

Migrant Education Program

Comprehensive Needs Assessment



Alaska Department of Education &
Early Development

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Abbreviations

AK	Alaska
AYP	Adequate Yearly Progress
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
CTE	Career and Technical Education
DIASA	Data Interaction for Alaska Student Assessments
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DOE	Department of Education
ECE	Early Childhood Education
EED	Alaska Department of Education & Early Development
EL	English learner
ELG	Early Learning Guideline
ELL/EL	English Language Learner or English Learner
ELP	English Language Proficiency
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
GED	General Educational Development
GPA	Grade Point Average
HS	High School
HSGQE	High School Graduation Qualifying Exam
ID&R	Identification and Recruitment
IEP	Individual Education Plan
ILP	Individual Learning Plan
K-12	Kindergarten through Grade 12
KDP	Kindergarten Development Profile
LEA	Local Education Agency (also LOA for Local Operating Agency)
LEP	Limited English Proficiency
MEP	Migrant Education Program
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
NCLB	No Child Left Behind Act of 2001
OASIS	Online Alaska School Information System
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PFS	Priority for Services
PK	Pre-Kindergarten
QAD	Qualifying Arrival Date
RTI	Response to Intervention
SBA	Standards-Based Assessment
SDP	Service Delivery Plan
SEA	State Education Agency
WIC	Women, Infants, and Children
WIDA	World-Class Instructional Design & Assessment

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Introduction

The Comprehensive Needs Assessment Process in Alaska

The primary purpose of the Alaska Migrant Education Program (MEP) is to help migrant children and youth overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, and other difficulties associated with a migratory life, in order that they might succeed in school. Furthermore, the Alaska MEP must give priority for services to migrant children and youth who are failing, or most at risk of failing to meet the state's content and performance standards, and whose education has been interrupted during the regular school year.

While there is considerable flexibility in using MEP funds, they must be used to address the unmet needs of migrant children that result from migrant children's lifestyle to permit them to participate effectively in school.

The children of migrant, mobile agricultural workers and fishers often have needs that are different from those of the English learner (EL) population due to high poverty, high mobility, and interrupted schooling. This fact makes it necessary to understand the needs of the migrant population as distinct from the EL population and design services (through the service delivery planning process) that meet those unique needs.

In order to better understand and articulate the specific services that the Alaska MEP should target to migrant children and youth and their families, a comprehensive assessment of needs was completed as part of a thorough review of the entire statewide MEP. A Comprehensive Needs Assessment (CNA) was conducted as required to review and improve the overall design of the Alaska MEP.

Specifically, the CNA aims to:

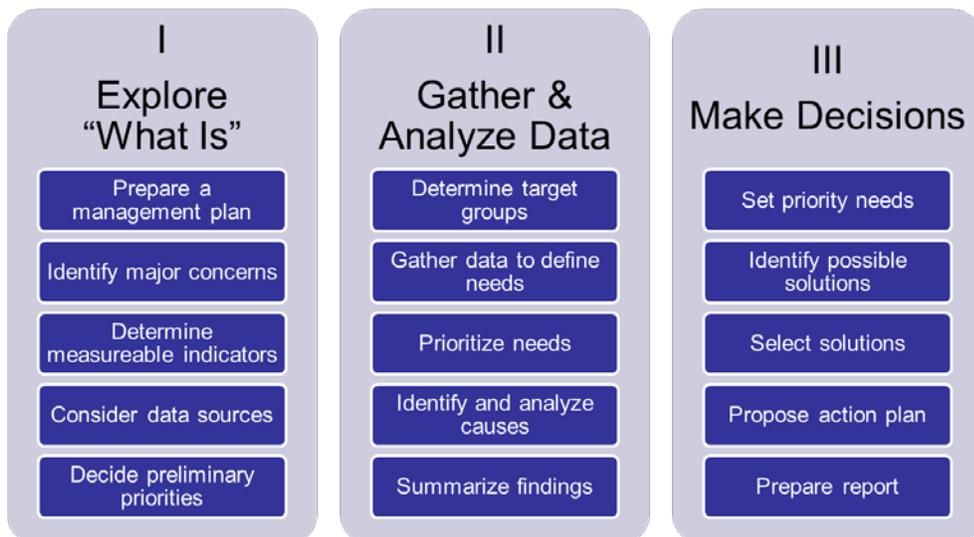
- ▶ Identify and assess “the unique educational needs of migratory children that result from the children's migratory lifestyle” and other needs that must be met in order for migratory children to participate effectively in school (*ESEA, Section 1304, 34 CFR 200.83 (a)(2)(i,ii)*):
- ▶ Guide the overall design of the MEP on a statewide basis;
- ▶ Help local operating agencies and SEAs prioritize needs of migrant children; and
- ▶ Provide the basis for the SEA to subgrant MEP funds.

The Alaska CNA will guide future programming and policy decisions to ensure that the Program's resources are directed at the most needed and most effective services for migrant children and youth and their families.

The CNA process used in Alaska followed the three-phase implementation model (see Exhibit 1) suggested by the Office of Migrant Education (OME). The model, along with the suggested implementation guide framework, was modified to fit the specific needs of the Alaska CNA process.

The Alaska process included both the assessment of needs and the identification of potential solutions at three levels:

**Exhibit 1
Three-phase Model for CNA**



Level #1: *Service Receivers* (i.e., migrant students and parents)

Level #2: *Service Providers and Policymakers* (i.e., State and local MEP staff); and

Level #3: *Resources* (i.e., the system that facilitates or impedes the efforts of MEP staff).

Data Collection Procedures

Various data collection methods were employed to assess needs and identify solutions. These methods included

- ▶ surveys conducted with MEP directors, school administrators and staff, recruiters, and migrant parents;
- ▶ reviews of State assessment results in reading and mathematics with comparisons made between migrant student achievement results and that of their non-migrant peers;
- ▶ reports on achievement and credit accrual toward high school graduation that were generated through the State migrant students database MIS2000;
- ▶ reports on achievement and English language proficiency as measured on the English Language Proficiency (ELP) Assessment; and
- ▶ discussion groups and anecdotal information.

The Alaska CNA Committee was involved during the entire three phases of the CNA process and were instrumental in formulating the recommendations for program improvement contained in this report. This valid CNA process lays the groundwork for designing a needs-based program of services that will address the complex challenges faced by migrant children and youth and their families.

Organization of the CNA Report

This CNA report provides an overview of the entire Alaska CNA process as well as an action plan with recommended solutions and interventions that aim to close the gaps between where Alaska migrant children are now and where the Needs Assessment Committee (NAC) believes they should be. This action plan will drive the subsequent Comprehensive State Plan for Service Delivery.

The Service Delivery Plan (SDP) will describe the services the Alaska MEP will provide on a statewide basis to address the special educational needs of migrant children and youth and their families and will provide the basis for the use of all MEP funds in the state. Furthermore, the SDP will help the Alaska MEP develop and articulate a clear vision of:

- ▶ the needs of migrant children on a statewide basis;
- ▶ the MEP's measurable outcomes and how they help achieve the State's performance targets;
- ▶ the services the MEP will provide on a statewide basis; and
- ▶ how to evaluate whether and to what degree the Program is effective.

Including this brief introduction, there are seven sections to the CNA report. The next section, *Authorizing Statute and Guidance for Conducting the CNA*, provides legal underpinnings on which Alaska conducts its CNA activities. This section is followed by the *Phase I*, *Phase II*, and *Phase III* activities of the CNA, which includes the State migrant student and program profile; the process for gathering and analyzing data; and the process for decision making. The *Conclusions* section is the final part of the body of the report. Finally, the *Appendices* contain all meeting agendas and notes; needs assessment survey instruments; and the complete list of the Committee members' concern statements; solutions, and rankings.



Alaska wild berries

Authorizing Statute and Guidance for Conducting the Comprehensive Needs Assessment

A Migrant Education Program CNA is required by the OME of the U.S. Department of Education under Section 1306 of the Elementary and Secondary Education Act (ESEA) as reauthorized in 2001 for Title I Part C, Section 1304(1) and 2(2). States must address the special educational needs of migratory children in accordance with a comprehensive State plan that:

- ✓ is integrated with other programs under the ESEA and may be submitted as part of the State consolidated application;
- ✓ provides that migratory children will have an opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children are expected to meet;
- ✓ specifies measurable program goals and outcomes;
- ✓ is the product of joint planning among such local, State, and Federal programs, including programs under Part A, early childhood programs, and language instruction programs;
- ✓ encompasses the full range of services that are available for migrant children from appropriate local, State, and Federal educational programs; and
- ✓ provides for the integration of available MEP services with other Federal-, State-, or locally-operated programs.

The CNA must be periodically reviewed and revised, as necessary, to reflect changes in the State's strategies and programs provided under ESEA.

Purpose of the CNA

The State MEP has flexibility in implementing the CNA through its local education agencies or local operating agencies, except that funds must be used to meet the identified needs of migrant children that result from their *migratory lifestyle*. The purpose of the CNA is to: 1) focus on ways to permit migrant children with *priority for services* to participate effectively in school; and 2) meet migrant student needs not addressed by services available from other Federal or non-Federal programs.

Policy guidance issued by OME states that needs assessments must be conducted annually using the best information available. The needs assessment serves as the blueprint for establishing statewide priorities for local procedures and provides a basis for the State to allocate funds to local operating agencies. The CNA should take a systematic approach that progresses through a defined series of phases, involving key stakeholders such as migrant parents and students as appropriate, educators and administrators of programs that serve migrant students, content area experts, and other individuals that are critical to ensuring commitment and follow-up.

The Migrant Education Program Seven Areas of Concern

There are seven common areas of concern that emerged from a CNA initiative undertaken by OME from 2002-2005 in four states. Seven areas emerged from this initiative as being important for all States to consider as they begin to conduct their statewide assessment of needs.

During committee meetings and work groups, the seven themes helped guide Alaska toward specific areas that define populations whose migratory lifestyles result in significant challenges to success in school. Specific concerns challenging the success of migrant students include:

- 1) educational continuity;
- 2) instructional time;
- 3) school engagement;
- 4) English language development;
- 5) education support in the home;
- 6) health; and
- 7) access to services.

These Seven Areas of Concern served as a focus around which the Alaska CNA Committee developed concern statements. These concern statements, in turn, will be used by Alaska State MEP staff and other key stakeholders to design appropriate services to meet the special educational needs of migrant students.



Rural village.

Phase I: Exploring “What Is”

Context, Student Demographics, and Indicators of Need

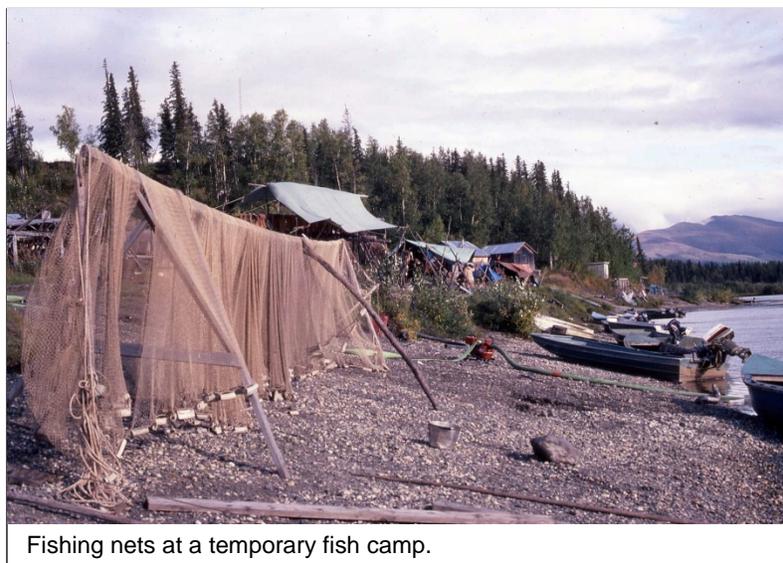
Prior to the first NAC meeting, a profile of migrant students, demographics, and achievement was compiled from state data sources including the State Report Card and Consolidated State Performance Reports for the 2010-11 school year. The profile helped the NAC gain an understanding of the characteristics and unique challenges experienced by the migrant student population in Alaska. In addition, the NAC provided information about the context of migrant student work in the State of Alaska.

For migrant families engaging in qualifying work, fishing is the primary activity and is done for subsistence. Subsistence is a necessary food source. Many Alaskan villages are fly in and fly out. Therefore, fresh food is difficult to obtain and prohibitively expensive. Rural migrant families rely almost exclusively on fishing, gathering (berry picking), and hunting for fresh food—though only fishing and gathering would qualify as migrant activities.

Migrant activities are seasonal but may take place in all seasons. Different runs of fish occur seasonally throughout the year, and some types of fish may be caught only in the winter through holes dug in the ice. (See below for a description of the historic seasonal activities.)

Alaskan villages have some of the highest cost of living in the nation, comparable to New York City; Washington, D.C.; and

Honolulu. High costs are associated with the basic necessities of living including heating fuel and food. However, opportunities for more lucrative employment are much lower in rural Alaskan villages. (Alaska Economic Trends, July 2012)



Fishing nets at a temporary fish camp.

The Anchorage Museum provides the following information about subsistence living in Alaska for the Alaska Native people. The historic subsistence activities described below continue in the modern day, and though technology has improved over time, the necessity for subsistence fishing still exists. Many rural Alaska villages have no roads connecting them to larger cities and depend on flights in and out to bring in food, fuel, and other supplies. When flights cannot occur due to weather, families must subsist on what they have obtained for themselves.

The following is a description from the Smithsonian Arctic Studies Center at the Anchorage Museum of the historic nature of subsistence in Alaska. The activities described have been a part of the Alaskan Native life for hundreds of years and continue to this day.

Spring

Inhabitants of Kuskokwim, Yukon, and Nushagak river drainages live in temporary camps along the rivers in the spring and are heavily dependent on whitefish and migrating caribou.

Summer

Summer is the busiest food harvesting season. The most important resource is salmon. Migrant families catch fish using a combination of traditional and modern methods. The fish are dried or smoked for winter use. Beginning in the 1880s, migratory workers began work in seasonal canneries.

Fall

Whitefish, blackfish, and grayling are caught in the rivers and lakes using various methods. Though not a qualifying activity, many migrant families also hunt for food which causes them to miss school. Some migrant families move from rural areas into urban areas during the fall in preparation for winter. Many activities related to fishing and hunting take place during non-peak times, such as the preparation of camps and equipment and travel to collect supplies.

Winter

Fish, including tomcod and whitefish, are caught through the ice during winter months. In early and late winter, caribou are tracked and hunted when herds pass nearby. Winter also is a time to honor the animals upon which the people depend. The songs, dances, stories, and food sharing of winter celebrations are an important part of the subsistence cycle.

Migrant students in Alaska often look very similar to their non-migrant peers. In rural Alaska villages, most residents are Alaskan natives who rely on subsistence. Sometimes all or almost all children qualify for the MEP, and at other times some qualify while other do not. Disparities are not due to differing culture, language, or even activities but rather due to how the definition of migrant is applied. For example, all families may live off the land for subsistence, but only some families move far enough from their home to qualify for the program. In other cases, students may move long distances and miss a substantial number of days of school but do not qualify because the move was for hunting rather than fishing.



Children clear an ice fishing hole.

Planning Phase of the Alaska CNA

The Alaska CNA was designed to develop an understanding of the unique educational needs and educationally-related needs of Alaska migrant students. Not only does this analysis of needs provide a foundation for the future direction of the Alaska MEP through the Comprehensive State Plan for Service Delivery, but it also supports the overall continuous improvement and quality assurance processes of the Alaska MEP and the overall State Plan. The needs analysis was adapted to the resources and structures available in the State.

The Preparation Phase of the Alaska CNA involved two major objectives:

1. garner a **sense of commitment** to the needs assessment in all levels of the Alaska Migrant Education Program; and
2. gain an assurance that decision makers will **follow-up** by using the findings in an appropriate and timely manner.

The State MEP Project Manager, Jousette Mckeel, is an employee of the Alaska Department of Education and Early Development (EED). She was assisted in the development of the CNA by META Associates. The state MEP management plan defined the structure for the NAC, delineated various roles and responsibilities, and contained a calendar of meeting dates and timelines for tasks to be completed. The Alaska NAC was charged with:

- ▶ guiding the needs assessment process;
- ▶ setting priorities; and
- ▶ making policy recommendations and internal process decisions that affect planning and implementation.

