



NOME PUBLIC SCHOOLS

Migrant Education Program

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Schools



- ▀ Nome Elementary School
- ▀ Nome Beltz Middle High School
- ▀ Anvil City Science Academy
- ▀ Extensions
- ▀ Nome Preschool



ESEA Federal Programs

- The federal Elementary and Secondary Education Act (ESEA) emphasizes equal access to education to ensure that every student succeeds.
- These programs **provide** supplemental support to eligible schools and districts to **raise** the academic achievement of struggling learners and **address** the complex challenges that arise among students who live with disability, mobility problems, learning difficulties, poverty, transience and the need to learn English as a second language.
- Title I –A Improving the Academic Achievement of the Disadvantaged
- Title I-C – Education of Migratory Children
- Title II-A – Supporting Effective Instruction
- Title III-A Language Instruction for English Learners and Immigrant Students
- Title IV-A Student Support and Academic Enrichment
- EHCY – Educational Support for Homeless Children and Youth (McKinney-Vento Homeless Assistance Act)
- Foster Care – Supporting the Educational Stability of Students

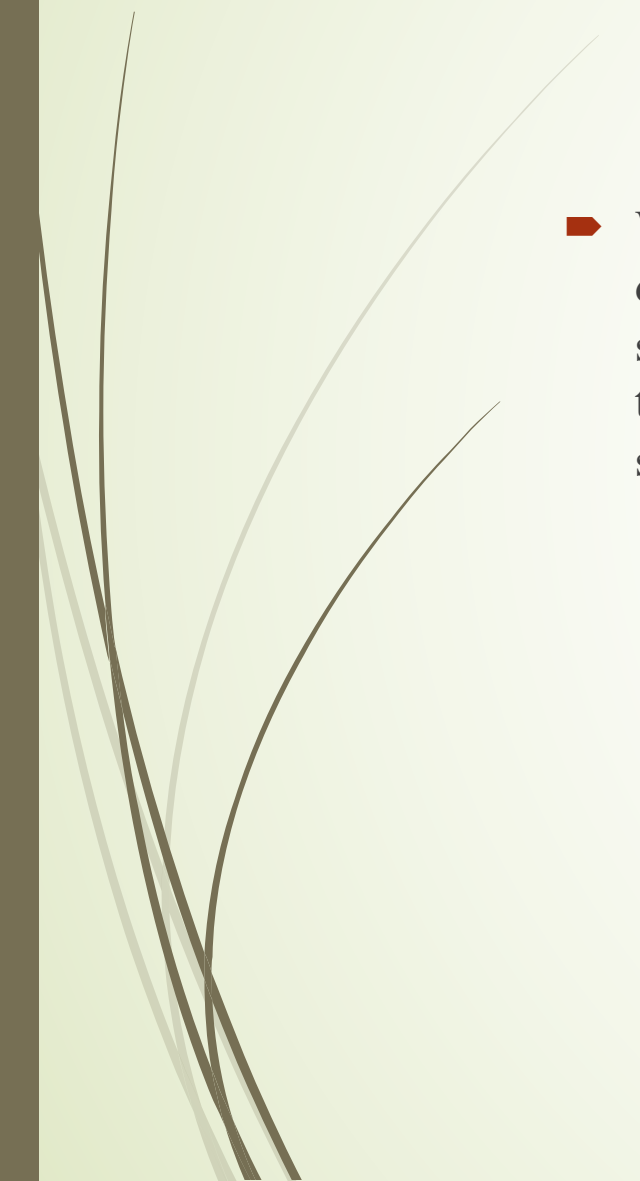


Tribal Consultation Overview for School Districts

- **WHAT:** Tribal consultation, required by the Every Student Succeeds Act (ESSA), is a formal process between tribal leaders and school districts that serve Alaska Native or American Indian students.
- **WHO:** This consultation process is required of any district that received a Federal Title VI grant (subpart 1 of Part A) that exceeds \$40,000 in the previous fiscal year, or with a school or district with an enrollment of Alaska Native or American Indian student population of at least 50 percent.
- **WHY:** This consultation process creates opportunities for school districts and tribal leaders to work together to meet the needs of Alaska's Native students. Consultation allows affected school districts to gather input from tribal organizations, fostering collaboration that is a critical part of improving academic outcomes for Alaska Native students.
- **HOW:** Affected school districts must ensure meaningful consultation with tribes before submitting plans or applications on the following:
 - Meaningful consultation is defined as an opportunity to **provide input** and feedback to the school district on plans for any covered program. Consultation must be **done** "in a manner and in such time that **provides** an opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively **contribute**" (Sec 8538(a)).
- **WHEN:** A school district should consider providing a list of issues or questions on which the school district seeks input, or provide draft plans for this purpose, in advance of the consultation and before it makes a final decision on significant and substantive issues related to the content of the plans.



Supplement, Not Supplant Requirements

