

# Alaska Migrant Education Program Comprehensive Needs Assessment



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DEED	Sarah Emmal	Migrant Program Manager
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## Abbreviations

Abbreviations	Meaning
ADP	Alaska Developmental Profile
AK	Alaska
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
DEED	Alaska Department of Education & Early Development
DIASA	Data Interaction for Alaska Student Assessments
ECE	Early Childhood Education
EL	English learner
ELG	Early Learning Guidelines
ELP	English Language Proficiency
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FY	Fiscal Year
HS	High School
ID&R	Identification and Recruitment
IEP	Individual Education Program
ILP	Individual Learning Plan
K-12	Kindergarten through Grade 12
LEA	Local Education Agency (also LOA for Local Operating Agency)
MEP	Migrant Education Program
MIS2000	The Alaska Migrant Education Program Database
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
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
PEAKS	Performance Evaluation for Alaska's Schools
PFS	Priority for Services
PK	Pre-Kindergarten
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
SY	School Year
WIDA	World-Class Instructional Design & Assessment

## Definitions of Terms Related to the CNA

**Areas of Concern:** A broad area based on the root causes of the unique characteristics of the target group. The Office of Migrant Education has identified **Common Areas of Concern** which are educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services.

**Concern Statements:** Clear and consistent interpretations of the points that the Needs Assessment Committee (NAC) discussed that should be used to guide the development of the Comprehensive Needs Assessment (CNA). Concern Statements identify areas that require special attention for migratory children.

**Continuous Improvement Cycle:** An approach to improving processes and increasing efficiency and effectiveness by identifying a problem, collecting relevant data to understand its root causes, developing and implementing targeted solutions, measuring results, and making recommendations based on the results.

**Expert Work Groups:** Technical experts who provide input on research and evidence-based strategies that support solutions that contribute to closing the gaps identified during the Needs Assessment.

**Management Team:** A core group of advisors who may help the State Migrant Education Program (MEP) Director to develop the management plan and oversee the CNA process and development of the Service Delivery Plan (SDP).

**Migratory Child:** Per Section 1309(3)(A)–(B) of the of the Elementary and Secondary Education Act (ESEA), as amended, migratory child means a child or youth, from birth up to 20 (22 with an IEP), who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent/guardian or spouse who is a migratory agricultural worker or migratory fisher.

**Need:** The difference between “what is” and “what should be”; may also be referred to as a gap.

**Needs Assessment Committee (NAC):** Broad-based committee of partners (stakeholders) who provide input and direction throughout the CNA process.

**Need Indicator:** A measure that can be used to verify that a particular gap/discrepancy exists for migratory children and that sets a parameter to specify the severity of that gap.

**Priority for Services:** ESEA Section 1304(d) establishes a Priority for Services (PFS) requirement. In accordance with this requirement, Migrant Education Programs (MEPs) must give PFS to migratory children who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet the state’s challenging academic standards or who have dropped out of school.

**Service Delivery Plan:** A comprehensive plan for delivering and evaluating MEP-funded services to migratory children. It is based on the results of an up-to-date statewide CNA and is intended to meet the unique needs of migratory children and their families.

**Solution Strategy:** A strategy that addresses an identified need.

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## Introduction

The primary purpose of the Alaska Migrant Education Program (MEP) is to help migratory children and youth overcome challenges of mobility, cultural and language barriers, 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 migratory children and youth who (1) have made a qualifying move within the previous 1-year period and who (2) are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. The term ‘migratory child’ means a child or youth ages birth up to age 20 (up to age 22 with an active IEP) [AS §14.03.070 and AS §14.03.080] who made a qualifying move in the preceding 36 months (A) as a migratory agricultural worker or a migratory fisher; or (B) with, or to join, a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher. [Section 1309(3) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015]

To better understand and articulate the specific services that the Alaska MEP should target to migratory children and youth and their families, a comprehensive assessment of needs was completed as part of a thorough review of the entire Statewide MEP.

