

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

Creating an ARC in the Web System

ARCs created in the Web System do not require physical signatures; alternatively, users provide electronic assurances. Instead of printing and signing ARCs, interviewers and designated SEA reviewers provide an electronic assurance verifying the accuracy of information contained in an ARC without the need to print the form. The process is described in the sections below:

1. Navigate to the **HOME** tab in the [Alaska Migrant Web System](ak.msedd.com) (ak.msedd.com).
2. Navigate to the **COE** subtab.
3. Search for the child, family, or most recently approved COE from the recruiter's district.
   - Ensure that the search criteria is set to **COEs WITH STATUS APPROVED**.
   - Ensure that the **ACTIVE ONLY** box is checked.
4. Click on the three-line **HAMBURGER (≡)** menu, located to the right of the data displayed.
5. Click on **VIEW COE**.
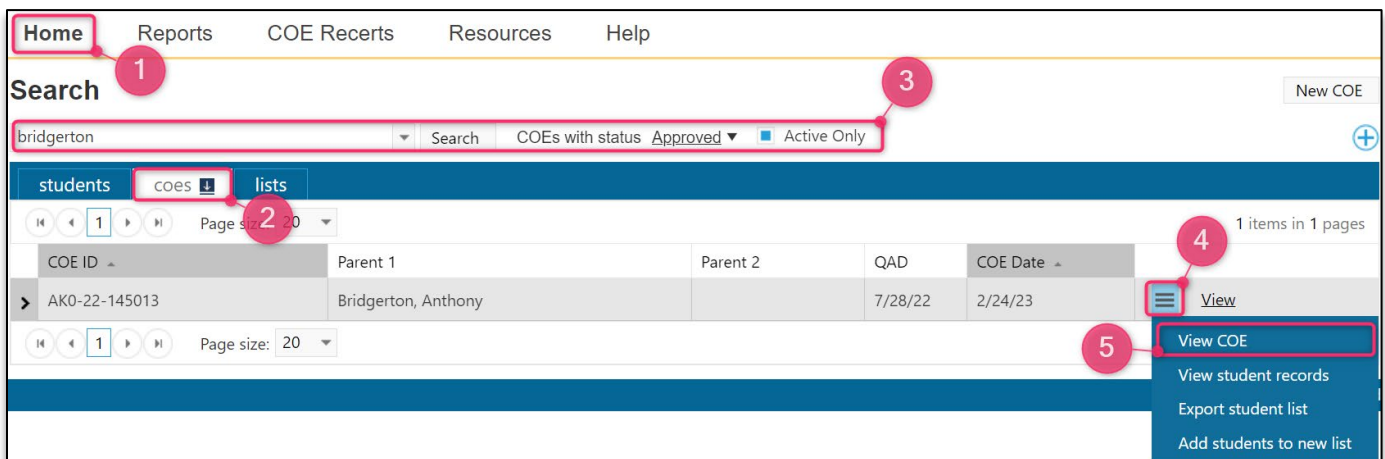
6. Click on the **RECERTIFY** button, located in the upper left-hand corner.
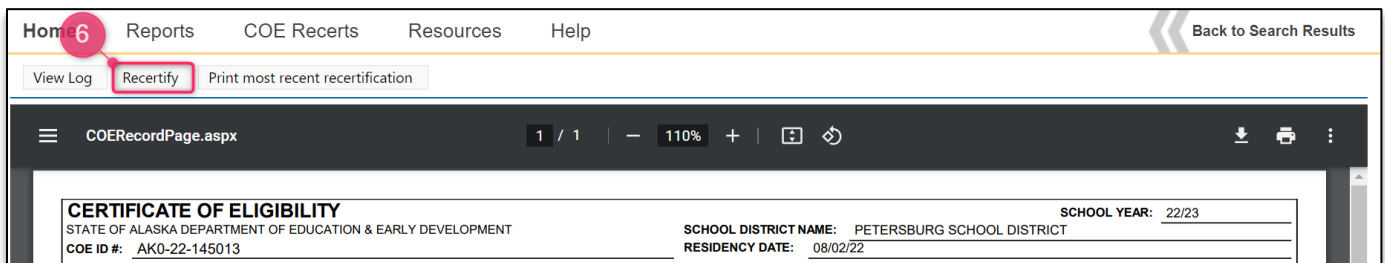
7. Click on **EDIT** for the first child who should be recertified on the ARC.

8. In the **RECERTIFY** field, change the **N** to a **Y** for Yes.
9. Choose the school name the child is attending for the current school year from the drop-down menu in the **SCHOOL NAME** field.
   - For more information, refer to the School Names, Enroll Dates, and Grades section in the *Recruiter Handbook*.

- For children enrolled in a non-public school or a public school operated by another school district, provide a comment detailing the name of the school and the school district in which the school is located in the comments box.

10. Enter the first day of school the child attended for the current school year in the ENROLL DATE field, if applicable.
    - Children who are not attending any school will not have an ENROLL DATE.

11. Enter the grade for the child in the GR (GRADE) field.
    - For information on Grades, refer to the *Recruiter Handbook*.

12. Click on the UPDATE button.

CHILD DATA							
Recertify	Student ID	Name	School Name	Enroll Date	GR	EOE Date	
N	1234444444	Bridgerton, Gregory				7/28/25	Edit

Recertify: ⑧ Y

School Name: MAT-SU ANOTHER DISTRICT: PUBLIC ⑨

Enroll Date: ⑩ 7/25/2023

GR: ⑪ 10

Non-Public / Another District Public Comment: Gregory attends IDEA with the Galena School District.

Update Cancel ⑫

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

Submit for review	Current Owner: ak5@psg.com - PETERSBURG RECORDS MANAGER 1 <PETERSBURG>				Delete Recertification	Save Changes ⑬	Print

CHILD DATA							
Recertify	Student ID	Name	School Name	Enroll Date	GR	EOE Date	
Y	1234444444	Bridgerton, Gregory	MAT-SU ANOTHER DISTRICT: PUBLIC	7/25/23	10	7/28/25	Edit
N	9876543210	BRIDGERTON, HYACINTH				7/28/25	Edit

14. Repeat steps 6-12 for each child who should be recertified on the ARC.
    - Please note that it is likely that not all the children listed on a particular COE should be recertified on an ARC. It is fine for children to be left with RECERTIFY = N. Children who should not be recertified on an ARC include, but are not limited to: graduates, children who have aged out of the program, deceased, and children who have made a new qualifying move.

15. Enter comments, if any, in the COMMENTS field located underneath the CHILD DATA Section.

COMMENTS
Comments

16. Read the Eligibility Data Certification and check the appropriate checkbox. Checking this box will auto-populate the user's name and date in the appropriate signature field upon submitting the ARC.

ELIGIBILITY DATA CERTIFICATION

I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C. 6399 and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001

I certify that the children listed on this form still have eligibility in the district; the family has been contacted to confirm a new move was not made since their last interview; and the children on this form are still living in the s district, attending school in the district, or the children are being served by the district with MEP funds.

☑ Interviewer Certification   ☐ Designated SEA Reviewer Certification

Eli Barsy <eli.barsy@alaska.gov>   7/28/2021
_____   _____
(Signature of Interviewer)   (Date)

- Once the ARC is approved, a comment will be added to the child's School History Line in MIS2000 noting when each user verified/approved the ARC.
- Note: The records manager can now provide the certification for both the Interviewer and Designated SEA Reviewer. However, districts are still encouraged to have two separate individuals provide these certifications to help ensure data quality.

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

| Home | Reports | **COE Recerts** | Resources | Help |

| Submit for review | Current Owner: ak5@psg.com - PETERSBURG RECORDS MANAGER 1 <PETERSBURG> | | Delete Recertification | Save Changes | Print |

CHILD DATA

Recertify	Student ID	Name	School Name	Enroll Date	GR	EOE Date	
Y	1234444444	Bridgerton, Gregory	BIG LAKE ELEMENTARY	8/15/22	5	7/28/25	Edit
N	9876543210	BRIDGERTON, HYACINTH				7/28/25	Edit

18. Click on the SUBMIT FOR REVIEW button. This will send the ARC to the records manager for their review and approval.

| Home | Reports | **COE Recerts** | Resources | Help |

| Submit for review | Current Owner: ak5@psg.com - PETERSBURG RECORDS MANAGER 1 <PETERSBURG> | | Delete Recertification | Save Changes | Print |

CHILD DATA

Recertify	Student ID	Name	School Name	Enroll Date	GR	EOE Date	
Y	1234444444	Bridgerton, Gregory	BIG LAKE ELEMENTARY	8/15/22	5	7/28/25	Edit
N	9876543210	BRIDGERTON, HYACINTH				7/28/25	Edit

Errors and Warnings

Error messages and meanings are documented in the Errors and Submission Checks in MIS2000 section starting on page 144.

Important Information Regarding ARCs in the Web System
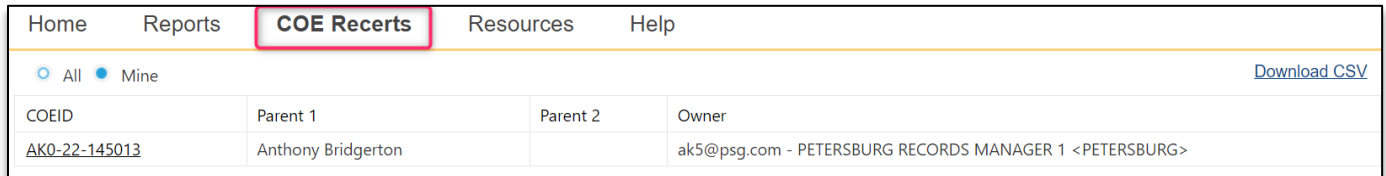
ARCs Needing Attention Notice

Upon logging in, if a user has ARCs that are incomplete, a blue alert reading "There are COE Recertifications that need your attention" will appear at the top of the internet browser window.

Finding a Partially Completed or Rejected ARC to Update

To find a partially completed or rejected ARC, follow the procedure outlined below.
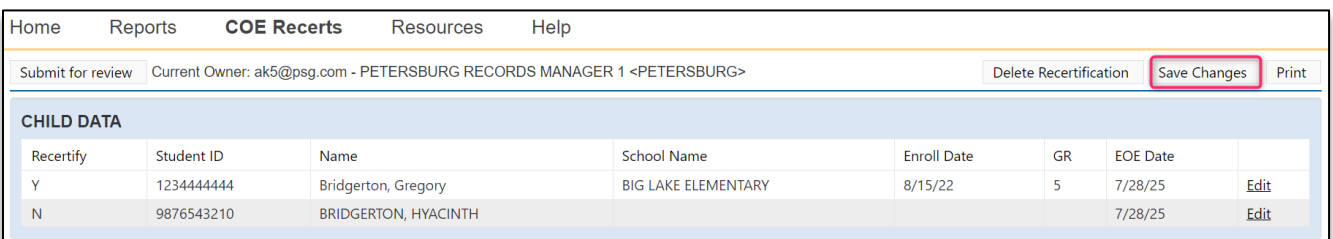
1. Click on the **COE RECERTS** tab in the ribbon located at the top of the webpage.

Home	Reports	**COE Recerts**	Resources	Help		Download CSV
○ All ● Mine						
COEID		Parent 1		Parent 2	Owner	
AK0-22-145013		Anthony Bridgerton			ak5@psg.com - PETERSBURG RECORDS MANAGER 1 <PETERSBURG>	
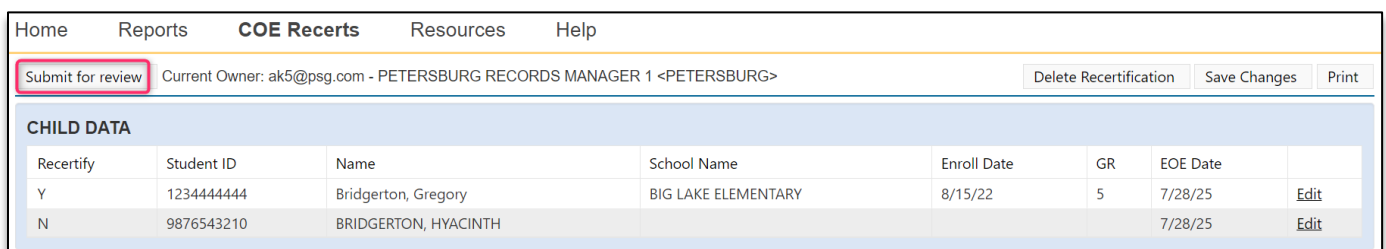
- There are two radio buttons: **ALL** and **MINE**. **MINE** is the default view, and shows all ARCs owned by the user. **ALL** shows all ARCs that are in process for the district. Note: Users can only edit the ARCs that they own.
- This list (both **ALL** and **MINE)** can be downloaded by clicking on the **DOWNLOAD CSV** link in the upper right-hand corner.

2. Click on the desired Annual Rectification (ARC) of No New Moves from the list provided.
   - Note: If the ARC was submitted to the Records Manager, they would first need to click on the **TAKE OWNERSHIP** button in the upper left corner.
3. Update the ARC as needed using the **EDIT** and **UPDATE** buttons and/or type directly in the Comments section. Verify the grade and school name information are correct for the current school year.
4. Click on the **SAVE CHANGES** button to save the ARC.
   - Click on the **UPDATE** button, if the Child Data section is still open for editing prior to clicking on the **SAVE CHANGES** button.