- What is Supplement, Not Supplant? In general, federal funds allocated to subgrantees (e.g., districts) through the Elementary and Secondary Education Act (ESEA) should be supplemental to other funds available to schools and districts. ESEA funds may not be used to take the place of, or supplant, other funds. Note: Within ESEA “supplement, not supplant” (SNS) requirements vary by program.
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Supplement, Not Supplant Presumptions

Applies to Title I-C; Title I-D; Title II-A; Title III-A; Title IV-A; and Title IV-B.

Does not apply to Title I-A or School Improvement

- Supplanting is presumed if either of the following is true:
 - A district uses federal funds to provide services that are required under other federal, state, or local laws.
 - A district uses federal funds to provide services that the district provided with non-federal funds in the prior year.
- These presumptions may be overcome if the district can demonstrate that it would not have provided the services absent the availability of these federal funds.



Consultation and Coordination

Nome Public Schools (35) Public School District - FY 2025 - ESEA Consolidated - Rev 0 - Application Development

- May 8, 2024
- Welcome and
- Purpose: Federal Grant Requirements;
- Introductions;
- Meeting Norms;
- Bylaws Review;
- World Café or Open Circle:
 - 1. Review the Needs Assessments
 - 2. Identify greatest needs
 - 3. Prioritize needs
- Open floor for suggestions;
- Closing Circle

Consultation and Coordination

Parents: Briana Piscoya, Chair
Chrystie Salesky, Vice Chair,
Dani Smithhisler, Secretary
Heather Payenna, Kasey Miller
Amy Payenna, Melissa Ford
Lily Fawn White, Rhonda Sparks
Maggie West

Teachers: Deb Badertscher, Jennifer Berry,
Kim Erickson, Heidi Secor

Student: Jamison Erickson-Ford



Migrant Education Program (MEP) Eligibility

- Alaska's migratory children are identified and recruited by trained migrant education staff in each school district. It is the primary role of the recruiter to determine potential eligibility.
- In Alaska, the term migratory child means a child or youth who is entitled to free public education or is not yet at grade level at which free public education is offered, made a qualifying move due to economic necessity across school district boundaries (or 20 or more miles to a temporary residence in a school district of more than 15,000 square miles) in the preceding 36 months:
 - A. as a migratory agricultural worker or a migratory fisher; or
 - B. with, or to join, a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher.



Start of Eligibility



- Migrant fisher (if the child is not the worker) complete the qualifying moves. This is often referred to as the qualifying arrival date, or QAD, for purposes of the COE. However, a child is only eligible to be counted and served as an eligible migratory child after the state Migrant Education Office (MEO) has determined that:
 - 1. the child meets all MEP eligibility criteria (see definition of “migratory child”), including that the worker (if the child is not the worker) meets the definition of a “migratory agricultural worker” or “migratory fisher,” and
 - 2. all information has been properly recorded on a COE.

