Work Session

Tuesday, November 19, 2024 5:30 PM
NES Library, 1057 E 5th Ave, Nome, Alaska 99762

A. **Call to Order**
B. **Items for Discussion**
1. Overview of Migrant Education Program
2. ANSEP Acceleration Academy Discussion
3. Legislative Priorities
C. **Upcoming Events:**
   - **Tuesday, December 10, Regular Meeting, 5:30 pm, NES Library/Zoom**
   - **Tuesday, January 14, Regular Meeting, 5:30 pm, NES Library/Zoom**
   - **Tuesday, January 28, Work Session, 5:30 pm, NES Library**
D. **Adjournment**

NOME PUBLIC SCHOOLS

Migrant Education Program

Karen Dixon, Director of Federal Programs, Curriculum, Assessments

October 22, 2024

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 Your (McKinney-Bento 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.

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.

Migrant Education Program SY24-25 Needs Assessment

- ../../GRANTS/Title I-C/FY25 NeedsAssessmentOutcomes/FY25-MEPNeedsAssessmentOutcomes.pdf

How familiar are you with Migrant Education Program?

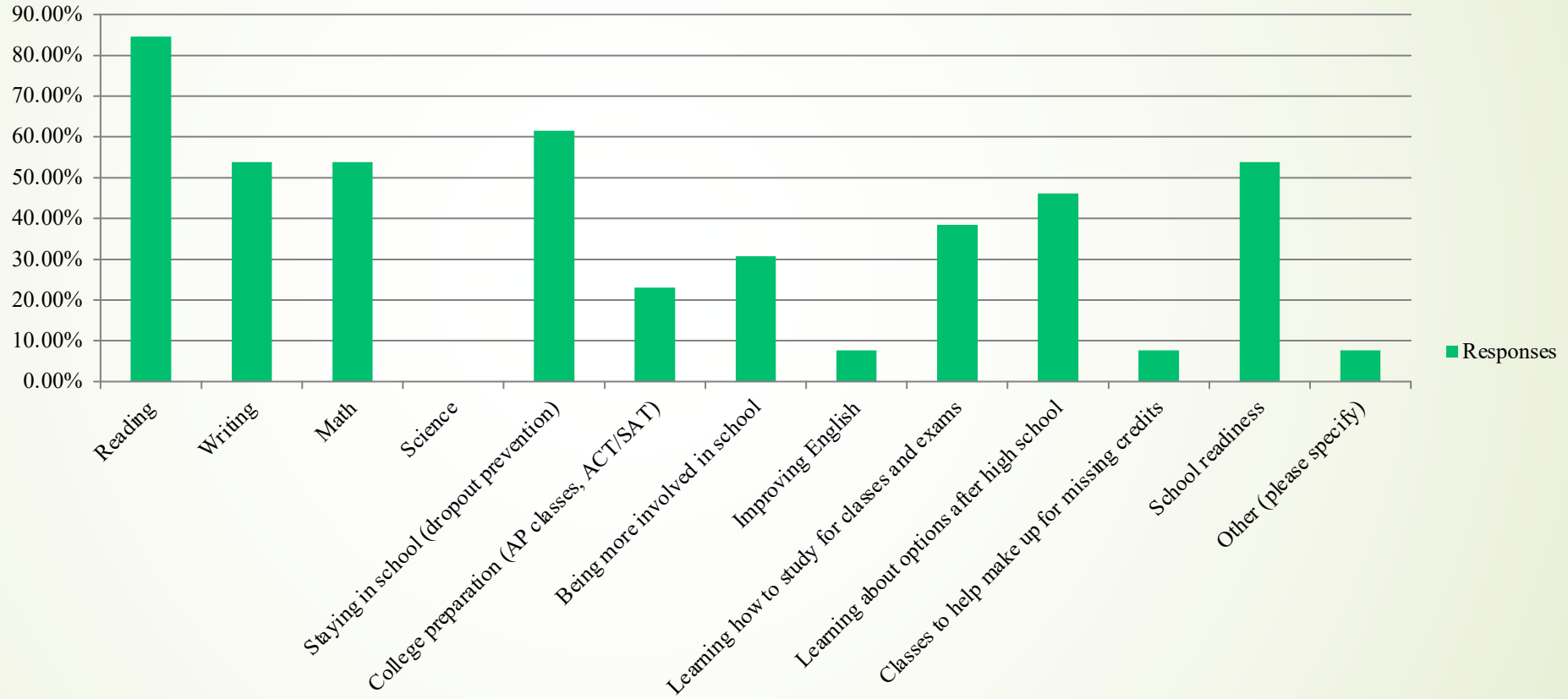
- Tutor/Facilitators
- Educator Rising Coordinator
- Migrant Assistants
- .5 FTE Administrative Assistant
- Swim Assistants
- .125 FTE Records Manager
- Employee Benefits
- Travel Costs for Educator Rising for Chaperone and Students
- Taxi vouchers for students to attend swim lessons
- Travel Costs for 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)