NAC members were recommended by state MEP staff and reflected a broad range of stakeholders that included state personnel, state MEP staff, project directors, teachers, content area experts, recruiters, district administrators, and migrant parents. After Committee membership was solidified, the Project Manager implemented the final step in management planning, the logistical plan. A schedule of meetings was developed specifying the requirements for each meeting, the meeting goals, and the anticipated activities. The tasks for each meeting were laid out in an Implementation Guide that was revised after each meeting to incorporate unanticipated activities. Meeting agendas and objectives can be found in Appendix A.

Overview of Phase I: Exploring “What Is”

The purpose of Phase I was to: 1) investigate what already is known about the special educational needs of the target group; 2) determine the focus and scope of the CNA; and 3) gain commitment for all stages of the assessment including the use of the findings for program planning and implementation. The term *special educational needs* describes educationally-related needs that result from a migratory lifestyle that must be met in order for migrant children to participate effectively in school. The CNA process:

- ▶ includes both needs identification and the assessment of potential solutions;
- ▶ addresses all relevant goals established for migrant children to ensure migrant children have the opportunity to meet the same challenging standards as their peers;
- ▶ identifies the needs of migrant children at a level useful for program design purposes;
- ▶ collects data from appropriate target groups; and
- ▶ examines needs data disaggregated by key subgroups.

Again, the primary purpose of the CNA is to guide the overall design of the Alaska MEP on a statewide basis as well as to assure that the findings of the CNA will be folded into the Comprehensive State Plan for Service Delivery. The Service Delivery Plan is designed to help the Alaska MEP develop and articulate a clear vision of: 1) the needs of Alaska migrant children; 2) the Alaska MEP's measurable outcomes and how they help achieve the State's performance targets; 3) the services the Alaska MEP will provide on a statewide basis; and 4) how to evaluate whether and to what degree the program is effective.

CNA Goal Areas and the Alaska Standards

During the first Needs Assessment Committee meeting on April 16, 2012, the Committee addressed the following:

- ▶ The CNA planning cycle and the roles/responsibilities of the NAC;
- ▶ Existing data and information to make determinations about the needs of migrant students;
- ▶ Goal areas for the MEP and preliminary concern statements; and
- ▶ Decisions on next steps in the planning cycle.

The committee reviewed the goal areas originally established by OME. It then indicated how the needs of Alaska migrant students fit within these broad categories and combined areas of need that NAC practitioners and content area experts found necessary. The Alaska Standards provide a guide to delivering challenging and meaningful content to students that prepares them for success in life. Scores of Alaskans--educators, parents, business people, and professionals, from all areas of the state--worked together to develop and refine the standards that set to accomplish three primary goals:

- ▶ Standards will give students and teachers a clear and challenging target.
- ▶ Standards will help focus energy and resources on the bottom line: student achievement.
- ▶ Standards will give all of us a tool for judging how well our students are learning and how well our schools are performing.

In consideration of State standards and OME recommendations for the CNA, the four goal areas established by the committee are listed below.

- Goal 1: Academic Support for Reading and Math**
- Goal 2: High School Graduation**
- Goal 3: School Readiness**
- Goal 4: Support Services**

Upon agreeing to these four goals for improving Alaska migrant student achievement, each goal was explored in relation to the Seven Areas of Concern established by OME and ensured that concerns and solutions aligned both with the Alaska Standards and the concerns typically associated with frequent migrancy. The seven recommended areas of concern and the Alaska context for these concerns are described below.

1. *Educational Continuity*—Because migrant students often are forced to move during the regular school year and experience interruptions due to absences, students tend to encounter a lack of educational continuity. Alaska migrant students may move from rural to more urban areas during the course of the year and experience differences in curriculum, expectations, articulation of skills, and other differences in school settings. The cumulative impact of educational discontinuity is daunting. Efforts to overcome this pattern of incoherence are needed to strengthen educational continuity.
2. *Time for Instruction*—Mobility also impacts the amount of time students spend in class and their attendance patterns. Such decreases in the time students spend engaged in learning leads to lower levels of achievement. Identifying methods for ameliorating the impact of family mobility and delays in enrollment procedures is essential.
3. *School Engagement*—Various factors relating to migrancy include subsistence fishing patterns that impact student engagement in school. Students may have difficulty relating the school experience to the experience of day-to-day subsistence in rural areas. Those moving into urban areas in the winter may encounter cultural misunderstandings and bias because of moving into a community where many do not share their background.
4. *English Language Development*—English language development is critical for academic success. While most native Alaskan students speak English, academic language is often underdeveloped. The MEP must find avenues to supplement the difficulties faced by migrant students in the process of learning English due to their unique lifestyle, while not supplanting Title III activities.
5. *Education Support in the Home*—Home environment often is associated with a child's success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and puzzles. Such resources reflect parent educational background and socio-economic status. While many migrant parents value education for their children, they may not always know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally rich home environment.
6. *Health*—Good health is a basic need that migrant students often do not possess. The compromised dental and nutritional status of migrant children is well documented. They have higher proportions of acute and chronic health problems and exhibit higher childhood and infant mortality rates than those experienced by their non-migrant peers. Migrant children are at greater risk than other children due to injuries at camp sites, lack of access to health care facilities, and poverty. Migrant families in Alaska, in particular, often experience great difficulty in traveling to health care facilities that may be hundreds of miles away. Families often need assistance in addressing health problems that interfere with the student's ability to learn.

7. *Access to Services*—The extreme isolation of Alaskan villages often decreases access to educational and educationally-related services to which migrant children and their families are entitled. Because many villages are not accessible except by plane, migrant families often do not have access to the same programs and learning materials available to most other students in the nation.

Alaska Concern Statements

During the first CNA meeting the NAC developed concern statements in each of the goal areas and categorized needs according to the seven concern areas. The development of the Concern Statements followed an eight-step protocol as well as specific criteria on how to write the statements. At each of the subsequent meetings, the NAC refined concerns based on additional data and input. The final Concern Statements, in order of importance as ranked by the committee, are listed in Exhibit 2.

Exhibit 2: Alaska Concern Statements

Goal: Academic Support for Reading and Math	Concern
1.1 We are concerned that, as a result of the migrant lifestyle, migrant students have a lower proficiency rate on state academic content assessments in reading/language arts than non-migrant students.	Educational continuity Instructional time
1.2 We are concerned that, as a result of the migrant lifestyle, migrant students have a lower proficiency rate on state academic content assessments in math than non-migrant students.	Educational continuity Instructional time
1.3 We are concerned that, as a result of the migrant lifestyle, migrant students have a lower number of days in attendance compared to the number of school days in session, which negatively influences educational continuity and instructional time.	School engagement Instructional time
1.4 We are concerned, that as a result of the migrant lifestyle, <u>migrant LEP students</u> have lower rates of proficiency on content assessments in reading/language arts than non-migrant LEP students.	English language development
1.5 We are concerned that, as a result of the migrant lifestyle, <u>migrant LEP students</u> have lower rates of proficiency on content assessments in math than non-migrant LEP students.	English language development
1.6 We are concerned that, as a result of the migrant lifestyle, <u>migrant LEP students</u> have lower rates of proficiency on the ELP assessment than non-migrant LEP students.	English language development
Goal: High School Graduation	Concern
2.1 We are concerned that, as a result of the migrant lifestyle migrant, students are not graduating at the state target rate.	Educational continuity Instructional time School engagement
2.2 We are concerned that, as a result of the migrant lifestyle, migrant students are not passing the HSGQE in math at the same rate as non-migrant students.	Educational continuity Instructional time
2.3 We are concerned that, as a result of the migrant lifestyle, migrant students are not passing the HSGQE in writing at the same rate as non-migrant students.	Educational continuity Instructional time
2.4 We are concerned that, as a result of the migrant lifestyle, migrant students are not passing the HSGQE in reading at the same rate as non-migrant students.	Educational continuity Instructional time
2.5 We are concerned that, as a result of the migrant lifestyle, migrant out-of-school youth lack services that would lead to re-enrollment in school or a GED program.	Access to services Instructional time
Goal: School Readiness	Concern
3.1 We are concerned that, as a result of the migrant lifestyle, migrant parents lack access to information and/or training regarding evidence-based early literacy strategies for the home.	Education support in the home
3.2 We are concerned that, as a result of the migrant lifestyle, migrant students do not have access to preschool programs, which results in not mastering skills necessary for success in school.	Access to services Instructional time

3.3 We are concerned that, as a result of the migrant lifestyle, migrant students are not making successful transitions upon entering kindergarten.	Educational continuity Instructional time
Goal: Support Services	Concern
4.1 We are concerned that, as a result of the migrant lifestyle, migrant parents do not have access to the strategies to provide an academically supportive environment and help migrant students with homework.	Education support in the home Access to services
4.2 We are concerned that, as a result of the migrant lifestyle, migrant students have limited books and school supplies in their homes and limited access to technology and technology support at home.	Access to services
4.3 We are concerned that, as a result of the migrant lifestyle, migrant students lack access to health and safety instruction.	Health Access to services
4.4 We are concerned that, as a result of the migrant lifestyle, migrant students do not receive adequate college and career counseling.	Access to services Instructional time
4.5 We are concerned that, as a result of the migrant lifestyle, migrant parents indicate a need for additional parenting training and methods for helping their children succeed.	Education support in the home
4.6 We are concerned that, as a result of the migrant lifestyle, migrant parents, due to a lack of access, are unable to participate in appropriate educational and related services.	Education support in the home
4.7 We are concerned that, as a result of the migrant lifestyle, migrant students have limited access to health care, including services for dental and vision (e.g., Denali Kid Kare, WIC) and mental health support.	Health Access to services
4.8 We are concerned that, as a result of the migrant lifestyle, migrant families lack stable housing, which disrupts participation in educational services.	Access to services Health Instructional time



Phase II: Gathering and Analyzing Data

In the second phase of the CNA process, the key objectives were to build a comprehensive understanding of the gaps between Alaska migrant students and all other students in the state and post solutions based on achievement and perceptual data. Three broad categories of Alaska migrant student data were targeted: 1) demographic data; 2) achievement data; and 3) stakeholder perception data.

Demographic and achievement data were drawn from MIS2000 (the state migrant student database), Data Interaction for Alaska Student Assessments (DIASA), Summer Online Alaska School Information System (OASIS), the Consolidated State Performance Report (CSPR), and the State Report Card. Perception data were collected from migrant staff and parents via surveys. A summary of the data collected is found below in the student profile, and the survey instruments can be found in Appendix B.

Migrant student Priority for Services (PFS) is determined according to a Federal definition and guidance and includes migrant children: (1) who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, *and* (2) whose education has been interrupted during the regular school year. The NAC reviewed the current State definition of how students fit into these categories and made adjustments for greater clarity and to align to State measures of academic content standards.

A PFS student meets one of the criteria in both section A and B:

- A.** A student meets the criteria for failing, or being at risk of failing, to meet academic content and achievement standards if one of the following criteria exists:
1. Any eligible migrant student in grades 3-10 who is below proficient in **reading/language arts and/or math** on SBAs; or
 2. Any eligible migrant student in grades 11-12 who has not passed all sections of the HSGQE; or
 3. Any eligible migrant student in grades K-2 who is determined to be at risk of failing to meet content and achievement standards through a district-determined assessment such as the DIBELS, the **English language proficiency assessment**, or other appropriate **universal screening** assessment.
- B.** A student meets the criteria for school interruption if one or more of the following criteria exists within the previous 12 months:
1. The Qualifying Arrival Date (QAD) of the most recent migrant move was during the current or prior school year; or
 2. Other school interruptions related to the migrant lifestyle include:
 - **A move for qualifying work during the summer that causes a student to miss necessary summer coursework; or**
 - A move related to the migrant lifestyle was made during the current or prior school year; or
 - Late enrollment due to the migrant lifestyle; or

- A student misses school for reasons related to the migrant lifestyle (**the guidance suggests this interruption be 10 or more days; however, Alaska has not defined a minimum number**).

Cautions in Interpreting the Data

The data used in compiling this Comprehensive Needs Assessment report were gathered from a number of important sources that have helped to provide a broad picture of the needs of Alaska's migrant student population. Nevertheless, when interpreting the data and drawing conclusions, there are several cautions that need to be considered.

- ▶ While every effort was made to obtain a representative sample of parents and staff for participation in the focus groups and surveys, the experiences reported are unique to those who participated.
- ▶ In order to be officially designated limited in English proficiency, a score is needed on the WIDA or other language placement assessment. Because very young children, out-of-school youth, and highly mobile youth typically do not have this assessment score, the number of students who are counted as limited in English proficiency may be undercounted in these categories.
- ▶ The data available for preschool student attendance in a preschool program is not always solicited from parents. Therefore, the data reported regarding migrant student attendance in a program applies only to districts that are asking parents to provide this information (usually just those districts that have a preschool component to their MEP.)

Alaska Migrant Student Profile

Demographics

Based on information collected from data in 2010-11 and 2011-12, the NAC was able to create a description of typical Alaska migrant students.

- ▶ According to the 2010-11 CSPR, the number of eligible migrant students identified in Alaska was 10,790, and migrant students are 8% of the total student population.
- ▶ 240 (2%) migrant students were identified as being a PFS student.*
- ▶ The average number of days attended for migrant students during the 2010-11 school year was 129. The average number of school days in the calendar is 172 (AK EED Summer OASIS data collection and MIS2000).
- ▶ 68% of migrant students graduate with their peers compared to a state target of 85% for all students (2010-11 CSPR).
- ▶ The majority of migrant students are Alaska Native—65% are Alaska Native, 19% are White (not Hispanic), and the remaining 16% are split among multiple races, Black, Hispanic, Asian/Pacific Islander, and American Indian. (2011-12 MIS2000 data)
- ▶ According to preliminary MIS2000 data for 2011-12, 99% of 10,451 qualifying students were in families that made moves for fishing, and 88% were in families engaging in fishing for personal subsistence.
- ▶ The number one fishing activity was “set netting” with most moves made to catch salmon and whitefish.

*Prior to the NAC review of the PFS criteria, only students who had failed the SBA or the HSGQE were considered to have failed or be at risk for failing to meet the State’s academic standards. The PFS definition was reviewed by the committee and updated to ensure that all students with a school interruption and who are failing or at risk of failing are counted as PFS.

Exhibit 3: Grade Distribution of Migrant Students

Age/Grade	Eligible Migrant Children		PFS Students	
	Number	% of Total	Number	% of Total
Age 3-5	899	8%	0	0%
K	844	8%	0	0%
1	674	6%	0	0%
2	703	7%	0	0%
3	741	7%	3	1%
4	809	7%	29	12%
5	790	7%	27	11%
6	778	7%	21	9%
7	789	7%	33	14%
8	750	7%	27	11%
9	828	8%	34	14%
10	716	7%	27	11%
11	663	6%	23	10%
12	634	6%	14	6%
Out-of-School	172	2%	2	1%
Total	10,790	100%	240	100%

Migrant student mobility refers to the most recent qualifying move made by migrant students. Just under one quarter of migrant students moved within the previous 12 months, and over half made a move within the previous 13 to 24 months.

Exhibit 4: Migrant Student Mobility

Age/Grade	12 months	Previous 13-24	Previous 25-36	Previous 37-48
Age 3-5	338	422	101	38
K	324	405	86	29
1	174	342	119	39
2	160	377	106	60
3	179	402	123	37
4	173	432	145	59
5	157	420	162	51
6	148	439	141	50
7	170	426	133	60
8	146	421	127	56
9	146	471	153	58
10	122	384	149	61
11	92	362	155	54
12	95	323	165	51
Out-of-School	24	59	56	33
Total	2,448 (23%)	5,685 (53%)	1,921 (18%)	736 (7%)

Language Proficiency

In Alaska, English learner (EL) refers to a student who is not proficient on an approved state assessment of language proficiency. A total of 2,572 migrant students (24%) were identified as limited in English proficiency. The highest concentration of ELs was in grades 1 through 5. By grade level, the percent of LEP students ranged from 12% of out-of-school youth (OSY) to 36% of fourth graders. Differences in the percentages of LEP students are due in part to the avail-

ability of assessment data and do not necessarily reflect the number of students who need additional English instruction. Exhibit 5 displays the number and percent of LEP.

Exhibit 5: Limited English Proficiency

Age/Grade	Limited English Proficient	Percent of Grade
Age 3 - 5	--	--
K	158	19%
1	199	30%
2	230	33%
3	234	32%
4	292	36%
5	250	32%
6	181	23%
7	183	23%
8	192	26%
9	188	23%
10	154	22%
11	164	25%
12	127	20%
Out-of-School	20	12%
Total	2,572	24%

MEP Services

According to the 2010-11 CSPR, a total of 3,820 migrant students (36%) received either an instructional or support service during the program year. More students received services during the regular term (3,266) than received services during the summer (1,216).

