

Welcome

New ESEA Federal Programs Directors Technical Assistance Webinar Series

This webinar will be recorded



October 2025 Schedule

- **October 27 (1:00 - 3:00pm)** - Foster Care, Title I-C Basics

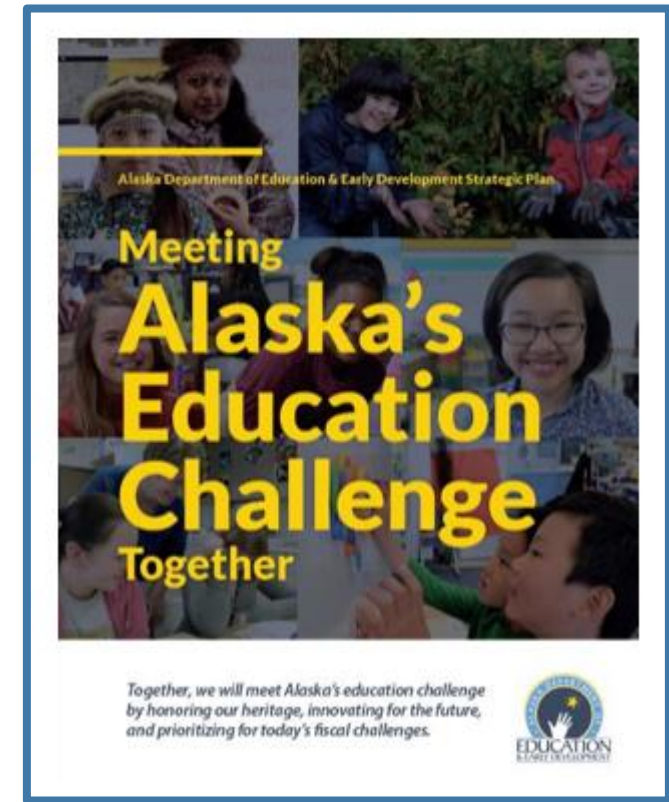
Mission, Vision, and Purpose

Mission	Vision	Purpose
An excellent education for every student every day.	All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them. - Alaska Statute 14.03.015	DEED exists to provide information, resources, and leadership to support an excellent education for every student every day.

Strategic Priorities: Alaska's Education Challenge

Five Shared Priorities:

1. Support all students to read at grade level by the end of third grade.
2. Increase career, technical, and culturally relevant education to meet student and workforce needs.
3. Close the achievement gap by ensuring equitable educational rigor and resources.
4. Prepare, attract, and retain effective education professionals.
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.



education.alaska.gov/akedchallenge

Ensuring the Educational Stability of Students in Foster Care

Alaska Department of Education and Early Development

Jessica Paris, Program Manager

October 27, 2025



Note to District Federal Program Manager and Foster Care Point of Contract:

You may use these slides to train yourself or to train your staff, such as principals, registrars, school administrative assistants, transportation staff, nutrition staff. All play a key role in ensuring students in foster care are provided their special rights given to them by Title I-A.

These slides will not be very useful in training staff, however, unless you find all the red slides and fill in the specific protocols and procedures that your district uses regarding students in foster care.

If your district works with one of the three Title IV-E Tribal Foster Care Agencies [Aleut Community of St. Paul Island (Pribilofs), Kenaitze Indian Tribe (Kenai), or Maniilaq Association (Kotzebue)], please add information about your partnership with them to each slide where it asks for information about your partnership with OCS.

ESEA and Children in Foster Care

ESEA requires districts accepting Title I-A funds to help ensure the educational stability of students in foster care

ESEA Sections:

1111(g)(1)(E)

1112(c)(5)

1111(h)

Main Goal of Title I-A Foster Care Requirements

Keep students taken into foster Care **in the same school** they were previously attending, regardless of changes in foster care placement.

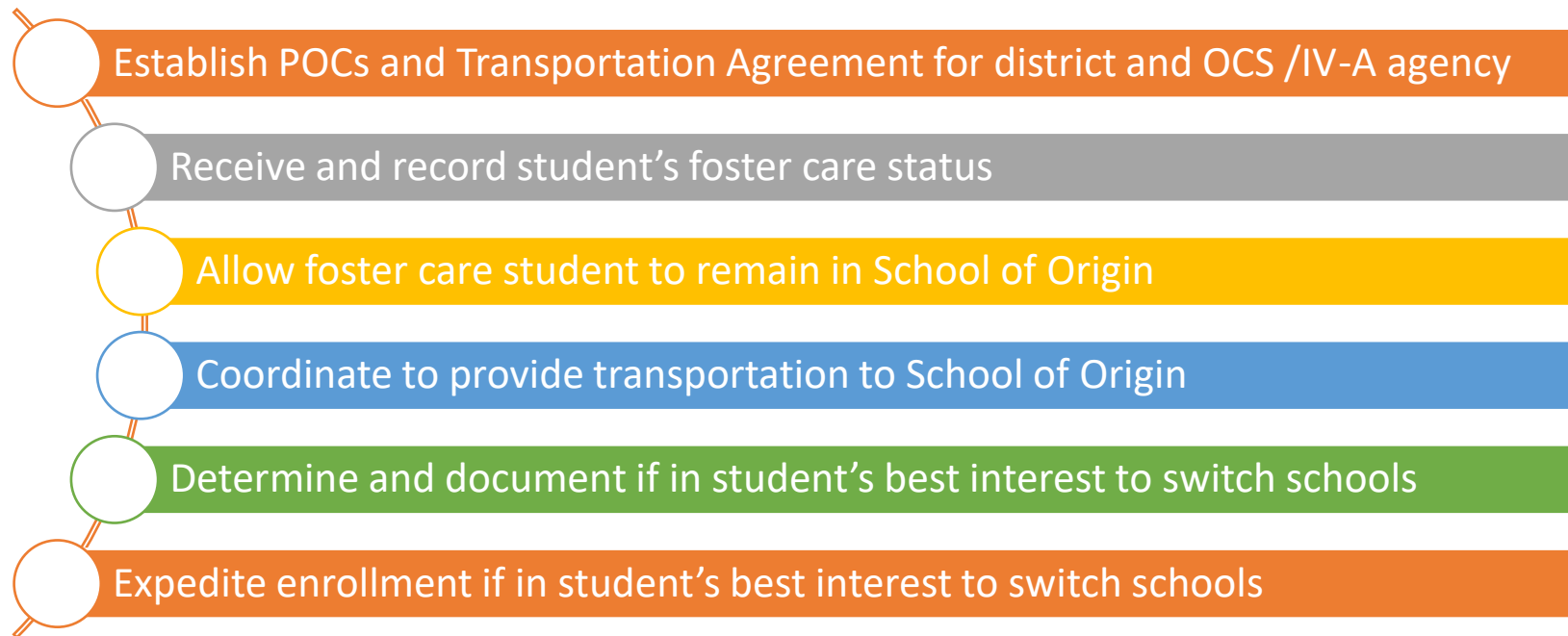


Definition of Foster Care Used by ESEA

*24-hour substitute care for children placed away from their parents or guardians and for whom the **Title IV-E agency** has placement and care responsibility.*

- In Alaska, at this time, the only SSA Title IV-E Agencies (under US HHS) are:
 - Office of Children's Services (OCS)
 - The Aleut Community of St. Paul Island (Pribilofs)
 - Kenaitze Indian Tribe (Kenai)
 - Maniilaq Association (Kotzebue)
 - Central Council of Tlingit and Haida Indian Tribes of Alaska (Juneau and Southeast)
- Title I-A requirements only apply to students in the custody of Title IV-E Organizations
- Clarifications around Foster Care services provided by Tribal Entities
 - Some Tribal Organizations in Alaska have used their sovereignty to establish Tribal Courts and voluntary and/or mandated Tribal Foster Care; the I-A requirements **are not** applicable to these students.
 - Federally Recognized Tribes/Tribal Organizations/Tribal Consortia have the option to apply directly to federal HHS to serve as a IV-E agency, which ACSPI, Kenaitze, Maniilaq, and CCHITA have done.

Six Main Components



1. Establish POCs and Transportation Agreement for District and OCS

Points of Contact:

- For Office of Children's Services (OCS)
 - Local Case Worker/Protective Services Specialist (PSS)
 - Regional Protective Services Manager (PSM)
- For School District
 - Federal Programs Manager
 - Counselor
 - Registrar

Transportation Agreement:

- District must collaborate with OCS to create written transportation agreement to ensure FC student will be provided daily transportation that will enable them to attend their school of origin
 - Who arranges, who provides, who funds
 - Dispute Resolution Policy



Memorandum of Understanding
Between the Alaska Office of Children's Services and
____ School District
To Ensure the Educational Stability of Children in Foster Care

Interagency Cooperative Agreement to Ensure Educational Stability
To clarify roles, definitions, and procedures for working together to support students in foster care, we agree to abide by the Joint Guidance on Ensuring the Educational Stability of Children in Foster Care issued by the Alaska Department of Education & Early Development and Office of Children's Services. In doing so we demonstrate our fulfillment of provisions of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015 and the Fostering Connections to Success and Increasing Adoptions Act of 2008.

Point of Contact
In order to facilitate collaboration between the two organizations, we designate the following individuals as Point of Contact (POC), while agreeing that if the assigned staff member changes, the host organization will contact the other to provide contact information for the new POC:

School District Foster Care Point of Contact:			
Name:			
Title:			
Email:			
Phone:			

Office of Children's Services Point of Contact:			
Name:			
Title:			
Email:			
Phone:			

Transportation to School of Origin
We agree to work together to arrange, provide and fund cost-effective transportation to the school of origin when in the student's best interest. We agree that no child in foster care will experience disruptions to school attendance due to any dispute between the agencies regarding transportation. See attached document that will be used to arrange student transportation:
☒ Foster Care Student Transportation Agreement (DEED/OCS template).
OR
☐ Other: _____

Term of Agreement
This agreement shall be effective as of the date of signing by both parties and shall continue until modified or replaced at the discretion of either party. To modify or replace the agreement, an agency must provide 30 days' written notice.

Signature of Authorized Agent
By our signatures below, we agree to abide by the Joint Guidance on Ensuring the Educational Stability of Children in Foster Care to comply with the Every Student Succeeds Act and to ensure the Educational Stability of Children in Foster Care.

School District Authorized Entity:			
Signature:			
Date:			
Name:			
Title:			
Email:			

Office of Children's Services PSM I or II:			
Signature:			
Date:			
Name:			
Title:			
Email:			

Points of Contact (POC)

- Who is our district FC POC?
 - Contact Information:
- Who is the OCS POC for our district?
 - Contact Information:

Transportation Agreement for Rural Roadless Districts

- Consider using DEED/OCS Template to establish required Transportation Agreement
 - Few students per year needing transportation
 - Complete for individual students on case-by-case basis
 - Lists transportation options
 - No prior promise of OCS funds
- Even for foster students remaining in a community with only one school option, that school option is still considered the “school of origin”
- Even within a village where everyone typically walks, if walking to the school of origin is a **barrier to attendance** for a child in foster care, transportation should be provided
- If student’s foster care placement is in a different school community not connected by road, no transportation is required; student transfers schools

Foster Care Student Transportation Agreement
 This form is used to clarify what transportation will be provided for the student in foster care named below that will allow the student to remain in his/her school of origin.