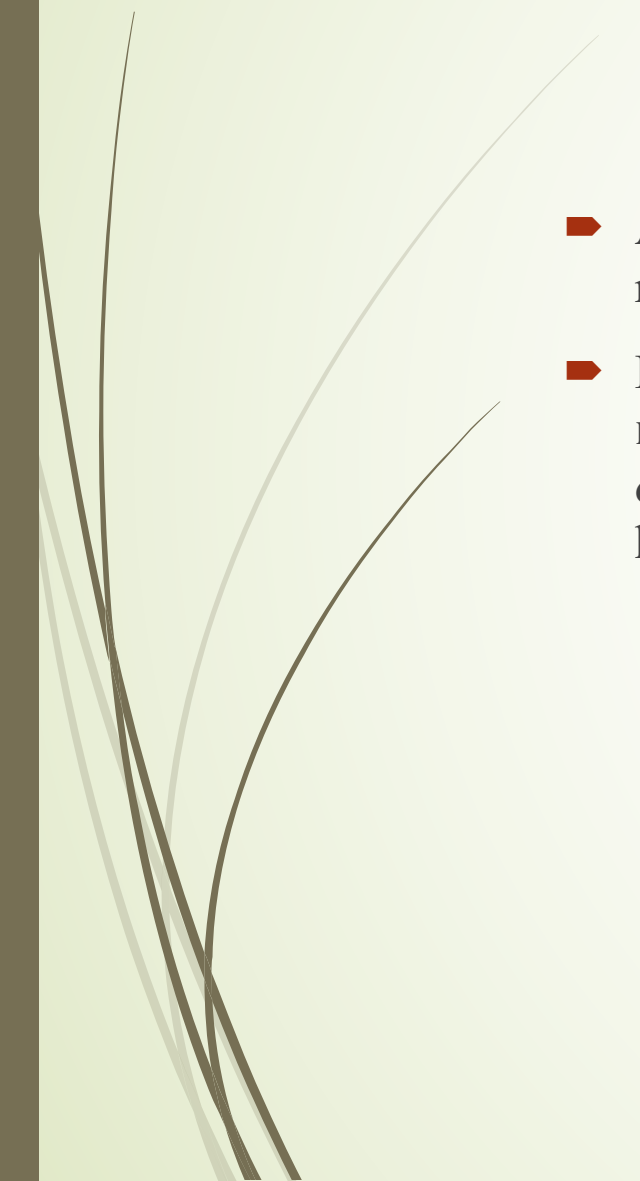


Quick View:

- A. Made a qualifying move due to economic necessity;
- B. Child made qualifying moves with the parent/legal guardian;
- C. Qualifying moves were 20 or more miles to a temporary residence in a school district of more than 15,000 square miles;
- D. 7 nights or subsistence work – does not have to be done all at once;
- E. What is the Qualifying Arrival Date (Date going to Subsistence);
- F. The Residential Date {Date Returned from Subsistence}




Length of Eligibility

- A child is eligible to receive services for up to three years (36 months) from their most recent qualifying arrival date (QAD).
 - However, **annual verification and recertification of eligibility in the MEP is a requirement of the State of Alaska.** If the child continues to qualify for the program and does not graduate, services may be provided to this child from birth up to age 20. If a child has an active IEP on file, they are eligible for services until the age of 22.
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Migrant Education Program SY24-25 Needs Assessment

- [../../GRANTS/Title I-C/FY25 NeedsAssessmentOutcomes/FY25-MEPNeedsAssessmentOutcomes.pdf](#)



How familiar are you with Migrant Education Program?