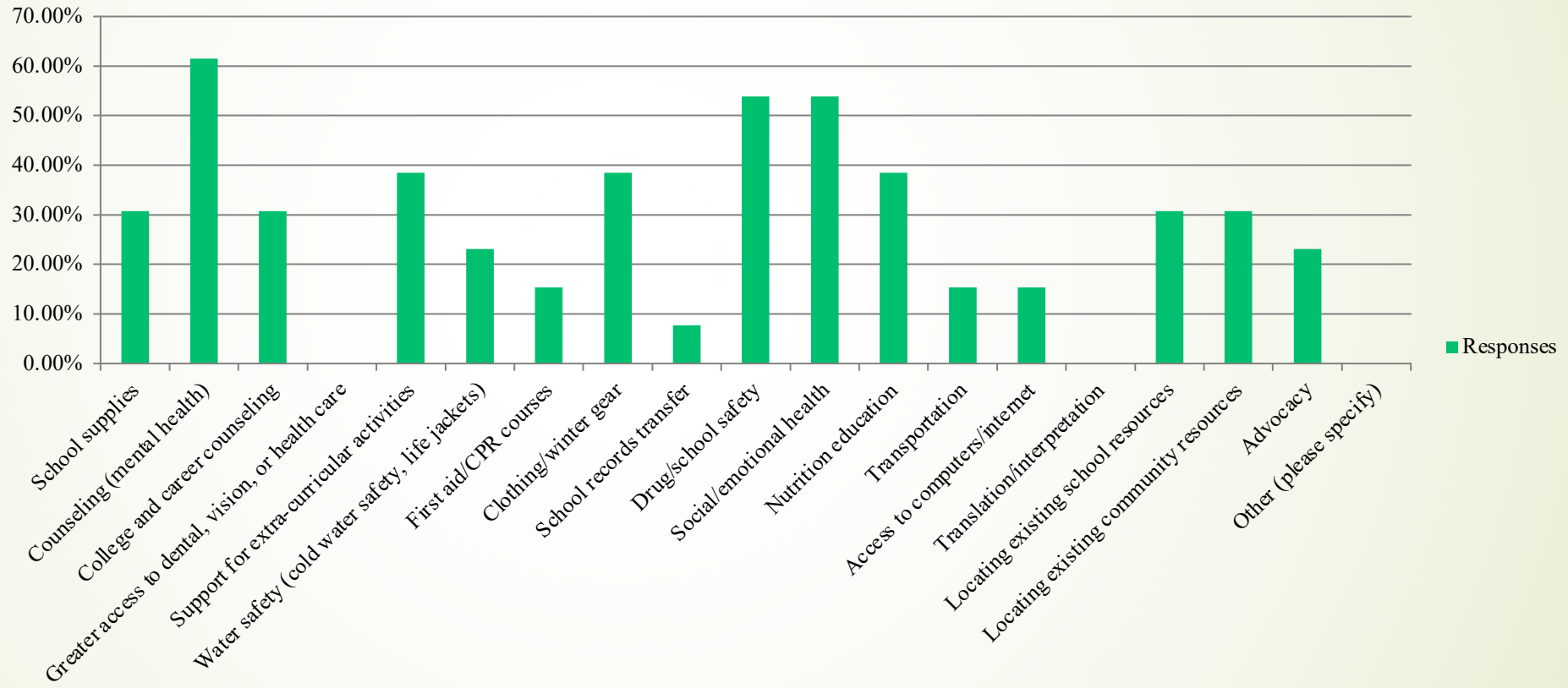
AK DEED Developed Survey
Nome Public School Survey Outcome(s)