Transportation Arrangements

Student's name:	
Name of foster parent:	
Address of foster placement:	
School of origin:	
School district:	
OCS and the School District agree on the following method of transportation to the school of origin for the student listed above: Select one. Use the most cost-effective, efficient, age-appropriate transportation method available for this student.	☐ Student walks if within district's allowed distance ☐ Standard District bus route is used ☐ Standard District bus route is modified ☐ District customizable bus/van is used ☐ Foster family provides safe, reliable ride to school ☐ Bus pass provided ☐ Bus pass provided for student & adult chaperone ☐ OCS customizable bus/van is used ☐ Cab ride with background-checked driver ☐ Contract with background-checked driver ☐ Other:
What date will the transportation begin?	
Who is providing the transportation? ☐ OCS or ☐ District	
Notes:	

Signatures
 If an agency is committing to providing or funding services expected to incur additional costs, the agency's employee must follow through with obtaining authorization to commit such funds. Contact your Regional/District ESSA Foster Care point of contact for questions regarding funding needs.

District Transportation or Foster Care Liaison	Office of Children's Services Caseworker
Arranged by:	Arranged by:
Signature:	Signature:
Date:	Date:

Transportation Agreement for Large Urban Districts

- Consider establishing a contract with OCS/DFCS
 - Frequent and daily FC transportation
 - 12-month commitment
 - Specific funding promised by OCS
 - Specific services (and funding) promised by district
 - Can include staff time as expense
 - OCS Contact for contracts:
 - [Richard Bloomquist](#), OCS Program Coordinator
- Transportation to school of origin even applies to student whose foster care home is in a neighboring district, if less than 50 miles away.
- Transportation method should be the most safe and cost-effective option

5. TERMS OF PAYMENT

5.1 OCS shall pay transportation costs in the amount of \$15,000/ per state fiscal year (July 1 to June 30).

This will be a flat rate to cover all of the services identified in Section 4.2; no additional costs may be billed to this MOA.

5.2 The District will submit monthly invoices, within 30 days of the end of the month being billed, as specified below:

\$1875/month billed October 1- May 30 (enter the amount and date range that the District will bill for)

Quarterly Invoices must include the following data:

- a) Number of students transported in the month
- b) number of days each child was transported
- c) number of miles each child was transported (if available)

This information will be used for future planning and funding level determinations.

Transportation Agreement for Rural Districts with Distant School Communities Connected by Roads

- Consider using DEED/OCS Template to establish required Transportation Agreement
 - Few students per year needing transportation
 - Possibility of lengthy transportation needed with little transportation infrastructure
 - Complete for individual students on case-by-case basis
 - Lists transportation options
 - However, no prior promise of OCS funds
- Consider requesting a simple custom agreement with OCS that says *district will spend up to \$1500 per year on FC transportation; if costs exceed this, OCS will reimburse for the subsequent \$1,500*
- Transportation to school of origin even applies to student whose foster care home is in a neighboring district, if less than 50 miles away.

Foster Care Student Transportation Agreement
This form is used to clarify what transportation will be provided for the student in foster care named below that will allow the student to remain in his/her school of origin.

Transportation Arrangements

Student's name:	
Name of foster parent:	
Address of foster placement:	
School of origin:	
School district:	
OCS and the School District agree on the following method of transportation to the school of origin for the student listed above: <i>Select one. Use the most cost-effective, efficient, age-appropriate transportation method available for this student.</i>	☐ Student walks if within district's allowed distance ☐ Standard District bus route is used ☐ Standard District bus route is modified ☐ District customizable bus/van is used ☐ Foster family provides safe, reliable ride to school ☐ Bus pass provided ☐ Bus pass provided for student & adult chaperone ☐ OCS customizable bus/van is used ☐ Cab ride with background-checked driver ☐ Contract with background-checked driver ☐ Other:
What date will the transportation begin?	
Who is providing the transportation? ☐ OCS or ☐ District	
Notes:	

Signatures
If an agency is committing to providing or funding services expected to incur additional costs, the agency's employee must follow through with obtaining authorization to commit such funds. Contact your Regional/District ESSA Foster Care point of contact for questions regarding funding needs.

District Transportation or Foster Care Liaison	Office of Children's Services Caseworker
Arranged by:	Arranged by:
Signature:	Signature:
Date:	Date:

Transportation Agreement

- What type of transportation agreement has our district established with OCS?
- What are the typical methods of transportation for students in foster care that our district uses?

2. Receive and Record Student's FC Status

- Establish protocols with OCS
- Train staff, particularly school receptionists and registrar
- Require OCS document indicating custody
- Record status (securely)
 - Student Information System
- Update address/guardian information
- Inform staff who “need to know”
 - Counselor
 - Main Teacher
 - Bus Service
 - Student Nutrition
 - Front Desk
- Expect “parallel program” or “false” identification

THE STATE of ALASKA
GOVERNOR MIKE DUNLEAVY

Department of Health and Social Services
OFFICE OF CHILDREN'S SERVICES
King Salmon Field Office
P.O. Box 537
King Salmon, Alaska 99613
Phone: 907/244-6442
Fax: 907/244-3329

Date: _____

Re: Child Name: _____ DOB: 00/00/0000

On 00/00/0000, the above named child was removed from their home and placed in the legal custody of the State of Alaska. At this time, this child remains in custody with the Office of Children's Services for the State of Alaska. On 00/00/0000, the child was placed with unlicensed relative (or) licensed foster care provider, FP Xxxxx Xxxxx in (village), Alaska.

The Office of Children's Services have given FP Xxxxx the authority to enroll the child into school, make educational decisions, travel for medical, enroll in other programs, make medical and behavioral health appointments, travel for school, receive WIC, refill medication and receive medical treatment as needed in the child's best interest.

Individuals may contact the FP Xxxxx at (907) 000-0000. The family's mailing address is PO Box 000 (village), Alaska 99000. The foster parent's email address is FPXXXX@gmail.com.

Opt Out Information

Fluoride Program ☐

Hearing/Vision Screening ☐

Release of Information to Military ☐

Release of Information to Post Secondary Institutions ☐

School Climate & Connectedness Survey ☐

State Testing ☐

TB Test Screening ☐

Forms

Immunizations - Religious Waiver ☐

Immunizations - Medical ☐

COVID Testing

In-School COVID Testing Consent ☒

Permissions Information

Local Field Trips ☐

Media Release ☒

Foster Care Information

Foster Care ☒

Resource: Weekly Report from OCS/DFCS

- District should request to receive **weekly OOH Report from OCS/DFCS**.
 - Lists all FC students in Out-of-Home placements in your district's communities
 - Includes transition dates, name of foster parent, case worker, parental restrictions, and more
 - Instructions on [DEED Foster Care page](#) , "Receiving Student FC Status from OCS" tab



School District OOH RR00122 20210923b There are 58 records in this report.
 Run date: 9/23/2021 11:15:26 AM. Run by: DHSS\kmbold. Source: ORCARPT.
 OCS Children documented as residing in towns served by X District Schools from 7/1/2021 through 9/23/2021 11:16:09 AM.

Colored font indicates child's documented location was changed to a town outside of **districts Schools** since 7/1/2021.

Child	DOB	TPR	Removal	Placement Began	Placement Ended	End Reason	Provider	Contact Address

Receive and Record Student's FC Status

- About how many students in our district are in foster care over the course of a typical year?
- How does our district typically learn a child has been newly taken into foster care or has had a change in their foster care status?
- What should school staff do when someone contacts a school indicating a child is in foster care?
- What sorts of formal documentation of foster care status and custody should be obtained?
- Does the district receive the weekly OOH Report? If so, which staff receives it?
- In the district electronic student information system, how does staff mark that a child is in foster care?
- How can staff see a child's foster care status in the student information system? How can they query to get a list of all students currently in foster care?
- How will staff that "need to know" a student is in foster care be notified?
- Who are the staff in our district that "need to know"?
- When the district receives information that a child is no longer in foster care, what formal documentation is required? Who updates the child's foster care status in the student information system? How?

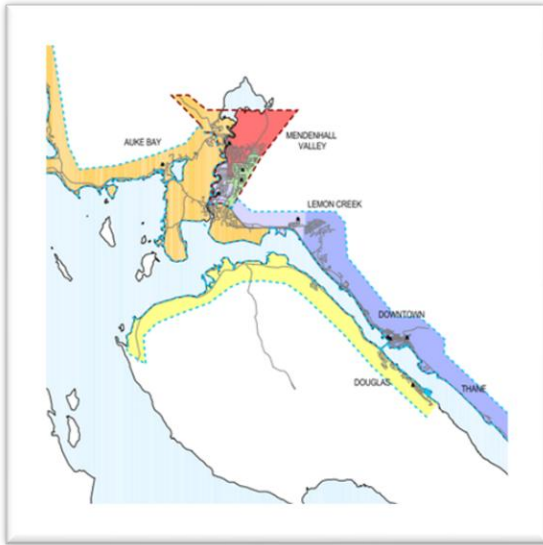
3. Allow to Remain in “School of Origin”

Student is allowed to remain in the school they were attending (or would have attended) immediately prior to being placed in foster care for the remainder of the time they are in foster care.

- The school the student was attending (or would have attended) immediately prior to being placed in foster care is called their “School of Origin” or SOO
- It is always assumed that remaining in the School of Origin is in the student’s best interest; however--if it is formally determined to be in the **student’s** best interest to change schools, that new school will be considered their “School of Origin” if yet another change in home placement were to subsequently occur
- DEED/OCS always consider it to be in the student’s best interest to change schools if their FC placement is in a school community more than 50 miles from their original school or if it’s not connected by road



With and Without Educational Stability



Home of Foster Child <i>(with 2 placement changes in less than one year)</i>	School of Foster Child without educational stability requirements	School of Foster Child with educational stability requirements
Birth Family	Downtown Elem	Downtown Elem
Foster Family #1	Douglas Elem	Downtown Elem
Foster Family #2	Mendenhall Valley Elem	Downtown Elem
Birth Family	Downtown Elem	Downtown Elem
	3 school changes	0 school changes

Notes for Rural Schools

For many rural schools, maintaining “School of Origin” is either easy or impossible:

- In a rural village with only one school and without any roads to another school community—
 - If the child’s foster care placement is in their original home community, their School of Origin is the only school option (easy)
 - If the child is moved to another community, it is not feasible to transport back to SOO every day, so they must switch schools (impossible)

Allow to Remain in “School of Origin”

- What should staff say and who can they contact if a foster parent or case worker is trying to enroll a foster student in a new school instead of keeping them in their School of Origin which is connected by road and less than 50 miles from their foster care placement/home?

4. Provide Transportation to School of Origin

- District must collaborate with OCS to provide daily transportation to enable a child in foster care to attend their School of Origin (unless the child's foster care placement is in a new community that is not connected by road to their School of Origin or is more than 50 miles away by road)
- Allowable for district to use Title I-A funds, regardless of whether student attends Title I-A school
- Allowable for OCS to use Title IV-E funds
- Common forms of transportation: Walk, tweak school bus route, foster parent drives, taxi, school vehicle that can run customizable route, in lieu of transportation agreement, contract with background-checked snow machine driver
- This only applies to maintaining a student in their School of Origin; if they were transferred to a new school, this requirement does not apply

Notes for Schools that Usually Don't Provide Transportation

- In villages where there is only one school, and even if “everyone walks,” if that school is their “school of origin” then that FC student is entitled to transportation to school if it becomes a barrier to their attendance.
- The same applies to charter schools that provide no transportation for any of its regular students and to schools that have switched from buses to offering parents In Lieu of Transportation Agreements.
- In many communities without buses “where everybody walks,” many families actually snowmachine their children to school when winter temperatures are dangerous.
- Even if it is unlikely an FC student would need transportation, the district needs a plan/method for how it would be provided ready.
- Offering the foster parent an In Lieu of Transportation Agreement is one option but should not be the only option. The FC parent may not have the means, ability, or time to do the transportation, and it is not their obligation to do it, so the school needs other options available.

Provide Transportation to School of Origin

- Which staff arranges the transportation necessary to keep the foster care student enrolled in their School of Origin?
 - Contact Information:
- What are the methods of transportation for foster care students available in our district?
- What is the process for requesting unique transportation for the student in foster care?
- What forms do we use to request, arrange, or provide transportation?