- Tutor/Facilitators
- Educator Rising Coordinator
- Migrant Assistants
- .5 FTE Administrative Assistant
- Swim Assistants
- .125 FTE Records Manager
- Employee Benefits
- Travel Costs for Educator Rising for Chaperone and Students
- Taxi vouchers for students to attend swim lessons
- Travel Costs for 6th grade students to visit museums and Historic places
- Tutoring bus costs
- Pool rental
- Supplies for Tutoring, Cold weather attire, hygiene supplies
- Parent Voices activities
- Preschool tuition
- Summersize Classes

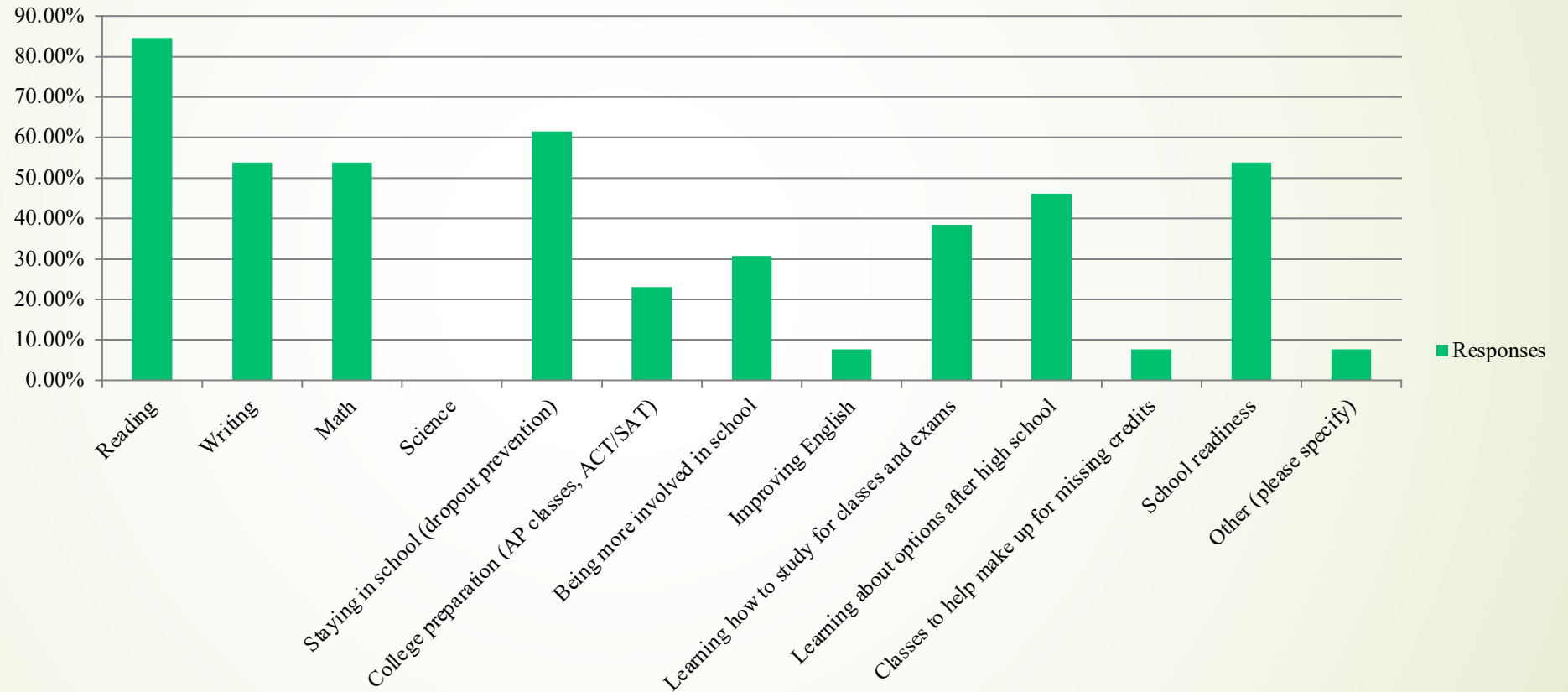
AK DEED Developed Survey

Nome Public School Survey Outcome(s)