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



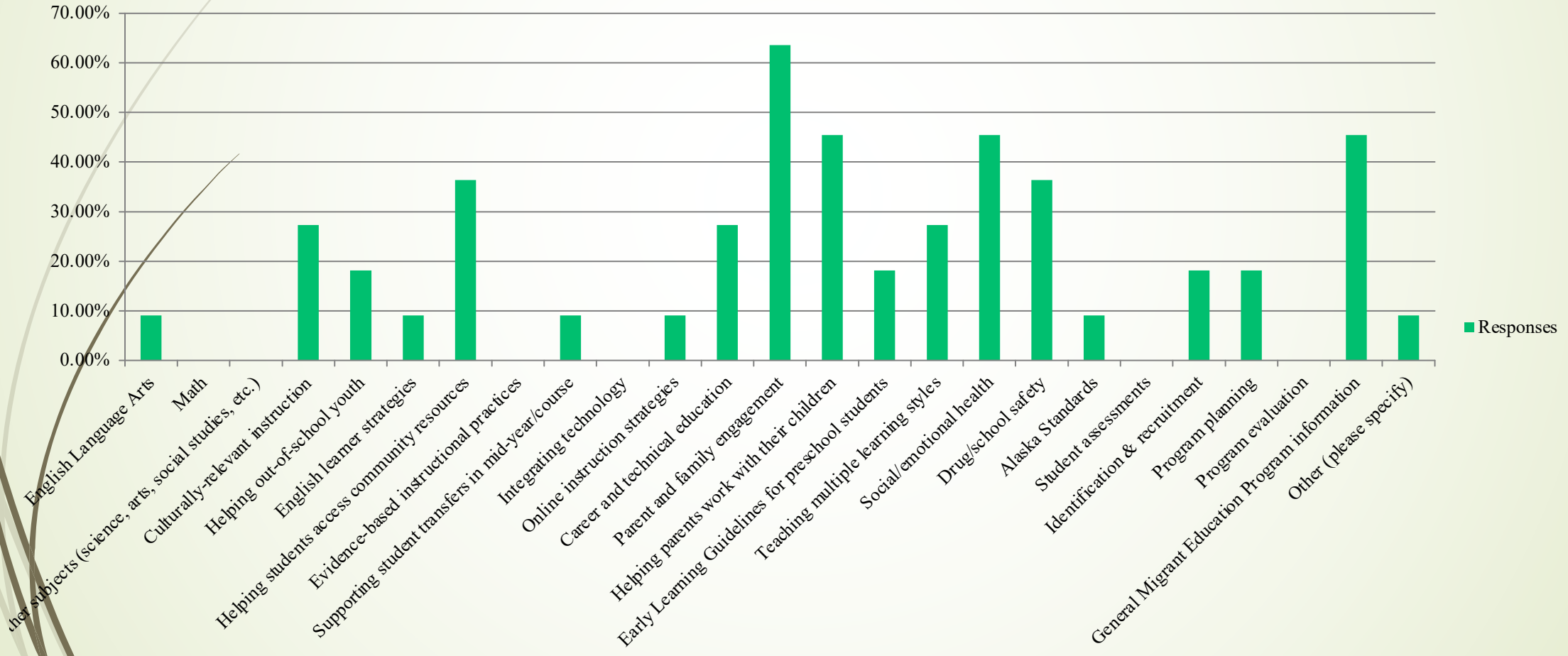
AK DEED Developed Survey
Nome Public School Survey Outcome(s)