Home	Reports	**COE Recerts**	Resources	Help			
Submit for review	Current Owner: ak5@psg.com - PETERSBURG RECORDS MANAGER 1 <PETERSBURG>				Delete Recertification	Save Changes	Print
CHILD DATA							
Recertify	Student ID	Name	School Name	Enroll Date	GR	EOE Date	
Y	1234444444	Bridgerton, Gregory	BIG LAKE ELEMENTARY	8/15/22	5	7/28/25	Edit
N	9876543210	BRIDGERTON, HYACINTH				7/28/25	Edit

5. Complete the **INTERVIEWER CERTIFICATION** field if not already complete.
   - Remember, it is no longer necessary to print and sign ARCs. The electronic certification replaces this requirement.
6. Click on the **SUBMIT FOR REVIEW** button.
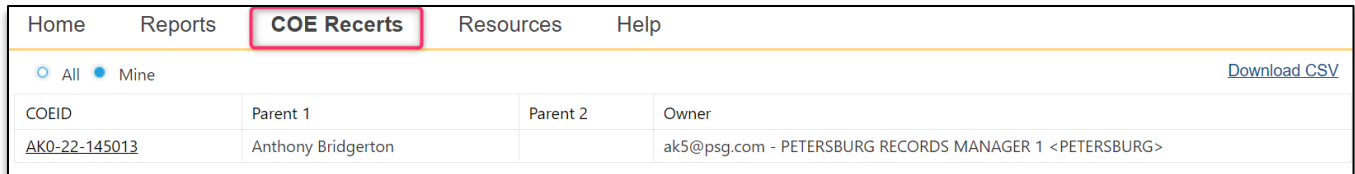
Home	Reports	**COE Recerts**	Resources	Help			
Submit for review	Current Owner: ak5@psg.com - PETERSBURG RECORDS MANAGER 1 <PETERSBURG>				Delete Recertification	Save Changes	Print
CHILD DATA							
Recertify	Student ID	Name	School Name	Enroll Date	GR	EOE Date	
Y	1234444444	Bridgerton, Gregory	BIG LAKE ELEMENTARY	8/15/22	5	7/28/25	Edit
N	9876543210	BRIDGERTON, HYACINTH				7/28/25	Edit

7. It may be helpful for recruiters to inform the records manager when ARCs have been submitted so they can be reviewed in a timely manner. It is the responsibility of the records manager to obtain the **DESIGNATED SEA REVIEWER CERTIFICATION**.

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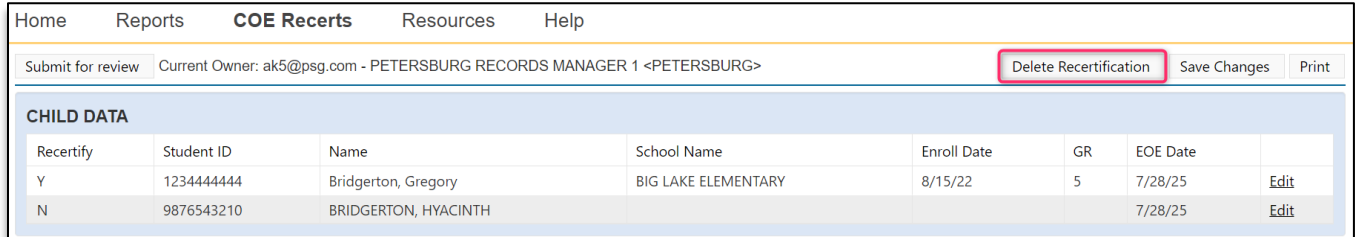
There are situations where an ARC should be deleted. This occurs when the children listed on the form are not currently living in the recruiting district, attending school in the recruiting district, or otherwise being served by the recruiting district with migrant funds. It is also possible that though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

1. Click on the **COE RECERTS** tab.
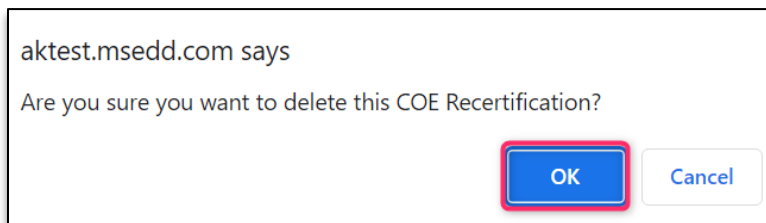
Home	Reports	COE Recerts	Resources	Help	
○ All ● Mine					Download CSV
COEID	Parent 1		Parent 2	Owner	
AK0-22-145013	Anthony Bridgerton			ak5@psg.com - PETERSBURG RECORDS MANAGER 1 <PETERSBURG>	

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

Home	Reports	COE Recerts	Resources	Help				
Submit for review	Current Owner: ak5@psg.com - PETERSBURG RECORDS MANAGER 1 <PETERSBURG>					Delete Recertification	Save Changes	Print
CHILD DATA								
Recertify	Student ID	Name	School Name	Enroll Date	GR	EOE Date		
Y	1234444444	Bridgerton, Gregory	BIG LAKE ELEMENTARY	8/15/22	5	7/28/25	Edit	
N	9876543210	BRIDGERTON, HYACINTH				7/28/25	Edit	

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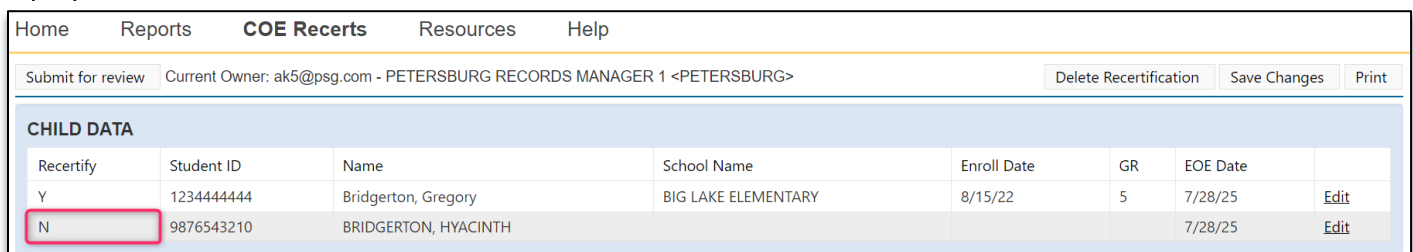
aktest.msedd.com says

Are you sure you want to delete this COE Recertification?

OK   Cancel

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

Home	Reports	COE Recerts	Resources	Help				
Submit for review	Current Owner: ak5@psg.com - PETERSBURG RECORDS MANAGER 1 <PETERSBURG>					Delete Recertification	Save Changes	Print
CHILD DATA								
Recertify	Student ID	Name	School Name	Enroll Date	GR	EOE Date		
Y	1234444444	Bridgerton, Gregory	BIG LAKE ELEMENTARY	8/15/22	5	7/28/25	Edit	
N	9876543210	BRIDGERTON, HYACINTH				7/28/25	Edit	

Reassigning ARCs

Occasionally, it may be desirable for ownership of an ARC to be transferred from one district user to another (Ex: recruiter creates an ARC, doesn't not submit for review, and then Web System access expires). With certain limitations, the MEO can reassign ARCs from one district user to another. If this need arises, contact the MEO to determine whether the ARC can be reassigned, or if a new ARC needs to be created.

Printing an ARC

Districts are not required to print ARCs. The addition of the electronic Eligibility Data Certification has made printing ARCs unnecessary. However, the process is detailed below for districts that may have a local/internal desire to print ARCs.

1. Navigate to of the **HOME** tab in the [Alaska Migrant Web System](ak.msedd.com) (ak.msedd.com).
2. Navigate to the **COE** subtab.
3. Search for the child, family, or most recently approved COE.
   - Ensure that the search criteria is set to **COES WITH STATUS APPROVED**.
   - Ensure that the **ACTIVE ONLY** box is checked.
4. Click on the three-line **HAMBURGER (≡)** menu, located to the right of the data displayed.
5. Click on **VIEW COE**.

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

Reviewing an ARC Submitted through the Web System

Approving an ARC

Records managers are responsible for reviewing all ARCs for their district and ensuring that the data transmitted to MIS2000 through the Web System is up to date and accurate. This include ensuring that the children listed on the ARCs have an active and eligible COE on file for the district and that it is appropriate an ARC is being submitted for them. Note: ARC Eligibility Data Certifications can now be collected electronically, through the Web System. Due to this update, ARCs do not need to be retained by the district (starting with 21/22 ARCs).

1. Click on the **COE RECERTS** tab in the Web System.

Home	Reports	COE Recerts	Resources	Help	
○ All ● Mine					Download CSV
COEID	Parent 1		Parent 2	Owner	
AK0-22-145013	Anthony Bridgerton			ak5@psg.com - PETERSBURG RECORDS MANAGER 1 <PETERSBURG>	

2. Click on the original **COE ID** of the ARC that should be recertified. Any ARCs submitted from recruiter to the records manager will be listed by the original **COE ID**. Parent information will also be displayed.

3. Click on the **TAKE OWNERSHIP** button in the upper left corner. This allows the records manager to edit the ARC. This feature also allows a district the flexibility to have multiple records managers divide the responsibility of reviewing/approving ARCs.

Home	Reports	COE Recerts	Resources	Help				Back to COE Recertifications
Take Ownership								Print
CHILD DATA								
Recertify	Student ID	Name		School Name	Enroll Date	GR	EOE Date	
Y	1234444444	Bridgerton, Gregory		BIG LAKE ELEMENTARY	7/24/23	4	7/28/25	Edit
N	9876543210	BRIDGERTON, HYACINTH					7/28/25	Edit

4. Review the data populated into the online form. Make changes to the online form as needed using the **EDIT** and **UPDATE** buttons for each child, verify the grade and school name information are correct for the current school year and that any school name comments if required are entered and correct, or by adding additional comments to the **COMMENTS** section.
   - If a child did not have an Alaska Student ID when they were previously recruited on a COE, but are now enrolled in a public school, the user will be required to provide the student's Alaska Student ID.

5. Read the Eligibility Data Certification and check the box. It is acceptable if both Eligibility Data Certifications are completed by the records manager. Completing the Eligibility Data Certification will populate a comment into the School History Line noting who provided the certification and when upon approving the ARC. It will also populate the Designated SEA Reviewer Signature field's name and date.

ELIGIBILITY DATA CERTIFICATION

I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C. 6399 and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001

I certify that the children listed on this form still have eligibility in the district; the family has been contacted to confirm a new move was not made since their last interview; and the children on this form are still living in the s district, attending school in the district, or the children are being served by the district with MEP funds.

☐ Interviewer Certification   ☑ Designated SEA Reviewer Certification

6. Click the **SAVE CHANGES** button located in the upper right-hand corner.
7. Click the **APPROVE** button located in the upper left-hand corner.

Home	Reports	COE Recerts	Resources	Help				Back to COE Recertifications
Approve	Reject Recertification				Delete Recertification	Save Changes	Print	

Alaska Department of Education & Early Development – Migrant Education Office

Rejecting an ARC Back to a Recruiter to Make Changes

Though the records manager can edit an ARC, it is possible for the records manager to reject an ARC back to a recruiter. For the sake of timeliness, it is likely in the records manager's interest to make changes themselves rather than utilize this feature.

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

Home	Reports	COE Recerts	Resources	Help	
○ All ● Mine					Download CSV
COEID	Parent 1		Parent 2	Owner	
AK0-22-145013	Anthony Bridgerton			ak5@psg.com - PETERSBURG RECORDS MANAGER 1 <PETERSBURG>	

2. Click on the **COE ID** for the ARC that needs to be rejected.
3. If needed, click on the **TAKE OWNERSHIP** button in the upper left corner. This allows the records manager to edit the ARC. This feature also allows a district the flexibility to have multiple records managers divide the responsibility of reviewing/approving ARCs.

Home	Reports	COE Recerts	Resources	Help					Back to COE Recertifications
Take Ownership									Print
CHILD DATA									
Recertify	Student ID	Name		School Name	Enroll Date	GR	EOE Date		
Y	1234444444	Bridgerton, Gregory		BIG LAKE ELEMENTARY	7/24/23	4	7/28/25		Edit
N	9876543210	BRIDGERTON, HYACINTH					7/28/25		Edit

4. Click on the **REJECT RECERTIFICATION** button. Click on the **OK** button when the Web System prompts "Are you sure you want to reject this COE Recertification?"

Home	Reports	COE Recerts	Resources	Help					Back to COE Recertifications
Approve	Reject Recertification					Delete Recertification	Save Changes		Print
CHILD DATA									
Recertify	Student ID	Name		School Name	Enroll Date	GR	EOE Date		
Y	1234444444	Bridgerton, Gregory		BIG LAKE ELEMENTARY	7/24/23	4	7/28/25		Edit
N	9876543210	BRIDGERTON, HYACINTH					7/28/25		Edit

⊕ aktest.msedd.com

Are you sure you want to reject this COE Recertification?

OK   Cancel

5. Follow up with recruiter about the changes needed before resubmitting.

Web System Tips and Traps

Tips

- Review COEs/ARCs for any missing or needed information and for accuracy.
- Enter complete and accurate COEs and ARCs as soon as they come in. Do not wait.
- For COEs/ARCs that are completed prior to being entered into the Web System, enter *exactly* what the hard copy COE and ARC says into MIS2000. No changes, additions, or deletions are allowed unless those changes are also made on the hard copy COE or ARC.
- Once signed, *no changes can be made to the Qualifying Moves & Work section of the COE.* If changes need to be made to this section, the COE will need to be corrected, and new signatures obtained.
- Search for students in MIS2000 by partial last name and first initial only. This will increase user success in finding the student.
- Enter student IDs for K-12 public school students. All students entered into MIS2000 in grades K-12 must have a State-assigned student ID entered if they have ever been enrolled in any Alaska public school. COEs will be considered incomplete without.
- Make sure there is at least one 10-digit phone number listed in the Family Data section. This is required so that the MEO can reach the family, even if it is only to leave messages. This cannot be a school district number.
- Make sure the recruiter has initialed & dated the end of the Comments section. Any comments added after the original interview must also include initials and date.
- Save work often. If the internet goes out, or automatic log out kicks in, users will lose all progress since the last save.
- Select COEs with status "All" and uncheck the "Active Only" box if struggling to find COEs.
- If a child is mistakenly identified as a "new" or "existing" child, remove the child from the COE in the Child Data section (click **DEL** button at far-right side), then click on the next blank line to create a new line to re-enter the child's information. Through this process, the database will search for existing records to link to.
- If a COE is rejected, enter any comments/responses into the COE **COMMENTS** section, and not the **COE LOG**. Remember to re-upload any corrected, hard copy COEs, if applicable.