This document describes the needs of migratory children eligible for the Alaska MEP and proposes solutions and strategies to meet those needs. The Comprehensive Needs Assessment (CNA) was completed with input from a committee of stakeholders from Alaska and a consultant with knowledge of the process and procedures for conducting CNA meetings. Stakeholders included Alaska MEP administrative staff; teachers; recruiters; experts in literacy, math, and technology education; and parents/guardians of migratory children (see the [committee membership list](#) at the beginning of the report for regions represented).

This CNA report provides an overview of the processes and procedures used for coming to conclusions as well as an action plan with recommended strategies and interventions that aim to close the gaps between where Alaska’s migratory children are now and where the Needs Assessment Committee believes they should be.

## Organization of the CNA Report

Following this brief introduction, there are seven sections to the CNA report.

1. [CNA Process](#) describes the procedures used to make decisions and the rationale for committee selection.
2. [Authorizing Statute and Guidance for Conducting the CNA](#) provides legal underpinnings on which Alaska conducts its CNA activities.
3. [Phase I, Exploring What Is](#) includes discussion about what is known about migratory children and determination of the focus and scope of the needs assessment.
4. [Phase II, Gathering and Analyzing Data](#) builds a comprehensive understanding of the gaps between Alaska’s migratory children and all other students in the State with a migratory child profile.
5. [Phase III, Making Decisions](#) summarizes needs, solutions, and a research base on which to build the Service Delivery Plan (SDP).
6. [Summary and Next Steps](#) offers evidence-based conclusions and discusses the next steps in applying the results of the SDP to planning services for Alaska’s migratory children. This section sets the stage for the implementation and evaluation of MEP services.
7. [Appendices](#) include supporting documentation for the CNA and SDP as well as the final planning charts summarizing concerns, solutions, strategies, and measurable program outcomes (MPOs).

# Comprehensive Needs Assessment (CNA) Process

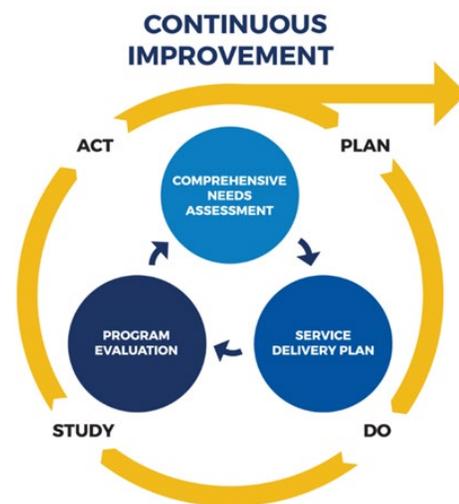
## The Comprehensive Needs Assessment Process in Alaska

The most recent CNA was completed in 2014-15 with data from 2013-14. This 2017-18 report reexamines all sections using the most recent data available from 2016-17. The CNA aligns to recommendations from the Office of Migrant Education's (OME) [CNA Toolkit](https://results.ed.gov/cna-toolkit) (results.ed.gov/cna-toolkit) updated September 2018 and updates concerns and needs based on changes in the migratory child population, changes to program administration and structure, and seasonal agricultural and fishing activities. The Alaska MEP has taken into account:

- what has been done in the past to conduct a comprehensive assessment of needs in Alaska as well as the State and local context for assessing and providing comprehensive services to migratory children;
- OME's recommended procedures for conducting a CNA and guidance on successful strategies to incorporate in the Alaska CNA to move the MEP closer to achieving its State goals as well as those required federally;
- the most recent achievement data and outcomes, comparing migratory children with non-migratory children;
- program changes arising from new law and guidance for ESSA;
- the development and refinement of needs assessment systems and tools for collecting Statewide survey data locally; and
- the recommendations made by a broad-based NAC that assisted the State in its CNA decision making.

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 migratory children and youth and their families.

The Continuous Improvement Cycle proposed by OME (the graphic to the right) served as a model for the activities conducted through the update to the Alaska CNA. This model illustrates the relationship between the CNA, State plan for the delivery of services through the SDP process, and the evaluation of services.