5. Determine and Document If in *Student's* Best Interest to Switch Schools

- Districts should only enroll FC students in a new school when it has been formally determined to be in *student's* best interest to switch schools
- A formal Best Interest Determination (BID)
 - uses input from key stakeholders, such as caseworker, school staff, foster parent, district POC, Guardian ad Litem, student, and parent;
 - consults via meetings, phone calls, and/or email; and
 - is documented in writing.
- Districts may always assume it to be in the student's best interest to switch schools if their FC placement is in a new community more than 50 miles from their School of Origin or if it's not connected by road

Best Interest Determination (BID) Form

This form is to help a district and DCS document how they and other stakeholders determined which school a foster care (FC) student should attend based on the student's best interest. Note: districts and DCS should always assume it's in a student's best interest to remain in their School of Origin (SOO), unless the FC placement is in a new community not connected by road to the SOO, or is more than 50 miles away.

Student Name: _____

Foster Parent Name: _____

Before most recent foster care home placement change: _____

Community: _____ School of Origin: _____

After most recent foster care home placement change: _____

Community: _____ Possible School: _____

Community: _____ Possible School: _____

Community: _____ Possible School: _____

Due to the reason(s) marked below, it was determined to be in the student's best interest to--

☐ Remain in their School of Origin (SOO)	☐ Switch Schools to:
☐ The SOO is the only school in the community.	☐ Student foster placement is in a new community that is not connected by road to their SOO.
☐ There are other schools available, but the educational continuity provided by remaining in the SOO is assumed to outweigh any potential benefit of switching schools.	☐ Student foster placement is in a new community that is more than 50 miles away from their SOO.
☐ There are other schools available, but the student--	☐ Student foster placement is in the same community as SOO, but the student--
☐ has already moved schools previously.	☐ has problematic relationships at the SOO.
☐ has academic challenges.	☐ wants to switch to the new school.
☐ has good relationships with SOO staff.	☐ has siblings or other relatives at the new school.
☐ has good friendships at SOO.	☐ has special needs better met by new school.
☐ has siblings or other relatives at SOO.	☐ participates in activities offered at new school.
☐ participates in extracurricular activities at SOO.	☐ could switch during a logical educational juncture.
☐ prefers the SOO.	☐ finds the commute to SOO too long or complicated.
☐ is likely to have an FC placement change again soon.	☐ Other:
☐ Other:	☐ Immediate Enrollment:
☐ Transportation:	When it's been formally determined to be in an FC student's best interest to switch schools, the district must provide immediate enrollment for documented FC students, even if records normally required are not available. Records requests should be sent to prior school immediately. No special transportation for FC must be provided.
Districts must work with DCS to provide FC students transportation to maintain their SOO if lack of transportation will create a barrier to attendance.	Date FC student was enrolled in new school: _____
New FC student will be transported to school:	Date FC students records were requested from previous school or district: _____
☐ Walk	
☐ Walk bus route	
☐ Unassigned bus	
☐ In line of Transportation Agreement	
☐ Yes	
☐ School vehicle	
☐ Other:	

Determine and Document If in *Student's* Best Interest to Switch Schools

- In our district, about what percentage of the time is it obviously in a foster child's best interest to switch schools because their foster care placement/residence is in a new community more than 50 miles from their School of Origin or it's not connected by road?
- About how many Best Interest Determination (BID) events are held in our district over the course of a typical year?
- Which staff in our district typically arrange Best Interest Determination events?
 - Contact Information:
- Which staff in our district typically participate in BIDs?
- Who else typically participates in our BIDs?
- How are BIDs typically conducted in our district?
- What type of "evidence" is usually used in a BID in our district?
- What forms does our district use to document BIDs?
- Where is the BID saved?

6. Expedite Enrollment If in *Student's* Best Interest to Switch Schools

If formally determined in student's best interest to change schools-- Expedite enrollment in new school

- If receiving:
 - Allow to enroll even if normally required records are unavailable
 - Work with prior district, health clinic to track down records
- If transferring:
 - Send records immediately to new school

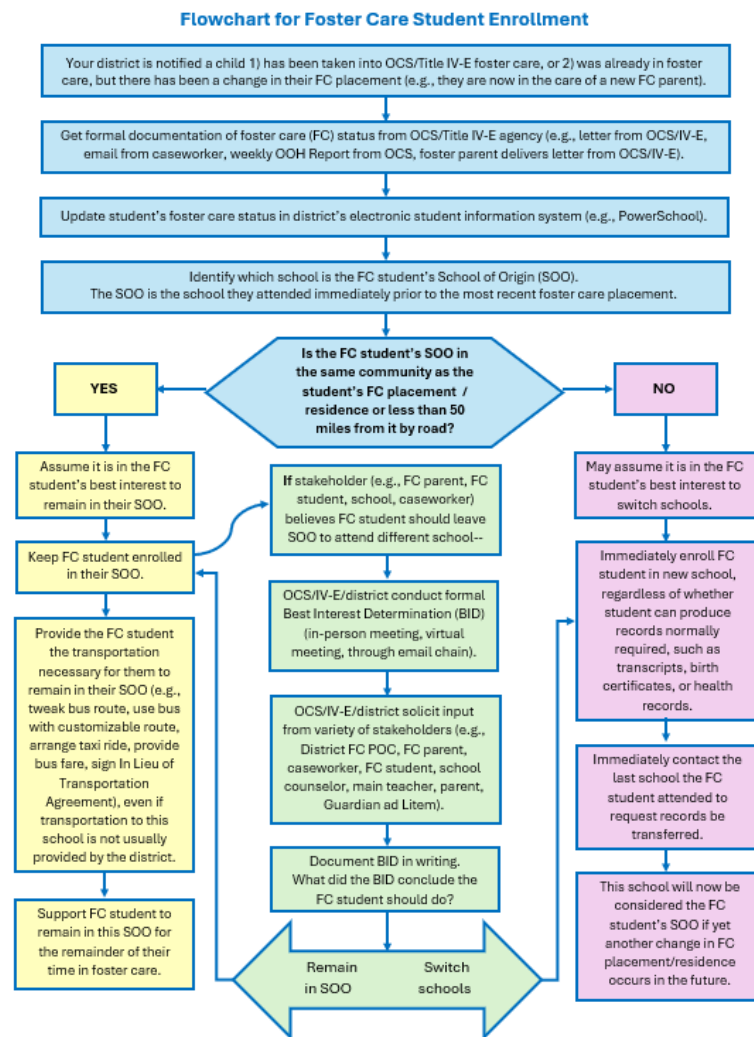
A form titled "Southwest Region Schools District Office Student Transfer Withdrawal Information". It includes fields for "Today's Date", "Student Name", "School student will attend", "Dated of Exit", "Date of Entry", and "Special Ed?". There is a section for "District Office Student Transfer Withdrawal Information" with a table for "Subject", "Grade At Withdrawal", and "Comments". The form is signed by the "School Counselor or Secretary" and has a "Page 3" label at the bottom.

Subject	Grade At Withdrawal	Comments

Expedite Enrollment If in *Student's* Best Interest to Switch Schools

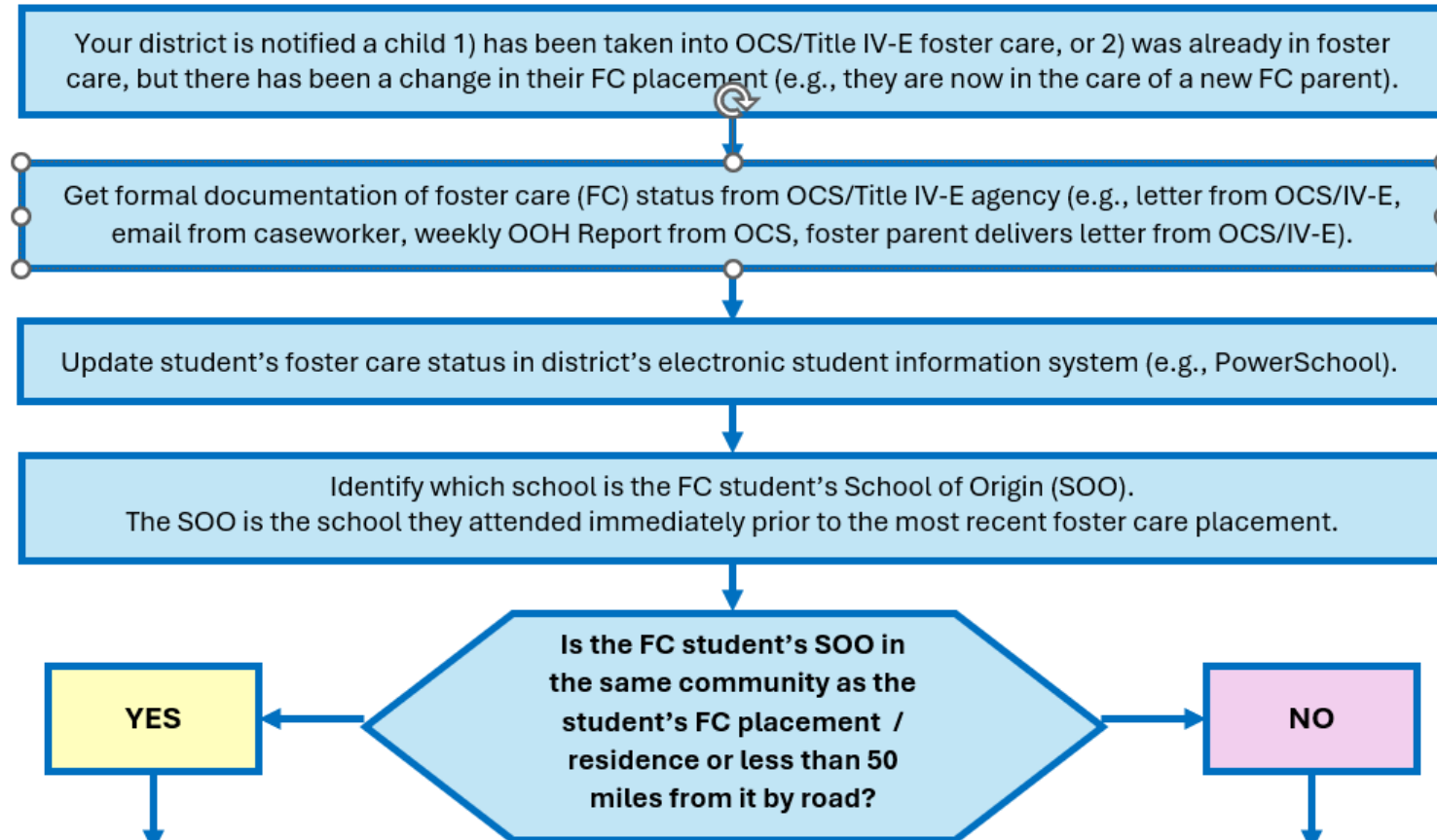
- Which staff requests the educational records from the previous school?
 - Contact Information:
- What process and forms are used to get educational records?
- Which staff tracks down health records?
 - Contact Information:
- What process and tools or forms are used to get health records?
- How do we make a schedule for HS or MS students before receiving transcripts?
- How do we provide most appropriate services for student with disabilities before IEP is received?
- Who updates the child's foster care status and /or school in the student information system?