Traps

- Do not enter any punctuation, such as an apostrophe, for children's names. Unless exact name with punctuation is entered the same every time, the child will not appear in the search results.
- Do not enter dashes into blank fields in the Web System.
- Avoid viewing the Web System across multiple browser tabs/windows. If users forget to interact with even one tab/window, automatic log out will kick in and disrupt the work done in all tabs/windows. Progress since the last save will be lost.
- Double and triple check that child information matches before merging children. Improperly merged records can cause major data quality issues and can be very difficult to untangle. New quality control measures have been implemented to prevent this, but please continue to be vigilant when merging children.
- Save any COEs with signatures (ink or electronically) obtained outside of the Web System for the duration of the school year, even after uploading to the Web System.

Errors and Warnings

Errors and Submission Checks in MIS2000 are described starting on page 144.

Glossary

Acronyms/Abbreviations

Acronym	Meaning
AKSID	Alaska Student ID
ARC	Annual Recertification of No New Moves
CFR	Code of Federal Regulations
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
COS	Continuation of Services
DEED	Alaska Department of Education & Early Development
EB	Ethnic Breakdown
ED	US Department of Education
EL	English Learner
EOE	End of Eligibility
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FERPA	Family Education Rights and Privacy Act of 1974
FY	Fiscal Year
GED	General Education Diploma
GR	Grade
GPRA	Government Performance and Result Act
ID&R	Identification and Recruitment
IEP	Individualized Education Program
IM	Immunizations Records
LEA	Local Education Agency (School District)
MA	Medical Alert
MB	Multiple Birth
MDEs	Minimum Data Elements
MEO	Migrant Education Office at the State of Alaska, DEED
MEP	Migrant Education Program
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NCLB	No Child Left Behind Act
NRG	Non-Regulatory Guidance
OME	U.S. Department of Education's Office of Migrant Education
OSY or OY	Out of School Youth
PAC	State Parent Advisory Council
PFS	Priority for Service
QAD	Qualifying Arrival Date
RES	Residency Date
RM	Records Manager
SDP	Service Delivery Plan
SEA	State Education Agency
SP	Supplemental Programs
TA	Technical Assistance
VER	Birth Date Verification Code

Definitions

Word	Definition	Reference, if applicable
Activities	Activities related to identification and recruitment, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services.	
Active/Accepted COE	A COE is active/accepted when the COE has been reviewed and all children on the COE are deemed eligible by the MEO.	
Actively Sought	The individual takes positive actions to seek new qualifying work. The process of actively seeking new qualifying work should happen within 60 days of the move.	NRG, Chapter II, C10
Agricultural Production	Work done at facilities engaged in the growing and harvesting of crops or the keeping of livestock.	NRG, Chapter II, F1
Agricultural Work	The production or initial processing of crops, dairy products, poultry, or livestock, as well as the cultivation or harvesting of trees. It consists of work performed for wages or personal subsistence.	34 C.F.R. §200.81(a)
Alaska Migrant Web System	The Alaska Migrant Web System is a secure website utilized in several ways to help streamline Alaska's Migrant Education Program. Listed below are some of the applications of the Alaska Migrant Web System: • A secure transmission portal of migratory children and youth data between recruiters, records managers and the MEO • A recruiting tool for recruiters and records manager to use to complete a COE and submit to the district migrant database, MIS2000 • A generator of migratory children and youth reports	
Allocation	Amount of MEP funds given by the Alaska Department of Education & Early Development to an eligible school district. The funds are based on a formula and the child count generated by that district.	
Annual Recertification of No New Moves (ARC)	The form used to recertify eligible migratory children in the recruiter's district who have not made any additional qualifying moves since the last interview. An Annual Recertification of No New Moves recertifies a child's eligibility in the recruiter's district.	
Annual Verification	The State of Alaska requires all migratory children to be contacted each year for verification of eligibility in the Migrant Education Program.	
As the Worker Move	The child is at least 14 years of age and made a qualifying move as a migratory fisher or migratory agricultural worker.	
Canceled COE	The status of a COE which, for a variety of factors, the MEO has found the children to not be eligible for the Migrant Education Program. There are several reasons for cancelling a COE including: move was too short in length, the family did not travel far enough, no economic necessity indicated, etc. Canceled COEs will be deleted from MIS2000 soon after they have been deemed ineligible	
Certificate of Eligibility (COE)	A form adopted by the U.S. Department of Education and the Alaska Migrant Education Program that is used to document a child's eligibility. The COE contains the information needed to certify a child as eligible for the Migrant Education Program.	

Word	Definition	Reference, if applicable
Continuation of Services (COS)	School districts may choose to offer services to migratory children whose eligibility has ended under the following conditions: • a child who ceases to be a migratory child during a school term shall be eligible for services until end of such term; • a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and • children who are eligible for services in secondary school may continue to be served through credit accrual programs until graduation.	§1304(c) of ESEA, as amended
Course History	As part of the minimum data elements (MDEs) required by OME, districts report course history information on their migratory children in grades 9-12, twice a year. This information is uploaded to MIS2000.	
Crop	A plant that is harvested for use by people or by livestock.	NRG, Chapter II, F3
Cultivation of Trees	Work that promotes the growth of trees.	NRG, Chapter II, F9
Designated SEA Reviewer	The staff member at the district office that has agreed to be the district's final reviewer on all COEs.	
Emancipated Youth	Children who have not yet reached adult age who are no longer under the control of a parent/guardian and who are solely responsible for their own welfare.	NRG, Chapter II, A6
Economic Necessity	The child and the worker (if the child is not the worker) moved because they could not afford to stay in the current location.	NRG, Chapter II, D3
Engaged In	To do or take part in new temporary or seasonal employment or personal subsistence in agricultural or fishing work.	
Enroll Date	The first day the child attends school in the recruiter's district after making a qualifying move for the current school year.	
End of Eligibility Date (EOE)	Also called the EOE, this date is three years (36 months) from a migratory child's most recent Qualifying Arrival Date. After this date, a child is no longer eligible for the MEP and MEP services, unless they make another qualifying move.	
ESEA Consolidated Application	A single, consolidated application for all ESEA formula entitlements, including the following titles: Title I-A, Title I-C, Title I-D, Title II-A, Title III-A, and Title IV-A. The consolidated application is completed using an electronic web-based application, known as GMS.	
Extended Move (30 days or more)	The comment required when the move listed in question 1 or question 4 of the Qualifying Moves and Work Section is more than 30 days long. When this occurs, the recruiter must verify the length of time the migratory worker was engaged in the qualifying work.	
Fall Recruitment Report (FRR)	This report is a list of the eligible migratory children in a district from the previous school year (and those who have EOE'd since the previous school year). This report serves as a "to do" list for the district at the start of the school year. The district must contact all children and families on the list prior to the November 15th recruitment deadline.	

Word	Definition	Reference, if applicable
FERPA	The Family Education Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records.	20 U.S.C §1231(g) & 34 C.F.R §99
Fishing Work	The catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms. It consists of work performed for wages or personal subsistence.	34 C.F.R. §200.81(c)
Fish Farm	A tract of water, such as a pond, a floating net pen, a tank, or a raceway reserved for the raising or harvesting of fish or shellfish. Large fish farms sometimes cultivate fish in the sea, relatively close to shore. The fish are artificially cultivated, rather than caught, as they would be in fishing.	NRG, Chapter II, F17
Grants Management System (GMS)	The electronic web-based grants management system used for the ESEA Consolidated Grant application and reimbursement requests. gms.education.alaska.gov	
Guardian	Any person who stands in the place of the child's parent, *in loco parentis*, whether by voluntarily accepting responsibility for the child's welfare or by a court order.	NRG, Chapter II, B2
Guardian Move	Type of qualifying move where the migratory worker is not the children's parent and/or legal guardian. The migratory worker is the guardian of the children during the move only. The guardian must be 14 years or older. The qualifying move must be an economic need for the child(ren)'s primary household. If applicable, the subsistence must go back to support the child(ren)'s primary household.	
Harvesting of Trees	The act of gathering or taking of the trees. Some examples of harvesting are: topping, felling, and skidding. This does not include harvesting for personal use.	NRG, Chapter II, F13-F14
Identification	Determining the location and presence of potentially eligible families of migratory children.	NRG, Chapter III, A1
ID&R Plan	A document that establishes an identification and recruitment process for a district-level Migrant Education Program that encompasses training of staff, identifying potential children, and effective recruitment.	
Individualized Education Program (IEP)	A written document required for each child who is eligible to receive special education services that is developed, reviewed, and revised in an annual meeting.	34 C.F.R. §300.22 & §300.320
Initial Processing	Work that is beyond the production stage of agricultural work and precedes the transformation of the raw product into something more refined.	NRG, Chapter II, F 20
Instructional Service	Services that provide evidence-based instruction to migratory children.	
Literacy Grant	The Alaska Department of Education & Early Development's Migrant Literacy Grant is a grant-based program for the purchase of literary materials for migratory children. Allocation size depends on the number of qualifying migratory children served by the district.	
Literacy Grant Final Report	This report is for districts that choose to participate in the Migrant Literacy Grant. The report describes what a district did with its literacy grant funds.	
Livestock	Any animal produced or kept primarily for breeding or slaughter purposes, including, but not limited to, beef cattle, hogs, sheep, goats, and horses.	NRG, Chapter II, F6

Alaska Department of Education & Early Development – Migrant Education Office

Word	Definition	Reference, if applicable
Local Education Agency (LEA)	The local agency responsible for the implementation of program services to identified eligible migratory children. In Alaska, this is usually the school district.	
Lunch List	A list of all eligible migratory children in the records manager's district, including those that the district did not recertify during the current or previous school year. This list contains all children recruited by the district who are within their three years of migrant eligibility as of 7/1.	
Mass Withdrawal Report	The end of school year report provided to district records managers. The records manager reports the supplemental program services received by migratory children during the school year on this report. This report also allows the MEO to withdraw all migratory children from the program at the end of the school year.	
Measurable Program Objectives (MPOs)	Measurable outcomes are the results the MEP hopes to achieve at the State and district levels through the provision of specific educational or educationally related services. Measurable outcomes help the MEP determine whether and to what degree it has met the unique educational needs of migratory children that the SEA identified through the comprehensive needs assessment. The measurable outcomes at both the State and districts help migratory children achieve the State's performance targets.	NRG, Chapter VIII, B1, 4 §1306(a)(1)
Migrant Education Office (MEO)	The Migrant Education Office (MEO) is located at the Alaska Department of Education & Early Development (DEED) office in Juneau.	
Migrant Coordinator	The district-level staff member responsible for ensuring local quality control of the migrant identification, recruitment, and eligibility certification process. The coordinator also ensures that key tasks are completed by the deadline and may also develop a program plan or be involved with the federal grant application.	
Migratory Agricultural Worker	An individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in agriculture, which may be dairy work or the initial processing of raw agricultural products. If an individual did not engage in such new employment soon after a qualifying move, such individual may be considered a migratory agricultural worker if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal agricultural employment.	§1309(2) of ESEA, as amended
Migratory Child	A child or youth under the age of 20 (22 with an active IEP) who made a qualifying move in the preceding 36 months— • as a migratory agricultural worker or a migratory fisher; or • with, or to join, a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher.	§1309(3) of ESEA, as amended
Migratory Fisher	An individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment.	§1309(4) of ESEA, as amended
Migratory Worker	Shortened term for Migratory Agricultural Worker or Migratory Fisher.	

Word	Definition	Reference, if applicable
Minimum Data Elements (MDE)	States are required to collect and report minimum data elements (MDEs) to the U.S. Department of Education – Office of Migrant Education (OME). MDEs are data elements that states must collect and maintain in their migratory children and youth databases (i.e., MIS2000) for each of their eligible migratory children in order to make those data available to other states via the national migrant student database, MSIX.	
MIS2000	The Alaska Migrant database. All migrant eligibility information, as well as all MDEs required for the program are entered, stored, and reported through this database.	
Missing Eligible Students Report	A report that lists the children in the district that still have migrant eligibility but were not recertified for the current school year. This report is useful to districts after fall recruitment is over. The MEO can run the missing eligible student list for the district upon request.	
Monitoring	A review of fiscal and program records to determine if those activities are in compliance with federal and state regulations and in conjunction with the LEA application.	
Move	A change from one residence to another that occurs due to an economic necessity.	34 C.F.R. §200.81(j)
MSIX	The Migrant Student Information Exchange (MSIX) system is the technology that allows states to share educational and health information on migratory children who travel from state to state and who, as a result, have student records in multiple states' information systems. MSIX works in concert with the existing migrant student information systems that states currently use (MIS2000 in Alaska) to manage their migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migratory children nationwide.	
Needs Assessment	A needs assessment is a systematic assessment and decision-making process that progresses through a defined series of phases to determine needs, examine their nature and causes, and set priorities for future action.	NRG, Chapter III, A2
Not Yet in School	A child who is usually under the age of 5, and has not yet enrolled in any school. These children will have a grade listed on the COE as 00.	
Out of School Youth (OSY/OY)	Children under the age of 20 who are entitled to free public education in the State and who meet the definition of migratory child, but who are not currently enrolled in a K-12 institution. This term could include children who have dropped out of school or youth who are working on a high school equivalency diploma (GED). This term would not include children in preschool, or children not yet old enough to be enrolled in school	NRG, Chapter II, A5
Parent Advisory Council (PAC)	A council comprised of parents of migratory children representing all regions of the state to provide a means for community and parent input during the planning, operation and evaluation of a Migrant Education Program project.	
Parent/Guardian	The legal guardian or other person standing in *loco parentis* (such as a grandparent, stepparent, aunt or uncle, older sibling with whom the child lives, or a person who is legally responsible for the welfare of the child).	NRG, Chapter II, B2
Permanent Move	A move into a new district, where the family intends to remain and live indefinitely. This move could be made by the child individually, in order to attend school in another school or district (i.e., Mt. Edgecumbe, Galena, etc.)	