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

- Level #1: *Service Receivers* (i.e., migratory children and parents)
- Level #2: *Service Providers and Policymakers* (i.e., State and local MEP staff)
- Level #3: *Resources* (i.e., the system that facilitates or impedes 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 parents/guardians of migratory children;
- reviews of State assessment results in reading/English language arts (ELA) and mathematics with comparisons made between the achievement results of migratory children and that of non-migratory children;
- reports on achievement and progress toward high school graduation that were generated through MIS2000; and
- local records of achievement and participation.

The Alaska NAC 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 migratory children and youth and their families.



*Set net for salmon.*

*Photo Credit: Southwest Region School District*

# Authorizing Statute and Guidance for Conducting the CNA

## Purpose of the CNA

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

- is integrated with other federal programs;
- gives migratory children an opportunity to meet the same challenging state academic standards that all children are expected to meet;
- specifies measurable program goals and outcomes;
- encompasses a full range of services available to migratory children from appropriate local, State, and Federal educational programs;
- Is the product of joint planning among local, State, and Federal programs, including programs under part A, early childhood programs, and language instructional programs under part A of title III; and
- provides for integration of services. (ESEA Section 1306(a)(1)).



*1.5 year old fishing for tomcod on the Unalakleet River.  
Photo Credit: Bering Strait School District*

The State MEP has flexibility in implementing the CNA through its local education agencies (LEAs) or local operating agencies (LOAs), except that funds must be used to meet the identified needs of migratory children that result from their *migratory lifestyle*. The purpose of the CNA is to focus on ways to permit migratory children with *priority for services* (PFS) to participate effectively in school, and meet migratory children’s needs not addressed by services available from other Federal or non-Federal programs. PFS must be given to migratory children who have made a qualifying move within the previous 1-year period **and** who— (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.

Policy guidance issued by OME states that needs assessments must be conducted annually using the best information available with a comprehensive needs assessment conducted at least every three years. 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 LOAs. The CNA should take a systematic approach that progresses through a defined series of phases, involving key stakeholders such as parents/guardians of migratory children, migratory children, as appropriate, educators and administrators of programs that serve migratory children, content area experts, and other individuals that are critical to ensuring commitment and follow-up.

## Planning Phase of the Alaska CNA and Timelines

The Alaska CNA was designed to develop an understanding of the unique educational and educationally-related needs of Alaska’s migratory children and their families. 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 also it 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 of Alaska.

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 MEP; and
2. gain an assurance that decision makers will **follow-up** by using the findings in an appropriate and timely manner.



*Blueberries gathered from the tundra.*

*Photo Credit: Southwest Region School District*

The Management Plan defined the structure for the committee, delineated various roles and responsibilities, and scheduled a calendar of meeting dates and timelines for tasks to be completed. The Alaska NAC was charged with the following:

- Reviewing existing implementation, student achievement, and outcome **data** on migratory children in Alaska.
- Drafting **concerns, needs statements**, and possible **solutions** to inform the SDP.
- Reviewing the data to determine the elements to include on the final version of the migratory child **profile**.
- Recommending **additional data collection** to determine the scope of student needs.
- Making **recommendations** to the State on needs and profile data to be included in the CNA Report.
- Reviewing summary materials and the **CNA report** to provide **feedback** to the State.

The Project Manager, Sarah Emmal, in collaboration with [META Associates](http://metaassociates.com) (metaassociates.com) 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 anticipated activities. See the appendix for [meeting agendas and notes](#). Meetings were held March 20, 2018; April 17, 2018; and September 27, 2018. The results for each meeting were compiled in the notes and incorporated in an [Implementation Guide](#) that was revised after each meeting.

# Phase I: Exploring “What Is”

## Overview of Phase I: Exploring “What is”

The purpose of Phase I was to:

1. investigate what already is known about the unique educational needs of Alaska’s migratory children and youth;
2. determine the focus and scope of the CNA; and
3. gain commitment for all stages of the needs assessment including the use of the findings for program planning and implementation.