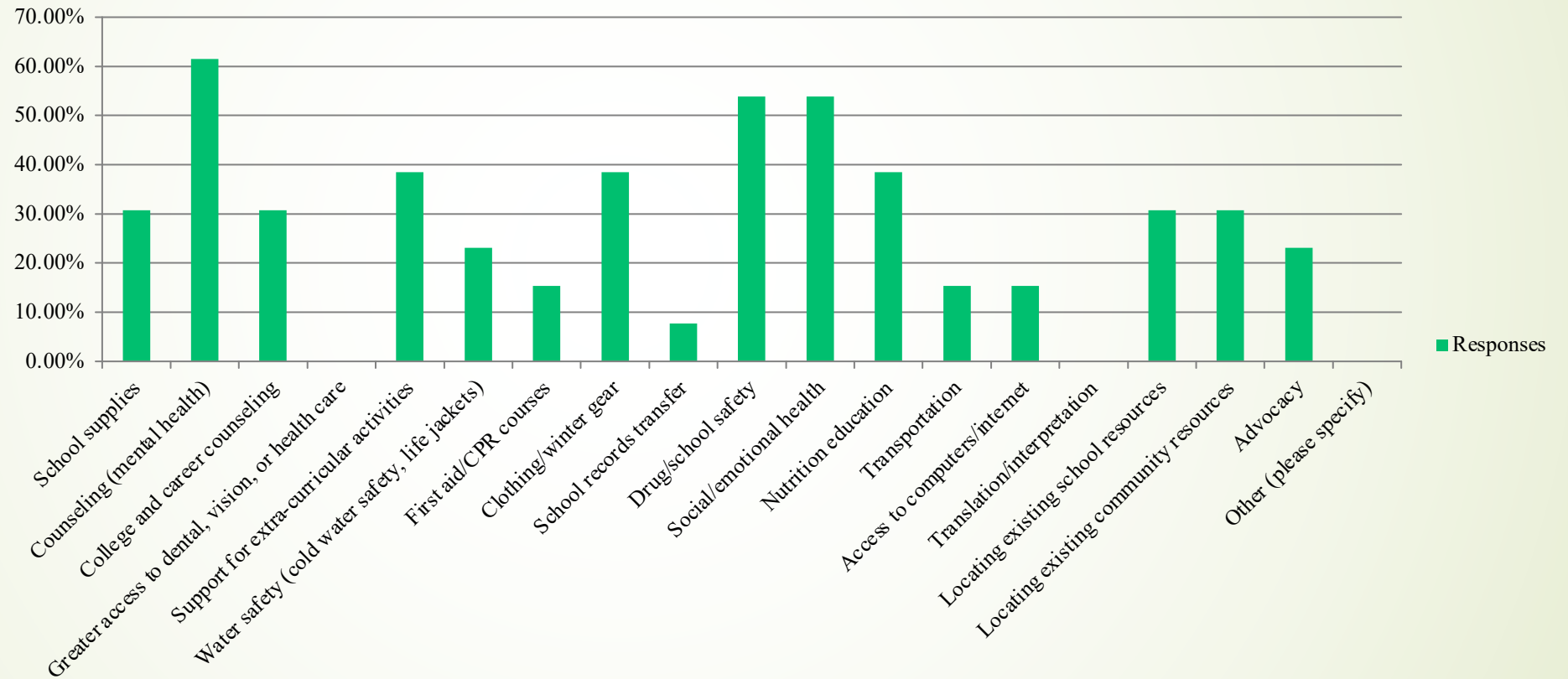
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Academic Needs: In what areas do you feel migratory children need the most help?