Alaska Department of Education & Early Development – Migrant Education Office

Word	Definition	Reference, if applicable
Personal Subsistence	The worker and the worker's family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch.	34 C.F.R. §200.81(m)
Priority for Service (PFS)	A term used to identify children in greatest need of migrant education services. In providing services with migrant funds, the district shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who— (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.	§1304(d) of ESEA, as amended
Production (Agricultural)	Work on farm, ranches, dairies, orchards, nurseries, and greenhouses engaged in the growing and harvesting of crops, plants, or vines and the keeping, grazing or feeding of livestock or livestock products for sale. The term also includes, among other things, the production of bulbs, flower seeds, vegetable seeds, and specialty operations such as sod farms, mushroom cellars, and cranberry bogs.	NRG, Chapter II, F2
Qualifying Arrival Date (QAD)	The date the child and the migratory agricultural worker or migratory fisher (if the child is not the worker) complete a qualifying move to be together. If the child and the worker move at the same time, the QAD is the date they both arrive. If the child's move precedes the worker's move, the QAD is the date that the worker arrived. If the child's move follows the worker's move, the QAD is the date the child arrived.	NRG, Chapter II, E1 & E3

Qualifying Move	A move due to economic necessity—
	
	1. from one residence to another residence; and
	2. from one school district to another school district, except—
	    • in the case of a State that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or
	    • in the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence.
		§1309(5) of ESEA, as amended

Qualifying Work	The temporary or seasonal employment, or personal subsistence in agricultural work or fishing work.	34 C.F.R. §200.81(n)
Quality Control Plan	A document that establishes a quality control process for ensuring the integrity and accuracy of the identification and recruitment policies and procedures of a district-level Migrant Education Program.	
Records Manager (RM)	The district-level staff member assigned the responsibility of collecting and reporting all pertinent migrant child data in a timely basis and transmitting such information to the MEO through MIS2000.	
Recent History of Moves	At least 2 moves that resulted in temporary or seasonal agricultural or fishing employment or personal subsistence (i.e., qualifying work) within the preceding 36 months of the recruiter's interview.	NRG, Chapter II, C13-C17

Word	Definition	Reference, if applicable
Recruiter	The district-level staff member assigned to identify and recruit families of migratory children. This person usually conducts the parent interviews and completes the COEs. A recruiter's primary responsibilities are: 1. to obtain information provided by parents, guardians, and others regarding the child's eligibility for the MEP; 2. to make initial determinations of eligibility; and 3. to accurately and clearly record information that establishes that a child is eligible for the MEP on a COE or ARC form.	
Recruitment	The process of making contact with families of migratory children, explaining the MEP, securing the necessary information to make a determination that the child is eligible for the MEP, and recording the basis of the child's eligibility on a COE.	NRG, Chapter III, A1
Referred Service	Referred services are those provided to a migratory child by another agency through a referral by the migrant program (or migrant funded staff).	
Rejected COE	A COE is marked Rejected if more information is needed, this could be due to missing or inaccurate information on the COE. Rejected COEs are editable by the records manager in COE Draft View.	
Residence	A place where one lives and not just visits. In certain circumstances, boats, vehicles, tents, trailers, etc., may serve as a residence.	NRG, Chapter II, D2
Residency Date (RES)	The date the child establishes or reestablishes residency in the recruiter's district after the most recent qualifying move.	
Seasonal Employment	Employment that occurs only during a certain period of the year because of the cycles of nature and that, by its nature, may not be continuous or carried on throughout the year.	34 C.F.R. §200.81(o)
Service Delivery Plan (SDP)	Guiding document for the implementation of the Alaska Migrant Education Program. It identifies performance targets, measurable program outcomes, service delivery, and evaluation.	
Snap 6	Also called the Eligibility Status List. This report is a list by COE ID of the district's COEs that the records manager has entered into MIS2000 for the year, but are not active (i.e., not approved by the MEO). This report tells the records manager the COEs' current status: incomplete, new/rejected, reviewed/verified, or canceled. Statuses are reported as I, N, V, C respectively. Please note all canceled COEs will be deleted from MIS2000 soon after the eligibility determination has been made.	
Snap 7	This report lists the district's active COEs and the migrant eligible children on each of them for the current school year. Children must be certified on a COE for the current school year to be on this report. Children recertified through a school history line/ARC will not be included.	
Snap 12	A list of all migratory children who are currently eligible (recertified for the current school year) in the record manager's school district. This report now also includes Priority for Services (PFS) status.	
Soon After the Move	Within 60 days after the qualifying move.	NRG, Chapter II, C5

Word	Definition	Reference, if applicable
Spouse	The husband or wife of the migratory child.	
State Education Agency (SEA)	The government agency responsible for statewide education program supervision and administration. The legal entity in each state recognized by the U.S. Department of Education as being the governing agency eligible to receive migrant funds and administer the MEP.	
Summer Enrollment and Withdrawal	This report is provided to districts who run a migrant summer program and is very similar to the Mass Withdrawal Report. Supplemental Services received in a migrant funded summer program are recorded on this report and returned to the MEO by September 30th.	
Supplement, not Supplant	"Supplement, not supplant" is the phrase used to describe the requirement that MEP funds may be used only to supplement the level of funds that would, in the absence of MEP funds, be made available from non-Federal sources for the education of children participating in MEP projects. SEAs and LEAs may not use MEP funds to supplant (i.e., replace) non-Federal funds.	NRG, Chapter X, A1
Supplemental Program Services	Services provided to eligible migratory children. The supplemental program services are those educational or educationally related activities that: • directly benefit a migratory child; • address a need of a migratory child consistent with the state's comprehensive needs assessment and service delivery plan; • are evidence-based or, in the case of support services, are a generally accepted practice; and • are designed to enable the program to meet its measurable outcomes, and contribute to the achievement of the state's performance targets.	
Support Service	Services to provide support and advocacy to migratory children.	
Technical Assistance (TA)	Individual identification and recruitment process and procedure training for MEP staff at each school district as needed. Need is determined by the district and DEED. Technical assistance is provided by the assigned ID&R specialist or migrant program manager. This assistance can be provided on site or through virtual means.	
Temporary Employment	Employment that is conducted for a limited time frame (usually only a few months, but no longer than 12 months).	34 C.F.R. §200.81(p)
Temporary Residence	A place where one lives and not just visits. It is expected that an individual would only live in temporary housing for a limited period of time, usually a few months, but no longer than 12 months.	
To Join/Precede Worker	When the child and the migratory worker make the qualifying move listed in question 1 of the Qualifying Moves & Works Section of the COE separately. The child's move may either precede or follow the worker's move. The date of the child's move must be within 12 months of the date the migratory worker's move. The QAD will be the date the child and the worker complete the move to be together.	

Appendix

Records Managers' Critical Dates

Deadline	Task
August 15	Remote Access Agreement form due to the MEO
August 15	Migrant Web System User Access Form(s) due to the MEO
September 15	Designated SEA Reviewers form due to the MEO
September 30	Summer Enrollment and Withdrawal Report, which details summer supplemental programs (SPs) must be completed and submitted to the MEO
October 15	Priority for Service List of K-2 students must be completed and returned to the MEO
November 3	Fidelity of Strategy Implementation tool (based on previous SY) must be completed and returned to the MEO
November 15	All migratory children and youth must be enrolled and marked as eligible in MIS2000
November 15	Fall Recruitment Report due to the MEO
January 15	Quality Control COEs due upon request
January 31	First semester Course History Report due to the MEO
April 30	Literacy Grant final report due to the MEO
May 31	Literacy Grant application for the next school year due to the MEO
June 15	Mass Withdrawal Report, detailing school year supplemental services (SPs) must be completed and submitted to the MEO
June 30	Second semester Course History Report due to the MEO

District Display Codes for Migrant Districts

Use the **District DISPLAYCODE** filter in all Snap Reports. Remember to use ALL CAPS.

District	Code
Alaska Gateway	AKJVML
Aleutians East	AKSKCY
Anchorage	AKQMKN
Bering Strait	AKSSKW
Bristol Bay	AKGQVG
Copper River	AKQQXW
Cordova	AKPGGN
Craig	AKKQXT
Delta/Greely	AKVWPZ
Dillingham	AKPQXP
Fairbanks	AKNLSS
Galena	AKQWPH
Haines	AKJTHT
Hydaburg	AKDMXG

District	Code
Kake	AKJQYT
Kashunamiut	AKRRQP
Kenai	AKLTVD
Klawock	AKJXHP
Kodiak	AKPGLF
Kuspuk	AKPCKJ
Lake & Peninsula	AKRXZF
Lower Kuskokwim	AKMQZG
Lower Yukon	AKNTRH
Mat-Su	AKHTBJ
Mt. Edgecumbe	AKGZGL
Nenana	AKLWRH
Nome	AKNTWB
Northwest Arctic	AKNCRT

District	Code
North Slope	AKFCLQ
Petersburg	AKPQDY
Saint Mary's	AKJCHF
Sitka	AKMTYD
Southeast Island	AKQXBK
Southwest Region	AKMKKM
Tanana	AKLWSD
Valdez	AKQZCH
Wrangell	AKKTZF
Yakutat	AKRLTS
Yukon/Koyukuk	AKJCLH
Yupiit	AKVRQX

Sample Migrant Reports

Please note that all data and pictures of data shown throughout this guide are fictitious. This is done in order to protect child privacy, and give the user an accurate look at systems and requirements. For information about specific reporting requirements refer to Migrant Reports section starting on page 50.

Summer Enrollment and Withdrawal

Due September 30

Sh Seq	District Name	Facility Name	Student ID	Last Name	First Name	Middle Name	Grade	Summer Enroll Date	Summer Withdrawal Date	SP Codes	COS Provision	COS SP Codes	Comments
123	Migrant Ed.Office	MEO	222222	Gaffaney	Kristine	D	11	05/20/23	08/21/23	R, B, X1	1	R, B	
321	Migrant Ed.Office	MEO	123456	Roust	Tanya	Elaine	12	05/20/23	08/21/23	D, L1			
444	Migrant Ed.Office	MEO	111111	Endsley	Nicole	Anne	00	05/20/23	08/21/23	L2			

Priority for Service K-2

Due October 21

District Name	Facility	Student ID	Last Name	First Name	Grade	Quality as PFS? (Y or N)	What method was used to determine "at risk of failing"?
Migrant Education Office	MEO	456123	Rogers	Kevin	1	Y	AIMSWEB
Migrant Education Office	MEO	789456	Sacchi	Joclyn	2	N	MAP Testing
Migrant Education Office	MEO	987654	Anderson	Joshua	K	Y	Failing Grade in Math/ELA

Fall Recruitment Report

Due November 15

District Name	Student ID	Last Name	First Name	Middle Name	GR	Facility Name	EOE	Term Code IN MIS2000	Term Code UPDATE BY DISTRICT	Term Date UPDATED BY DISTRICT	Family Interviewed	COE	ARC	Uploaded to MEO	Why not recertified	Comments
Migrant Ed.Office	999999	Jones	Jaden	Vik	12	MEO	8/9/22		G	05/16/22	Y				Graduated	
Migrant Ed.Office	888888	Long	Clark	Lee	PS	MEO	8/11/24				Y	X		X		
Migrant Ed.Office	444444	Martin	Destiny		00	MEO	6/3/24				Y		X	X		
Migrant Ed.Office	333333	Moore	May	M	5	MEO	5/12/22	M			N				EOE & Moved	Moved to Georgia

At district request phone number and email address have been added to the MEO provided information on the Fall Recruitment Report, however, due to space constraints they are not pictured.

Course History

Due January 31st and June 30th

Sh Seq	District Name	Student ID	Last Name	First Name	Middle Name	Subject	Course Title	Course Type	Course Section	Term Type Code	Clock Hours (if course was not completed)	Grade to Date (if course was not completed)	Credits Granted	Final Subject Grade
123	Alaska School District	123456	Smith	Kari	Jo	Fine Arts	Ceramics	Regular	1st Semester	Semester			0.5	A
123	Alaska School District	123456	Smith	Kari	Jo	World Languages	French 3	Regular	1st Semester	Semester	36	.25		
123	Alaska School District	123456	Smith	Kari	Jo	Science	Biology	Regular	1st Semester	Full School Year			1.0	B-
123	Alaska School District	123456	Smith	Kari	Jo	Math	Algebra 1	Regular	1st Semester	Semester			0.0	F
222	Alaska School District	555555	Adam	Ryan	K	Language Arts	Honors English	Honors	1st Semester	Full School Year			0.5	B
222	Alaska School District	555555	Adam	Ryan	K	Social Studies	World History	Regular	1st Semester	Semester			0.5	A
222	Alaska School District	555555	Adam	Ryan	K	Career & Tech Ed	Welding Tech 2	Regular	1st Semester	Semester			0.5	C

Mass Withdrawal

Due June 15

Sh Seq	District Name	Facility Name	Student ID	Last Name	First Name	Middle Name	Birth Date	GR	Enroll Date	EOE Date	PFS	Withdrawal Date	Term Type	Term Date	SP Codes	COS Provision	COS SP Codes	Comment
123	Migrant Ed.Office	MEO	222222	Gaffaney	Kristine	D	10/27/03	11	8/25/23	8/17/24	Yes	5/15/24	M	5/17/24	R, D, L			Moved to California
321	Migrant Ed.Office	MEO	123456	Roust	Tanya	Elaine	3/8/02	12	8/25/23	6/1/24		5/15/24	G	5/15/24	A, X2			
444	Migrant Ed.Office	MEO	111111	Endsley	Nicole	Anne	12/3/17	00		7/1/24		5/15/24						

Supplemental Services

Instructional

L1 – Literacy Event with Instructional Service by Teacher: Book(s) provided through the Migrant Literacy Grant program or other sources AND participation in related literacy instruction/activities led by a certified teacher. Certified teacher must be paid using migrant literacy grant funds.

L2 – Literacy Event with Instructional Service by Non-Certificated: Book(s) provided through the Migrant Literacy Grant program or other sources AND participation in related literacy instruction/activities led by an individual who is not certified. The non-certificated individual must be paid using migrant literacy grant funds.

B – Reading by Teacher: Reading instruction provided by a certified teacher.

C – Reading by Non-Certificated: Reading instructional support provided by an individual who is not certificated.

D – Math by Teacher: Math instruction provided by a certified teacher.

E – Math by Non-Certificated: Math instructional support provided by an individual who is not certificated.

F – Language Arts by Teacher: Language Arts instruction provided by a certified teacher.