Flowchart for FC Student Enrollment

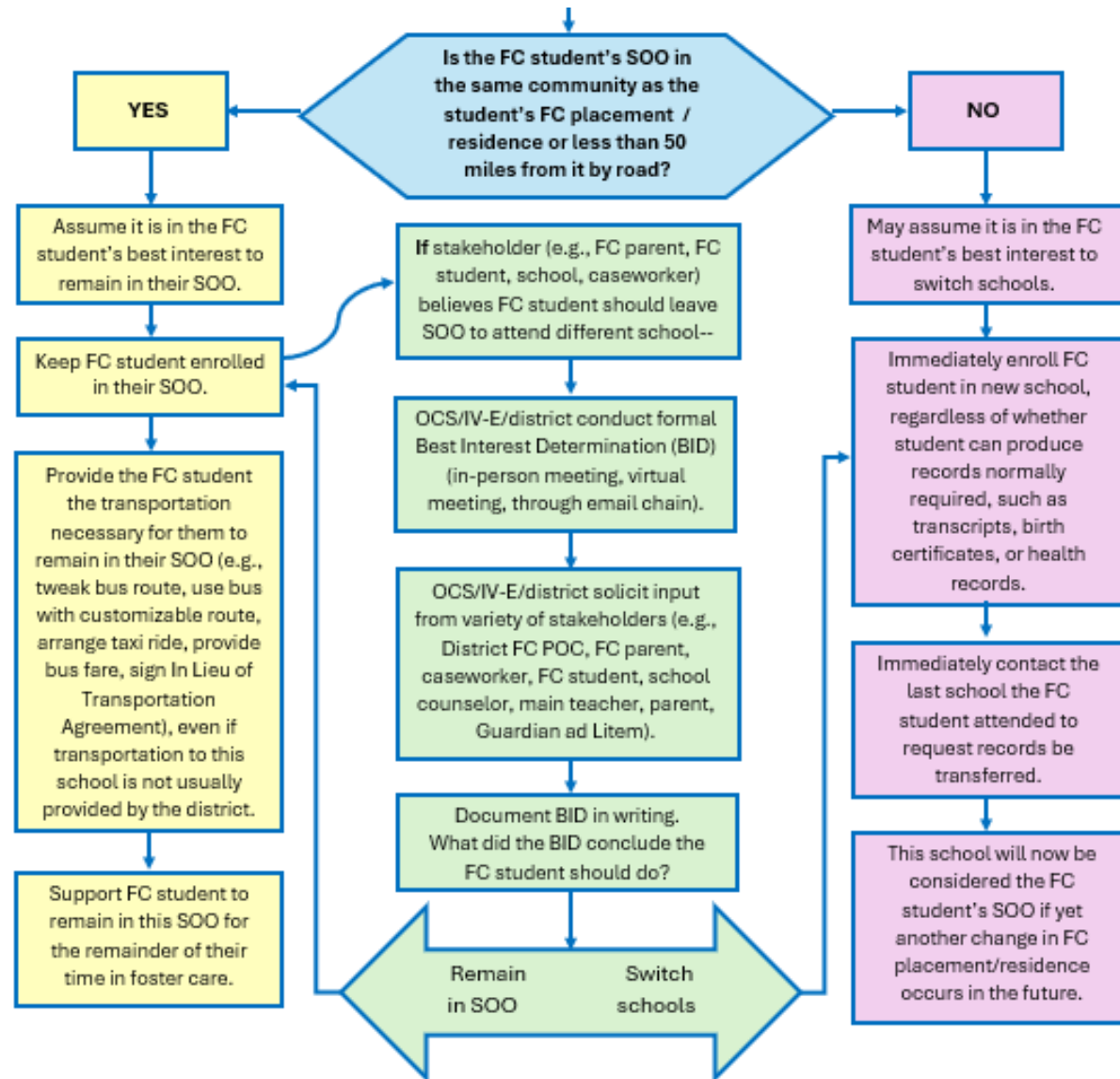


This flowchart summarizes elements 2 – 6 of this slideshow. A copy can be found on the DEED Foster Care website.

Flowchart for FC Student Enrollment



Flowchart for FC Student Enrollment



Additional Rights of Students in Foster Care

Students in foster care are considered “categorically eligible” for free meals under the programs of USDA during the time they are in foster care.

In addition to receiving free meals the schools serves, the student in foster care should be considered “economically disadvantaged” in district reporting, regardless of the economic status of the foster family.

Annual Foster Care Questions in GMS

D.8: MOU with OCS and other Title IV-E Agencies

- Attach current, signed MOU with OCS/Title IV-E agencies that includes POC information and (if accepting Title I-A funds) a transportation agreement

D.9: Tracking students in FC

- Describe how district and school learn student FC status, where FC status is recorded

D.10: Transportation for students in FC

- Describe district geography and transportation options

D.11: Expedited enrollment for students in FC

- Describe district enrollment and records transfer processes

Compliance Monitoring

Evidence/Documentation of Implementation:

- (Current MOU and Transportation Agreement)
- Notification from OCS of individual FC student status, such as formal letters and weekly OOH Report
- School database of students in Foster Care
- Transportation request, receipt, bus route map
- Best interest determination meeting/decision notes, invites, emails
- Email from registrar showing expedited records request; email tracking down immunization records instead of barring entry
- Written district protocols and training for staff regarding FC data, maintenance of School of Origin, transportation, and enrollment for FC students.

March 25, 2020

NOTICE OF CUSTODY & PLACEMENT
CONFIDENTIAL

Re: [Redacted]

This is to advise that the above-named child, Date of Birth [Redacted] is in the custody of the State of Alaska, Department of Health and Social Services, Office of Children's Services. The child has been placed by the Department into:

- ☒ Child Foster Home/Relative Placement
- ☐ Residential home or facility
- ☐ Parental home with legal custody remaining with the State of Alaska
- ☐ Parental home with legal custody returned to the parents.

The Department custody order, classified under AS 47.30.080 is effective from 04/13/2020 to indefinitely at 04/13/2020.

Current Caregiver:
Address: [Redacted]
Phone Number: [Redacted]

Since the child is in the custody of the State of Alaska, it is important to maintain confidentiality of



PDS Superintendent request@pdsd.net

Time-sensitive Request

From: [Redacted] Sent: Wednesday, March 25, 2020 at 12:05 PM

To: [Redacted]

Hi [Redacted],

We have just received a records request for high school student [Redacted] and attached documents. He will be transferred to Residential Youth Care (RYC) in KTN on Jan. 3rd and they are requesting the records to be sent prior to that. The request from this family is to be handled as you are all on vacation but could be brought to school as a good meeting point. I am happy to facilitate any documentation down to them once it's provided to me.

Best,

[Redacted]
Petersburg School District
400 East 2nd
Petersburg, AK 99833
407-244-7444 x 100

School District

Student Name: [Redacted] Grade: [Redacted]

Student Address: [Redacted]

Parent/Guardian Name: [Redacted] Phone: [Redacted]

Transfer Date: [Redacted]

Transfer Reason: [Redacted]

Transfer To: [Redacted]

Transfer From: [Redacted]

Transfer Status: [Redacted]

Transfer Date: [Redacted]

Transfer Reason: [Redacted]

Transfer To: [Redacted]

Transfer From: [Redacted]

Transfer Status: [Redacted]

Transfer Date: [Redacted]

Transfer Reason: [Redacted]

Transfer To: [Redacted]

Transfer From: [Redacted]

Transfer Status: [Redacted]

School District OOH RR00122 20210923b There are 58 records in this report.
Run date: 9/23/2021 11:15:26 AM. Run by: DHSS/mbold. Source: ORCARPT.
OCS Children documented as residing in towns served by X District Schools from 7/1/2021 through 9/23/2021 11:16:09 AM.

Colored font indicates child's documented location was changed to a town outside of district Schools since 7/1/2021.

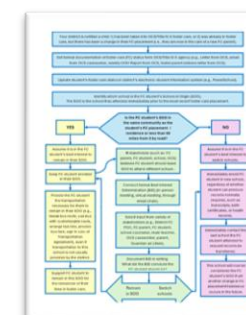
Child	DOB	TPR	Removal	Placement	Placement	End Reason	Provider	Contact Address
				Began	Ended			
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

Resources: DEED Foster Care Webpage

- Guidance and Templates and Training Documents
 - Joint Guidance clarifying definitions, expectations, some protocols
 - MOU template
 - Transportation Agreement template
 - BID Form and Tracking Sheet
 - Flowchart for Foster Care Enrollment
 - Training slides
- Connecting with OCS
 - Map and list of OCS regions and offices
 - Email addresses for OCS regional PSMs
- Receiving Student FC Status from OCS
 - Weekly OOH Report Sign Up instructions
- Federal Statutes and Guidance
- National Resources

This form is used to obtain consent from a parent or guardian for the release of information to a third party. It includes sections for the release of information, the third party, and the release of information to the third party.

This form is used to inform the responsible parent/guardian of the student's enrollment in foster care. It includes sections for the student's information, the foster care placement, and the responsible parent/guardian's signature.



Contact Information

Jessica Paris, Program Manager

Foster Care Liaison for DEED

Jessica.paris@alaska.gov

(907) 465-8716



The Basics: Title I, Part C Education of Migratory Children

Alaska Department of Education and Early Development

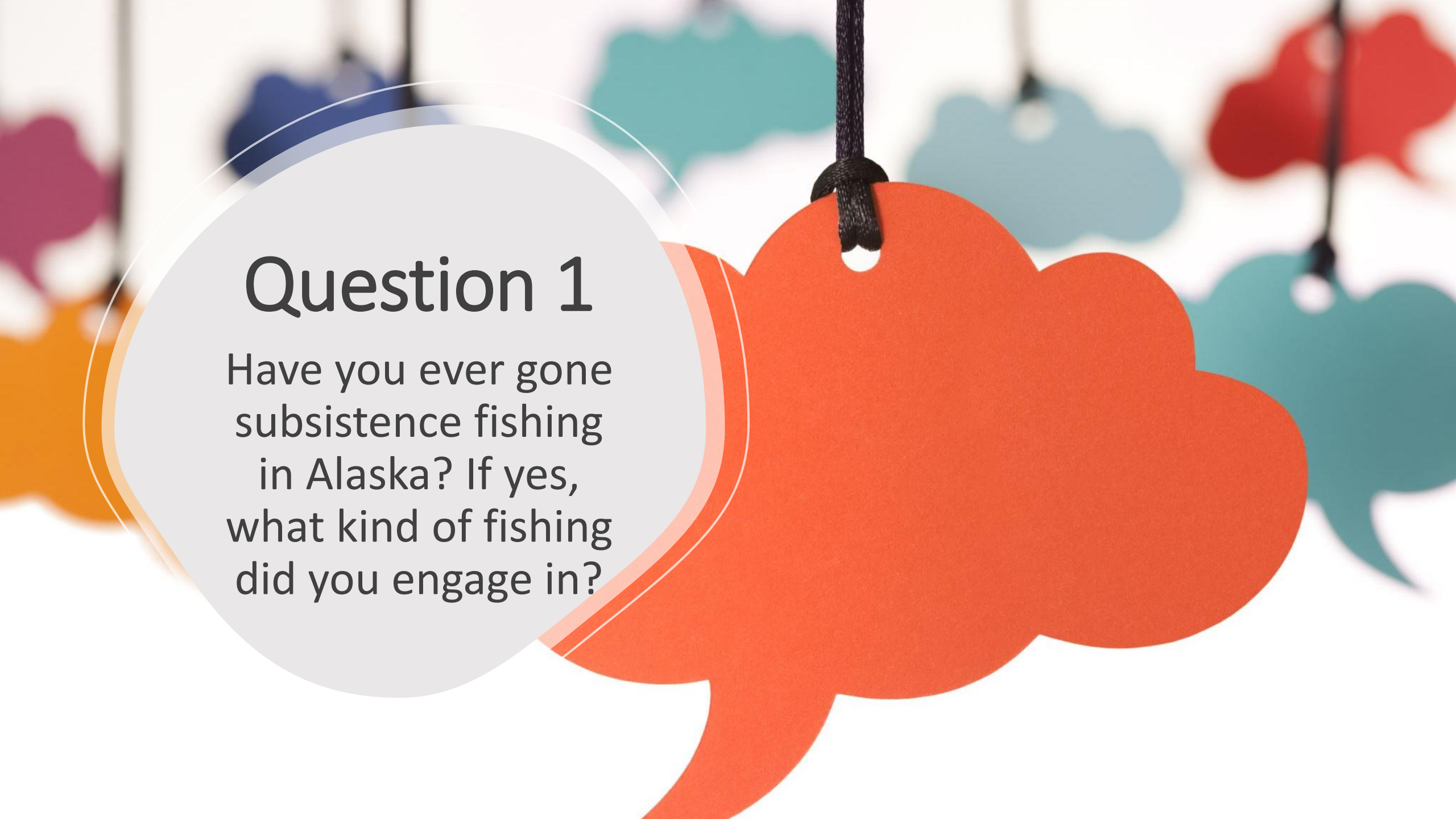
Sarah Emmal, Migrant Education Program Manager

October 27, 2025



Agenda

- Overview
- Identification and Recruitment of Migratory Children
- Continuous Improvement Cycle
- Serving Migratory Children
- Parent and Family Engagement
- Uses of Funds
- Required Documentations
- Resources



Question 1

Have you ever gone
subsistence fishing
in Alaska? If yes,
what kind of fishing
did you engage in?