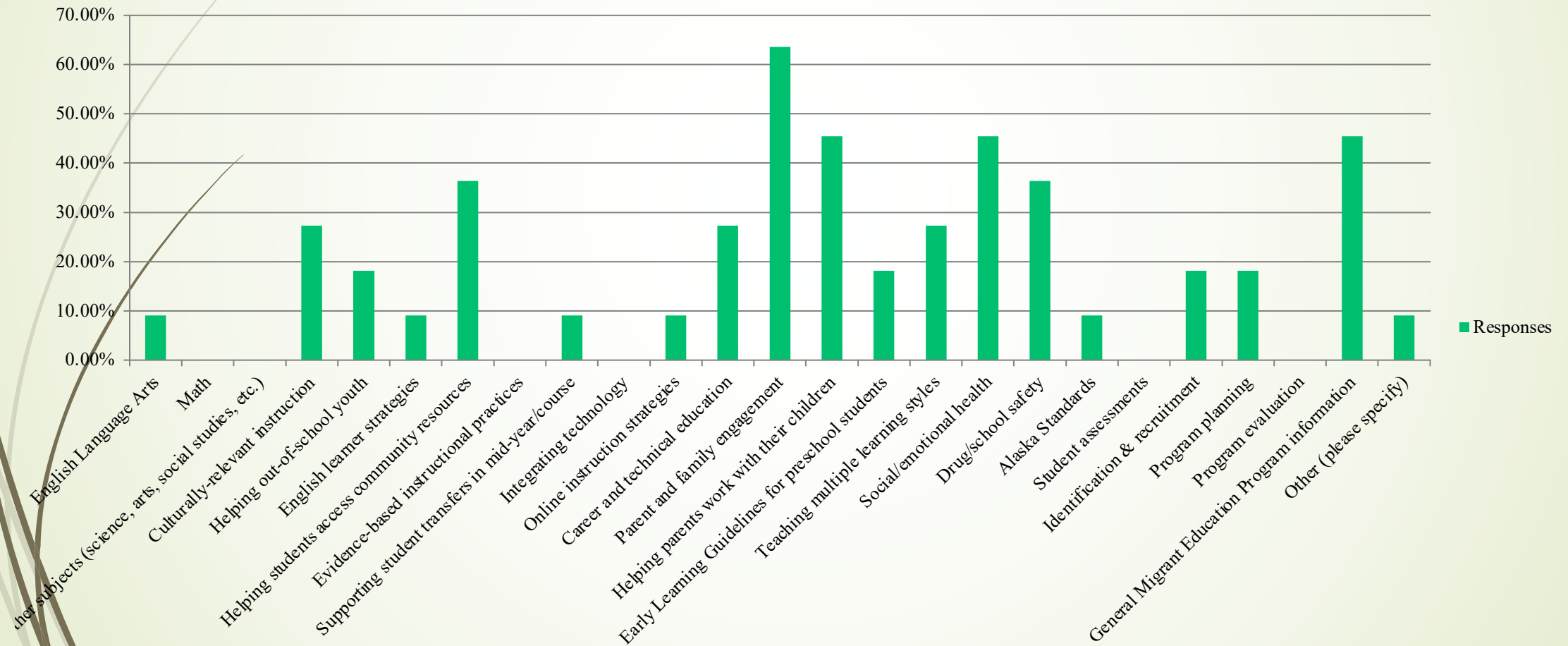
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Support Needs: In what areas do migratory children need support?