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



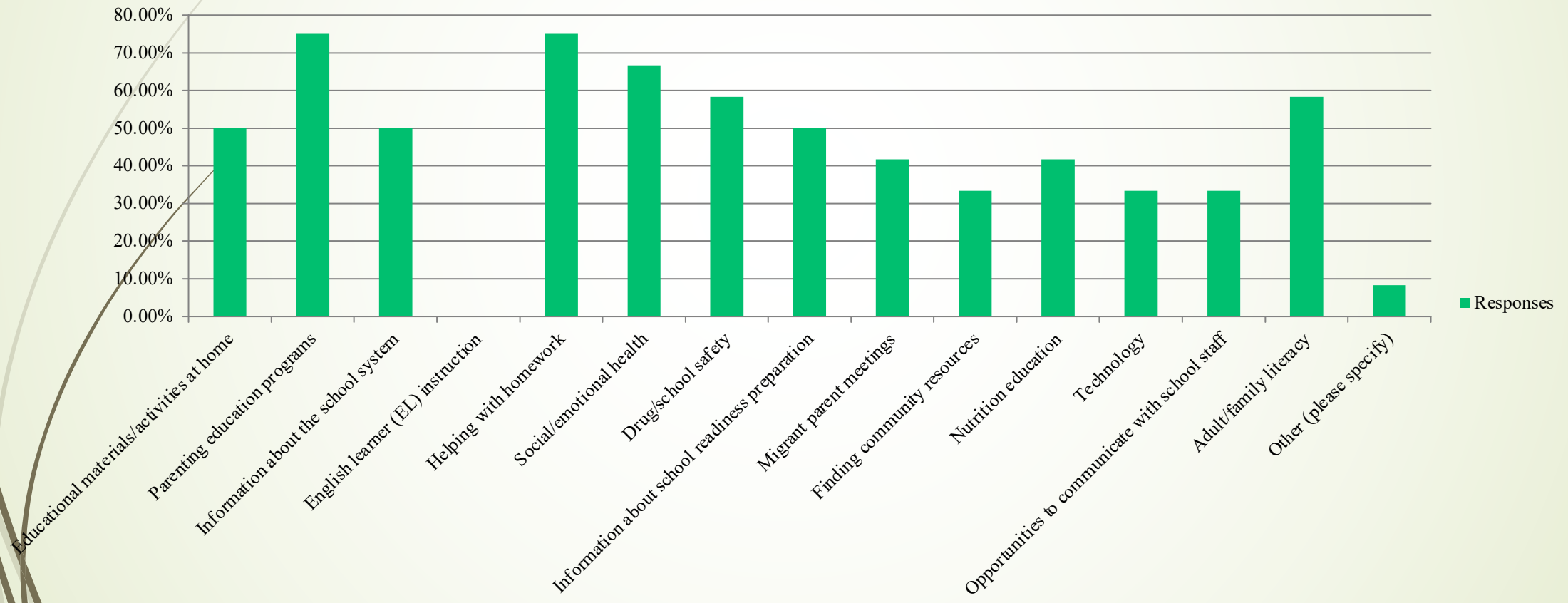
AK DEED Developed Survey
Nome Public School Survey Outcome(s)

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??

2025 Nome Public Schools Board of Education
Legislative Priorities

2025 State Legislative Priorities

The Nome Public Schools Board of Education has chosen the following priority areas for the 2024-2025 Legislative Session. We will focus our advocacy efforts with the Alaska Legislature around the following:

- Early, Predictable and Full Funding for a High Quality Education

The Board supports full and predictable funding for a high quality education for all students, which should provide revenue to cover the actual cost of education in all districts, allows for inflation and increasing costs, and includes all initiatives, laws and mandates that require additional costs and services, such as the Alaska Reads Act. In addition, forward funding and early notification of funding is crucial to allow for recruitment and retention of quality educators and administrators in today's challenging job market. The Base Student Allocation should be adjusted to in order to keep up with the inflation rate since 2011, inflation-proofed, and therefore provide competitive salaries, keep up with the costs of energy and supplies, and allow for any increases in the cost of health insurance and other employee benefits. Nome Public Schools would also support a regular review and recommendation for changes in the District Cost Factor in the foundation formula.

- Funding of School Capital/Major Maintenance Projects

Nome Public Schools currently has well over $6 million dollars in needed capital improvement projects, due to aging facilities and systems for buildings, several of which were opened in the mid-1960's. Reinstatement of school bond reimbursements and full funding of projects submitted through the Capital Improvement Program are crucial to ensuring our school facilities are safe and providing the best possible environment for learning. The Capital Improvement Program scoring system should also be revamped to recognize the cost of continually updating the applications to remain competitive which places an undue burden on smaller districts.