More students received instructional services than support services (2,826 versus 1,806). The same pattern is observed during the summer term in which 1,216 students received instructional services compared to 875 who received support services.

MEP Districts

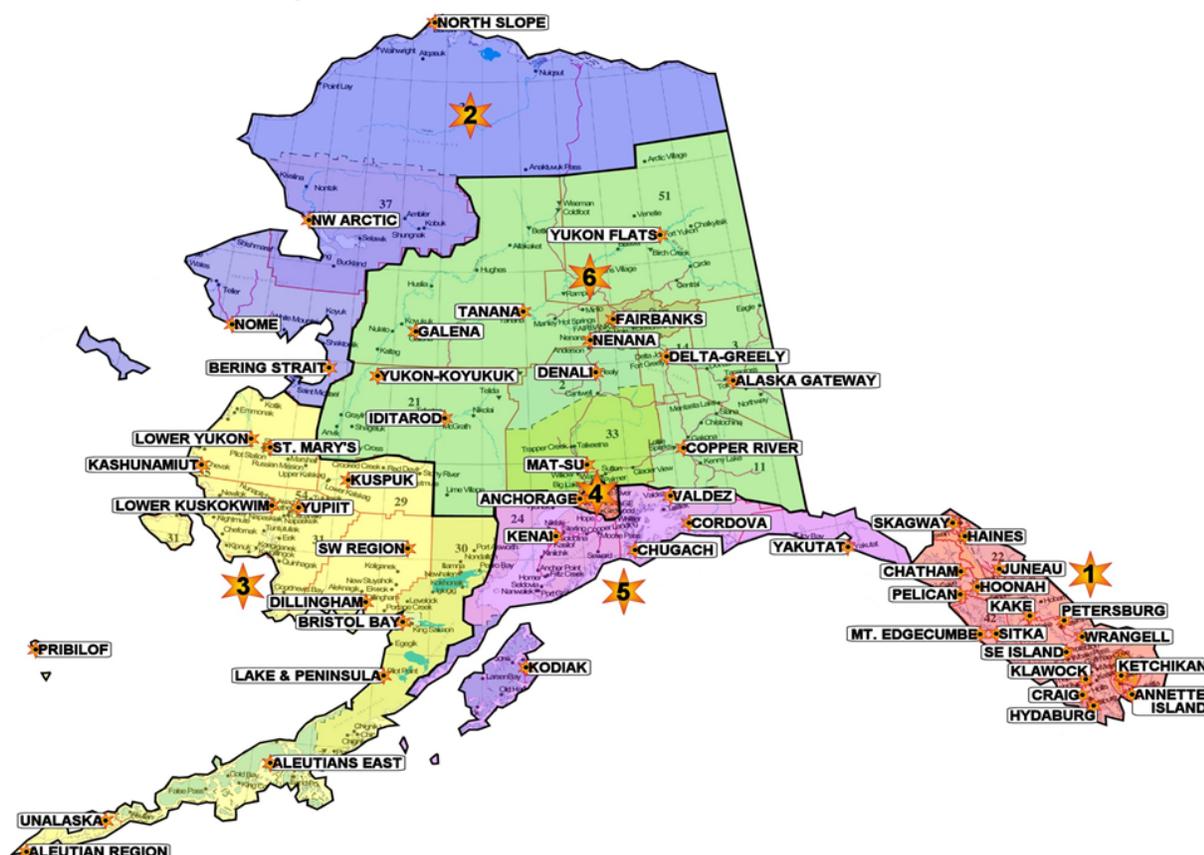
During the most recent reporting period, migrant students were identified in all six Alaska regions. Most students (53%) were served in Region 4, which represents the district of Anchorage; and Region 3, which includes the districts of Aleutians East, Bristol Bay, Dillingham, Kashunamiut, Kuspuk, Lake and Peninsula, Lower Kuskokwim, Lower Yukon, St. Mary's, Southwest Region, and Yupiit.

Exhibit 6: Number of Students Identified by Region

Region	# Districts	# Migrant Students	% Students
Region 1 – Southeast (SE)	12	708	6%
Region 2 – Northwest (NW)	3	1,835	16%
Region 3 – Southwest (SW)	11	2,476	22%
Region 4 – Anchorage (ANC)	1	3,501	31%
Region 5 – Coastal (COA)	5	1,186	11%
Region 6 – Interior (INT)	8	1,603	14%

Exhibit 7 shows the Alaska regions and the location of the MEPs identifying migrant students.

Exhibit 7: Alaska Regions and MEP Sites



Academic Achievement

On the Alaska Standards-Based Assessment (SBA) in math, 58% of migrant students were proficient compared to 69% of non-migrant students, a gap of 11%. On the SBA in reading, 68% of migrant students were proficient compared to 81% of non-migrant students, a gap of 13%. When scores were disaggregated by LEP status, the achievement gaps closed somewhat but were still present at most grade levels. The gap between migrant and non-migrant LEP students on the SBA in math was 4%, and the gap in reading was 5%. Exhibits 8 and 9 display proficiency rates of migrant students and non-migrant students on the SBA administered in the spring of 2012. Exhibits 10 and 11 display proficiency rates for the same assessment disaggregated for migrant and non-migrant students by LEP status.

Exhibit 8: Percent of Students Proficient on the SBA in Math 2012

Grade	Non-migrant Students		Migrant Students		Gap Between Migrant and Non-migrant
	# Tested	% Passing	# Tested	% Passing	
3	8,936	75%	673	65%	-10%
4	8,781	75%	692	66%	-9%
5	8,875	71%	746	59%	-12%
6	8,877	70%	735	61%	-9%
7	8,832	67%	763	54%	-13%
8	8,450	70%	732	55%	-15%

Grade	Non-migrant Students		Migrant Students		Gap Between Migrant and Non-migrant
	# Tested	% Passing	# Tested	% Passing	
9	8,560	64%	681	51%	-13%
10	8,091	62%	621	50%	-12%
Total	69,402	69%	5,643	58%	-11%

Exhibit 9: Percent of Students Proficient on the SBA in Reading 2012

Grade	Non-migrant Students		Migrant Students		Gap Between Migrant and Non-migrant
	# Tested	% Passing	# Tested	% Passing	
3	8,920	73%	672	69%	-4%
4	8,575	85%	695	66%	-19%
5	8,870	80%	750	67%	-13%
6	8,887	80%	734	65%	-15%
7	8,835	79%	761	67%	-12%
8	8,443	86%	729	71%	-15%
9	8,575	80%	679	71%	-9%
10	8,111	89%	612	68%	-21%
Total	69,216	81%	5,632	68%	-13%

Exhibit 10: Migrant and Non-migrant LEP Proficiency on the SBA in Math 2012

Grade	Non-migrant Students		Migrant Students		Gap Between Migrant and Non-migrant
	# Tested	% Passing	# Tested	% Passing	
3	1,126	39%	159	38%	-1%
4	903	38%	155	34%	-4%
5	871	27%	166	24%	-3%
6	722	22%	129	13%	-9%
7	785	19%	151	22%	+3%
8	754	23%	154	16%	-7%
9	719	23%	151	17%	-6%
10	651	18%	113	12%	-6%
Total	6,531	27%	1,178	23%	-4%

Exhibit 11: Migrant and Non-migrant LEP Proficiency on the SBA in Reading 2012

Grade	Non-migrant Students		Migrant Students		Gap Between Migrant and Non-migrant
	# Tested	% Passing	# Tested	% Passing	
3	1,118	45%	159	44%	-1%
4	887	27%	157	29%	+2%
5	858	31%	168	24%	-7%
6	717	19%	129	8%	-11%
7	775	29%	149	26%	-3%
8	742	36%	155	26%	-10%
9	713	41%	150	35%	-6%
10	668	23%	113	23%	No gap
Total	6,478	32%	1,180	27%	-5%

Migrant student proficiency in English was slightly lower than non-migrant student proficiency on the 2012 administration of the WIDA (World-Class Instructional Design & Assessment) English Language Proficiency (ELP) Assessment. Migrant students were proficient at a rate of 8% compared to 10% for non-migrant students, a gap of 2%. By grade level migrant student and non-migrant student proficiency rates were within six percentage points above or below non-migrant students.

Exhibit 12: Migrant and Non-migrant English Proficiency on the WIDA 2011

Grade	Non-migrant Students		Migrant Students		Gap Between Migrant and Non-migrant
	# Tested	% Proficient	# Tested	% Proficient	
K	1,560	9%	196	11%	+2%
1	1,623	5%	198	4%	-1%

Grade	Non-migrant Students		Migrant Students		Gap Between Migrant and Non-migrant
	# Tested	% Proficient	# Tested	% Proficient	
2	1,721	21%	231	15%	-6%
3	1,554	17%	226	12%	-5%
4	1,679	16%	290	14%	-2%
5	1,302	18%	224	17%	-1%
6	1,062	3%	179	1%	-2%
7	1,035	3%	172	1%	-2%
8	882	6%	165	6%	No gap
9	1,076	3%	178	1%	-2%
10	1,005	6%	163	7%	+1%
11	994	7%	150	9%	+2%
12	1,243	6%	99	6%	No gap
Total	16,736	10%	2,471	8%	-2%

High School Achievement

Alaska students in the tenth grade are assessed on the High School Graduation Qualifying Exam (HSGQE) in math, reading, and writing. In order to graduate from high school, students need to pass this assessment. Migrant students pass at a rate 18% lower than their non-migrant peers in math, 15% lower in writing, and 14% lower in reading as displayed in Exhibit 13.

Exhibit 13: Migrant and Non-migrant Student Proficiency on the HSGQE 2011

Subject	Non-migrant Students		Migrant Students		Gap Between Migrant and Non-migrant
	# Tested	% Proficient	# Tested	% Proficient	
Math	8,135	77%	542	59%	-18%
Reading	8,174	84%	536	70%	-14%
Writing	8,188	72%	552	57%	-15%

School Readiness

The MEP tracks the number of migrant children enrolled in migrant-funded preschools and the number enrolled in other preschools in the MIS200 database. Of the 899 migrant children ages 3 to 5 identified during 2010-11, 31% were enrolled in a preschool program. Most of these were in a migrant-funded preschool. Note that the total number enrolled in "other" preschools may be under counted as this information is not always solicited from parents when migrant-funded preschools are not available.

Exhibit 14: Migrant Student Enrollment in Preschool Programs 2010-11

Number of PK Migrant Students (ages 3-5 not kindergarten)	Percent of Students Enrolled in a Migrant Preschool	Percent of Students Enrolled in another Preschool (private, Head Start, etc.)	Total Enrolled in a Preschool
899	25%	6%	31%

Migrant students are evaluated upon entering kindergarten using the Kindergarten Development Profile (KDP). Migrant students who attended a preschool program and migrant students who did not attend a preschool program are assessed. Of the 522 migrant students with assessment scores, 72% were enrolled in a preschool program. On average, migrant students who attended preschool were proficient on 53% of the items while students not attending a preschool program were proficient on 41% of the items. Exhibit 15 displays the percent of students proficient on each item of the KDP broken out by whether or not the students attended a preschool program.

Exhibit 15: Migrant Student Achievement on the KDP by Preschool Participation

	N	Demonstrates strength and coordination of large motor muscles.	Demonstrates strength and coordination of small motor muscles.	Participates positively in group activities.	Regulates their feelings and impulses.	Shows curiosity and interest in learning new things and having new experiences.	Sustains attention to tasks and persists when facing challenges.
Attending Preschool (Percent Proficient)	376	68%	62%	57%	51%	52%	52%
Not Attending Preschool (Percent Proficient)	146	53%	45%	47%	51%	42%	37%

	N	Demonstrates knowledge of numbers and counting.	Sorts, classifies, and organizes objects.	Uses receptive communication skills.	Uses expressive communication skills.	Demonstrates phonological awareness.	Demonstrates awareness of print concepts.	Demonstrates knowledge of letters and symbols (alphabet knowledge).	Average Percent Proficient
Attending Preschool (Percent Proficient)	376	56%	50%	62%	50%	36%	43%	47%	53%
Not Attending Preschool (Percent Proficient)	146	41%	31%	52%	40%	29%	29%	32%	41%

Perception Data

A total of 201 MEP teachers, recruiters, paraprofessionals, records clerks, and administrators who had direct contact with migrant students responded to a survey about students' instructional needs, students' support service needs, staff professional development needs, parent involvement needs, and program needs. For instructional needs, most staff (over 50%) indicated that supplementary reading, writing, and math instruction were most needed in their area.

The support services most needed were college and career counseling and school supplies. Most staff indicated that more parents needed more strategies for helping with homework, more information about strategies to support education in the home, more information about teaching early literacy skills, and access to parenting education programs. The specific topics for professional development most staff indicated as needed were evidence-based strategies for reading instruction and teaching multiple learning styles. The distribution of staff responses within each area are displayed in Exhibits 16 through 19 on the following pages.