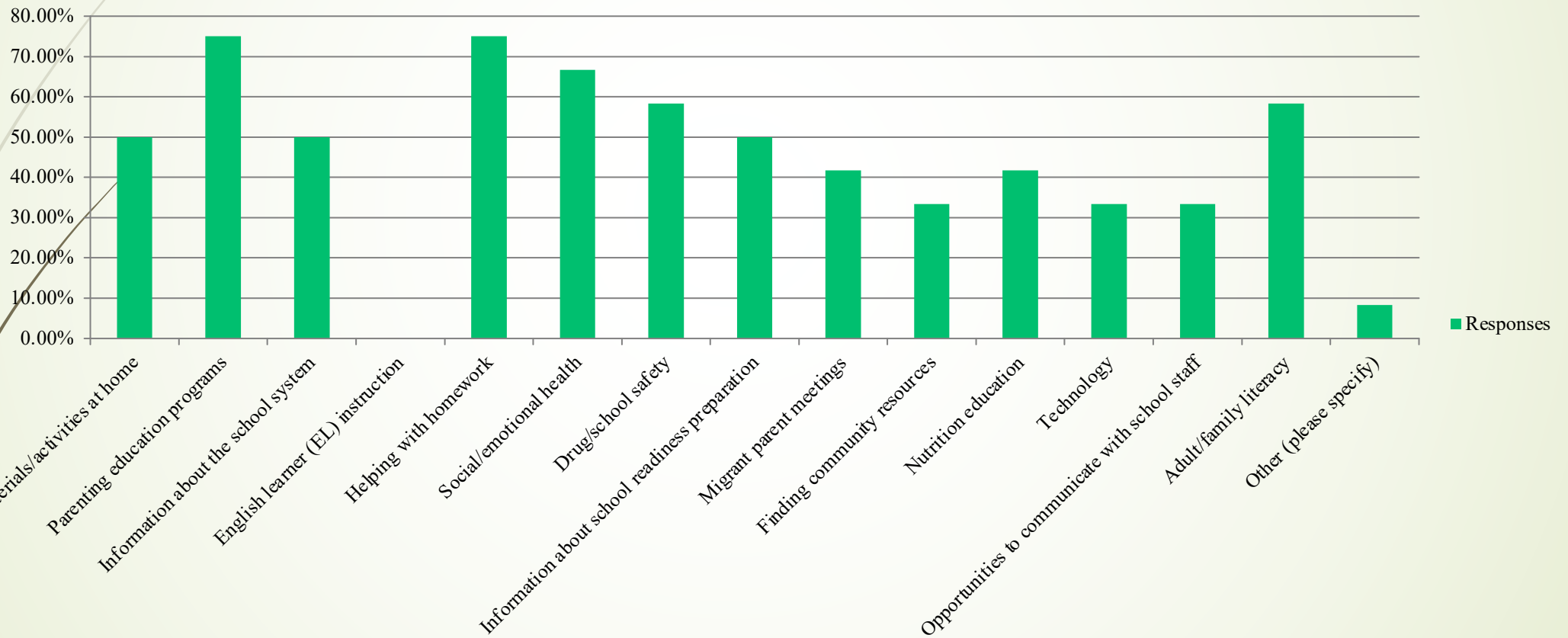
AK DEED Developed Survey Nome Public School Survey Outcome(s)

Professional Development: What professional development do you feel you need in order to meet the needs of migratory children? (Check all that apply.)



AK DEED Developed Survey Nome Public School Survey Outcome(s)

Parent Engagement: What types of programs or services do you feel parents of migratory children need support in? (Check all that apply.)



AK DEED Developed Survey Nome Public School Survey Outcome(s)

What is your biggest concern for migratory children being successful in your school?

Responses
I don't know
high absence rate and lack of family support
School attendance
Most of our migratory students struggle with beginning literacy. I am afraid that our Administration's decision to leave TITLE 1 reading support vacant this year is going to have a major impact in these children's future. I am also concerned with the number of staff that have quit under this administration, quit mid year no less. Our students will never be successful without competent, trained, and Administrative supported teacher giving them small group instruction.
My biggest concern would be school readiness and then routines for children to make sure they are in school regularly, home work done and in bed on time.
Our Migrant Ed students have major issues with attendance.
Getting consistent support
program needs

AK DEED Developed Survey

Nome Public School Survey Outcome(s)

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

Responses
none
I would like to see ways to help incorporate families into school activities and make sure that students come to school and extra-curriculars.
Get info from the parents about what they need.
As teachers, we cannot support students if our administration is constantly gaslighting teachers, parents, and community. Currently, we cannot support students as much as we are capable, because of lack of staffing from uncompetitive pay and too many extra duties dumped on teachers by administrators that don't want to do their job and would rather gaslight and lie to this community.
More awareness of it.
Our Migrant Ed students are often from the richest families, so they can afford school supplies and winter gear. Our poorest students do not have access to hunting and fishing opportunities.
Thanks for supporting kids.
Involvement



Questions??