G – Language Arts by Non-Certificated: Language Arts instructional support provided by an individual who is not certificated.

H – Science: Science instructional support provided by a certified teacher or an individual who is not certificated.

R – High School Credit Accrual: Instruction in courses that accrue credits needed for high school graduation provided by a certified teacher for students on a regular or systematic basis, usually for a predetermined period of time. This includes correspondence courses taken by a student under the supervision of a certified teacher. Please also provide an SP code for the corresponding content area in which the service was provided for the students reported as receiving High School Credit Accrual.

S – Social Studies: Social Studies instructional support provided by a certified teacher or an individual who is not certificated.

T – Other Academic Content or Study Skills Support: Study skills, instructional support in other academic content areas such as art and music.

U – Career and Technical Education: MEP-funded instructional support in career and technical education.

V – Preschool: Eligible migratory children attending a MEP-funded preschool.

Support

A – Literacy Support: Book(s) provided through the Migrant Literacy Grant program.

W – Counseling: Services to help a student better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy. These counseling services are outside of the regular counseling provided to all district students.

X1 – Educational Support Resources: Support services to provide educational resources to migratory children. Examples include books for the home, school supplies, and technology support.

X2 – Social Work, Outreach or Advocacy, Nutrition, Health/Safety Education, and Family Support Services: Support services other than counseling and educational resources provided to migratory children funded by the Migrant Education Program. Examples include health, nutrition, transportation, necessary winter clothing, and related social services.

P – Academic Success Coaching: Support services to provide academic success coaching, to migratory middle and high school students, which could include progress monitoring and assistance when a student is at risk of receiving a D or F in an ELA or math course.

Key Charts

Sex

Code	Definition
M	Male
F	Female

Multiple Birth (MB)

Code	Definition
Y	Yes (Twin, Triplet, or other Multiple Birth)
N	No (Single Birth)

Birth Date Verification Code

Code	Definition
1003	Baptismal or Church Certificate
1004	Birth Certificate
1005	Entry in Family Bible
1006	Hospital Certificate
1007	Parent's Affidavit
1008	Passport
1009	Physician's Certificate
1010	Previously Verified School Records
1011	State Issued ID
1012	Driver's License
1013	Immigration Document
2382	Life Insurance Policy
9999	Other

Ethnic Breakdown (EB)

Code	Definition
1	White (Caucasian)
2	Black or African American
3	Hispanic/Latino
4	Asian
5	American Indian
6	Alaska Native
7	Two or More Races
8	Native Hawaiian or Pacific Islander

Immunizations Records Flag (IM)

Code	Definition
Y	Yes (Immunizations Records on File at District)
N	No (Immunizations Records **not** on File at District)

Grade (GR)

Code	Definition
00	Not Yet in School
PS	Preschool
K	Kindergarten
1	First Grade
2	Second Grade
3	Third Grade
4	Fourth Grade
5	Fifth Grade
6	Sixth Grade
7	Seventh Grade
8	Eighth Grade
9	Ninth Grade
10	Tenth Grade
11	Eleventh Grade
12	Twelfth Grade
OY	Out of School Youth

Permanent Termination Codes (Term)

Code	Definition
D	Deceased
G	Graduated
Y	Aged Out

Temporary Termination Codes (Term)

Code	Definition
M	Moved
N	Parental Refusal
O	Dropped Out
U	Unreachable

Type of Enrollment (Type)

Code	Definition
R	Regular School Year
S	Summer Program

Medical Alert Indicator (MA)

Code	Definition
C	Chronic
A	Acute
N	None

State Abbreviations Key

State	Abbreviation
Alabama	AL
Alaska	AK
Arizona	AZ
Arkansas	AR
California	CA
Colorado	CO
Connecticut	CT
Delaware	DE
Florida	FL
Georgia	GA
Hawaii	HI
Idaho	ID
Illinois	IL
Indiana	IN
Iowa	IA
Kansas	KS
Kentucky	KY
Louisiana	LA
Maine	ME
Maryland	MD
Massachusetts	MA
Michigan	MI
Minnesota	MN
Mississippi	MS
Missouri	MO
Montana	MT

State	Abbreviation
Nebraska	NE
Nevada	NV
New Hampshire	NH
New Jersey	NJ
New Mexico	NM
New York	NY
North Carolina	NC
North Dakota	ND
Ohio	OH
Oklahoma	OK
Oregon	OR
Pennsylvania	PA
Rhode Island	RI
South Carolina	SC
South Dakota	SD
Tennessee	TN
Texas	TX
Utah	UT
Vermont	VT
Virginia	VA
Washington	WA
West Virginia	WV
Wisconsin	WI
Wyoming	WY

US Districts & Territories Key

District or Territory	Abbreviation
American Samoa	AS
District of Columbia (Washington DC)	DC
Federated States of Micronesia	FM
Guam	GU
Marshall Islands	MH
Northern Mariana Islands	MP
Palau	PW
Puerto Rico	PR
Virgin Islands	VI

Alaska School Districts

Currently, 40 of Alaska's 54 school districts operate a Migrant Education Program.

Districts Operating Migrant Education Program

Alaska Gateway School District
Aleutians East School District
Anchorage School District
Bering Strait School District
Bristol Bay School District
Copper River School District
Cordova School District
Craig School District
Delta Greely School District
Dillingham School District
Fairbanks School District
Galena School District
Haines School District
Hydaburg School District
Kake School District
Kashunamiut School District
Kenai School District
Klawock School District
Kodiak School District
Kuspuk School District
Lake & Peninsula School District
Lower Kuskokwim School District
Lower Yukon School District
Mat-Su School District
Mt. Edgecumbe School District
Nenana School District
Nome School District
North Slope School District
Northwest Arctic School District
Petersburg School District
Saint Mary's School District
Sitka School District
Southeast Island School District
Southwest Region School District
Tanana School District
Valdez School District
Wrangell School District
Yakutat School District
Yukon-Koyukuk School District
Yupiit School District

Districts Not Operating a Migrant Education Program

Aleutian Region School District
Annette Island School District
Chatham School District
Chugach School District
Denali School District
Hoonah School District
Iditarod School District
Juneau School District
Ketchikan School District
Pelican School District
Pribilof School District
Skagway School District
Unalaska School District
Yukon Flats School District

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School District Boundaries

Districts with an Area Less than 15,000 Square Miles

In all school districts which have an area less than 15,000 square miles, qualifying moves **must cross school district boundaries**.

Anchorage School District	Hoonah School District	Pelican School District
Annette Island School District	Hydaburg School District	Petersburg School District
Bristol Bay School District	Juneau School District	Pribilof School District
Cordova School District	Kake School District	Saint Mary's School District
Craig School District	Kashunamiut School District	Sitka School District
Delta-Greely School District	Ketchikan School District	Skagway School District
Denali School District	Klawock School District	Tanana School District
Dillingham School District	Kuspuk School District	Unalaska School District
Fairbanks School District	Mt. Edgecumbe School District	Valdez School District
Galena School District	Nenana School District	Wrangell School District
Haines School District	Nome School District	Yupiit School District

Districts with an Area More than 15,000 Square Miles

In all school districts which have an area more than 15,000 square miles, qualifying moves must cross school district boundaries or be a distance of 20 miles or more, one way, to a temporary residence.

Alaska Gateway School District	Iditarod School District	North Slope School District
Aleutian Region School District	Kenai School District	Northwest Arctic School District
Aleutians East School District	Kodiak School District	Southeast Island School District
Bering Strait School District	Lake & Peninsula School District	Southwest Region School District
Chatham School District	Lower Kuskokwim School District	Yakutat School District
Chugach School District	Lower Yukon School District	Yukon Flats School District
Copper River School District	Mat-Su School District	Yukon-Koyukuk School District

Further documentation for qualifying moves in districts with an area more than 15,000 square miles must be done during the interview process. **A map is required to document moves of 20 miles or more**. The map must have a legend/scale for determining distance and must be **attached to the original COE** and be kept on file at the district office. One map tool districts may use is the Alaska Schools & Education Map. This map will show all of Alaska's public school district boundaries, as well as the communities & schools within them. Districts can use this resource to track routes, measure distances, and print custom maps. Instructions for the Alaska Schools & Education Map can be found on page 160.

Districts must adopt necessary procedures to ensure the validity of the qualifying move. On the COE, the specific geographic location of the most recent qualifying move must be listed to determine eligibility.

Errors and Submission Checks in MIS2000

The MEO has implemented a series of pop-up messages throughout the Alaska Migrant Web System in an attempt to avoid common errors with data entry and to ensure the fidelity of historical data. This ensures that information entered and uploaded to the State is complete and correct. Various pop-up error, warning, and reminder messages are described on the following pages. For additional questions regarding pop-up messages, please contact the MEO (page 163).

ARC Errors, Submission Checks, and Warnings

Error Messages	Description
Certification Checkbox Error "Certification checkbox not checked."	Users must check the Eligibility Data Certification boxes prior to submitting or approving an ARC. If the box is not checked, an error will occur.
Child has EOE'd Error "The QADate on this COE is older than three years."	ARCs can only be submitted for children who have not reached their End of Eligibility Date (EOE), based on the approved COE that is being recertified. If the QAD is more than three years from today's date, an ARC cannot be completed and an error will occur.
Child has Graduated Error "Child has a graduation date."	If a child is marked in MIS2000 as having graduated in a previous school year, they cannot be recertified on an ARC. If a recruiter attempts to certify a child that has already graduated as is noted in MIS2000, an error will occur.
Child has Terminated Error "Child has terminated."	Only active and eligible children are eligible to be recertified using an ARC. If an ARC is created in the Web System for a child who has permanently termed out of the migrant program (i.e., graduated, deceased, aged out) as is noted in MIS2000, an error will occur.
Child is Over 20 without an IEP Error "Child is over 20 without an IEP."	All children listed on an ARC must be under the age of 20 at the time the ARC is submitted, unless an active IEP is on file with the district and documented in MIS2000. If a child is 20 years or older at the time or recertification and there is no IEP on file based on the data in MIS2000, an error will occur.
Child is Over 22 Error "Child is over 22."	All children listed on an ARC must be under the age of 22 at the time the ARC is submitted. If a child is over the age of 22 at the time of ARC submission through the Web System, an error will occur.
COE not Approved Error "The COE has not been approved."	ARCs can only be submitted for children listed on an approved COE for the recruiter's district. If a recruiter tries to create an ARC based on a COE created by another district, an error will occur.
Facility Name Incompatible with Grades 00 or OY Error "Child must have a school district with grades 00 or OY."	Children listed in grades 00 or OY must use the generic facility name for a particular school district. The School Name field must be completed with the School District Name. Any other facility name will cause an error.
Facility Not Authorized Error "Child is not in a school you are authorized for."	ARCs can only be completed by recruitment staff using a specified list of facility names. School names must be chosen based on the list of approved facilities for each district. These lists are customized for each district. Unapproved facility names being used on enrollments will result in an error.
Future Enroll Date Error "Child must have a non-future enroll date with grades PS-12."	Children cannot be certified on any enrollment (COE or ARC) with a future enrollment date. The Enrollment Date field requires a date to be on or after 8/1 of the given school year and on or before today's date. Any dates submitted later than today's date will result in an error.

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Error Messages	Description
Grades 00 or OY cannot have an Enroll Date Error "Child cannot have an enroll date in grades 00 or OY."	Enrollment dates cannot be submitted on ARCs for children who are not attending any school – these are children listed in grades 00 or OY. These children will have no enrollment date, as they are not currently enrolled in any school. If an enrollment date is submitted for children listed in grades 00 or OY, an error will occur.
Missing Another District Public or Non-Public School Name and District Comment Error "Child Name: Non-Public / Another District Public Comment cannot be blank"	If a child is enrolled in a non-public school or a public school operated by another school district, a comment must be provided detailing the name of the school the child is enrolled in and the school district in which the school is located.
Missing Enroll Date (Children Not in Grades 00 or OY) Error "Enroll Date is required on this enrollment."	Enroll Dates are required on all enrollments (COE or ARC) created in the Web System, unless an enrollment is submitted for a child in grade 00 (too young to be in school) or OY (dropped out of school). Any other grade will require an enroll date. If no enroll date is submitted, when required, an error will occur.
Missing Facility Error "Facility must be specified."	All enrollments created in the Web System (COE or ARC) require a facility to be chosen from the **SCHOOL NAME** drop-down list. If a facility is not chosen for an enrollment, an error will occur.
Missing Grade Error "Grade must be specified."	All enrollments created in the Web System (COE or ARC) must include a grade. An error will occur if an enrollment is submitted without any grade specified.
No Student to Recertify Error "No students have been selected to recertify."	At least one child listed on the ARC in the Web System, must have the **RECERTIFY** field showing "Y" for yes. If all children listed on the recertification screen have the **RECERTIFY** field set to "N" for no, an error will occur.
Unacceptable Grade Error "Child cannot have grade UG."	Children cannot be submitted on any enrollment (COE or ARC) with grade UG. If grade UG is submitted, an error will occur.

COE Errors, Submission Checks, and Warnings

When entering COEs in the Web System, a series of messages may appear if information is entered incorrectly and/or when a user attempts to submit a COE. The system will not allow incorrect COE information to be entered/submitted. This ensures that information entered and uploaded to the State is complete and accurate.