Exhibit 16: Staff Perceptions of Instructional Services Most Needed

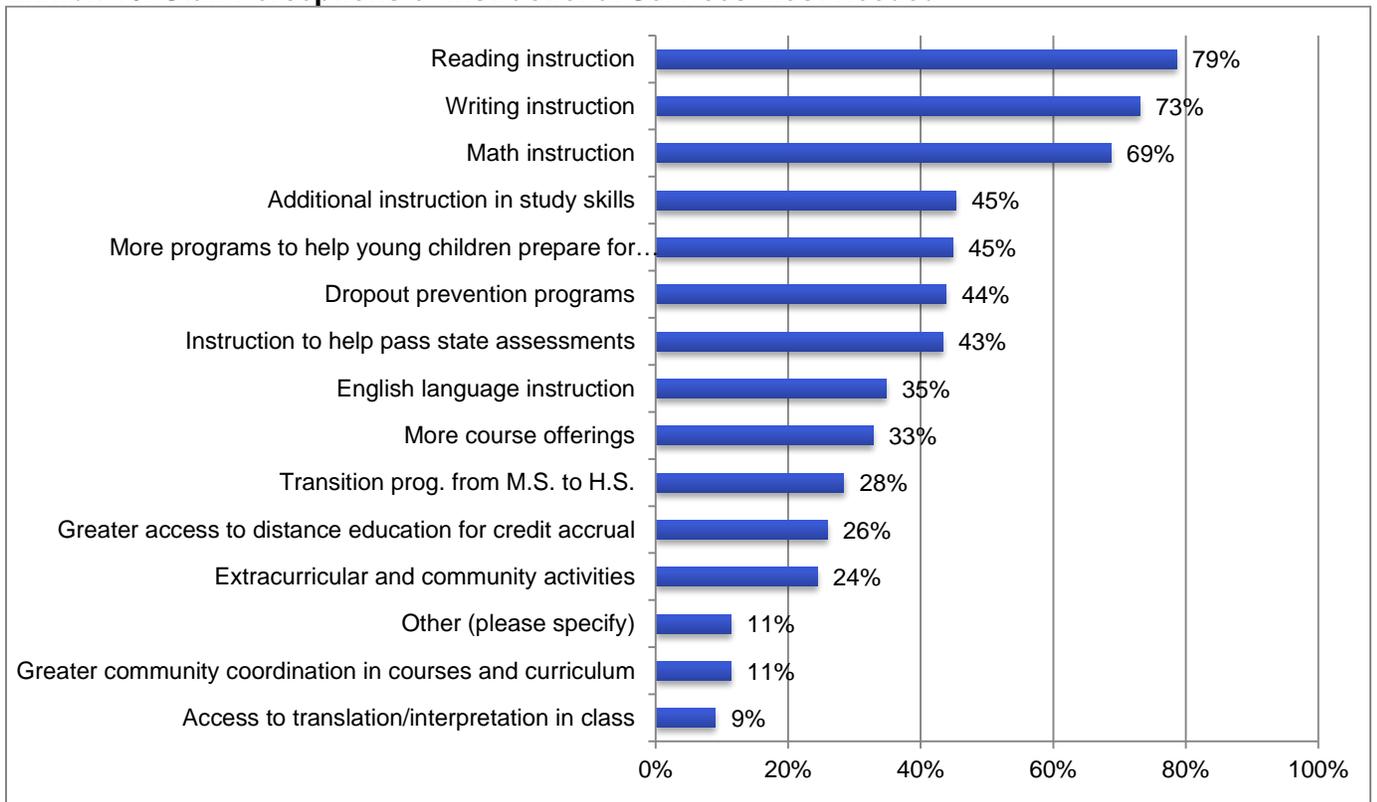


Exhibit 17: Staff Perceptions of Support Services Most Needed

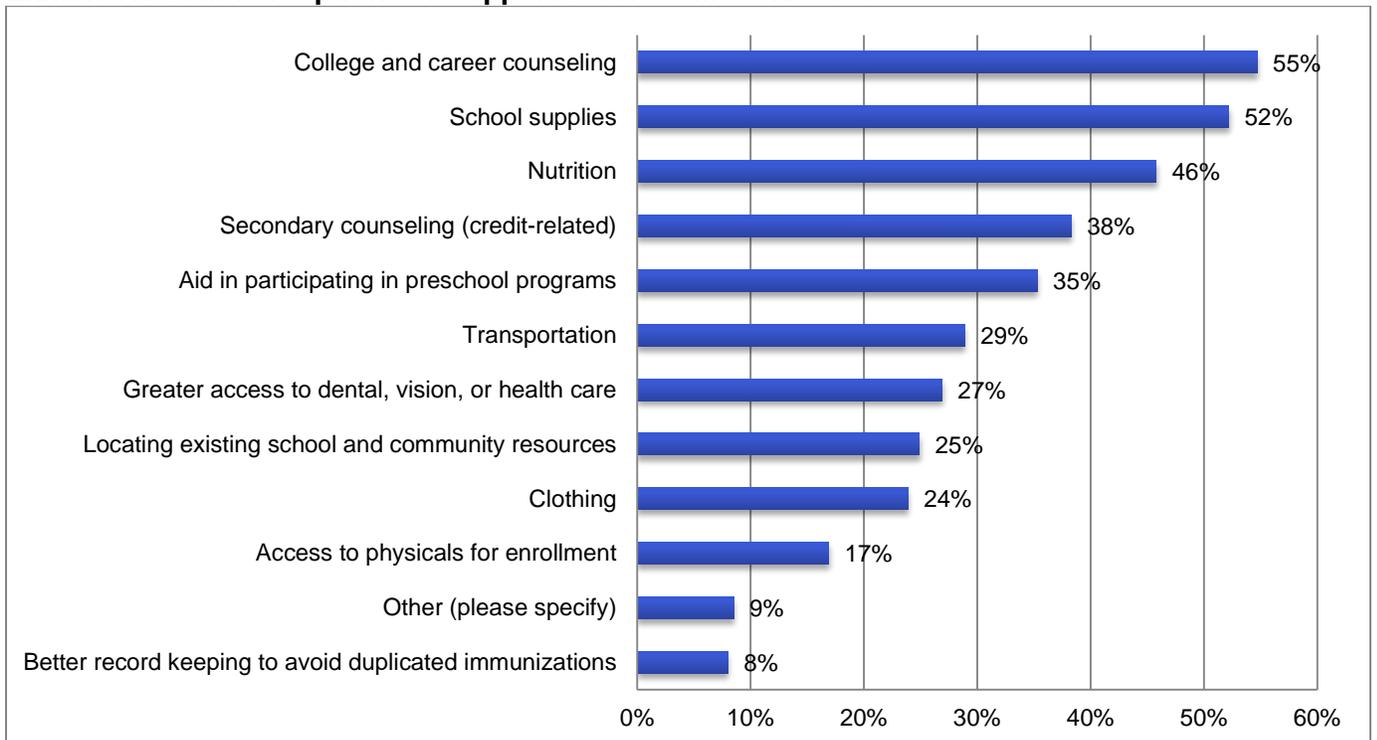


Exhibit 18: Staff Perceptions of Recommended Parent Training Topics

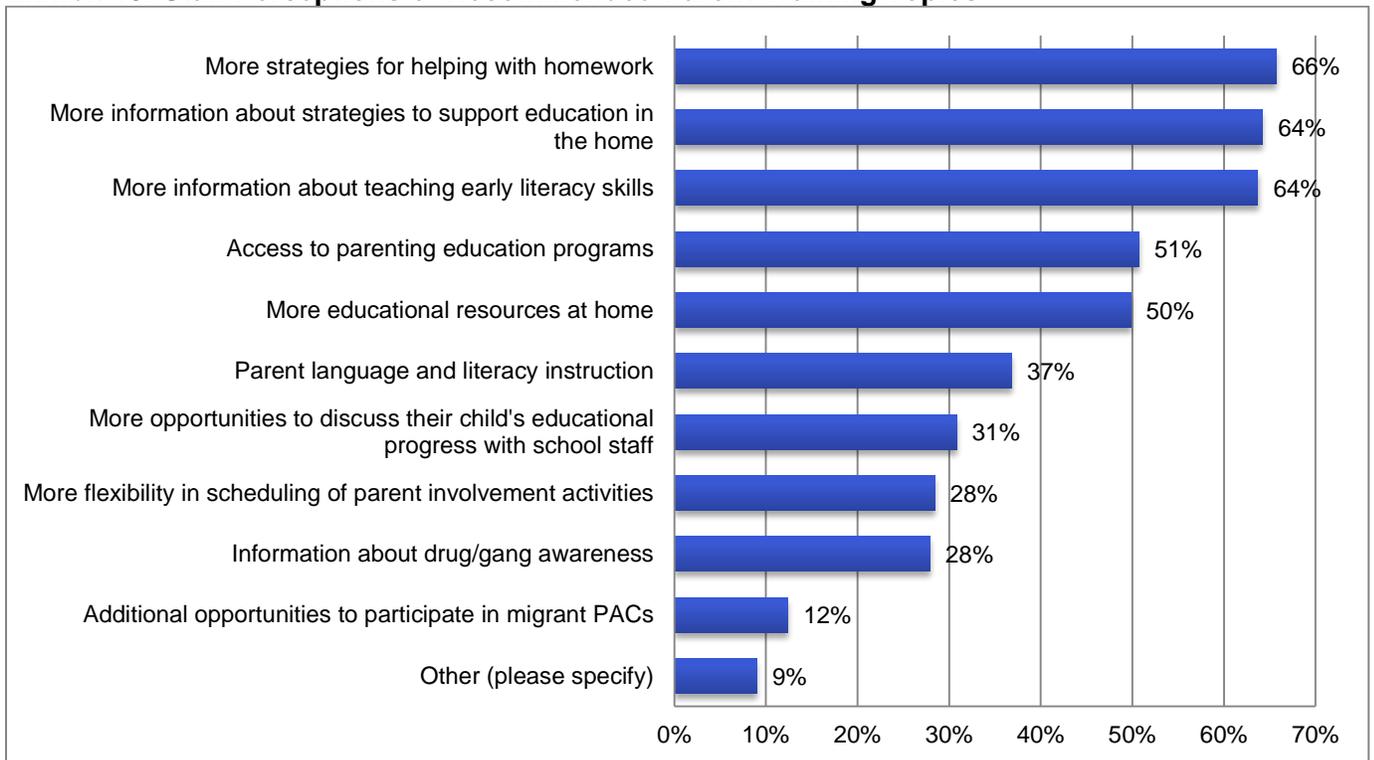
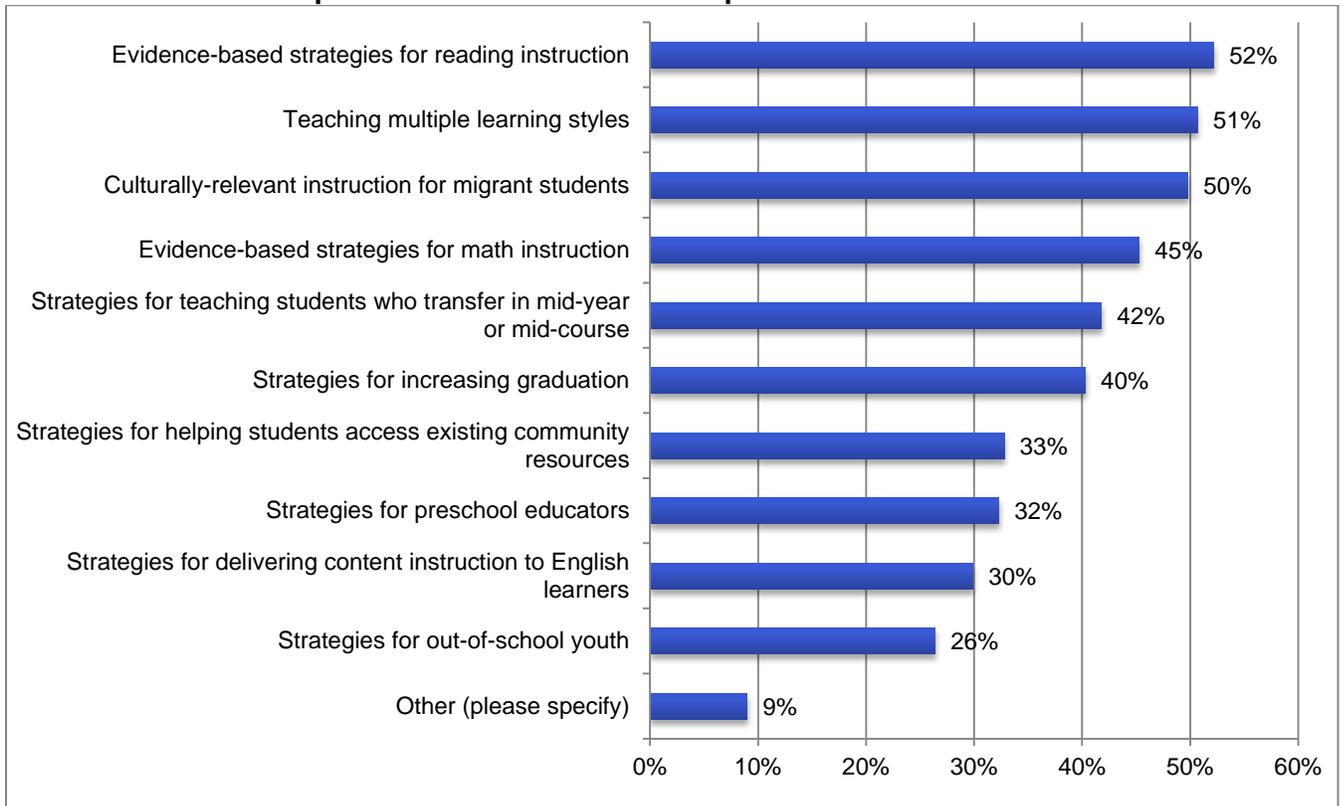


Exhibit 19: Staff Perceptions of Professional Development Most Needed



Staff also provided comments about the needs of migrant students and listed any additional needs particular to their district. Common themes from staff comments (represented below) included increased communication with migrant parents regarding available services and methods to increase academic skills in the home, ensuring supplemental instructional programs are available outside of the regular school day (summer and/or before or after school) as long as transportation is provided, increased professional development regarding strategies for meeting the specific needs of migrant families, and increased coordination among local MEP districts.

- ▶ *I believe that the program is doing well for the students with their parents. Parents need more information on what is accessible for their children learning on how they (parents) can get involved in after school programs.*
- ▶ *Providing culturally-relevant instruction using evidence-based strategies for reading and math.*
- ▶ *Summer programs in writing, reading, and math.*
- ▶ *Continue Family Night activities to bring families to school to work with children. Offer books and learning materials to families to take home and use.*
- ▶ *Summer school is a must! The small class sizes combined with an apex style curriculum give students a chance to catch up and graduate on time.*
- ▶ *Since most migrant students in southeast are from fishing families, it would be nice to have more water safety classes offered to these families.*
- ▶ *More parental involvement. Parents need to instill the value of a higher education for their children.*
- ▶ *Students need access to transportation to after school activities. Involved kids stay in school!*
- ▶ *Teachers need more training to embrace the needs of these students and their families!*
- ▶ *Making sure they are prepared and ready for college. Many students aren't given enough information in regards to scholarship availability and college availability in general. The schools need more support in getting these students ready for college. It's important for their future, and they need to be made aware of what is available out there for them.*
- ▶ *It needs to be a community wide effort. We need time to set up collaborations between local agencies and the schools. In small communities there are only a few movers and shakers and they are extremely busy so we need to carve out time for teachers and site administrators to strategize with community leaders. We have a huge problem with burn out in these communities because everyone who is involved wears so many hats, and when one person burns out, it leave big gaps in services to the community.*
- ▶ *There needs to be a greater literacy and educational focus on the younger migrant students (Pre-K). Literacy activities should be made available for these children to help them get ready for Kindergarten. A partnership with Best Beginnings (Imagination Libraries) or Head Start would really benefit the rural communities because these programs are already helping a great deal to combat the literacy problems.*
- ▶ *More training for the staff involved in servicing migrant students. Too often our students are missing out on opportunities they deserve because the migrant staff isn't being used properly or trained to know what to do with the students.*

A total of 482 parents of migrant children responded to a survey about students' instructional needs, support service needs, parent involvement needs, and program needs. Parent and staff responses were very similar. For instructional needs, most parents (over 50%) indicated that more help was needed in reading and mathematics.

The surveys revealed that the top three support services most needed were school supplies, college and career counseling, and nutrition. The top parent involvement needs were more information about helping with reading, math, and writing and more ideas for how to help children with homework. Program improvements described as being the most needed were increased information about resources and services available through the program and more help in before or after school programs. The distribution of parent responses within each area are displayed in Exhibits 20 through 23.