Overview



Legal / 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**
 - [Title I-C Policy Non-Regulatory Guidance](#)



Goal of the Program

- Ensure that all migratory children reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for:
 - responsible citizenship,
 - further learning, and
 - productive employment.

General District Requirements

- Identification & recruitment
- Implement data quality controls
- Interstate and intrastate coordination
- Engage parents & families
- Identify and address needs
- Evaluate effectiveness

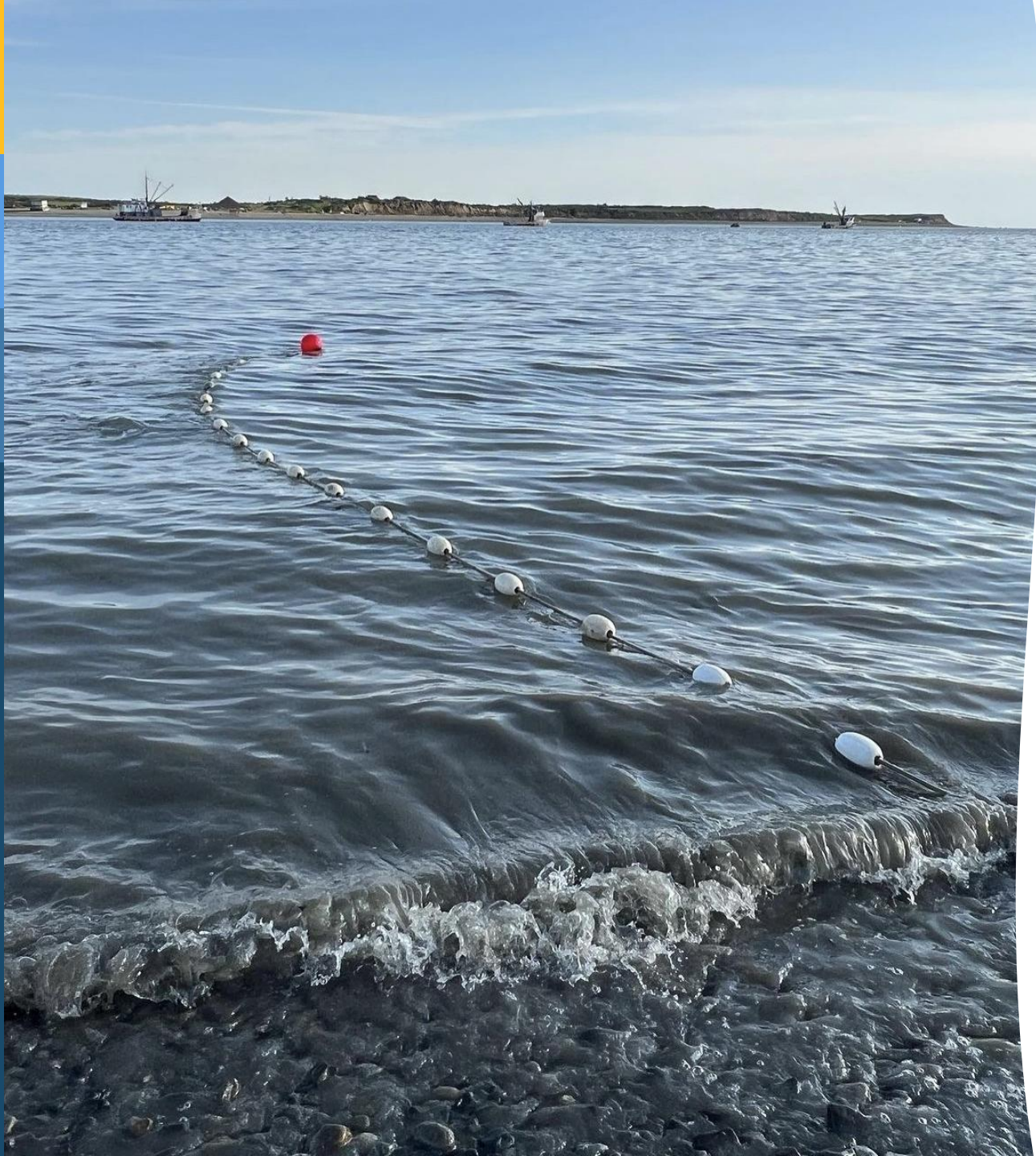


Important Deadlines

Deadline	Task
September 30	Summer Services Report due
September 30	Summer Term Course History Report due
October 15	Priority for Service K-2 Report due
November 5	Fidelity of Strategy Implementation Tool due
November 15	Fall Recruitment Report due
January 31	First semester Course History Report due
May 15	Literacy Grant Application (paper) due – for next fiscal year
June 15	Literacy Grant Final Report due – for current fiscal year
June 15	Mass Withdrawal Report due
June 30	Second semester Course History Report due

<https://education.alaska.gov/Media/Default/ESEA/Title%20I-C%20Important%20Dates.pdf>

Identification and Recruitment of Migratory Children

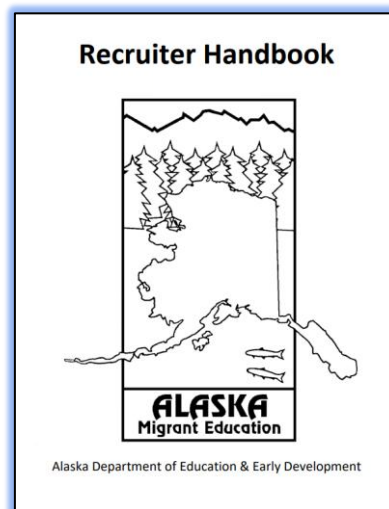


Migratory Child Definition

- A child who is entitled to free public education (or not yet in school), made a **qualifying move** due to **economic necessity** in the preceding 36 months:
 - **as** a migratory agricultural worker or fisher,
 - **with** a migratory agricultural worker or fisher, or
 - **to join** a migratory agricultural worker or a migratory fisher.

Manuals

Recruiter Handbook



Recruiter Responsibilities

Migratory Child Eligibility Requirements

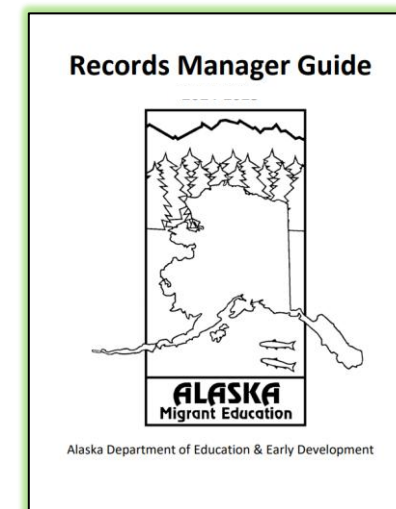
Migratory Child Paperwork (COEs & COE Recerts)

Migrant Student Database for Recruiters

Resources

education.alaska.gov/Media/Default/ESEA/Recruiter%20Handbook.pdf

Records Manager Guide



Administering the Program

Quality Control Requirements

Records Manager Responsibilities

Migrant Reports and Due Dates

Migrant Student Database for Records Managers

Resources

education.alaska.gov/Media/Default/ESEA/Records%20Manager%20Guide.pdf

Training Resources

Title I-C YouTube Playlist Training Videos Guide

Updated: 07/11/2024

Alaska Migrant Education Program Training Videos

The Alaska Department of Education & Early Development – Migrant Education Office has created videos as an additional training tool. These can be found on the [Alaska DEED YouTube channel](#) (YouTube, Alaska DEED, Playlists, Migrant Education Program). Below is the list of videos and how to access them, followed by the recommended order of watching these videos. More videos will be uploaded in coming weeks.

Below are Migrant Education Program roles and corresponding abbreviations. The listed abbreviations will be used throughout this document.

Audience	Abbreviation
Recruiters	REC
All Records Managers	RM
Web-Based Records Managers	WRM

Audience	Abbreviation
Desktop-Based Records Managers	DRM
Federal Programs Coordinators	FPC
Designated SEA Reviewers	DR

Videos

General

These videos explain the basics of the Alaska Migrant Education Program.

Video Title	What It's About	Who It's For	Where to Watch It
Migrant Education Program (MEP) Overview	Provides a brief overview of the MEP: its goals, history, and organization	REC, RM, FPC, DR	youtube.com/watch?v=zrjZRU9bv8
FERPA and Online Security	Goes through privacy regulations and security of program information	REC, RM, FPC, DR	youtube.com/watch?v=JyKbXmvMP6A
Recruiter Roles & Responsibilities	Explains the roles and responsibilities of the district recruiter	REC, RM, FPC, DR	youtube.com/watch?v=EhJ_9twiduY
Records Manager Roles & Responsibilities	Explains the roles and responsibilities of the district records manager	RM, FPC	youtube.com/watch?v=XPgCnL93Uo0
Eligibility Requirements	Details the requirements that a child must meet to be eligible for the program	REC, RM, FPC, DR	youtube.com/watch?v=pIQBSc2tFHI
Certificate of Eligibility (COE) Walkthrough	Explains the parts of a COE, which is required to document a child's eligibility in the program	REC, RM, FPC, DR	youtube.com/watch?v=6v7_YppFiyw
Annual Recertification of No New Moves (ARC) Walkthrough	Explains the parts of an ARC, which is required to recertify that an eligible child remains eligible	REC, RM, FPC, DR	youtube.com/watch?v=BWCGS-DS_nY
Interviewing Families of Migratory Children	Provides some helpful tips for recruiters on conducting parent interviews	REC, RM, DR	youtube.com/watch?v=PcGLWHMrSTQ
Administering the Program	Provides guidance to district Federal programs directors and migrant coordinators on the design and execution of the district's MEP	FPC	youtube.com/watch?v=tTWWsuBjIPg&t

Alaska Department of Education & Early Development – Migrant Education Program

Page 1 of 3

Annual Fall Training Materials



2025 Migrant Fall Training

ADA Policy Statement:
If you need a reasonable accommodation to participate in the Migrant Fall Training, Please contact Jacqeline Drulis (jacqeline.drulis@alaska.gov) by August 8, 2025
For more information visit: <https://doa.alaska.gov/ada/resources/web.html>

Fall Training Registration
Refer to the [2025 Fall Training Schedule](#) for the training options.
[Click here to Register](#)

Join Us
Fall Training Zoom link
[Click here to join via Zoom](#)
Meeting ID: 831 6652 0134
Toll Free: 831 6652 0134

Homework Help
HW Help Wednesdays 9-11 AM
[Click here to join via Zoom](#)
Meeting ID: 820 6824 7144
Toll Free: +1 877 853 5257

Questions
Contact: Jacqeline Drulis
jacqeline.drulis@alaska.gov
907-269-7987

Post Training Surveys
[Recruiter Post Training Survey](#)
[RM Post Training Survey](#)

Details & Agenda

Recruiter Training Agenda
[Recruiter Agenda \(virtual\)](#)

Records Manager Agenda
[Records Manager Agenda \(virtual\)](#)

Recruiter Training Dates

Records Manager Training Dates

Option 1	Option 2	Option 3	Option 1	Option 2	Option 3
Virtual	Virtual	Virtual	Virtual	Virtual	Virtual
August 18 - 20 1:00pm - 4:00pm	August 25 - 27 1:00pm - 4:00pm	September 15 - 17 1:00pm - 4:00pm	August 21 - 22 1:00pm - 4:00pm	August 28 - 29 1:00pm - 4:00pm	September 18 - 19 1:00pm - 4:00pm

Important Links

General Resources

Migrant Education Website
[DEED Title I-C Webpage](#)

District Liaisons
[District Contacts](#)

Important Dates
[Title I-C Important Dates](#)

Web System User Access
[Web System User Access Form](#)

Recruiter & Records Manager Training Resources

Web System Training Demo

Presentations & Handouts

Manuals

Training Videos

51



The background features a soft-focus arrangement of various autumn leaves in shades of purple, blue, teal, and red. A large, bright orange leaf-shaped tag is prominently displayed on the right side, hanging from a dark cord. A semi-transparent light gray circle is positioned on the left side of the image, containing the text.