Error and Warning Messages	Description
4a or 4b Not Specified Error "Eligibility Section 4 – 4a or 4b must be specified."	Users must select either 4a or 4b from Qualifying Data Section. The worker must have either engaged in new qualifying work soon after the move (4a) or actively sought new qualifying work and have a recent history of moves for qualifying work (4b). If no selection is made an error will occur.
Additional Move To Date Before From Date Error "Additional Move From <Move Number> Date must precede Additional Move To Date."	If an additional move is specified, the **ADDITIONAL MOVE FROM DATE** must be earlier than the **ADDITIONAL MOVE TO DATE**. The Additional Move From Date is the date when the additional qualifying move begins, while the Additional Move To Date is when the additional qualifying move ends.
Additional Qualifying Move Date Error "Additional move dates must be before the QAD."	The system does not allow the **ADDITIONAL MOVE DATES** to be after the QAD date.
***Additional Qualifying Moves Date* Restrictions Error** "Eligibility Panel – Additional Move From Date is more than 365 Days from QAD."	The start date for **ADDITIONAL QUALIFYING MOVES** must be within 1 year/365 days of the QAD.
Agricultural Move Warning *"Agricultural was checked. Provide a note in the Comments Section specifying whether or not immediate or extended family members own the land the qualifying work took place on."*	The user will receive a pop-up message when they select "**AGRICULTURAL**" in the Qualifying Moves and Work Section. The pop-up message will remind the user to provide an agricultural comment in the comments section. Comment should indicate if immediate or extended family owns the land the qualifying work occurred on.
AK State ID Already in Use Error "The AK Student ID XXXXXXXXXX is already in use by another record."	An error message is received when districts enter an **ALASKA STUDENT ID (AKSID)** for a child and the AKSID is already in use in MIS2000.
As the Worker Relationship Error "As the worker with a relationship other than 'Child', is contradictory and not allowed."	If the child is the worker and "**AS THE WORKER**" was selected in 2a in the Qualifying Moves and Work Section, the relationship chosen in 2b must be "**THE CHILD**."
As the Worker Multiple Children Error "As the worker cannot be selected when multiple children are listed in the Child Data Section."	If "**AS THE WORKER**" is selected in the Qualifying Moves and Work Section and there may not be more than one child listed in the Child Data Section. A separate COE would need to be created for any children that traveled with or to join/precede the worker.
Attached Document Error "A document attachment is required when Interviewee Signature on file is checked." "A document attachment is required when Interviewer Signature on file is checked." "A document attachment is required when Reviewer Signature on file is checked."	Error checks are in place to ensure that a file is uploaded if any the **SIGNATURE ON FILE** checkboxes has been checked.
Attached Map Error "Attached Document Errors – A map attachment is required for in-district moves."	If the district names listed in question 1 or 4 of the Qualifying Moves & Work Section are the same for both the to and from districts, a map must be uploaded to the Web System. If there is no file uploaded, an error will occur.

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Error and Warning Messages	Description
Both To Join and Child Selected Error "Eligibility Section 2 – 'To join or precede the worker' with a relationship of 'Child' are contradictory and not allowed."	The child cannot have moved both TO JOIN OR PRECEDE the worker in 2a and be THE WORKER as marked in 2b of the Qualifying Data Section.
Child has Reached Age 22 Error "Student is over 22 and cannot be modified."	District staff cannot modify migratory children who have reached age 22. This includes updating name, birthdate, demographic information, creating a new school history line, or adding the child to a COE. Contact the MEO (page 163) if it is believed that a child's birth date was entered incorrectly or if there is some other reason that the child should be editable by the district.
Child Missing First or Last Name Error "Field 'Last Name' must have a value" "Field 'First name' must have a value."	Each child listed on the COE must have both a FIRST and LAST NAME. If one of these names are missing the, COE cannot be submitted to the next level of approval.
City Name Restrictions Error "Eligibility Section 1 – Moved From and To City cannot be the same" "Eligibility Section 4 – Moved From and To City cannot be the same."	Error checks have been implemented in the Web System to ensure that if the district names listed in question 1 or 4 of the Qualifying Moves & Work Section are the same for both the to and from districts, the to and from cities must be unique.
Data Locked Error "This COE data is locked. Updates can only be added to the Comments Field. Please contact the Alaska Migrant Education Office regarding any other changes."	The error message, will appear for one of two reasons: 1. When creating a new COE on the wrong school year, usually the prior school year. 2. When trying to enter data on a locked COE. Changes to approved COEs made after December 31 of each year require districts to notify the MEO. This is to protect information from being accidentally changed. Additionally, COEs from previous years cannot be changed because they are considered historical information.
Date of Birth is After the QAD Error "This child was born after the QA Date."	The child has a date of birth that is after the QAD. A child must have been born prior to the QAD in order to be listed in the Child Data Section of the COE.
Duplicate Signature Collection Error "Signature Panel – Interviewee Signature on File cannot be checked when an Interviewee Signature has been collected." "Signature Panel – Interviewer Signature on File cannot be checked when an Interviewer Signature has been collected." "Signature Panel – Reviewer Signature on File cannot be checked when a Reviewer Signature has been collected."	Error checks are in place to prevent a COE from being submitted if the Signature on File has been checked and an electronic signature in the Web System has been collected.
Enroll Date before Date of Birth Error "Enroll date cannot be prior to student date of birth."	The ENROLL DATE must be later than the child's DATE OF BIRTH.
Enroll Date before QAD or Res Date Error "The Enroll Date entered is before the QAD or Res Date. This is incorrect; please correct the dates."	The ENROLL DATE cannot be before the QAD or the RESIDENCY DATE. The enroll date is the first day of school that the child attends after the qualifying move.
Enroll Date Must be Later than the QAD "Enrollment date must be later than the Qualifying Arrival Date."	The ENROLL DATE must be later than the QUALIFYING ARRIVAL DATE. The enroll date is the first day the child is physically in the classroom after the most recent qualifying move.

Error and Warning Messages	Description
Enrollment before Date of Birth Error "Enroll date cannot be prior to student birthdate."	The **ENROLLMENT DATE** must be after the student's **BIRTHDATE.** Children cannot be enrolled before they are born.
Enrollments Greater than One Year Error "Difference between enroll and withdraw date exceeds 1 year."	For children enrolled in school, the **WITHDRAWAL DATE** must be within one year of the **ENROLLMENT DATE.** This error will NOT occur for children without an **ENROLLMENT DATE (**too young, or out of school youth**).**
Facility Name Incompatible with Grades 00 or OY Error "Child must have a school district with grades 00 or OY."	Children listed in grades 00 or OY must use the generic facility name for a particular school district. The **SCHOOL NAME** field must be completed with the School District Name. Any other facility name will cause the error to occur.
Future Date Error "COE Future Date Errors – (specified date) cannot be in the future."	Future dates are not allowed. All dates on a COE must be on or before the current date.
Future Enroll Date Error "Child must have a non-future enroll date with grades PS-12."	Children cannot be certified on any enrollment (COE or ARC) with a future enrollment date. The **ENROLL DATE** field requires a date to be on or after 8/1 of the given school year and on or after today's date. Any dates submitted later than today's date will result in an error.
Interviewee Signature Date Before QAD Error "Interviewee Sign Date cannot be prior to the QADate."	The **INTERVIEWEE SIGN DATE** must be after the **QUALIFYING ARRIVAL DATE**.
Interviewee Signature Date Error "Signature Panel – Interviewer Sign Date cannot be prior to Interviewee Sign Date."	The **INTERVIEWEE SIGNATURE DATE** must be the same as or before the **INTERVIEWER SIGNATURE DATE** and **SEA REVIEWER SIGNATURE DATE.**
Interviewer Signature Date Error "Signature Panel – SEA Reviewer Sign Date cannot be prior to Interviewee Sign Date."	The **INTERVIEWER SIGNATURE DATE** must be the same as or before the **SEA REVIEWER SIGNATURE DATE**. If the user enters an SEA Reviewer Sign Date that predates the interviewer sign date, an error will occur.
Less than Seven Nights on COE Warning "There are less than seven nights listed on the COE. Enter a comment detailing at least seven nights of engagement in qualifying work. Ensure that all additional qualifying moves accounted for. Number of nights is currently X."	When there are less than seven nights listed on the COE (including Additional Qualifying Moves) a warning message will be displayed. When this occurs a comment is required to describe the length of engagement in the migratory work as listed in numbers 4 and 5 of the Qualifying Moves & Work Section. This pop-up will not prevent users from submitting the COE to the next level of approval. However, if this comment is not in the Comments Section, the MEO Eligibility Specialist will reject the COE back to the records manager.
Missing 4b Comment Error "Eligibility Section 4 – 4b requires a comment."	When 4b is selected in the Qualifying Data Section comments must be provided.
Missing 6a or 6b Comment Error "Eligibility Section 6 – 6a or 6b requires a comment."	When **TEMPORARY** is selected in 5a, and **WORKER'S STATEMENT** (6a) or **EMPLOYER'S STATEMENT** (6b) is selected in question 6 of the Qualifying Data Section, users must enter the statements as comments.
Missing 6C Employer Name Error "Eligibility Section 6c – Employer Name cannot be blank."	When **TEMPORARY** is selected in 5a, and **STATE DOCUMENTATION** (6c) is selected in 6, of the Qualifying Data Section, users must specify the **EMPLOYER NAME**.

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Error and Warning Messages	Description
Missing Additional Move Date Errors "Additional Move <Move Number> To Date must be specified when From Date is specified." "Additional Move <Move Number> From Date must be specified when To Date is specified."	All additional moves require an **ADDITIONAL MOVE FROM DATE** and an **ADDITIONAL MOVE TO DATE**. Both dates must be specified or an error will occur.
Missing Agriculture or Fishing Error "Eligibility Section 5b – Agriculture or Fishing work must be specified."	After the work is listed in question 5, a selection must be made in 5b to determine whether the qualifying work was **AGRICULTURAL** or **FISHING**. If no selection is made, the user will receive an error.
Missing Another District Public or Non-Public School Name and District Comment Error "Children Panel – Child Name: Non-Public / Another District Public Comment cannot be blank"	If a child is enrolled in a non-public school or a public school operated by another school district, a comment must be provided detailing the name of the school the child is enrolled in and the school district in which the school is located.
Missing Birthdate Error "Field 'Birth Date' must have a value."	Each child listed on the COE must have the **BIRTH DATE FIELD** complete, and it must be in mm/dd/yyyy format.
Missing Birthdate Verification Code Error "Birth Verification must be specified."	The **VER (BIRTH DATE VERIFICATION) FIELD** must be completed for each child on the COE. This field cannot be blank.
Missing Children on COE Error "Child Panel – No enrollments have been added to the COE"	The Child Data Section of the COE does not currently have a child saved to this section. The user must enter a child in the Child Data Section and click the Save Student button.
Missing Current Address Errors "Family Panel – Current Address cannot be blank." "Family Panel – Current City cannot be blank." "Family Panel – Current State cannot be blank." "Family Panel – Current Zip cannot be blank."	The **CURRENT ADDRESS** is required on all COEs. This information must be completed in the Family Data Section. Street address, city, state, and zip are all required fields.
Missing Enroll Date Error "Children Panel – [last name, first name]: Enroll Date cannot be blank."	Children listed in grades PS-12 are required to have **ENROLLMENT DATES** listed on the COE. Children marked as grade 00 or OY, will not receive this error.
Missing Ethnicity Error "Field 'Race' must have a value."	Each child listed on the COE must have their race/ethnicity specified in the **EB (ETHNIC BREAKDOWN) FIELD**.
Missing Facility Error "Field 'Facility' must have a value."	Each child listed on the COE must have a **SCHOOL (FACILITY) NAME**.
Missing Gear and/or Catch Error "Eligibility Section 5 – Qualifying Work description cannot be blank."	The **QUALIFYING WORK** must be specified in question 5 of the Qualifying Data Section. Leaving the gear or the catch field blank will result in an error.
Missing Grade Error "Field 'Grade' must have a value."	When entering enrollment data for a child on the Child Data Section, the district must enter a grade in the **GRADE** field. An error message will pop-up if a grade is not entered.
Missing Immunizations Record Flag (IM) "Field 'Imm Avail' must have a value."	**IMMUNIZATIONS RECORD** Flag cannot be left blank in COE Draft View. Select **Y** if the district has an immunizations record on file for the child or **N** if the district does not have an immunizations record on file for the child.
Missing Mailing Address Errors "Family Panel – Mailing Address cannot be blank." "Family Panel – Mailing City cannot be blank." "Family Panel – Mailing State cannot be blank." "Family Panel – Mailing Zip cannot be blank."	The **MAILING ADDRESS** is required on all COEs. This information must be completed in the Family Data Section. Street address, city, state, and zip are all required fields. Mailing address may be the same as the current physical address.

Error and Warning Messages	Description
Missing Medical Alert Indicator (MA) "Field 'Med Alert' must have a value."	MEDICAL ALERT Indicator cannot be left blank. This indicator must be completed for each child in COE Draft View.
Missing Move From or To Errors "Eligibility Panel – From School District is required," (for AK school districts only). "Eligibility Panel – From City cannot be blank." "Eligibility Panel – From State cannot be blank." "Eligibility Panel – From Country cannot be blank." "Eligibility Panel – To School District is required." "Eligibility Panel – To City cannot be blank." "Eligibility Panel – To State cannot be blank." "Eligibility Section 4 – From District cannot be blank," (for AK school districts only). "Eligibility Section 4 – From City cannot be blank." "Eligibility Section 4 – From State cannot be blank." "Eligibility Section 4 – From Country cannot be blank." "Eligibility Section 4 – To District cannot be blank," (for AK school districts only). "Eligibility Section 4 – To City cannot be blank." "Eligibility Section 4 – To State cannot be blank."	When entering child qualifying move and worker qualifying move data in the Qualifying Data Section, the district must enter the Move From and the Move To locations. Required Data includes From School District (for all districts in Alaska), From City, From State, From County, To School District (for all districts in Alaska), To City, To State. This applies to the child's move in number 1 and the worker's move in number 4. All error messages will be displayed after the user hits the submit button if any of these data are omitted. If the user is trying to record an Out of State move location, the State field must be updated to the state abbreviation that the move was from or to. Selecting a state other than AK will allow the From School District field to be allowed to be left blank for both the child and/or the workers from or to move locations.
Missing Multiple Birth Error "Field 'Multiple birth Code' must have a value."	Each child listed on the COE must have the MB (MULTIPLE BIRTH) field completed. This is a Yes/No field.
Missing Parent/Guardian Error "Family Panel – A Parent/Guardian is mandatory (First and Last Name are required)."	At least one PARENT/GUARDIAN must be listed in the Family Data Section. Name of parent/guardian must be Last Name, First Name.
Missing Phone Number Error "Family Panel – At least 1 Telephone must be specified for Parent 1 or Parent 2."	At least one 10-digit telephone number must be provided. Phone number can be provided for Parent/Guardian 1, Parent/Guardian 2, or both Parents/Guardians.
Missing QAD Error "Eligibility Section 3 – QAD cannot be blank."	The COE must have a QUALIFYING ARRIVAL DATE (QAD) listed in question 3of the Qualifying Data Section. If no QAD is specified, an error will occur.
Missing Residency Date Error "Upper COE Panel – Residency Date cannot be blank."	RESIDENCY DATE is a required field on the COE. Enter the Residency date. It can be found at the top of the COE.
Missing Seasonal or Temporary Error "Eligibility Section 5a – Seasonal or Temporary must be specified."	After the work is listed in question 5, a selection must be made in 5a to determine whether the qualifying work was SEASONAL or TEMPORARY. If no selection is made, the user will receive an error.
Missing Selection in 2a (As, With, or To Join) Error "Eligibility Panel Section 2a cannot be blank."	A selection must be made in 2a of the Qualifying Data Section, to determine whether the child made the qualifying move AS the worker, WITH the worker, or TO JOIN OR PRECEDE the worker. If no selection is made an error occur.
Missing Sex (Gender) Error "Field 'Sex' must have a value."	The SEX (GENDER) FIELD must be specified for each child listed on the COE. This field cannot be blank.