Exhibit 20: Parent Perceptions of Instructional Services Needed

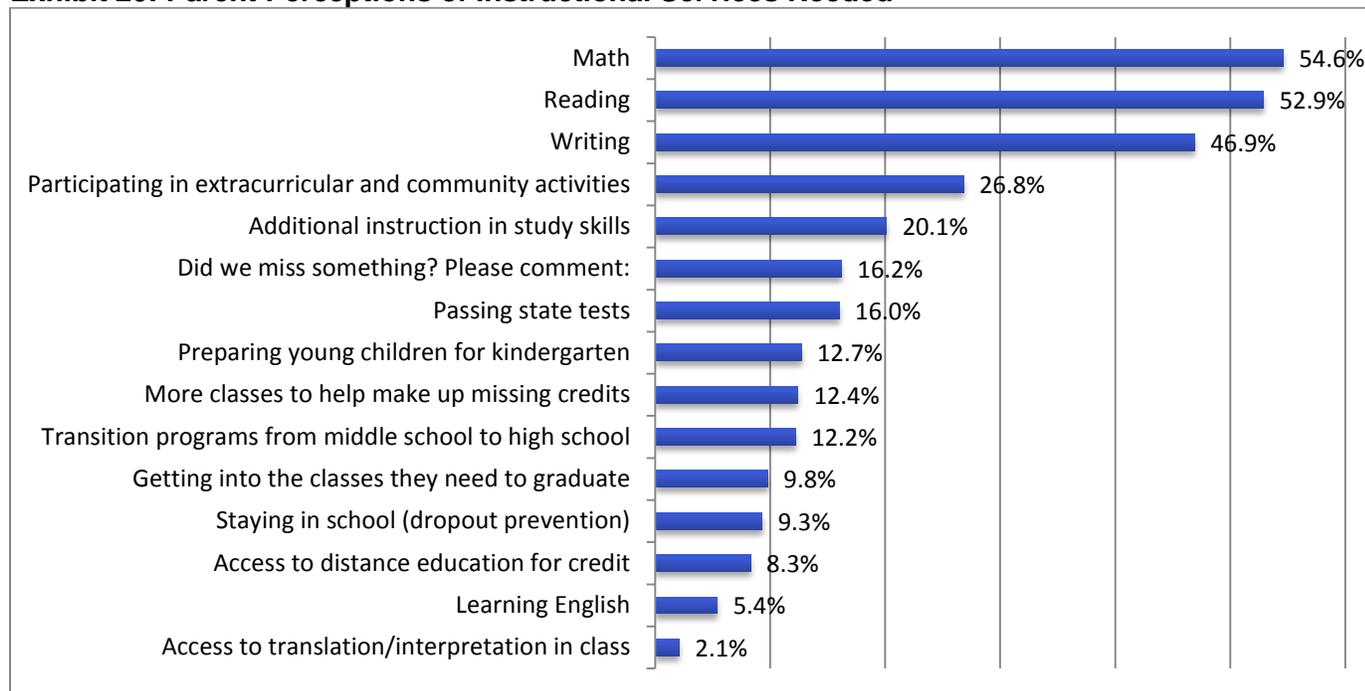


Exhibit 21: Parent Perceptions of Support Services Most Needed

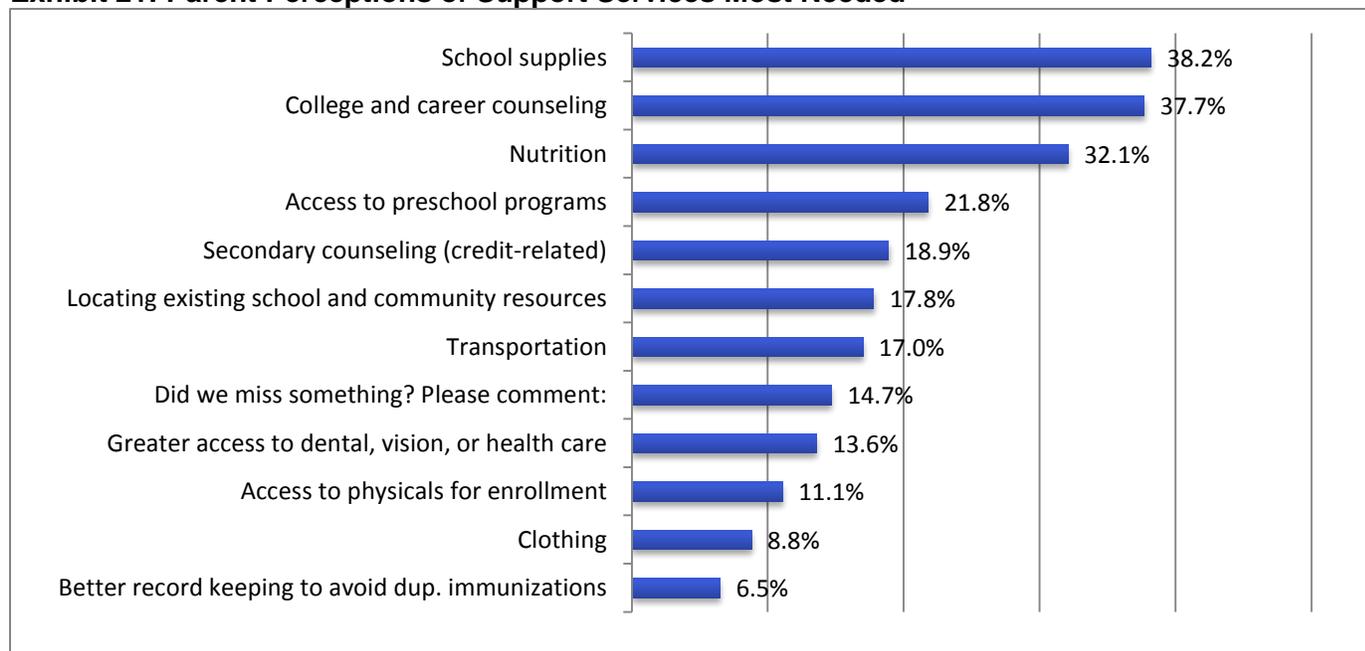
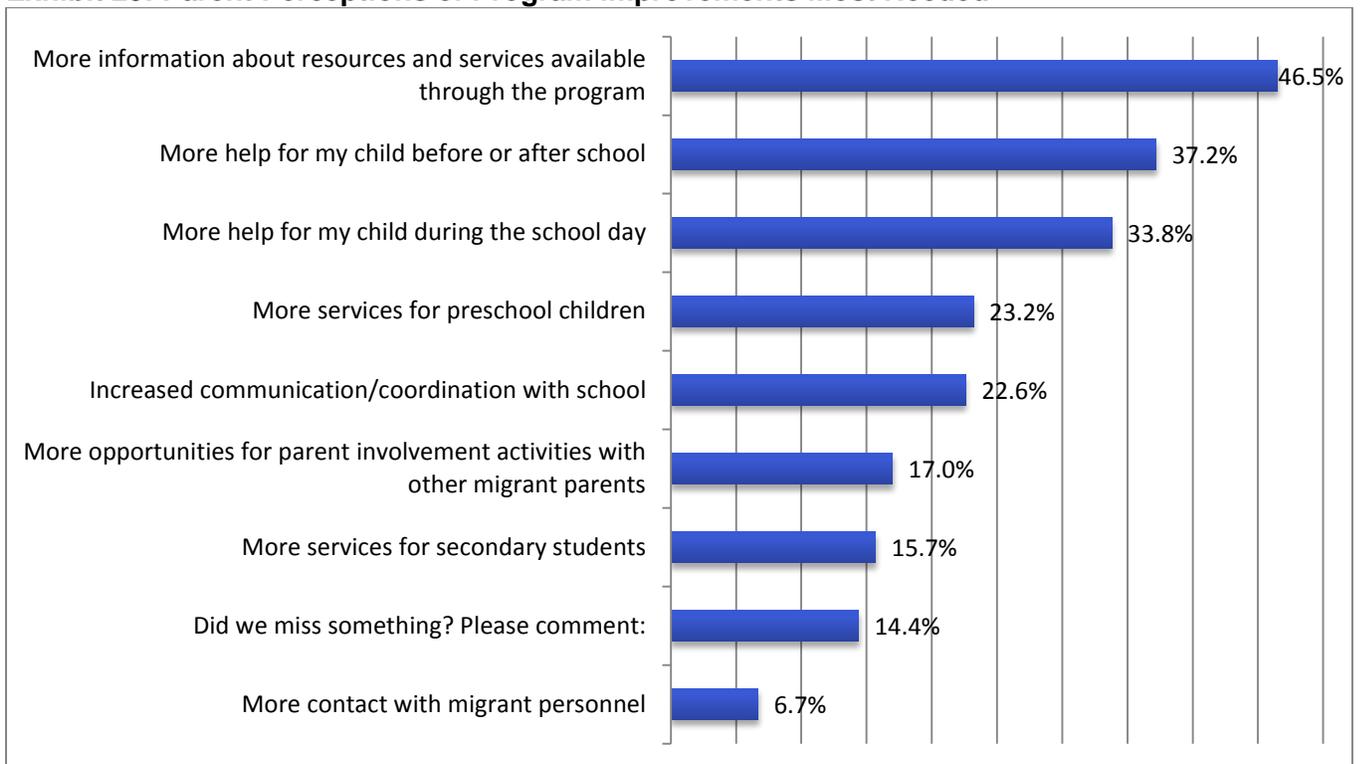


Exhibit 22: Parent Perceptions of Parenting Support Most Needed



Exhibit 23: Parent Perceptions of Program Improvements Most Needed



Parents responded to an open-ended question asking them to provide information about any other needs their children have. Many parents were concerned about the potential negative impact that mobility would have on student achievement, but they felt that the skills their children learned during their time away from school was vital for their culture and survival in Alaska. Parents suggested providing before or after school or summer supplemental instruction to help make up for time lost while away at fishing camps. In addition, many parents commented that bullying was an issue for their children. Representative comments follow.

- ▶ *Give honor and be sensitive to my child's history and lifestyle. We might look poor especially with money, but we consider ourselves very rich because we have our traditional food on the table and clean environment to live in.*
- ▶ *I would like to see more vocational classes, particularly for students who do not plan to attend further education after graduation (i.e. mechanical, basic finance, surveying, cooking/baking-foods).*
- ▶ *I also feel that more services for the secondary students are important because they are in a family with less support at home with one adult gone and they may miss more school, not just for fishing themselves, but to visit the fishing parent out of town when possible (and when their fishing parent has not been home for several weeks to months). Traveling often upsets our families' studies, but it is a priority for me that the kids also see their dad.*
- ▶ *This year we really needed help with online course work due to travel. Having after school classes for math or reading for children that are behind in classes.*
- ▶ *My child is always bullied in school. She does not want to take part in anything they do. They always tease her or push her around.*
- ▶ *Sometimes the boys are at home while we are away - I'm very thankful for the lunch program when we are not home to monitor their food.*
- ▶ *More focused tutoring programs specific to the areas the student needs to pass the state tests- Bartlett offers tutoring after school Tues/Thurs but it is self-paced and generic. My son needs more focused one on one direction in the areas of reading, writing, math & science.*
- ▶ *We need to fish until the end of August which messes up the start of the new year. But we must teach our children how to survive on their own one day. We have people leave because hunting and or fishing begins when school is ending.(no final tests) or they start late because of hunting and fishing in August.*
- ▶ *We need to train our teachers in strategies to help students impacted by FASD and other neurobehavioral issues. We do a great deal to address the needs of students with Autism, however, we completely ignore the huge percentage of students who experience FASD- diagnosed or not.*
- ▶ *Pre-school services/programs that do not interrupt the parent's day for transportation. We were unable to have our child attend the pre-school program because work and class schedules did not allow us to drive our child to and from daycare to a preschool program. Transportation to and from preschool program is needed. Have schools with pre-school programs open enrollment for migrant ed eligible children.*
- ▶ *More information about opportunities during the summer when school is not in session.*
- ▶ *We have to wait until a certain age to have cold water safety. But, our son is on the water always coming and going to logging camp and fishing.*
- ▶ *We seldom make it home before the start of school which has not been a problem in elementary however now that one of my children will be entering middle school it would be great to be able to get locker assignments, class info (and whatever else is done those couple of days before school starts) without having to be in town.*

Phase III: Making Decisions

In the third phase of the Comprehensive Needs Assessment process, the key objective was to review data and develop viable conclusions and recommendations that will be used to set criteria for the development of the Service Delivery Plan. The Needs Assessment Committee met for its final meeting on September 19-20, 2012. The objectives of the meeting were to:

- ▶ Revise and approve concern statements
- ▶ Develop needs statements describing the magnitude of the needs for migrant students
- ▶ Draft solutions for concerns
- ▶ Rank concerns for focus during service delivery planning
- ▶ Revise and approve draft CNA table of contents

The following section offers the final recommendations for concerns, data sources for the concerns, needs indicators and statements, and the solutions made by the NAC. Concerns are listed in rank order, and the NAC established that **concerns 1.1, 1.2, and 2.1 are the most pressing concerns overall**. The NAC used the following criteria to rank concerns:

- ▶ Magnitude in the gaps between “what is” and “what should be”
- ▶ Critical nature of the need
- ▶ Special needs of PFS students
- ▶ Degree of difficulty in addressing the need
- ▶ Risks/consequences of ignoring the need
- ▶ External factors such as state and district priorities and goals

The committee identified possible solutions which the SDP update committee will use for the development of strategies during the SDP planning process. The solutions are general guidelines based on the examination of migrant student needs. The development of solutions was guided by the following questions:

- ▶ What does the research say about effective strategies, programs, or interventions?
- ▶ Where has this solution been implemented and was it successful?
- ▶ What are the challenges?
- ▶ How can solutions be customized for Alaska?

Goal Area 1: Academic Support in Reading and Mathematics

1.1 We are concerned that, as a result of the migrant lifestyle, migrant students have a lower proficiency rate on state academic content assessments in reading/language arts than non-migrant students.			
Data Sources	Need Indicator	Need Statement	Solutions
SBA data in DIASA (2011)	67% of migrant students were proficient in reading/language arts compared to 80% of non-migrant students	The percent of migrant students proficient on the SBA in reading/language arts needs to increase by 13%.	1a) Provide supplemental reading instruction in the key components of phonemic awareness, phonics, fluency, vocabulary, and text comprehension for all migrant students below proficient in reading. 1b) Provide research-based academic interventions in reading/language arts with appropriate progress monitoring and instructional adjustments for migrant students who are below proficient. Delivery methods include during the school day, extended day programs, summer services, tutoring, and small group.

1.2 We are concerned that, as a result of the migrant lifestyle, migrant students have a lower proficiency rate on state academic content assessments in **math** than non-migrant students.

Data Sources	Need Indicator	Need Statement	Solutions
SBA data in DIASA (2011)	57% of migrant students were proficient in math compared to 69% of non-migrant students	The percent of migrant students proficient on the SBA in math needs to increase by 12%.	1c) Provide research-based academic interventions with appropriate progress monitoring and instructional adjustments for migrant students below proficient in math. Delivery methods include during the school day, extended day programs, summer services, tutoring, and small group

1.3 We are concerned that, as a result of the migrant lifestyle, migrant students have a lower **number of days in attendance** compared to the number of school days in session, which negatively influences educational continuity and instructional time.*

Data Sources	Need Indicator	Need Statement	Solutions
Migrant student attendance data from AK EED Summer OASIS data collection MIS2000 (2010-11)	On average, migrant students are present at school for 129 of the 172 school days.	The number of average days attendance of migrant students needs to increase by 33.	1d) Provide services to increase school engagement including CTE, cultural activities, art/music, incentive programs, extracurricular activities, schedule adjustments, parent involvement, home/school liaisons.

1.4 We are concerned, that as a result of the migrant lifestyle, migrant LEP students have lower rates of proficiency on content assessments in **reading/language arts** than non-migrant LEP students.

Data Sources	Need Indicator	Need Statement	Solutions
SBA data in DIASA (2012)	27% of the migrant LEP students were proficient on the SBA reading assessment in 2012 as compared to 32% of the non-migrant LEP students.	The percent of migrant LEP students proficient on the SBA in reading/language arts needs to increase by 5%.	1e) Provide supplemental targeted assistance in reading/LA to migrant students identified as LEP. 1f) Provide migrant-specific staff training in evidence-based strategies for improving reading/LA instruction for LEP students.

1.5 We are concerned that, as a result of the migrant lifestyle, migrant LEP students have lower rates of proficiency on content assessments in **math** than non-migrant LEP students.

Data Sources	Need Indicator	Need Statement	Solutions
SBA data in DIASA (2012)	23% of the migrant LEP students were proficient on the math assessment in 2012 as compared to 27% of the non-migrant LEP students.	The percent of migrant LEP students proficient on the SBA in math needs to increase by 4%.	1g) Provide supplemental targeted assistance in math to migrant students identified as LEP. 1h) Provide migrant-specific staff training in evidence-based strategies for improving math instruction for LEP students.

1.6 We are concerned that, as a result of the migrant lifestyle, migrant LEP students have lower rates of proficiency on the **ELP assessment** than non-migrant LEP students.

Data Sources	Need Indicator	Need Statement	Solutions
WIDA assessment data (2012)	8% of migrant LEP students were proficient on the ELP assessment compared to 10% of non-migrant LEP students.	The percent of migrant LEP students proficient on the ELP assessment needs to increase by 2%.	1i) Provide supplemental instruction in English language acquisition for migrant students identified as LEP.

*An analysis of migrant student attendance rates and non-migrant student attendance rates shows little difference. However, the reasons migrant students miss school is often a result of migrant moves or moves related to the migrant lifestyle as evidenced on certificates of eligibility, which is not true for non-migrant students. Therefore, when migrant students miss an average of 43 schools days each year, it is a concern related to the migrant lifestyle.

Goal Area 2: High School Graduation

2.1 We are concerned that, as a result of the migrant lifestyle migrant, students are not graduating at the state target rate.			
Data Sources	Need Indicator	Need Statement	Solutions
CSPR (2010-11)	The migrant student graduation rate is 68%. The state target graduation rate is 85%.	The migrant student graduation rate needs to increase by 17%.	2a) Offer supplemental credit accrual options leading to graduation including vo-tech, fine arts, and industrial arts. 2b) Provide supplemental materials to migrant homes.
2.2 We are concerned that, as a result of the migrant lifestyle, migrant students are not passing the HSGQE in math at the same rate as non-migrant students.			
Data Sources	Need Indicator	Need Statement	Solutions
HSGQE data in DIASA (2011)	59% of migrant students scored at the proficient level on the HSGQE in math compared to 77% of non-migrant students.	The percent of migrant students passing the HSGQE in math needs to increase by 18%.	2c) Provide supplemental test preparation in math. 2d) Provide tutorials to increase proficiency in math.
2.3 We are concerned that, as a result of the migrant lifestyle, migrant students are not passing the HSGQE in writing at the same rate as non-migrant students.			
Data Sources	Need Indicator	Need Statement	Solutions
HSGQE data in DIASA (2011)	57% of migrant students scored at the proficient level on the HSGQE in writing compared to 72% of non-migrant students.	The percent of migrant students passing the HSGQE in writing needs to increase by 15%.	2e) Provide supplemental test preparation in writing. 2f) Provide tutorials to increase proficiency in writing.
2.4 We are concerned that, as a result of the migrant lifestyle, migrant students are not passing the HSGQE in reading at the same rate as non-migrant students.			
Data Sources	Need Indicator	Need Statement	Solutions
HSGQE data in DIASA (2011)	70% of migrant students scored at the proficient level on the HSGQE in reading compared to 84% of non-migrant students.	The percent of migrant students passing the HSGQE in reading needs to increase by 14%.	2g) Provide supplemental test preparation in reading. 2h) Provide tutorials to increase proficiency in reading.
2.5 We are concerned that, as a result of the migrant lifestyle, migrant out-of-school youth lack services that would lead to re-enrollment in school or a GED program.			
Data Sources	Need Indicator	Need Statement	Solutions
CSPR (2010-11) Staff Survey (2012)	13% of the 172 migrant OSY received services. Comments on the staff survey and the needs assessment committee indicate that there are few services designed to re-enroll migrant students who have dropped out.	The percent of out-of-school youth receiving services leading to re-enrollment in school or a GED program needs to increase.	2i) Provide educational opportunities and/or career path development. 2j) Provide referrals to social services as needed.