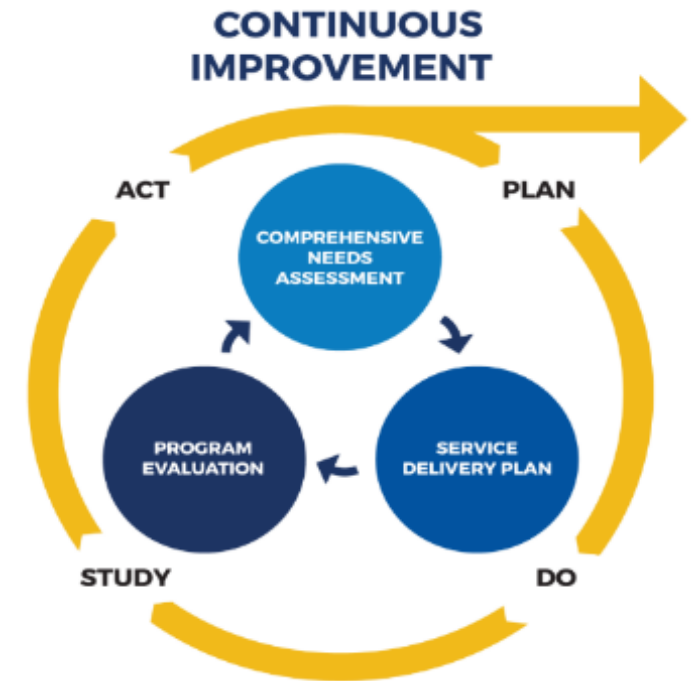
Question 2

Do you know who
your district's Records
Manager is and how
the fall recruitment
season is going so far?

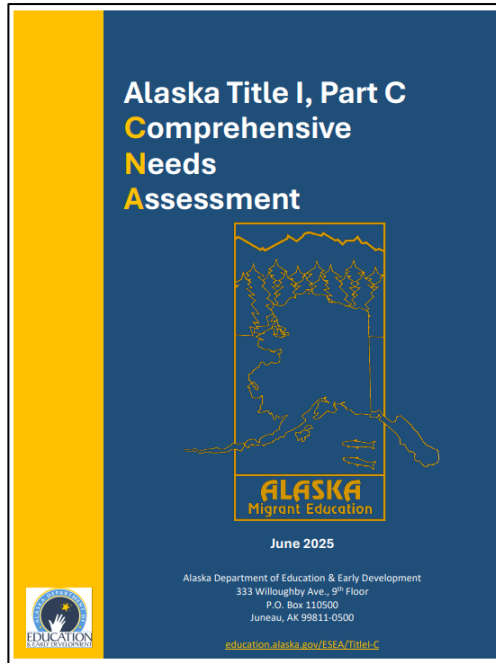
Continuous Improvement Cycle

Continuous Improvement Cycle Overview

- **Comprehensive Needs Assessment**
 - Unique educational needs of migratory children that result from their migratory lifestyle
- **Service Delivery Plan**
 - Measurable program outcomes (MPOs)
 - Strategies and services to address needs
- **Evaluation**
 - Program effectiveness and impact
 - Degree to which projects are implemented

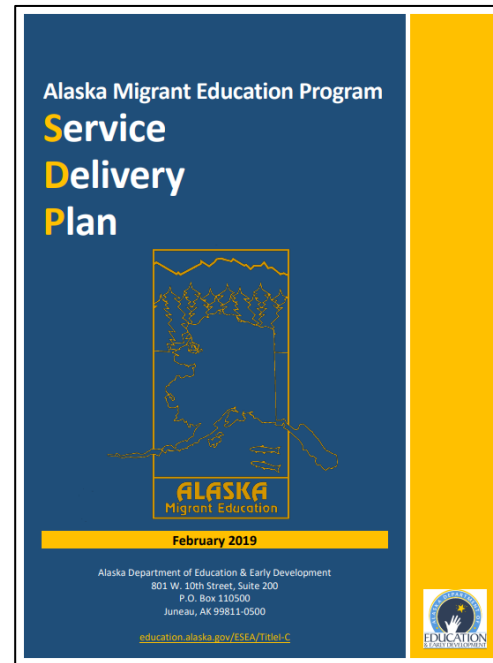


State Guiding Documents



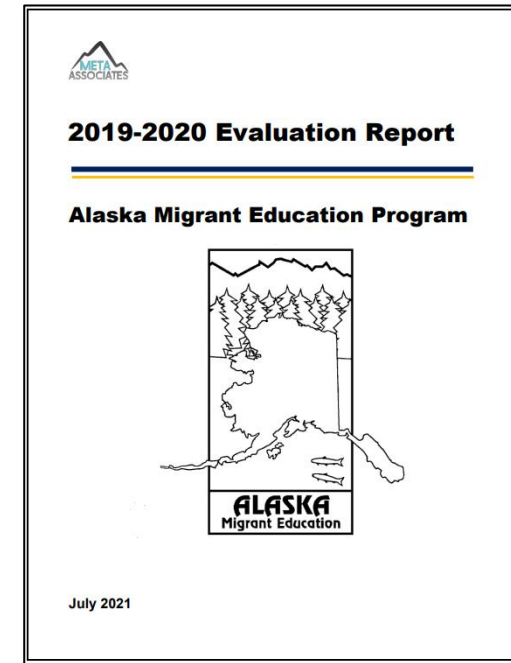
Comprehensive Needs Assessment (CNA)

Updated June 2025



Service Delivery Plan (SDP)

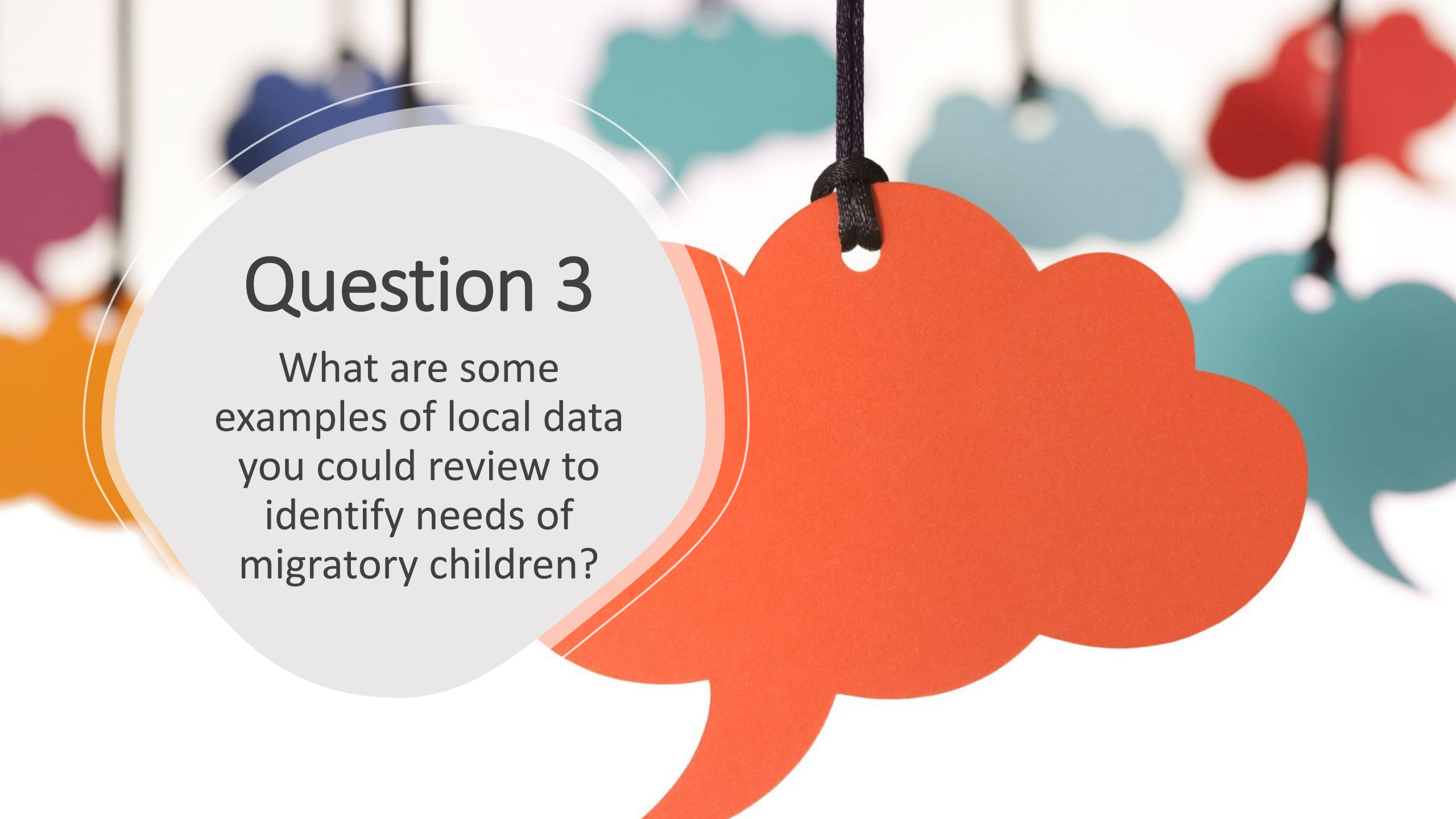
Currently Updating,
Implementation in 2026-27



Evaluation Report

Next Evaluation will be on
2026-27 SDP Implementation

Navigate to DEED's Title I-C webpage for the current CNA, SDP, and Evaluation.



Question 3

What are some examples of local data you could review to identify needs of migratory children?

Serving Migratory Children

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 Title I-C services according to the priority for services

Priority for Services

- In accordance with the Priority for Services (PFS) provision, 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.