The term *unique educational needs* describes educationally-related needs that result from a migratory lifestyle that must be met in order for migratory 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 migratory children;
- identifies the needs of migratory 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 ensure that the findings of the CNA will be folded into the Comprehensive State Plan for Service Delivery.



*Picking salmon berries at Emeghaq.  
Photo Credit: Bering Strait School District*

## CNA Goal Areas and the Alaska Standards

The objectives of the first NAC meeting on March 20, 2018 follow:

1. Understand the CNA update process;
2. Review data collected through the State MEP CNA;
3. Review and revise the CNA concern statements and need statements; and
4. Identify data sources for concerns and need statements and any additional data needed.

The committee reviewed the goal areas originally established by OME and indicated how the needs of Alaska’s migratory children fit within these broad categories and combined areas of need as practitioners and content area experts found necessary. The [Alaska Content and Performance Standards](http://education.alaska.gov/standards) (education.alaska.gov/standards) provide a guide to delivering challenging and meaningful content to students that prepares them for success in life. The standards represent what all children are expected to know and learn. Migratory children and youth are given the same opportunities as all children to meet the standards.

Aligned with the Alaska Content and Performance Standards, the four goal areas established by the committee are listed below. These four goal areas serve as the organizational structure for establishing concerns, identifying solutions, and will form the basis of the SDP.

- **Goal 1:** Academic Support in ELA and Mathematics
- **Goal 2:** School Readiness
- **Goal 3:** High School Graduation and Services for Out-of-School Youth (OSY)
- **Goal 4:** Support Services

Prior to the first NAC meeting, a profile of migratory children and youth, demographics, and achievement was compiled from state data sources including the [State Report Card](http://education.alaska.gov/reportcard) (education.alaska.gov/reportcard) and the Consolidated State Performance Report (CSPR) for the 2016-17 performance period. The profile helped the NAC gain an understanding of the characteristics and unique challenges experienced by the migratory child population in Alaska. In addition, the NAC provided information about the context of migratory work in the State of Alaska.

## Alaska Context

Alaska is a large and diverse state in terms of geography, wildlife, and people. Alaska encompasses more than 665,000 square miles. This includes 570,641 square miles of land and 94,743 square miles of water (United States Coast Guard). The State has 14 mountain ranges, including the nation’s highest peak, Denali. There are 229 federally recognized tribes in Alaska, approximately 40% of all recognized tribes in the U.S. (National Conference of State Legislatures). Additionally, the Anchorage School District is one of the most diverse school districts in the nation with a student population that speaks 99 languages other than English ([Anchorage Daily News](#), 2015; adn.com).

Alaska ranks seventh for cost of living in the U.S., and Alaskan villages have some of the highest cost of living rates 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 2018; labor.alaska.gov/trends).

### Average Cost of Staples by Community – September 2017

Community	Eggs (12)	Milk (1 gal)	Bread (1 loaf)	Gasoline (1 gal)	Total
Anchorage	\$1.99	\$3.79	\$2.49	\$2.84	\$11.11
Juneau	\$1.29	\$3.75	\$2.19	\$3.55	\$10.78
Fairbanks	\$1.99	\$4.38	\$2.99	\$3.04	\$12.40
Kenai	\$1.97	\$3.78	\$2.28	\$3.01	\$11.04
Kodiak	\$2.19	\$4.09	\$2.39	\$3.39	\$12.06
Valdez	\$1.99	\$3.99	\$2.39	\$3.40	\$11.77
Glennallen	\$4.50	\$4.95	\$3.95	\$3.37	\$16.77
Nome	\$3.79	\$6.29	\$4.49	\$4.38	\$18.95
Bethel	\$4.49	\$7.99	\$2.59	\$4.69	\$19.76
<b>State Average</b>	<b>\$2.69</b>	<b>\$4.78</b>	<b>\$2.86</b>	<b>\$3.52</b>	<b>\$13.85</b>

Source: [Alaska Department of Commerce, Community and Economic Development, September 2017](http://live.laborstats.alaska.gov/col/col.pdf) (live.laborstats.alaska.gov/col/col.pdf)

## Geography

The geography of Alaska impacts how families live and work. Because of the large area encompassed by the State, there are many distinct geographical regions and various subsistence and commercial activities that occur in each. The [Alaska Department of Fish and Game](http://adfg.alaska.gov) (adfg.alaska.gov) has identified the following areas as important fishing areas.