Goal Area 3: School Readiness

3.1 We are concerned that, as a result of the migrant lifestyle, migrant parents lack access to information and/or training regarding evidence-based early literacy strategies for the home.			
Data Sources	Need Indicator	Need Statement	Solutions
Parent surveys (2012) Staff surveys (2012)	22% of parents and 64% of staff indicate the need for more information about teaching early literacy skills.	The percent of parents who indicate insufficient information about teaching early literacy skills needs to decrease.	3a) Provide parent education events, family literacy events, and literature (such as the ELGs) as educational materials for parents.
3.2 We are concerned that, as a result of the migrant lifestyle, migrant students do not have access to preschool programs, which results in not mastering skills necessary for success in school.			
Data Sources	Need Indicator	Need Statement	Solutions
Kindergarten Development Profile (2011-12) for skills mastery data MIS2000 (2011-12) for attendance data	41% of migrant students who did not attend a preschool program mastered school readiness skills by kindergarten compared to 53% of migrant students who attended a preschool program 31% of migrant students attend a migrant or other preschool program.	The percentage of migrant students who attend a preschool program implementing the Alaska Early Learning Guidelines needs to increase.	3b) Provide or coordinate to provide preschool experience for migrant students based on Alaska Early Learning Guidelines. 3c) Increase awareness of available preschool programs by coordinating with existing programs, distributing information about programs, and advocating enrollment for migrant families.
3.3 We are concerned that, as a result of the migrant lifestyle, migrant students are not making successful transitions upon entering kindergarten.			
Data Sources	Need Indicator	Need Statement	Solutions
Kindergarten Development Profile (2011-12)	69% of migrant students not attending preschool programs could not sort, classify, or organize objects consistently. 59% did not demonstrate knowledge of numbers and counting 71% did not demonstrate phonological awareness consistently 71% did not demonstrate awareness of print concepts. 68% did not demonstrate knowledge of letters and symbols	The percentage of migrant students mastering school readiness skills related to reading and math needs to increase.	3d) Provide opportunities to understand the school experience through scheduled classroom visits, kindergarten information events led by teachers, and access to literature such as the ELG.

Goal Area 4: Support Services

4.1 We are concerned that, as a result of the migrant lifestyle, migrant parents do not have access to the strategies to provide an academically supportive environment and help migrant students with homework.			
Data Sources	Need Indicator	Need Statement	Solutions
Parent surveys Staff surveys	66% of parents indicated they needed more strategies for helping with homework 47% of staff indicated parents needed strategies for homework	The percentage of parents indicating knowledge of methods of helping their child succeed in school needs to increase.	4a) Provide events in core content areas with a focus on skill development for parents support students at home and help with homework.

4.2 We are concerned that, as a result of the migrant lifestyle, migrant students have limited books and school supplies in their homes and limited access to technology and technology support at home.

Data Sources	Need Indicator	Need Statement	Solutions
Staff surveys Parent surveys	52% of staff indicate migrant students need access to school supplies 38% of parents indicate migrant students need access to school supplies Anecdotal agreement of members of the NAC	The percent of migrant families indicating access to adequate educational materials needs to increase.	4b) Provide supportive services as determined by student need. 4c) Collaborate with other funding sources to include migrant students in supportive programs when possible.

4.3 We are concerned that, as a result of the migrant lifestyle, migrant students lack access to health and safety instruction.

Data Sources	Need Indicator	Need Statement	Solutions
Committee recommendation	The NAC observed that many migrant students live and work in dangerous conditions, often close to water, and need access to safety information directly related to their living and working conditions.	The number of migrant students with access to effective safety instruction needs to increase.	4d) Provide health and safety instruction and supplies including swimming lessons, and fishing safety lessons; collaborate to provide survival training.

4.4 We are concerned that, as a result of the migrant lifestyle, migrant students do not receive adequate college and career counseling.

Data Sources	Need Indicator	Need Statement	Solutions
Parent survey Staff survey	55% of staff indicated there is a need for college and career counseling 38% of parents indicated there is a need for college and career counseling NAC members indicate migrant students do not seek post-secondary education as often as their peers.	The percentage of migrant students applying for post-secondary education while in high school needs to increase.	4e) Provide migrant-specific college and career counseling, migrant leadership academies, college and career seminars, and/or college application workshops.

4.5 We are concerned that, as a result of the migrant lifestyle, migrant parents indicate a need for additional parenting training and methods for helping their children succeed.

Data Sources	Need Indicator	Need Statement	Solutions
Parent surveys	19% of parents report needing additional parenting training. 48% need more information about how to help with reading, math, writing 22% need more information about teaching early literacy skills	The percent of migrant parents indicating that they receive adequate training in parent involvement needs to increase.	4f) Provide activities to facilitate parent involvement in the schools including family literacy nights. 4g) Provide literature to parents regarding communication with the children, teachers, and participation in parent/teacher conferences.

4.6 We are concerned that, as a result of the migrant lifestyle, migrant parents, due to a lack of access, are unable to participate in appropriate educational and related services.

Data Sources	Need Indicator	Need Statement	Solutions
Parent surveys Staff surveys	47% of parents reported needing more information about resources and services available through the program 33% of staff indicated needing strategies for helping students access existing community resources	The percentage of migrant parents reporting access to appropriate education and related services needs to increase.	4h) Provide transportation, increase awareness through providing or collaborating to provide community/school evening events, communicate with migrant parents about educational services available, and facilitate communication between the school/community and migrant families.

	29% of staff indicated migrant students needed transportation 17% of parents indicated needing transportation		
4.7 We are concerned that, as a result of the migrant lifestyle, migrant students have limited access to health care, including services for dental and vision (e.g., Denali Kid Kare, WIC) and mental health support.			
Data Sources	Need Indicator	Need Statement	Solutions
Staff survey Parent survey	27% of staff indicated migrant families need greater access to dental, vision, or health care 14% of parents reported families need greater access to dental, vision, or health care	The percentage of families reporting adequate access to health care needs to increase.	4i) Collaborate with community health providers to advocate for migrant families. 4j) Develop a statewide list of health services providers.
4.8 We are concerned that, as a result of the migrant lifestyle, migrant families lack stable housing, which disrupts participation in educational services.			
Data Sources	Need Indicator	Need Statement	Solutions
Summer OASIS	554 migrant students were reported as homeless	The number of migrant students without adequate housing needs to decrease.	4k) Provide referrals to migrant families in need of housing and facilitate enrollment in these services.

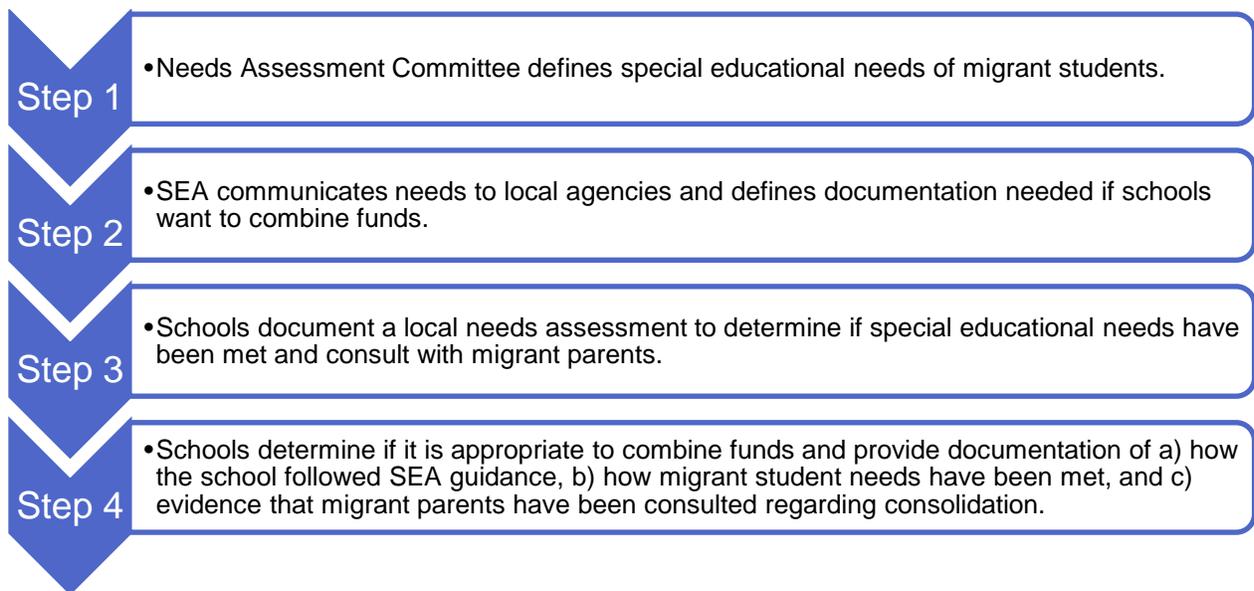
Conclusions

Next Steps in Applying the Results of the CNA to Planning Services

The NAC discussed the issue of the consolidation of MEP funds into a schoolwide Title I program. They considered the following points from the OME Guidance, October 2010:

- ▶ Section 1306(b)(4) of the statute and sections 200.29(c)(1) and 200.86 of the regulations require schools to first use the MEP funds, in consultation with migrant parents, to meet the special educational needs of migrant children before they may combine MEP funds in a schoolwide program. ... **The school also must document that these needs have been met before it may combine MEP funds in a schoolwide program.**
- ▶ **What are special educational needs for migrant students?** The SEA identifies the special educational needs of migrant children on a statewide basis through its comprehensive needs assessment.
- ▶ **Who determines whether MEP funds may be combined?** The SEA provides guidance to schools regarding when it is appropriate to combine funds in a schoolwide program. The school, in consultation with migrant parents, determines whether it may combine MEP funds in a schoolwide program, subject to guidance from the SEA.

The NAC then took a step-by-step approach for determining what needs to be done in order to comply with the regulations and the guidance.



Step 1 is complete with the identification **of concerns 1.1, 1.2, and 2.1 as the most pressing special educational needs** of migrant students. Next steps will include guidance from the SEA based on the determination of the NAC, documentation at the local level to determine if the special education needs are being met (in consultation with migrant parents), and communication of the decision to the SEA with accompanying documentation.

When not combined in schoolwide programs, the Alaska plan for the delivery of services to meet the special educational needs of its migrant students will serve as the basis for the use of

all MEP funds in the State. This plan will be included as a part of the Alaska Migrant Education Program Service Delivery Plan which will articulate a clear vision of:

- ▶ performance goals and targets, especially as they relate to the provision of services for PFS students;
- ▶ the MEP's measurable outcomes and how they help achieve the State's performance targets;
- ▶ the services the MEP will provide on a statewide basis;
- ▶ plans for technical assistance, professional development, parent involvement, and identification and recruitment; and
- ▶ how to evaluate whether and to what degree the program is effective.

After discussing next steps, the NAC offered the following suggestion for the development of the measureable program outcomes for the SDP: use the State formula for identifying growth targets, which is to "reduce the percent of non-proficient students by half over six years."

In the Alaska MEP State Service Delivery Plan, the program must ensure that all components align with the unique needs of migrant students as outlined in the CNA and include the following components:

1. *Performance Targets.* The plan must specify the performance targets that the State has adopted for all migrant children for: 1) reading; 2) mathematics; 3) school readiness; and 4) high school graduation.
2. *Needs Assessment.* The plan must contain a summary of the Comprehensive Needs Assessment, including identification and an assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school.
3. *Measurable Program Outcomes.* The plan must include the measurable outcomes that the MEP will produce statewide through specific educational or educationally-related services. Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the Comprehensive Needs Assessment. The measurable outcomes should also help achieve the State's performance targets.
4. *Service Delivery.* The plan must describe the MEP's strategies for achieving the performance targets and measurable objectives described above. The State's service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school.
5. *Evaluation.* The plan must describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. The Alaska MEP *may* also include the policies and procedures it will implement to address other administrative activities and program functions, such as:
 - ▶ *Priority for Services.* A description of how, on a statewide basis, the MEP will give priority to migrant children who: 1) are failing, or most at risk of failing, to

meet the State's challenging academic content and student achievement standards, and 2) whose education has been interrupted during the regular school year.

- ▶ *Student Records.* A description of the State's plan for requesting and using migrant student records and transferring migrant student records to schools and other migrant sites in which migrant students enroll.

The next step for the Alaska MEP is to use the information contained in this CNA report to inform the comprehensive State service delivery planning process. In addition, Alaska will: 1) update the CNA as needed to reflect changing demographics and needs; 2) change its performance targets and/or measurable outcomes to reflect changing needs; and 3) change the services that the MEP will provide statewide and the evaluation design contained in the SDP to reflect changes in needs.



Hauling in the nets.

Appendix A

CNA Meeting Agendas and Notes

AGENDA

Alaska Department of Education Migrant Education Program Comprehensive Needs Assessment Update Meeting #1 Anchorage, AK – April 16, 2012



8:30 – 8:45 Welcome, introductions, review of handouts, and overview of the meeting

8:45 – 9:00 What is the MEP planning cycle and how does the CNA update fit in?

- 9:00 – 9:15 Activity #1 (Table) 7 Areas of Concern fortunetelling activity
- 9:15 – 10:00 Review the existing Alaska MEP CNA Report and data summaries
Activity #2 (Table): Review selected sections of the CNA Report, discuss and write conclusions and questions, and report out
- 10:00 – 10:15 Break
- 10:15 – 11:45 Activity #3 (Table): Review the CNA data summaries, write conclusions, issues for further discussion, and questions. Share comments during the debrief
- 11:45 – 1:00 Lunch on your own
- 1:00 – 2:15 Activity #4 (Topic Groups): Discuss and make revisions/recommendations to the Concern Statements
- 2:15 – 2:30 Walkabout activity to review the other groups' Concern Statements and debrief
- 2:30 – 2:45 Break
- 2:45 – 3:30 Activity #5 (Table): Discussion on the MEP data profile and additional data elements needed to support the CNA
- 3:30 – 4:00 Workgroup discussions on the 4 topic areas: Academic Support, H.S. Graduation, School Readiness, and Support Services
- 4:00 – 4:30 Wrap-up, review of the meeting objectives, Q&A, next steps

Meeting Objectives

- 1) Understand the CNA update process
- 2) Review data collected through the State MEP Comprehensive Needs Assessment to review and revise the CNA concern statements
- 3) Arrive at consensus about the revised concern statements

Data Tables Takeaways: Migrant Children and Youth Needs Alaska MEP – CNA Meeting #1

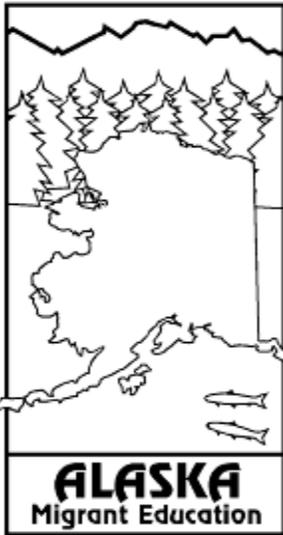
- Academic support need indicators include: CSPR, SBA, HSGQE, dropout rates, attendance rates, enrollment data, parent and staff surveys, course crosswalk, and graduation rates.
- Pre-kindergarten aged children are being served through the Book Program.
- There is an increase in eligible students from birth to age 2 and ages 3-5.
- There is a decrease in migrant students served who are ages 3-5 and in kindergarten during the regular school year.
- There is no data on students who are Priority for Services and very little available on migrant students who drop out.
- There is a decrease in instructional services in reading and math for students from birth to age 5 who are not in kindergarten.
- There is a drop in reading support services.
- There is a drop in migrant-funded personnel across the board.
- 56% of migrant students tested in writing were proficient on the HSGQE versus 72% of non-migrant students in the 10th grade (in 2011).
- 69.4% of MEP students tested scored proficient in math versus 77.4% of non-MEP students in the 10th grade (in 2011).
- 10.1% of MEP students tested were proficient versus 84.2% of non-migrant students in the 10th grade in reading (in 2011).