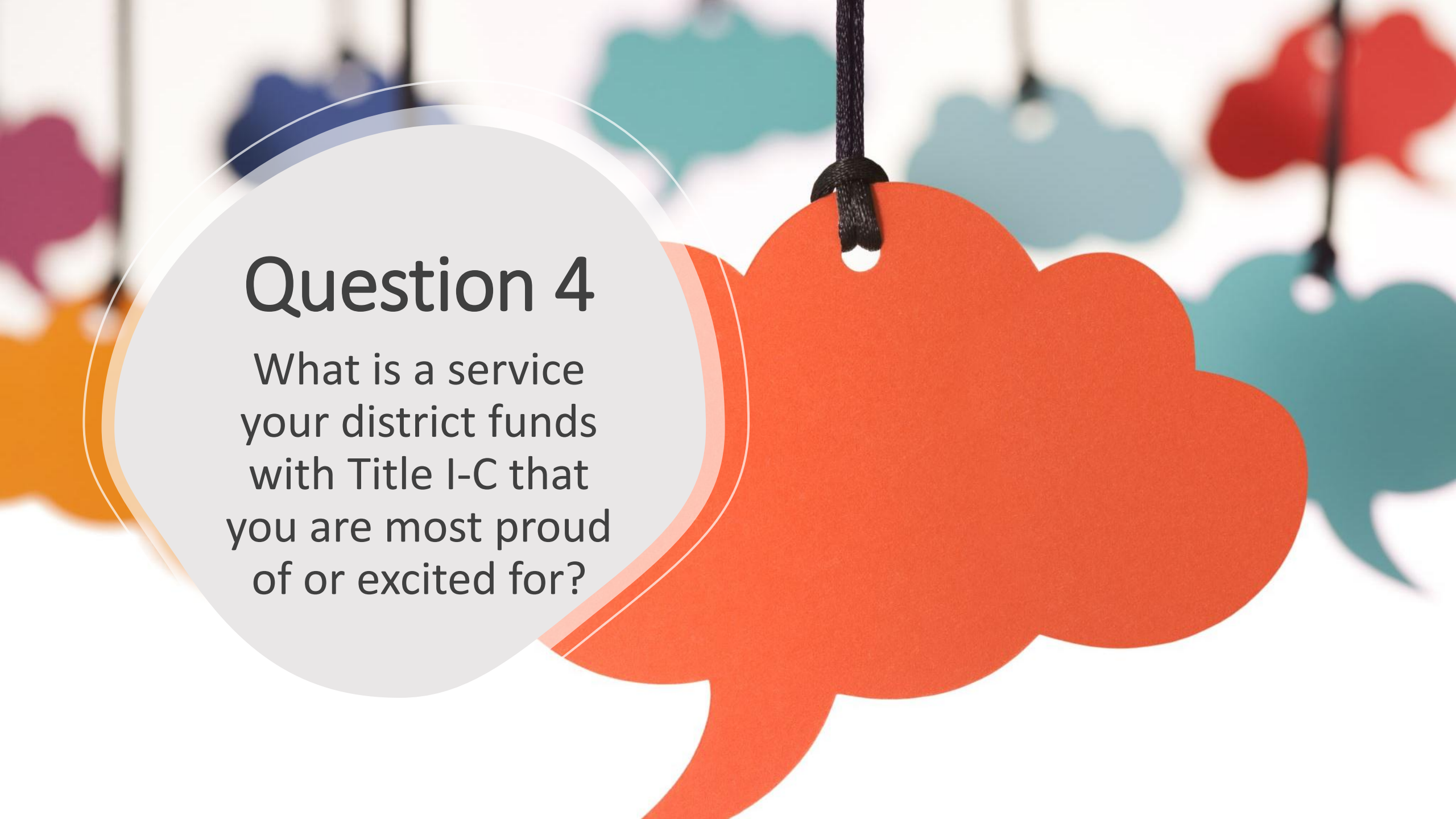
Preschool and Dropped Out

- 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.



Tracking and Reporting Title I-C Funded Services

- Track each Title I-C funded service provided to each migratory children
 - Regular School Year Services
 - Summer Services
- Reported on Mass Withdrawal and Summer Withdrawal Reports
 - Records Manager Guide provides service codes
- **Do not wait until the end of the year!**

The background features several colorful, stylized cloud cutouts in shades of purple, blue, teal, and red. A large, bright orange cloud-shaped tag is prominently displayed in the foreground, hanging from a black cord. A semi-transparent grey circle is overlaid on the left side of the image, containing the text.

Question 4

What is a service
your district funds
with Title I-C that
you are most proud
of or excited for?

Parent and Family Engagement



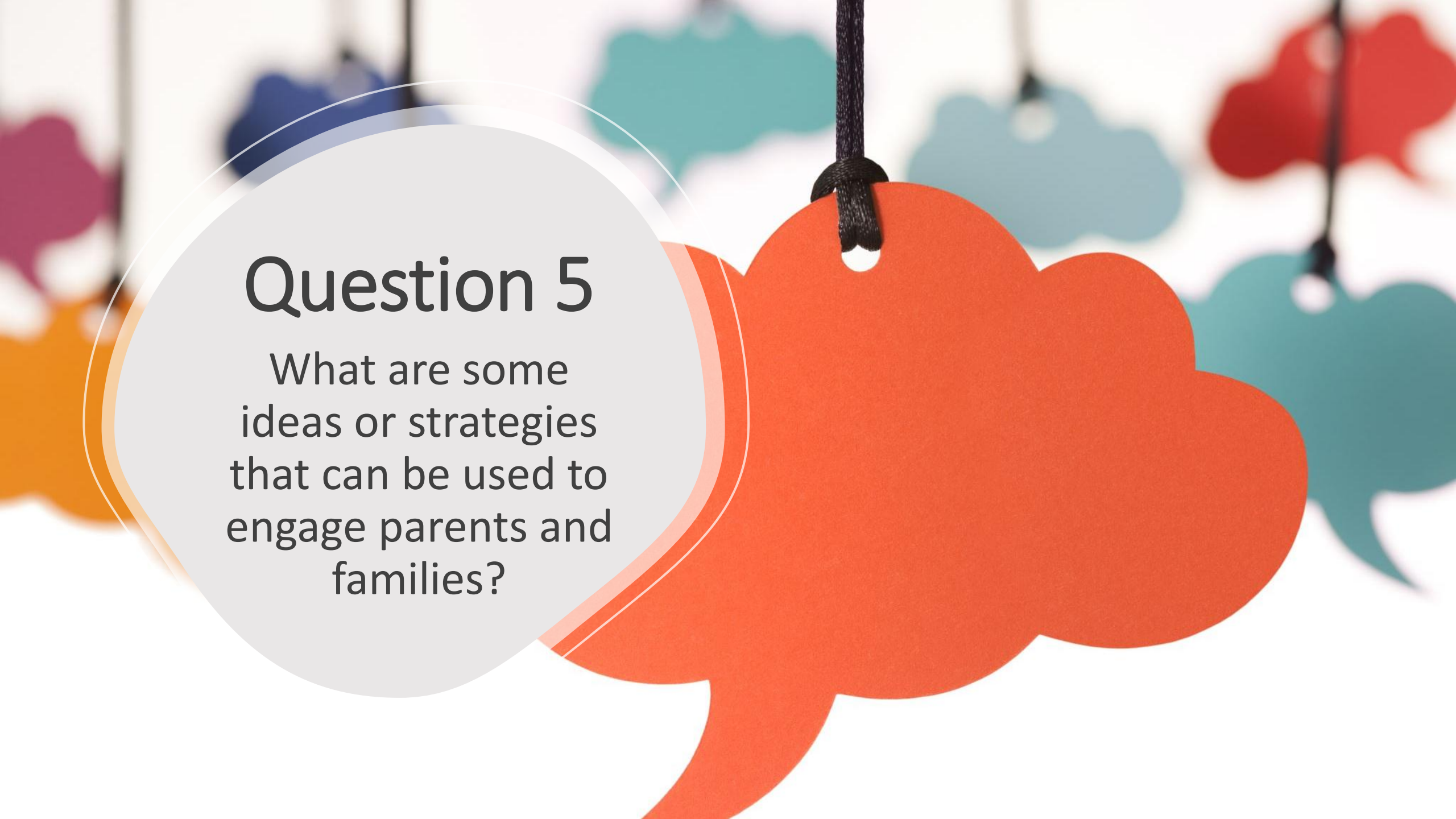
Consult Parents/Guardians

- Consult with parents/guardians, including parent advisory councils, in the **planning and operation** of Title I-C programs and projects on topics such as:
 - Needs of their children
 - Title I-C service delivery plan
 - Title I-C application
 - Migratory child data and other data showing progress on meeting program goals

Build Capacity

- **Provide information** about the MEP services.
- Implement strategies to **increase engagement** of migratory parents/guardians in supporting their child's education.
- Provide **opportunities for involvement** in decision making about their child's education.
- Provide **outreach activities** to inform them of other services and to help connect them to such services.





Question 5

What are some ideas or strategies that can be used to engage parents and families?

Uses of Funds

Five Considerations for Allowable Uses of Title I-C Funds

Does the activity or service address a need identified in the Title I-C **state CNA**, and is it aligned to the strategies in the Title I-C **state SDP**?

Are the funds being used to **meet the identified needs** that result from the children's migratory lifestyle and to **permit them to participate effectively in school**?

Does the activity or service **supplement, and not supplant**, non-Federal funds?

Is the **need already addressed by** services available from **other** Federal or non-Federal **programs**?

Are the costs **reasonable and necessary**, and **allocable** (i.e., chargeable) to the MEP relative to the benefit received?

The Funds of Last Resort

Title I-C Funds

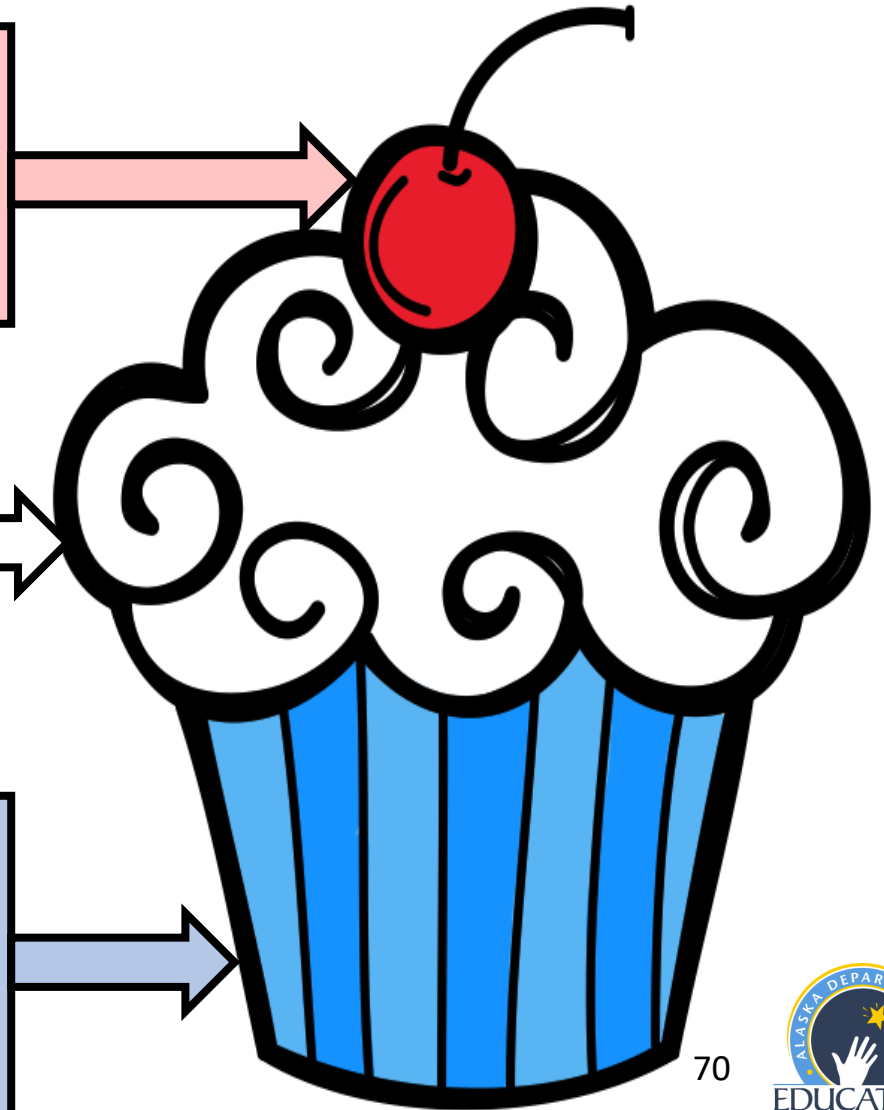
Title I-C funds must be used to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.