Error and Warning Messages	Description
Missing Signature and Date Errors "Interviewee signed by name must be specified." "Interviewee relationship must be specified." "Interviewee signed date must be specified." "Interviewer signed by name must be specified." "Interviewer signed date must be specified."	When entering information into the Signature Sections, the district must enter all signature information for the Interviewee and Interviewer. This data includes INTERVIEWEE SIGNED BY NAME, INTERVIEWEE RELATIONSHIP, INTERVIEWEE SIGNED DATE, INTERVIEWER SIGNED BY NAME, INTERVIEWER SIGNED BY DATE, DESIGNATED SEA REVIEWER NAME, and DESIGNATED SEA REVIEWER SIGNED DATE. An error message will appear if any part of it is not entered.
Missing Signature Error "Signature Panel – Interviewee Signature cannot be blank or must be on file." "Signature Panel – Interviewer Signature cannot be blank or must be on file."	If an electronic signature panel is blank, then the SIGNATURE ON FILE checkbox for that field must be marked. If the SIGNATURE ON FILE checkbox is not marked, then the electronic signature panel must be signed. If neither the electronic signature panel signed nor the SIGNATURE ON FILE checkbox is marked, an error will occur.
Missing Signature Field Error "Signature Panel – Interviewee Sign Name cannot be blank." "Signature Panel – Interviewee Sign Date cannot be blank." "Signature Panel – Interviewee Relationship cannot be blank." "Signature Panel – Interviewer Sign Date cannot be blank." "Signature Panel – Interviewer Name cannot be blank." "Signature Panel – Reviewer Sign Date cannot be blank." "Signature Panel – Reviewer Name cannot be blank." "Signature Panel – SEA Reviewer Sign Date cannot be blank."	All signature data fields must be completed regardless of whether the COE contains electronic signatures obtained via the Web System or has an attached printed COE with ink or non-Web System electronic signatures. All error messages will be displayed after the user hits the submit button if any of these data fields are omitted.
Missing Temporary Documentation Error "Eligibility Panel – Eligibility Section 6 must be completed."	If TEMPORARY is selected in 5a, the user must also complete question 6 in the Qualifying Data Section. If no selection in question 6 is made, when TEMPORARY is selected in 5a, the error will occur.
Missing Worker Name Error "Eligibility Panel 2b – Worker name cannot be blank."	A WORKER NAME must be specified in 2b. If a worker name is not specified the user will receive an error message.
New Enrollment Error "You must first add a child to the COE."	This error message will appear when districts try to enter child data without clicking on the NEW ENROLLMENT button first.
No AK Student ID, But Enrolled in Public School Error "The AK State ID must be assigned."	All children enrolled in a public school in the State of Alaska (including statewide correspondence schools) are required to have an AKSID entered into MIS2000. COEs cannot be submitted from COE DRAFT view without it.
No Longer Migratory Worker Error "Eligibility Section 4 – Moved Date cannot be more than 36 months from today."	The date of worker engagement as typed in 4a is more than 36 months from today's date. The individual listed is not considered to be a migratory worker.
Past Enroll Date Error "Enrollment date must be in the correct school year. The school year for this enrollment begins (specified date)."	If the ENROLL DATE is not in the current school year, an error will occur.
Phone Number Restrictions Error "Telephone must be 10 digits in length."	When entering the phone number in the Family Data tab, the district must enter a 10-digit telephone number, which includes the area code. An error message will appear if the phone number is less than 10 digits.

Error and Warning Messages	Description
Pole Comment Reminder "Comment is needed verifying pole was not used for Sport or Recreation."	When users select **POLE** for the gear listed in the Qualifying Data Section, a warning will occur. This will not prevent the user from submitting the COE. The message serves as a reminder for a required comment regarding the use of the pole.
QAD and RES Date are the Same Warning "QAD and RES dates are the same. Please indicate the length of move in comments."	The QAD and Residency Date can be the same on the COE. However, when this occurs a comment is required to describe the length of engagement in the migratory work as listed in questions 4 and 5 of the Qualifying Moves & Works Section. This pop-up will not prevent users from submitting the COE to the next level of approval. However, if this comment is not in the Comments Section, the MEO Eligibility Specialist will reject the COE back to the records manager.
QAD More than 36 Months Ago Error "Eligibility Panel – QAD cannot be more than 36 months from today."	The **QUALIFYING ARRIVAL DATE** listed in number 3 of the Qualifying Data Section, must be with 36 months of the current date. If the QAD is more than 36 months from today, an error will occur.
Residency Date Prior to QAD Error "Upper COE Panel – Residency Date cannot be prior to QAD."	Residency Date must occur after the Qualifying Arrival Date.
Residency Date Reminder "The RES date is more than 30 days after the QAD Date. Please make a note in the Comments box explaining the duration of the migratory move (start and end date) and why the RES date is much later than the QAD date."	When entering data in the Qualifying Data Section of the COE, this pop-up message may appear if data was entered incorrectly, or the data entered needs more clarification. The system does not allow for the Residency Date to be more than 30 days after the QAD. This warning does not prevent the COE from being submitted to the next level of approval. If the Residency Date entered is correct and is 30 days or more after the QAD, a comment must be provided in the Comments Section.
Reviewer Signature Date Error "Reviewer Sign Date cannot be prior to the Interviewee Sign Date." "Reviewer Sign Date cannot be prior to the Interviewer Sign Date."	If the user enters an **SEA REVIEWER SIGNATURE DATE** that predates the **INTERVIEWEE** and/or **INTERVIEWER SIGNATURE DATE**, an error will occur.
Same Interviewer and Reviewer Error "Interviewer and Reviewer names cannot be the same."	There must be three unique signatures on the COE. If the **SEA REVIEWER SIGNATURE** is the same as the **INTERVIEWER SIGNATURE**, an error will occur.
Student Graduated Error "Student has graduated and cannot be modified."	District staff cannot modify migratory children who have graduated from high school. This includes updating name, birthdate, demographic information, creating a new school history line, or adding the child to a COE. Contact the MEO (page 163) if it is believed that a child's birth date was entered incorrectly or if there is some other reason that the child should be editable by the district.
Unable to Merge Students Errors "Unable to merge students: Sex does not match. Contact the MEO if you believe these are the same child." "Unable to merge students: Birthdate does not match. Contact the MEO if you believe these are the same child."	When approving children onto a COE, the birthdate AND sex must match in order to merge students.

Technical Assistance Visit Preparation Checklist

Each school year, the MEO travels to approximately ten migrant school districts to conduct technical assistance visits with migrant staff. During these visits, a staff member from the MEO will conduct a thorough review of the district's identification and recruitment procedures, migratory child files, and compliance with eligibility requirements.

- ☐ Files organized according to recommended Alaska MEO procedures.
- ☐ Migrant reports and lists readily available and filed for easy access.
- ☐ Identification & Recruitment materials are up-to-date and readily available.
- ☐ Knowledgeable about the supplemental services provided to migratory children.
- ☐ Knowledgeable about the mass withdrawal and summer withdrawal process, including reporting.
- ☐ Documented identification and recruitment procedures.
- ☐ Written Identification and Recruitment Plan.
- ☐ Written procedures for collection of migrant parent and staff surveys.
- ☐ Written migrant staff job descriptions.
- ☐ Written Quality Control Plan on file.
- ☐ Maps of district boundaries and common fishing areas readily available.
- ☐ Access to the Alaska Migrant Web System.
- ☐ Knowledgeable about the Alaska Migrant Web System.

Questions for the Migrant Education Office:

Potential Resources:

Migrant Education District Level Guiding Documents Template
education.alaska.gov/ESEA/TitleI-C/docs/District-Level-Guiding-Template.docx

Alaska School District Map
education.alaska.gov/pdf/schoolmap.pdf

Alaska Schools and Education Map CDO Website
dcced.maps.arcgis.com/apps/webappviewer/index.html?id=cff461c2397d4c66ae2c28dbfb62319f

Fall Training Materials
livebinders.com/play/play/2029583

Inactive File Labels Template

INACTIVE FILE

Reason:

- ☐ AGED OUT
  Date:
- ☐ DECEASED
  Date:
- ☐ ELIGIBILITY ENDED
  Date:
- ☐ GRADUATED
  Date:
- ☐ MOVED OUT OF DISTRICT
  Date:
- ☐ PARENT/STUDENT REFUSAL
  Date:

Comments:

INACTIVE FILE

Reason:

- ☐ AGED OUT
  Date:
- ☐ DECEASED
  Date:
- ☐ ELIGIBILITY ENDED
  Date:
- ☐ GRADUATED
  Date:
- ☐ MOVED OUT OF DISTRICT
  Date:
- ☐ PARENT/STUDENT REFUSAL
  Date:

Comments:

INACTIVE FILE

Reason:

- ☐ AGED OUT
  Date:
- ☐ DECEASED
  Date:
- ☐ ELIGIBILITY ENDED
  Date:
- ☐ GRADUATED
  Date:
- ☐ MOVED OUT OF DISTRICT
  Date:
- ☐ PARENT/STUDENT REFUSAL
  Date:

Comments:

INACTIVE FILE

Reason:

- ☐ AGED OUT
  Date:
- ☐ DECEASED
  Date:
- ☐ ELIGIBILITY ENDED
  Date:
- ☐ GRADUATED
  Date:
- ☐ MOVED OUT OF DISTRICT
  Date:
- ☐ PARENT/STUDENT REFUSAL
  Date:

Comments:

INACTIVE FILE

Reason:

- ☐ AGED OUT
  Date:
- ☐ DECEASED
  Date:
- ☐ ELIGIBILITY ENDED
  Date:
- ☐ GRADUATED
  Date:
- ☐ MOVED OUT OF DISTRICT
  Date:
- ☐ PARENT/STUDENT REFUSAL
  Date:

Comments:

Sample Migrant Work Questionnaire #1

Please take time to complete this quick survey. All your answers will be kept confidential. The information you provide may help _____School District_ qualify for Federal funding to provide more education services to our students.

This program serves children of migratory families who participate in fishing, logging, and/or agricultural industries.

1. Within the past three years, has anyone in your family engaged in any of the following activities? If so, please check the appropriate categories.
   - ☐ Commercial Fishing (cannery work, fishing boat, deckhand, etc.)
   - ☐ Subsistence Fishing (catching fish for personal use, fish camps, etc.)
   - ☐ Logging (cultivation or harvesting of trees)
   - ☐ Agriculture, including berry picking (producing or processing crops, dairy products, livestock, etc.)

> If you **have not** checked any of the above, please go no further and discard this survey.
> If you **have** checked one of the above, please complete the rest of this survey.

2. Who was/were the individual(s) that engaged in the activity checked above?

Name	Relationship to Children (parent, guardian, grandparent, sibling, self, etc.)

3. Please list the names of the children living in the household:

Name	School	First Day	Grade

4. Please provide contact information so that the _____School District_ Migrant Education Program may get in touch with you.

Parent/Guardian Name: _____

Home Phone Number: _____

Cell Phone Number: _____

Work Phone Number: _____

Address: _____

> Please give this survey to your school secretary or mail it to:
> District:
> Mailing Address:

Sample Migrant Work Questionnaire #2

Dear Parents/Guardians:

To better serve your children, _____ School District would like to identify students who may qualify to receive additional educational services and/or free lunch. The information provided below will be kept confidential. Please answer the following questions and return this survey to your child(ren)'s school or the local Migrant Education Program located at _____. Or, if you prefer, for more information call your district's Migrant Education Program at_____.

1. Have your children (from birth up to 20 without a high school diploma) made overnight trips for commercial fishing, subsistence fishing, logging, or agricultural work (including subsistence berry picking) within the past three years?

   ☐ Yes   ☐ No

2. Have you or your children recently (within the last three years) moved to the [INSERT SCHOOL DISTRICT NAME] or [INSERT CITY/TOWN/VILLAGE NAME]?

   ☐ Yes   ☐ No

3. Which of the following activities, if any, have you, your children, or any member of your household participated in within the past three years?

   ☐ Commercial fishing

   ☐ Cannery/fish processing work

   ☐ Subsistence fishing (fish camp, personal use – including preparing and processing for home pack)

   ☐ Logging (commercial)

   ☐ Agricultural work (including subsistence berry picking)

   ☐ None of the above, nobody in my household has done any of the above activities

4. If "Yes" has been selected in either question 1 or 2, please list the name(s) of the child(ren) living in the household:

First Name	Last Name	School (if any)

5. Please provide the following information. A migrant recruiter may contact you to find out if your children are eligible for the Migrant Education Program.

   Parent/Guardian Name:_____

   Home Phone Number:_____

   Cell Phone Number:_____

   Work Phone Number:_____

   Address:_____

Alaska Department of Education & Early Development – Migrant Education Office

2024 Summer Fishing/Berry Picking Calendar for the
_____Migrant Education Program

Keep this calendar on your refrigerator until your children have finished fishing/berry picking for the season. Please mark all the nights your children spent away from home on your fishing or berry picking trips. Please return this to your children's school or the local Migrant Education Program located at_____.