Surveys Takeaways: Migrant Children and Youth Needs

Academic Support

- Data show that the highest needs are for academic support in: 1) math, 2) reading, and 3) writing.
- There is a need for tutoring both in school and after school.
- There is a need for information to be communicated about the MEP to migrant parents on how to help their children with academics.
- More individual help is needed from teachers and paraprofessionals.
- There is a need for academic counseling to follow up on academic services.
- There is a need for evening and weekend classes and tutoring to help students with homework, test preparation, and additional assistance with coursework.
- There is a need for dual credit/credit recovery.
- There is a need for distance education.
- There is a need for more challenging content/coursework.
- Between 2006 and 2011, the proficiency gaps are closing between migrant and non-migrant students.
- On the HSGQE, proficiency scores have dropped.
- The migrant participation rate in State assessment testing has dropped for migrant students in grades 3-10 in all content areas.
- In mathematics, scores begin to drop across the board beginning in grade 7.
- Students need help with the HSGQE.
- There is a need for helping students with dropout prevention and graduation-focused counseling.

- Accessibility to online resources is a need, especially for APEX and tutorials, including during the summer, and credit access for secondary students.
- There is a need for tutoring services at the elementary, middle school, and high school levels in reading, writing, and mathematics.
- There is a need for professional development for staff working with migrant students.
- There is a need for supplemental school supplies including educational supplies for summer.
- There is a need for increasing the involvement of migrant parents.
- There is a need for providing students with support during transitions from middle school to high school and from high school to postsecondary education.
- Students need help with supplementary fees for extracurricular activities.
- 13% of parents say that it is important to prepare young children for kindergarten.
- Self-advocacy is a need.
- Speech therapy is a need.
- Summer school services are needed.
- Health and nutrition are needed support services.
- Only 22% of migrant children had access to preschool programs.
- More advanced classes are needed for young children.
- Reading readiness and at-home instruction is needed.
- More educational materials are needed in the home for parents to support the learning of their children.
- More information is needed on teaching early literacy skills, providing parents access to parenting education programs, and parenting classes, and early literacy skills for parents.
- There is a need for more supportive services for preschoolers. More programs are needed to help young children prepare for kindergarten.
- There is a need for increased information for parents and staff on MEP services and resources. For example, information should be conveyed on the difference between pre-school services and child care services.
- There is a need for awareness information for staff and parents about bullying—even for preschool-aged children.
- G.I. (?) have difficulty meeting the prerequisites for supportive services.
- Strategies for working with prekindergarten-aged children are needed for teachers and parents (e.g., parenting classes, nutrition, how to spend time reading with children, the importance of education in the home, greater literacy and education focus for prekindergarten-aged children).
- Parent classes are needed in topics including providing homework help, how to advocate, family literacy, and awareness of MEP services.
- There is a need for FAS training.
- There is a need to help students become involved in extracurricular activities.
- There is a need for vocational education during the school year for those students who do not choose to attend college.
- There is a need for access to technology.
- Migrant students lack access to transportation for extracurricular activities, after school tutoring, and summer programs.
- There is a need to increase collaboration of services between the school and community.
- There is a need for family literacy to enhance family support in the home and the involvement of parents in the school.



AGENDA

Alaska Department of Education, MEP Comprehensive Needs Assessment Update Meeting #2 Anchorage, AK – September 19-20, 2012

Day 1

8:30–8:45 Welcome, introductions, review of handouts, and overview of the meeting

8:45–9:00 Review the MEP planning cycle and where we are in the CNA update process

9:00–10:00 Activity #1 (Table) Review and revise concerns based on new data. Debrief conclusions with the group

10:00–10:30 Balance and consolidate concerns within the goals areas. Review new data collected and add concerns as necessary

10:30–10:45 Break

10:45–11:15 Activity #2 (Table): Prioritize concerns within each goal area

11:15–11:45 Activity #3 (Table): Create Needs Statements for the top concerns in each goal area

11:45–1:00 Lunch on your own

1:00–1:30 Review Needs Statements from each group and ensure alignment with concerns

1:30–2:00 Activity #4 (Group): Review existing solutions

2:00–2:15 Break

2:15–3:15 Activity #5 (Table): Align solutions to concerns. Add and modify solutions as necessary

3:15–3:45 Report out: Review solutions from all groups and finalize

3:45 – 4:00 Wrap-up, review agenda for Day 2, Q&A

Day 2

- 8:30 – 8:45 Welcome, review meeting objectives, review Day 1 results
- 8:45 – 10:00 Activity #7: Review planning chart: concerns, data sources, need indicators, need statements, solutions, and priorities. Make final adjustments and arrive at consensus.
- 10:00 – 10:15 Break
- 10:15 – 10:45 Review draft CNA table of contents, identify additional information needed and fit with state priorities
- 10:45 – 11:15 Review and discuss student profile. Identify any additional data needed, discuss comparison groups, and arrive at consensus.
- 11:15 – 11:30 Review draft agenda for SDP update and planning
- 11:30 – 12:00 Wrap-up, follow-up, next steps, and timelines

Meeting Objectives

- 1) Revise and approve concern statements
- 2) Develop needs statements describing the magnitude of the needs for migrant students
- 3) Draft solutions for concerns
- 4) Rank concerns for focus during service delivery planning
- 5) Revise and approve draft CNA table of contents

META Associates

Meeting Notes



Project: Alaska Comprehensive Needs Assessment (CNA) Update

Participants: Ben Howard, Director of Curriculum & Instruction
Bernie Gurule, Federal Programs Coordinator/ Academic Principal
Bibiana Sage, Migrant Records Manager
Carmela Ramirez, parent
Connie Christian, Migrant Ed & RTI Assessment Coordinator/Intervention Specialist
Grace O'Brien, parent
Jon Clouse, Federal Programs Coordinator
Jousette Mckeel, Migrant Education, Program Manager
Kristine Gaffaney, Migrant Education
Leah Hathaway, Supervisor, Migrant Coordinator
Louise Anderl, Federal Programs Coordinator
Marci Orth, Assistant Federal Programs Director
Margaret MacKinnon, Title I/ESEA Administrator
Rick Luthi, Federal Programs/Migrant Coordinator
Ross Boring, Migrant Coordinator/grandparent
Sue Norton, Records Manager
Tammy Dodd, Federal Programs Coordinator
Tanya Roust, Migrant Education
Vicki Bowker, Migrant Program Coordinator

Date: September 19-20, 2012
Location: Anchorage, AK

Planning chart

- Needs Assessment Committee (NAC) reviewed concern statements, needs indicators, and additional data to make decisions about final concerns
- NAC ranked concerns using the following criteria:
 - Magnitude in the gaps between “what is” and “what should be”
 - Critical nature of the need
 - Special needs of PFS students
 - Degree of difficulty in addressing the need
 - Risks/consequences of ignoring the need
 - External factors such as state and district priorities and goals
- Based on the data collected, NAC developed needs statements
 - The NAC considered the benefits of stating specific gaps versus general statements and decided that general statements would be more appropriate. Specific gaps are already identified in the needs indicators. General needs statements would be uniform across the different types of data collected, and it would be more appropriate for the SDP committee to decide specific growth targets.
 - A suggestion for the SDP committee is that they use the State formula for identifying growth targets, which is to “reduce the percent of non-proficient students by half over six years.”

- The committee identified possible solutions guided by the following questions:
 - What does the research say about effective strategies, programs, or interventions?
 - Where has this solution been implemented and was it successful?
 - What are the challenges?
 - How can solutions be customized for Alaska?

Priority for services (PFS) definition

- The committee reviewed the existing PFS definition and made the following changes (in bold):

A PFS student meets one of the criteria in both section A and B:

- A.** A student meets the criteria for failing, or being at risk of failing, to meet academic content and achievement standards if one of the following criteria exists:
 1. Any eligible migrant student in grades 3-10 who is below proficient in **reading/language arts and/or math** on SBAs; or
 2. Any eligible migrant student in grades 11-12 who has not passed all sections of the HSGQE; or
 3. Any eligible migrant student in grades K-2 who is determined to be at risk of failing to meet content and achievement standards through a district-determined assessment such as the DIBELS, the **English language proficiency assessment**, or other appropriate **universal screening** assessment.
- B.** A student meets the criteria for school interruption if one or more of the following criteria exists within the previous 12 months:
 1. The Qualifying Arrival Date (QAD) of the most recent migrant move was during the current or prior school year; or
 2. Other school interruptions related to the migrant lifestyle include:
 - **A move for qualifying work during the summer that causes a student to miss necessary summer coursework; or**
 - A move related to the migrant lifestyle was made during the current or prior school year; or
 - A student misses school for reasons related to the migrant lifestyle (**the guidance suggests this interruption be 10 or more days; however, Alaska has not defined a minimum number**).

Data Identified for Inclusion in the Student Profile

Aspect of the migrant population	Data source
Geographic distribution	The migrant population in Alaska is clustered in two of six regions, the Northwest and the Southwest, representing over 51% of Alaska’s migrant population. The migrant student population comprises almost one-third of the total student population in each of those regions
Grade distribution/OSY	CSPR
Mobility	CSPR

Aspect of the migrant population	Data source
Ethnicity	CSPR
Reading assessment results	CSPR
Math assessment results	CSPR
Language proficiency	ELP Assessment, CSPR
Graduation rate	CSPR
Dropout rate	CSPR
Qualifying activities in AK	Kristine to send qualifying activities.
Regular/Summer term participation	CSPR
Priority for services (PFS)	CSPR
Students with disabilities	CSPR
Number of days present and absent	MIS2000 and EED Summer Oasis
Rural/urban mobility	MIS2000
District size, population, characteristics	NCES
Prices of food and fuel	http://labor.alaska.gov/research/col/col.pdf

Other information to be included for the profile:

- Numbers of migrant students are falling in many districts because of high gas prices and failing fisheries.
- For migrant families still engaging in qualifying work, fishing is primarily for subsistence. Subsistence is both cultural and a necessary food source.
 - Many Alaskan villages are fly in and fly out. Therefore, fresh food is difficult to obtain and prohibitively expensive. Migrant families rely almost exclusively on fishing, gathering (berry picking), and hunting for fresh food—though only fishing and gathering would qualify as migrant activities.
 - Migrant activities are seasonal but may take place in all seasons. Different runs of fish occur seasonally throughout the year, and some types of fish may be caught only in the winter through holes dug in the ice. (See below for information from the Smithsonian Arctic Studies Center at the Anchorage Museum.)
- Alaskan villages have some of the highest cost of living in the nation, comparable to New York City; Washington, D.C.; and Honolulu. High costs are associated with the basic necessities of living including heating fuel and food. However, opportunities for more lucrative employment are much lower in rural Alaskan villages. (Alaska Economic Trends, July 2012)

The Anchorage Museum provides information about subsistence living in Alaska for the Alaska Native people, one of the many ethnic groups that constitute the migrant families of Alaska. The subsistence activities described below continue in the modern day.

Next Steps and Follow-up:

- The most recent data from the 2012 assessments for ELP and SBA are just becoming available and will be provided to compare migrant and non-migrant students. The most recent data from 2011 may be used if the 2012 data are not available at the time the report is finalized.
- Data comparing LEP migrant and LEP non-migrant students on the SBA in reading/language arts and math is needed.
- Qualifying activities: Kristine will provide the information from the most recent recruiter training that contains this type of information.
- Geographic distribution of the migrant population. The previous CNA said 51% of migrant students were in the Northwest and Southwest and that one-third of the entire student population in those regions was migrant. Are those numbers still correct?
- Information about districts from NCES: META will gather this information if something is not already available.
- META will complete a draft the CNA report *by 11/30/12*
- The committee will provide feedback by 12/10/12 and META will finalize *by 12/12/12*
- Start Service Deliver Plan update
 - SDP Mtg #1 – 1/31/13-2/1/13
 - SDP Mtg #2 – 3/21/13-3/22/13

Appendix B

Needs Assessment Survey Instruments

Survey of Migrant Student Needs

The Alaska Migrant Education Program is conducting a survey to help identify the greatest needs of migrant students that result from frequent moves and interrupted education. According to what you know of migrant student needs, indicate the services and instruction most needed.

- 1. Instruction:** As a result of the migrant lifestyle and/or substantial education interruption migrant students MOST need the following instructional services (check all that apply):

<input type="checkbox"/>	Additional dropout prevention programs	<input type="checkbox"/>	Greater continuity in courses and curriculum
<input type="checkbox"/>	Additional reading instruction	<input type="checkbox"/>	Access to translation/interpretation in class
<input type="checkbox"/>	Additional writing instruction	<input type="checkbox"/>	Additional instruction to help pass state assessments
<input type="checkbox"/>	Additional math instruction	<input type="checkbox"/>	Greater access to distance education for credit accrual
<input type="checkbox"/>	Additional English language instruction	<input type="checkbox"/>	Additional instruction in study skills
<input type="checkbox"/>	Transition programs from middle school to high school	<input type="checkbox"/>	More course offerings (especially in small districts) to make up missing credit
<input type="checkbox"/>	Greater access to extracurricular and community activities	<input type="checkbox"/>	More programs to help young children prepare for kindergarten
<input type="checkbox"/>	Other:	<input type="checkbox"/>	Other:

- 2. Support Services:** As a result of migrant lifestyle and/or substantial education interruption migrant students MOST need the following support services so that they can better participate in their education (check all that apply):

<input type="checkbox"/>	Access to physicals for enrollment	<input type="checkbox"/>	Nutrition
<input type="checkbox"/>	School supplies	<input type="checkbox"/>	Transportation
<input type="checkbox"/>	Secondary counseling (credit related)	<input type="checkbox"/>	Clothing
<input type="checkbox"/>	College and career counseling	<input type="checkbox"/>	Locating existing school and community resources
<input type="checkbox"/>	Greater access to dental, vision, or health care	<input type="checkbox"/>	Better record keeping to avoid duplicated immunizations
<input type="checkbox"/>	Aid in participating in preschool programs	<input type="checkbox"/>	Other:
<input type="checkbox"/>	Other:	<input type="checkbox"/>	Other:

- 3. Parent involvement:** As a result of the migrant lifestyle, migrant parents MOST need the following services to support their children's education (check all that apply):

<input type="checkbox"/>	More educational resources in the home	<input type="checkbox"/>	More information about teaching early literacy skills
<input type="checkbox"/>	More opportunities to discuss their child's educational progress with school staff	<input type="checkbox"/>	Additional opportunities to participate in migrant PACs
<input type="checkbox"/>	More flexibility in scheduling of parent involvement activities	<input type="checkbox"/>	More information about strategies to support education in the home
<input type="checkbox"/>	Access to parenting education programs	<input type="checkbox"/>	More strategies for helping with homework
<input type="checkbox"/>	Information about drug/gang awareness	<input type="checkbox"/>	Parent literacy and language instruction
<input type="checkbox"/>	Other:	<input type="checkbox"/>	Other:

- 4. Professional development:** What topics would you recommend for professional development to help instructional staff meet the needs of migrant students? (check all that apply)

<input type="checkbox"/>	Evidence-based strategies for reading instruction	<input type="checkbox"/>	Strategies for delivering content instruction to English learners
<input type="checkbox"/>	Evidence-based strategies for math instruction	<input type="checkbox"/>	Strategies for helping students access existing community resources
<input type="checkbox"/>	Culturally relevant instruction for migrant students	<input type="checkbox"/>	Strategies for teaching students who transfer in mid-year or mid-course
<input type="checkbox"/>	Strategies for increasing graduation	<input type="checkbox"/>	Strategies for preschool educators
<input type="checkbox"/>	Strategies for out-of-school youth	<input type="checkbox"/>	Teaching for multiple learning styles
<input type="checkbox"/>	Other:	<input type="checkbox"/>	Other:

- 5. What are your suggestions for improving services to migrant students?**

Parent Survey from the Alaska Migrant Education Program

The Alaska State Migrant Program is conducting a study of the needs of migrant families. We hope you will answer these questions as honestly and completely as you can. Your answers will help improve the educational support your children receive from the Alaska State Migrant Program. If you have more than one child in the migrant program, please answer in general for all your children.