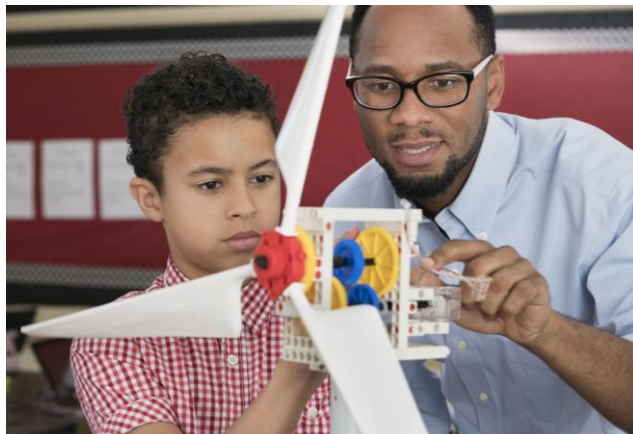
Other Services Available – Federal or Non-Federal

Migratory children must be selected for, and provided, services available on the same basis as other eligible children prior to applying Title I-C funds.

Supplement, Not Supplant – State and Local Funds

Title I-C funds are in addition to, not in lieu of, all state and local funds.

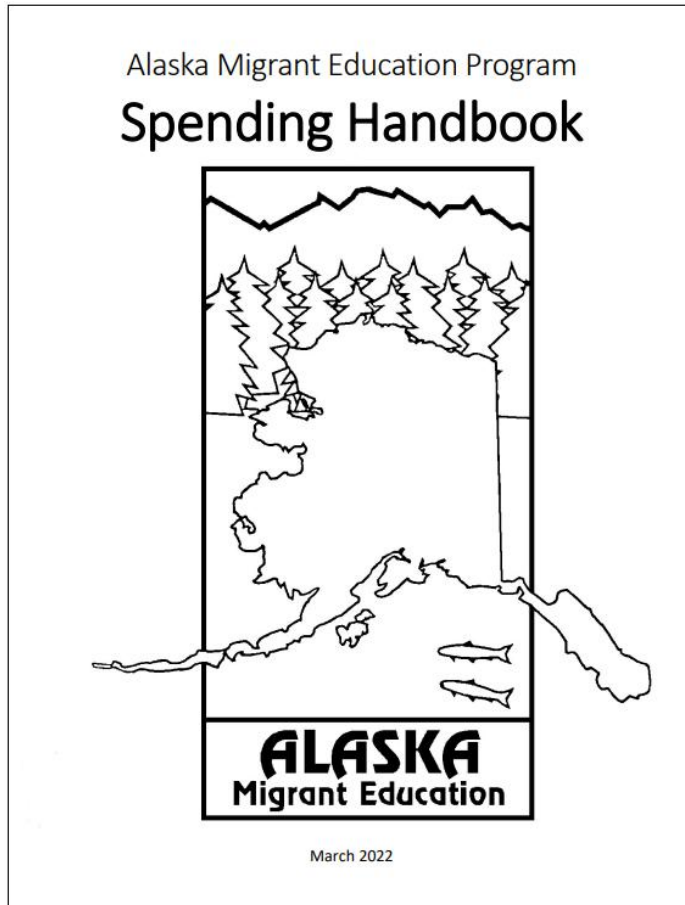




General Uses of Funds

- Administration of the program
- Identification and recruitment
- Needs assessment, service delivery planning, and evaluation activities.
- Providing supplemental services to migratory children
 - Instructional services
 - Support services
- Parent and family engagement
- Professional development

Title I-C Spending Handbook



UGG Spending Considerations

Overview of Program

Overview of Funding

Funding Policies

Resources

education.alaska.gov/ESEA/TitleI-C/docs/SpendingHandbook-TitleI-C.pdf

Required Documentation

Required Written Documents

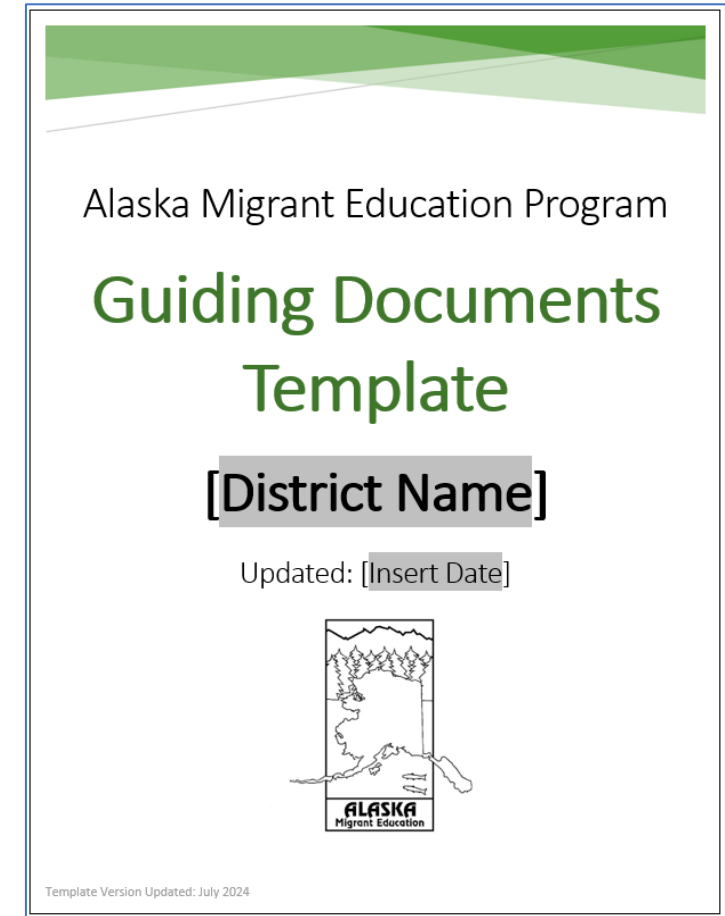
Identification & Recruitment Plan

Quality Control Plan

Needs Assessment

Service Delivery Plan

Evaluation Plan



education.alaska.gov/ESEA/TitleI-C/docs/District%20Level%20Guiding%20Documents%20Template.docx

ESEA Monitoring

ESEA Programs Monitoring Indicators District Response Form 2024-2025



ESEA Title Programs
Monitoring Indicators
District Response Form

ALASKA DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT
PO Box 110500
JUNEAU, AK 99811-0500
EDUCATION.ALASKA.GOV

[Enter School District Name] School District

Form # 05-25-009
Alaska Department of Education & Early Development

ESEA Monitoring Indicators District Response Form 2024-2025
Page 1 of 59

ESEA Programs Monitoring Indicators District Response Form

Title I, Part C – Education of Migratory Children

District Contact: Enter Contact Name

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 1	Identification & Recruitment (ID&R) The district has assisted the state in determining timely and accurate identification and recruitment of eligible migratory children including: ☐ adhering to the state's established procedures for the identification and recruitment of migratory children; ☐ developing a local written identification and recruitment plan that includes recruitment efforts year-round throughout the community; ☐ ensuring all recruitment staff attend the state's annual training on the identification and recruitment of migratory children; ☐ providing training to recruitment staff on local processes; and ☐ evaluating the recruitment practices of individual recruiters.	Sample Sources of Evidence: • Identification & Recruitment Plan • Quality Control Plan • Training provided to district staff • Evaluations of individual recruiters • Local ID&R resources (e.g., questionnaires, flyers, brochures, advertisements) • Communication with recruitment staff regarding ID&R • Other Evidence on File at DEED: • State ID&R training attendee lists • Random re-interviewing • COE quality control review • Onsite file review • Fall Recruitment Report	1304(c)(8), 1308(b)(2)(A), 200.89(c), 200.89(d)
Describe how the district implements this program requirement		Submitted Documentation	Self-Assessment ☐ In compliance ☐ In progress ☐ Not in compliance

Indicator	Program Requirement	Supporting Documents and Resources	Statutes and Regulations
I-C 2	Data Quality Control The district has assisted the state in implementing a system of quality controls by: ☐ adhering to the state's established system of quality controls; ☐ developing a written local quality control plan for the proper identification and recruitment of eligible migratory children; ☐ maintaining accurate migratory child data records in MIS2000 with all required data elements; ☐ resolving data discrepancies; ☐ 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 DEED.	Sample Sources of Evidence: • Quality control plan • Service delivery plan • District student data processes • District communication • Other Evidence on File at DEED: • Timeliness and accuracy of data submissions	1308(b)(2)(A), 200.89(d)

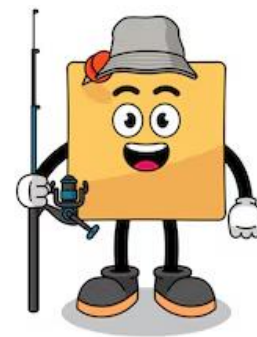
Form # 05-25-009
Alaska Department of Education & Early Development

ESEA Monitoring Indicators District Response Form 2024-2025
Page 29 of 59

Resources

Monthly Migratory Mondays

- **When:** First Monday of Each Month at 11:00am
- **What:** A space to exchange ideas, highlight successes, and tackle challenges together.
- **Why:** Foster open dialogue, peer learning, and shared problem-solving around Title I-C topics.



Resources

DEED Webpages

- Title I-C: education.alaska.gov/ESEA/TitleI-C
- Federal Grants Management: education.alaska.gov/grants/fed-grants

DEED Guidance

- Title I-C Spending Handbook: education.alaska.gov/ESEA/TitleI-C/docs/SpendingHandbook-TitleI-C.pdf
- ESEA Supplement, Not Supplant Requirements: education.alaska.gov/ESEA/documents/ESEA%20SNS%20Requirements.pdf

State MEP Guiding Docs

- State Comprehensive Needs Assessment: education.alaska.gov/ESEA/TitleI-C/docs/cna_final_report.pdf
- State Service Delivery Plan: education.alaska.gov/ESEA/TitleI-C/docs/migrant_service_delivery_plan.pdf

DEED Template

- Title I-C District Level Guiding Documents Template: education.alaska.gov/ESEA/TitleI-C/docs/District%20Level%20Guiding%20Documents%20Template.docx

Alaska Migrant Education Office

Sarah Emmal



Program Manager

- 907-465-3826
- sarah.emmal@alaska.gov

Jannessa Luerra



Data and Reporting

- 907-465-8231
- jannessa.luerra@alaska.gov

Felicia Wells



Identification and Recruitment

- 907-465-8722
- felicia.wells@alaska.gov

Jacqlene Drulis



Eligibility Determination

- 907-269-7987
- jacqlene.drulis@alaska.gov

A photograph of a fishing boat deck. Two fishermen in red and black gear are handling large fishing nets. The nets are covered with white and yellow buoys. The boat is on a body of water with mountains in the background. The word "QUESTIONS" is overlaid in large white letters.

QUESTIONS

Contact Information



Sarah Emmal, Title I-C Program Manager

sarah.emmal@alaska.gov

(907) 465-3826

Stay Connected



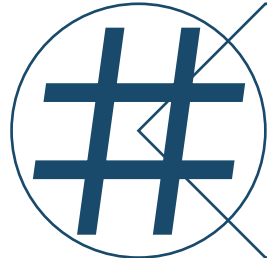
Website

- education.alaska.gov



Phone

- Main Line: (907) 465-2800
- Teacher Certification: (907) 465-2831



Social Media

- @AlaskaDEED