The Major Maintenance Fund should also be allowed as a funding mechanism for repairs to teacher housing for those Districts who must provide and maintain housing in rural areas where few or no other options exist for teaching staff; while the School Construction Fund should be allowed as a funding mechanism for building new teacher housing projects in rural areas where few other housing options exist, and where the cost often exceeds the available funding through the Alaska Housing Finance Corporation's Teaching/Healthcare/Public Safety Housing grant program.

- Attracting and Retaining Quality Educators and Administrators

Teacher and leadership turnover hampers progress on district initiatives and negatively impacts student achievement. Alaska students deserve knowledgeable, stable, and committed teachers, principals and support staff, who are culturally grounded in their local communities. Turnover of less than 10% annually is critical to allow programmatic changes to take hold and produce desired results in the long term. Programs and professional development to grow equity leadership are crucial in making changes to a system we acknowledge has not always served our children well. Alaska's salaries and retirement system are no longer competitive or attractive to teachers from the lower 48, and we are currently utilizing non-traditional teachers, which often require additional support from colleagues and administrators. Equitable and inflation-responsive funding of school districts to provide competitive salaries and wages in response to the high cost of living in many areas in the State, control of health care costs, follow through on commitments to the TRS/PERS pension systems, and high quality teacher preparation programs through the University system are all key to developing Alaska's teacher workforce.

Reducing the barriers to international teacher candidates in Alaska is also crucial, given the rapidly shrinking pool of US-based educators. Repealing the requirement for a Social Security Number to receive an Alaska Teaching Certificate would allow these candidates to receive their certification early in the visa application process, shortening the length of time for this process and increasing their chances for receiving a full-length visa.

- Culturally Responsive Education and Language Revitalization

Culturally responsive classrooms and school settings are foundational and fundamental to any school with a high percentage of Alaska Native students. Our students deserve to see their culture, language and knowledge as an integral part of everyday instruction. It is crucial to the achievement of Alaska Native students when identity is validated through content and methods, and they are motivated and successful when they see themselves reflected in their classrooms and schools. Curriculum which reflects students' cultural identity is often lacking in schools, as textbooks and supplemental materials reflect Western views and values. Modifying curriculum and supplemental materials requires additional time and funding, but results in students who feel engaged and connected to their schools.

- Social, Emotional and Mental Health of Children

The long-term impact of the pandemic on the social, emotional and mental health of our children has turned the spotlight on the need for support and funding for school counselors, social workers, and school psychologists, as well as professional development for educators and families in trauma-sensitive and trauma-preventative practices. Schools must now assist children in regulating emotions, developing coping skills, and forming strong positive relationships with adults. Recent efforts focused on the social/emotional learning of students must be continued and expanded, especially those based in community partnerships.

Nome Public Schools also embraces the concept of wellness and a whole child approach. Children who are taught to connect their mind, body and spirit through grounding in cultural

beliefs and practices have healthy attitudes and make healthy life choices. We support instruction and curriculum that promote these practices.

- Career and Workforce Development

Nome Public Schools recognizes that the Alaskan and U.S. workforce is undergoing a unprecedented shift and schools must be poised to prepare students for rapidly changing needs, including growth in jobs in infrastructure. The need for qualified individuals with technical skills to meet the needs for general maintenance of Nome and the surrounding rural communities, building projects, the coming deep draft expansion of the Nome Port and the opening of the Graphite One mine will mean our schools must deepen and expand our existing partnerships with local employers and the University of Alaska's Northwest Campus to create more formalized school-to-work pathways including apprenticeships and internships. The Northwest Arctic Career and Technical Center (NACTEC) is a pivotal linchpin in ensuring students from Nome and the Bering Strait Region are prepared to fill these positions and keep economic growth tightly centered and benefiting their home communities.

2025 Federal Legislative Priorities

The Nome Public Schools Board of Education has chosen the following priority areas for the 2025 Legislative Session. We will focus our advocacy efforts with the Federal Legislature around the following:

- Increasing the reimbursement for Alaska Rural/Remote communities under the National School Lunch Program to better reflect the costs of employee wages, foodstuffs and shipping costs

- Legislation that supports and/or coordinates with our State Priorities

- Removal of limitations and/or barriers to access federal funds, especially those designed to meet the educational needs of Alaska Native students

- Tribal consultation support from the Office of Indian Education to State Education Agencies to better support individual districts with appropriate guidance