Grade(s) of children in my home: Preschool K-3 4-8 9-12

6. Instruction: When it comes to school, my child(ren) need the MOST help with (check all that apply):

<input type="checkbox"/> Reading	<input type="checkbox"/> Getting into the classes they need to graduate
<input type="checkbox"/> Writing	<input type="checkbox"/> Access to translation/interpretation in class
<input type="checkbox"/> Math	<input type="checkbox"/> Passing state tests
<input type="checkbox"/> Learning English	<input type="checkbox"/> Access to distance education for credit
<input type="checkbox"/> Staying in school (not dropping out)	<input type="checkbox"/> Additional instruction in study skills
<input type="checkbox"/> Transition programs from middle school to high school	<input type="checkbox"/> Participating in extracurricular and community activities
<input type="checkbox"/> More classes to help make up missing credits	<input type="checkbox"/> Preparing young children for kindergarten
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

7. Support Services: What items or services would MOST help your child(ren) get the most out of school? (check all that apply):

<input type="checkbox"/> Access to physicals for enrollment	<input type="checkbox"/> Nutrition
<input type="checkbox"/> School supplies	<input type="checkbox"/> Transportation
<input type="checkbox"/> Secondary counseling (credit related)	<input type="checkbox"/> Clothing
<input type="checkbox"/> College and career counseling	<input type="checkbox"/> Locating existing school and community resources
<input type="checkbox"/> Greater access to dental, vision, or health care	<input type="checkbox"/> Better record keeping to avoid duplicated immunizations
<input type="checkbox"/> Access to preschool programs	<input type="checkbox"/> Other:
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

8. Parent involvement: Which of the following programs or services would MOST help you support your child's education? (check all that apply):

<input type="checkbox"/> More educational materials at home	<input type="checkbox"/> More information about teaching early literacy skills
<input type="checkbox"/> More opportunities to discuss my child's educational progress with school staff	<input type="checkbox"/> Additional opportunities to participate in migrant Parent Advisory Council meetings
<input type="checkbox"/> More flexibility in scheduling of parent involvement activities	<input type="checkbox"/> More information about how to help my child with reading, math, and writing
<input type="checkbox"/> Access to parenting education programs	<input type="checkbox"/> More ideas for how to help with homework
<input type="checkbox"/> Information about drug/gang awareness	<input type="checkbox"/> Language and literacy instruction for adults
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

9. Suggestions: What suggestions do you have for improving the services of the migrant education program? (check all that apply)

<input type="checkbox"/> More help for my child during the school day	<input type="checkbox"/> More contact with migrant personnel
<input type="checkbox"/> More help for my child before or after school	<input type="checkbox"/> Increased communication/coordination with school
<input type="checkbox"/> More opportunities to for parent involvement activities with other migrant parents	<input type="checkbox"/> More information about resources and services available through the program
<input type="checkbox"/> More services for preschool children	<input type="checkbox"/> More services for secondary students
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

10. Other suggestions and comments:

Appendix C

Complete Concerns,
Solutions, and Rankings

CNA Decisions and Planning Chart – AK MEP CNA

GOAL Area 1: ACADEMIC SUPPORT

Concerns in Rank Order	Data Source	Need Indicator	Need Statement	Possible Solution	Area of Concern
We are concerned that as a result of the migrant lifestyle...					
1.1 ... migrant students have a lower proficiency rate on state academic content assessments in reading/language arts than non-migrant students.	SBA data in DIASA (2011)	67% of migrant students were proficient in reading/language arts compared to 80% of non-migrant students	The percent of migrant students proficient on the SBA in reading/language arts needs to increase by 23%.	1a) Provide supplemental reading instruction in the key components of phonemic awareness, phonics, fluency, vocabulary, and text comprehension for all migrant students below proficient in reading. 1b) Provide research-based academic interventions in reading/language arts with appropriate progress monitoring and instructional adjustments for migrant students who are below proficient. Delivery methods include during the school day, extended day programs, summer services, tutoring, and small group.	Educational continuity Instructional time
1.2 ... migrant students have a lower proficiency rate on state academic content assessments in math than non-migrant students.	SBA data in DIASA (2011)	57% of migrant students were proficient in math compared to 69% of non-migrant students	The percent of migrant students proficient on the SBA in math needs to increase by 12%.	1c) Provide research-based academic interventions with appropriate progress monitoring and instructional adjustments for migrant students below proficient in math. Delivery methods include during the school day, extended day programs, summer services, tutoring, and small group	Educational continuity Instructional time
1.3 ... migrant students have a low number of days in attendance compared to the number of school days in session, which negatively influences educational continuity and instructional time.	Migrant student attendance data from AK EED Summer OASIS data collection MIS2000 (2010-11)	On average, migrant students are present at school for 129 of the 172 school days.	The number of average days attendance of migrant students needs to increase by 33.	1d) Provide services to increase school engagement including CTE, cultural activities, art/music, incentive programs, extracurricular activities, schedule adjustments, parent involvement, home/school liaisons.	School engagement Instructional time
1.4 ... <u>migrant LEP students</u> have lower rates of proficiency on content assessments in reading/language arts than non-migrant LEP students.	SBA data in DIASA (2012)	27% of the migrant LEP students were proficient on the SBA reading assessment in 2012 as compared to 32% of the non-migrant LEP students.	The percent of migrant LEP students proficient on the SBA in reading/language arts needs to increase by 5%.	1e) Provide supplemental targeted assistance in reading/LA to migrant students identified as LEP. 1f) Provide migrant-specific staff training in evidence-based strategies for improving reading/LA instruction for LEP students.	English language development

GOAL Area 1: ACADEMIC SUPPORT

Concerns in Rank Order	Data Source	Need Indicator	Need Statement	Possible Solution	Area of Concern
We are concerned that as a result of the migrant lifestyle...					
1.5 ... <u>migrant LEP students</u> have lower rates of proficiency on content assessments in math than non-migrant LEP students.	SBA data in DIASA (2012)	23% of the migrant LEP students were proficient on the math assessment in 2012 as compared to 27% of the non-migrant LEP students.	The percent of migrant LEP students proficient on the SBA in math needs to increase by 4%.	1g) Provide supplemental targeted assistance in math to migrant students identified as LEP. 1h) Provide migrant-specific staff training in evidence-based strategies for improving math instruction for LEP students.	English language development
1.6 ... <u>migrant LEP students</u> have lower rates of proficiency on the ELP assessment than non-migrant LEP students.	WIDA assessment data (2012)	8% of migrant LEP students were proficient on the ELP assessment compared to 10% of non-migrant LEP students.	The percent of migrant LEP students proficient on the ELP assessment needs to increase by 2%.	1i) Provide supplemental instruction in English language acquisition for migrant students identified as LEP.	English language development

GOAL Area 2: HIGH SCHOOL GRADUATION

Concerns in Rank Order	Data Source	Need Indicator	Need Statement	Possible Solution	Area of Concern
We are concerned that as a result of the migrant lifestyle...					
2.1 ...migrant students are not graduating at the state target rate.	CSPR (2010-11)	The migrant student graduation rate is 68%. The state target graduation rate is 85%.	The migrant student graduation rate needs to increase by 17%.	2a) Offer supplemental credit accrual options leading to graduation including vo-tech, fine arts, and industrial arts. 2b) Provide supplemental materials to migrant homes.	Educational continuity Instructional time School engagement
2.2...migrant students are not passing the HSGQE in math at the same rate as non-migrant students.	HSGQE data in DIASA (2011)	59% of migrant students scored at the proficient level on the HSGQE in math compared to 77% of non-migrant students.	The percent of migrant students passing the HSGQE in math needs to increase by 18%.	2c) Provide supplemental test preparation in math. 2d) Provide tutorials to increase proficiency in math.	Educational continuity Instructional time
2.3 ... migrant students are not passing the HSGQE in writing at the same rate as non-migrant students.	HSGQE data in DIASA (2011)	57% of migrant students scored at the proficient level on the HSGQE in writing compared to 72% of non-migrant students.	The percent of migrant students passing the HSGQE in writing needs to increase by 15%.	2e) Provide supplemental test preparation in writing. 2f) Provide tutorials to increase proficiency in writing.	Educational continuity Instructional time
2.4...migrant students are not passing the HSGQE in reading at the same rate as non-migrant students.	HSGQE data in DIASA (2011)	70% of migrant students scored at the proficient level on the HSGQE in reading compared to 84% of non-migrant students.	The percent of migrant students passing the HSGQE in reading needs to increase by 14%.	2g) Provide supplemental test preparation in reading. 2h) Provide tutorials to increase proficiency in reading.	Educational continuity Instructional time
2.5 ... migrant out-of-school youth lack services that would lead to re-enrollment in school or a GED program.	CSPR (2010-11) Staff Survey (2012)	13% of the 172 migrant OSY received services. Comments on the staff survey and the needs assessment committee indicate that there are few services designed to re-enroll migrant students who have dropped out.	The percent of out-of-school youth receiving services leading to re-enrollment in school or a GED program needs to increase.	2i) Provide educational opportunities and/or career path development. 2j) Provide referrals to social services as needed.	Access to services Instructional time

GOAL Area 3: SCHOOL READINESS

Concerns in Rank Order	Data Source	Need Indicator	Need Statement	Possible Solution	Area of Concern
We are concerned that as a result of the migrant lifestyle...					
3.1 ...migrant parents lack access to information and/or training regarding evidence-based early literacy strategies for the home.	Parent surveys (2012) Staff surveys (2012)	22% of parents and 64% of staff indicate the need for more information about teaching early literacy skills.	The percent of parents who indicate knowledge of strategies for developing early literacy skills in the home needs to increase.	3a) Provide parent education events, family literacy events, and literature (such as the ELGs) as educational materials for parents.	Education support in the home
3.2 ...migrant students who are not attending preschool programs are not mastering skills necessary for success in school.	Kindergarten Development Profile (2011-12) for skills mastery data MIS2000 (2011-12) for attendance data	41% of migrant students who did not attend a preschool program mastered school readiness skills by kindergarten compared to 53% of migrant students who attended a preschool program 31% of migrant students attend a migrant or other preschool program.	The percentage of migrant students who attend a preschool program implementing the Alaska Early Learning Guidelines needs to increase.	3b) Provide or coordinate to provide preschool experience for migrant students based on Alaska Early Learning Guidelines. 3c) Increase awareness of available preschool programs by coordinating with existing programs, distributing information about programs, and advocating enrollment for migrant families.	Access to services Instructional time
3.3... migrant students are not making successful transitions upon entering kindergarten	Kindergarten Development Profile (2011-12)	69% of migrant students not attending preschool programs could not sort, classify, or organize objects consistently. 59% did not demonstrate knowledge of numbers and counting 71% did not demonstrate phonological awareness consistently 71% did not demonstrate awareness of print concepts. 68% did not demonstrate knowledge of letters and symbols	The percentage of migrant students mastering school readiness skills related to reading and math needs to increase.	3d) Provide opportunities to understand the school experience through scheduled classroom visits, kindergarten information events led by teachers, and access to literature such as the ELG.	Educational continuity Instructional time

GOAL Area 4: SUPPORT SERVICES

Concerns in Rank Order	Data Source	Need Indicator	Need Statement	Possible Solution	Area of Concern
We are concerned that as a result of the migrant lifestyle...					
4.1... migrant parents do not have access to the strategies to provide an academically supportive environment and help migrant students with homework.	Parent surveys Staff surveys	66% of parents indicated they needed more strategies for helping with homework 47% of staff indicated parents needed strategies for homework	The percentage of parents indicating knowledge of methods of helping their child succeed in school needs to increase.	4a) Provide events and activities which focus on helping migrant parents develop skills to provide core academic homework support.	Education support in the home Access to services
4.2...migrant students have limited books and school supplies in their homes and limited access to technology and technology support at home.	Staff surveys Parent surveys	52% of staff indicate migrant students need access to school supplies 38% of parents indicate migrant students need access to school supplies Anecdotal agreement of members of the NAC	The percent of migrant families indicating access to adequate educational materials needs to increase.	4b) Provide supportive services as determined by student need. 4c) Collaborate with other funding sources to include migrant students in supportive programs when possible.	Access to services
4.3... migrant students lack access to health and safety instruction.	Committee recommendation	The NAC observed that many migrant students live and work in dangerous conditions, often close to water, and need access to safety information directly related to their living and working conditions.	The number of migrant students with access to effective safety instruction needs to increase.	4d) Provide health and safety instruction and supplies including swimming lessons, and fishing safety lessons; collaborate to provide survival training.	Health Access to services
4.4 ...migrant students do not receive adequate college and career counseling.	Parent survey Staff survey	55% of staff indicated there is a need for college and career counseling 38% of parents indicated there is a need for college and career counseling NAC members indicate migrant students do not seek post-secondary education as often as their peers.	The percentage of migrant students applying for post-secondary education while in high school needs to increase.	4e) Provide migrant-specific college and career counseling, migrant leadership academies, college and career seminars, and/or college application workshops.	Access to services Instructional time
4.5...migrant parents indicate a need for additional parenting training and methods for helping their children succeed.	Parent surveys	19% of parents report needing additional parenting training. 48% need more information about how to help with reading, math, writing 22% need more information about teaching early literacy skills	The percent of migrant parents indicating that they receive adequate training in parent involvement needs to increase.	4f) Provide activities to facilitate parent involvement in the schools including family literacy nights. 4g) Provide literature to parents regarding communication with the children, teachers, and participation in parent/teacher conferences.	Education support in the home

Concerns in Rank Order	Data Source	Need Indicator	Need Statement	Possible Solution	Area of Concern
We are concerned that as a result of the migrant lifestyle...					
4.6...migrant parents, due to a lack of access, are unable to participate in appropriate educational and related services.	Parent surveys Staff surveys	47% of parents reported needing more information about resources and services available through the program 33% of staff indicated needing strategies for helping students access existing community resources 29% of staff indicated migrant students needed transportation 17% of parents indicated needing transportation	The percentage of migrant parents reporting access to appropriate education and related services needs to increase.	4h) Provide transportation, increase awareness through providing or collaborating to provide community school evenings, communicate with migrant parents about educational services available, and facilitate communication between the school/community and migrant families.	Education support in the home
4.7... have limited access to health care, including services for dental and vision (e.g., Denali Kid Kare, WIC) and mental health support.	Staff survey Parent survey	27% of staff indicated migrant families need greater access to dental, vision, or health care 14% of parents reported families need greater access to dental, vision, or health care	The percentage of families reporting adequate access to health care needs to increase.	4i) Collaborate with community health providers to advocate for migrant families. 4j) Develop a statewide list of health services providers.	Health Access to services
4.8... migrant families lack stable housing, which disrupts participation in educational services.	Summer OASIS	554 migrant students were reported as homeless	The number of migrant students without adequate housing needs to decrease.	4k) Provide referrals to migrant families in need of housing and facilitate enrollment in these services.	Access to services Health Instructional time

Acronyms

AK	Alaska	KDP	Kindergarten Development Profile
AYP	Adequate Yearly Progress	LA	Language Arts
CAMP	College Assistance Migrant Program	LEA	Local Education Agency (also LOA for Local Operating Agency)
CNA	Comprehensive Needs Assessment	LEP	Limited English Proficient
COE	Certificate of Eligibility	MEP	Migrant Education Program
CSPR	Consolidated State Performance Report	MPO	Measurable Program Outcomes
CTE	Career and Technical Education	MSIX	Migrant Student Information Exchange
DIASA	Data Interaction for Alaska Student Assessments	NAC	Needs Assessment Committee
ECE	Early Childhood Education	NCLB	No Child Left Behind Act of 2001
EED	Alaska Department of Education & Early Development	OASIS	Online Alaska School Information System
ESEA	Elementary and Secondary Education Act	OME	Office of Migrant Education (of the U.S. Department of Education)
ELG	Early Learning Guideline	OSY	Out-of-School Youth
ELL/EL	English Language Learner or English Learner	PAC	Parent Advisory Council
ELP	English Language Proficiency	PFS	Priority for Services
GED	General Educational Development	PK	Pre-Kindergarten
GPA	Grade Point Average	SBA	Standards-Based Assessment
HEP	High School Equivalency Program	SDP	Service Delivery Plan
HS	High School	SEA	State Education Agency
HSGQE	High School Graduation Qualifying Exam	TA	Technical Assistance
ID&R	Identification and Recruitment	WIC	Women, Infants, and Children
IMEC	Interstate Migrant Education Council	WIDA	World-Class Instructional Design & Assessment
K-12	Kindergarten through Grade 12		
KDG	Kindergarten		