If you have any question or concerns, please contact the _____ School District Migrant Education Program at_____.

May 2024

Sun	M	T	W	Th	F	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024

Sun	M	T	W	Th	F	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2024

Sun	M	T	W	Th	F	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024

Sun	M	T	W	Th	F	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024

Sun	M	T	W	Th	F	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

☐ My family did not go fishing or berry picking this year

List all individuals who went on the fishing and/or berry picking trips:

List any other fishing or berry picking dates within the last 12 months:

Contact Information

Parent/Guardian Name:_____

Contact Phone Number:_____

Address:_____

Sample Letters to Parents/Guardians

MEP Notification of Eligibility Letter

Dear Parent/Guardian:

A representative from the *District Name* Migrant Education Program (MEP) recently visited with you and/or your family to determine if the children listed below may be eligible for the Migrant Education Program. This letter is to inform you that, based on information that the Alaska Department of Education & Early Development reviewed, *insert child(ren)'s name(s)* has been approved for the *District Name* MEP. Your children's eligibility for the MEP will end on *Insert EOE Date*.

As a participant in the MEP, your children are now eligible to receive *Insert List of Supplemental Services Available through the MEP*. Additionally, your child(ren) will receive free meal benefits. These benefits and services will be available to your child(ren) until *Insert EOE Date*. It is important to note that a recruiter from our district will contact you annually to get updated information to extend this eligibility, if possible.

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

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

Sincerely,
District Representative Name, *Title*

MEP Notification of Ineligibility Letter

Dear Parent/Guardian:

A representative from the *District Name* Migrant Education Program (MEP) recently visited with you and/or your family to determine if *insert child(ren)'s name(s)* may be eligible for the MEP. Based on a review of the forms completed, it was determined that *insert child(ren)'s name(s)* is ineligible for services in the MEP.

Thank you for allowing the representative the opportunity to visit you and/or your family and to review your Migrant Education Program eligibility information. If you have questions or concerns, contact *Insert Migrant Contact Name* at *Phone Number*.

Sincerely,
District Representative Name, *Title*

End of Eligibility Notification Letter

Dear Parent/Guardian:

This letter is to inform you that your child(ren), *insert child(ren)'s name(s)*, is no longer eligible for *District Name* Migrant Education Program funded support services in your school or home. Your child(ren)'s last qualifying move was on *Insert QAD*, and their eligibility to be included in the program ended on *Insert EOE Date*.

The Migrant Education Program can only serve children who made qualifying move(s) within a three-year period. Our records indicate that your child(ren) has not made a qualifying move within the past three years. Any services for your child(ren) provided through the Migrant Education Program will stop at the end of the current semester. Additionally, if your child(ren) is enrolled in school, the eligibility to receive free meal benefits will continue for remainder of the regular school year.

If you have questions, or would like to be interviewed for a recent move, contact *Insert Migrant Contact Name* at *Phone Number*.

Sincerely,
District Representative Name, *Title*

Sample Continuation of Services Approval Form

This form must be submitted to the Migrant Coordinator for approval **prior** to serving a child that met the end of their migratory eligibility (EOE'd).

Student Information

Student Name: _____ **Alaska Student ID:** _____

Birth Date: _____ **Grade:** _____

End of Eligibility (EOE) Date: _____

COS Proposal

1. **Check the box that applies to this request for Continuation of Services:**

   ☐ A child's eligibility ends during the school term and the district provides services *until the end of the term* (fall, spring, summer).

   ☐ A child's eligibility ends and the district provides services for *an additional school year* because comparable services are not available through other programs.

   ☐ A district continues to serve students who were eligible for services in secondary school through *credit accrual programs until they graduate*.

2. **List of Title I-C funded service(s) to be underlined continued:**

3. **Explanation of why the educational service(s) listed above should be continued:**

4. **Explanation of the process used to determine that the MEP is the only resource available to meet this student's need for the continuation of services(s) listed above:**

Requestor Information

Requestor: _____ **Title:** _____

Email: _____ **Phone:** _____

Migrant Coordinator Review

☐ **REQUEST ACCEPTED**

COS Services End Date: _____

Reason for Decision: _____

☐ **REQUEST DECLINED**

Reason for Decision: _____

Migrant Coordinator: _____ **Date**:_____

Alaska Schools & Education Map from the Alaska Community Database Online (CDO)

This map can be a useful tool during recruitment. Among its possible uses, it can generate maps to help determine whether or not moves made by potential migratory children and workers meet distance requirements. Below are instructions on how to find and use this resource.

Instructions for Alaska Schools & Education Map

To use this map, it is recommended to **use Google Chrome or Mozilla Firefox** as the internet browser.

The Alaska Schools & Education Map is part of the State of Alaska's Community Database Online (dcra-cdo-dcced.opendata.arcgis.com), hosted by the Division of Community and Regional Affairs, (commerce.alaska.gov/web/dcra) within the Department of Commerce (commerce.alaska.gov). This particular map shows all of Alaska's public school district boundaries, as well as the communities & schools within them.

By clicking on the link that leads directly to the Alaska Schools & Education Map, users can simply zoom in on the school district to start exploring. To measure distances between places, follow these steps:

1. Navigate to/zoom in on the desired part of the map.
2. Click on the three lined "hamburger" menu button in the upper-right corner of the map.
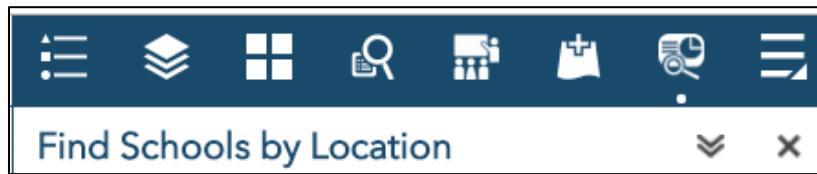
3. In the window that opens, click on the "Measurement" tool on the right-hand side of the window.
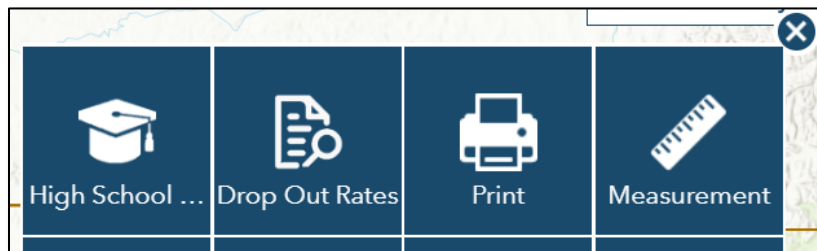
4. This will open a "Measurement" sidebar on the right-hand side of the map; click on the "Distance" icon.

Alaska Department of Education & Early Development – Migrant Education Office
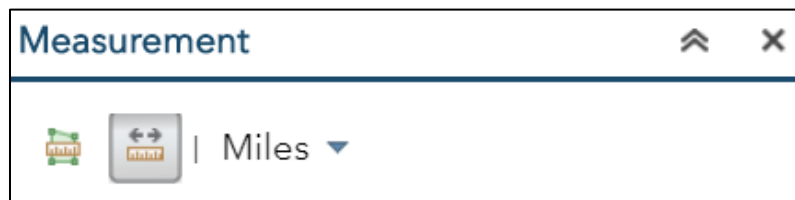
5. Now the user can start measuring distance. Click once at the desired starting point (this will drop a green "pin"). Move the cursor to the next desired spot to drop a pin (a blue line should be following the cursor), and click once to drop another pin. Do this as many times as necessary to get to the desired end location – **double click on the end location to stop drawing the distance line.**
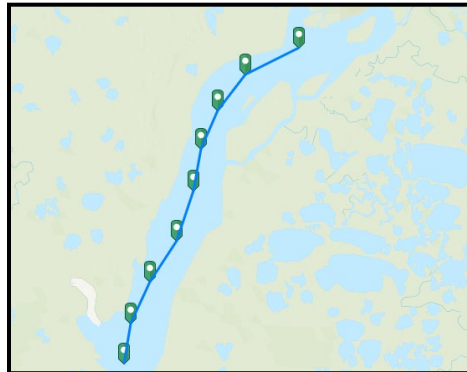

6. The distance will be calculated in the "Measurement" sidebar to the right of the map, under "Measurement Result."
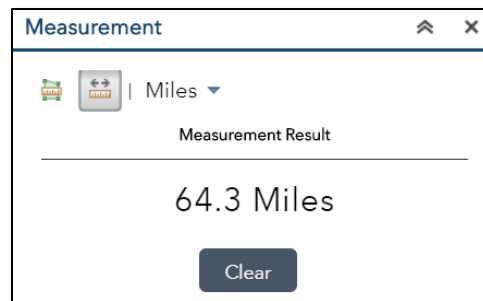

7. The user can clear the pins/distance lines at any time by clicking on the "Clear" button (if a printed a map with the pins/distance line is desired, do not clear them until after printing/downloading the map – instructions below).
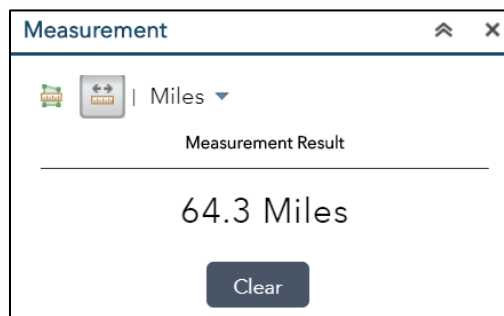

8. To print a map, click on the hamburger menu in the upper-right corner of the map again. Click on the "Print" icon when the new window opens. **Be sure to zoom out so that the entire district's boundaries are shown.**
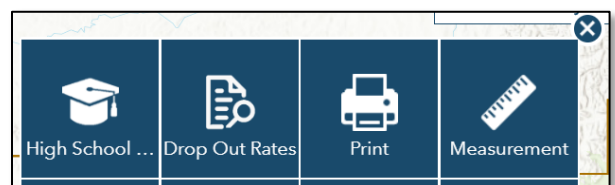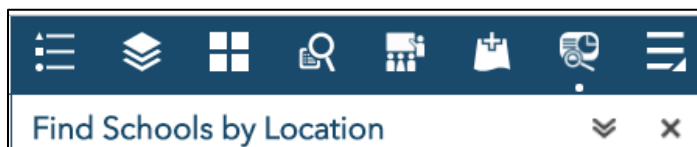
9. This will open a "Print" sidebar to the right of the map where the user can enter a map title, choose a page layout, and select a file format. Click the "Print" button when done to create a print file that will appear in the "Print" sidebar.
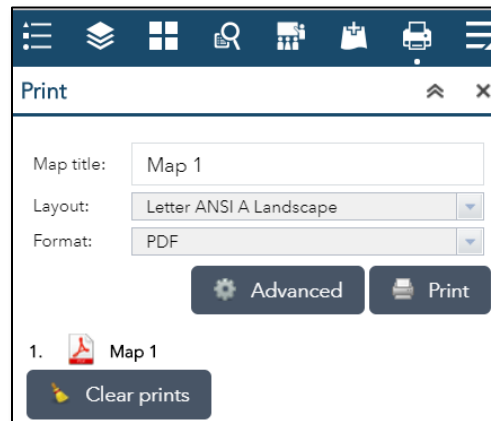
10. Open the map by clicking on the map name in the "Print" sidebar. A map will open in a new tab in the browser.
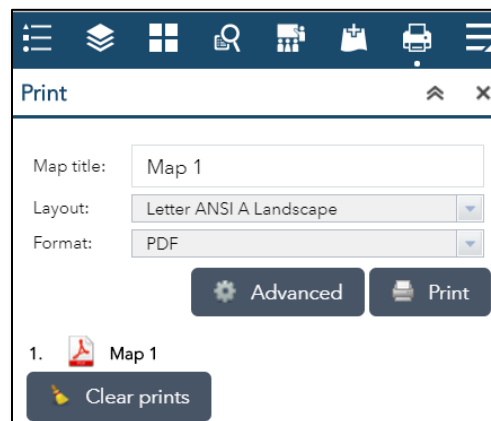
11. When the map opens in a new tab, the user can download it by clicking on the "download" icon, and/or print it, by clicking on the "print" icon; both should be in the upper-right corner of the map.

12. Repeat these steps to create any additional maps needed.

The Community Database Online is a powerful tool that can do much more than measure distances on a map. To learn more about this resource visit the "How to Use the Alaska DCRA Data Portal" page (dcced.maps.arcgis.com/apps/MapSeries/index.html?appid=be78977ace3c4d708ba80c5bd54b717a).

Migrant Education Office (MEO) Contact Information

Mailing: P.O. Box 110500 Juneau, Alaska 99811-0500 | **Physical:** 333 Willoughby Ave., Juneau State Office Building 9th Floor, Juneau, AK 99801

Website: education.alaska.gov/esea/titlei-c

Sarah Emmal, Migrant Program Manager

sarah.emmal@alaska.gov
907-465-3826

Program Guidance and Questions
Funding – Awards and Budget Approvals
Grants Management System (GMS)
Schoolwide Consolidation
State Parent Advisory Council (PAC)
ESEA Monitoring
ESEA Federal Programs Weekly Newsletter

Jannessa Luerra, Data Specialist

jannessa.luerra@alaska.gov
907-465-8231

MIS2000 - Connection Issues, Technical Assistance, Reports
Reports - Mass Withdrawal, Summer Withdrawal, Course History, Fall Recruitment, Priority for Service
Participation Rate, Summer OASIS, Fall OASIS
MSIX
Fall Training
Technical Assistance Visits

Felicia Wells, Identification & Recruitment Specialist

felicia.wells@alaska.gov
907-465-8722

Re-interviewing - Statewide and Technical Assistance Calls
Literacy Grant – Applications and Final Reports
Fall Training
Technical Assistance Visits
COE Quality Control Review
Website and Email Contact List

Jacqlene Drulis, Eligibility Specialist

jacqlene.drulis@alaska.gov
907-269-7987

COEs - MIS2000 Entries, Eligibility Determinations, COE Submissions
Eligibility Questions
Fall Training Registration and Reimbursement
MIS2000 Technical Assistance
Migrant Forms: Remote Access, SEA Reviewer, and Web System Access
Web System User Account