- The Aleutian Islands stretch between Alaska and Asia. Subsistence fishing efforts in the Aleutian Islands are oriented mainly towards the sea, yet the islands do harbor freshwater fish within the numerous rivers and lakes.
- The Alaska Peninsula contains numerous rivers and lakes, many of which are unnamed. All five species of Pacific salmon return to river systems on the Peninsula and are an important part of subsistence for the people living in this area. Dutch Harbor, the number one fishing port in the nation, in pounds landed, is situated in the Aleutian Islands.
- The Bristol Bay is the shallowest area of the Bering Sea. Bristol Bay is the home of the eighth largest tide in the world. All five species of Pacific salmon return to Bristol Bay to spawn. The Bristol Bay watershed supports the largest sockeye salmon fishery in the world, with approximately 46% of the average global abundance of wild sockeye salmon (U.S. Environmental Protection Agency).
- Cook Inlet is home to most of the population of the State of Alaska. Many rural communities obtain much of their income from seasonal activities that occur in the urban environment and travel to the area when work is available. Cook Inlet commercial fisheries occur near the largest population center in Alaska, providing salmon to numerous niche and local markets, as well as fresh salmon to markets in other states.
- The Kodiak Island Borough encompasses 6,559 square miles of land and Kodiak is the largest Island in Alaska. The economy of Kodiak Island area has been based primarily on the fishing industry since the early 1800's. Thriving, year-around commercial fish harvesting and processing continues to employ the majority of area residents. It also continues to be in the top four for the largest fishing ports in the United States in terms of volume of seafood caught and monetary value. In 2009, commercial fisherman unloaded 282.9 million pounds of fish and shellfish at the port of Kodiak. The total value of this catch was \$103.8 million.

- The Kuskokwim River originates on the western slope of the Alaska Range and drains into the Bering Sea at the Yukon-Kuskokwim delta. Extending for 724 miles, it is the second largest river in Alaska. In terms of average volume of water flowing out of the river each year, the Kuskokwim is the ninth largest river in the United States. It is also the longest river to exist exclusively within one US state. Fishing along the river is a source of subsistence living for families in the area.
- Prince William Sound is home to the Copper River Salmon Fishery. Every summer chinook and sockeye salmon from the waters of Prince William Sound are harvested by commercial fishers and flown directly south where they receive a red carpet welcome in Seattle. Copper River sockeye and Chinook salmon fetch some of the highest prices per pound paid to commercial fishermen.
- With a maritime climate and over 10,000 miles of coastline and numerous streams, Southeast Alaska has a strong fishing history as well as ample fishing opportunity. The Southeast Alaska region consists of Alaska waters between Cape Suckling on the north and Dixon Entrance on the south. Salmon are commercially harvested in Southeast Alaska with purse seines and drift gillnets; in Yakutat with set gillnets; and in both areas with hand and power troll gear. Herring are harvested in winter bait, sac roe, spawn-on-kelp, and bait pound fisheries. Miscellaneous shellfish (sea cucumber, sea urchins, and geoduck clams) are harvested in dive fisheries in the region.
- Beginning in British Columbia, the Yukon River is 1,980 miles long, the third longest in North America, and flows through thick forests, tundra, and mountain ranges before emptying into the Bering Sea. The Athabaskan people of interior Alaska have fished from and lived along the Yukon River for millennia making it an integral part of subsistence in Alaska. Every summer thousands of salmon swim up the Yukon in hopes of reaching their spawning grounds.
- The Northern Region encompasses the coastal waters of Alaska and includes the rivers and streams that drain into the Bering, Chukchi, and Beaufort Seas. The Yukon River lies within this region, as do many other major rivers including the Kuskokwim. With the exception of Fairbanks, Bethel, and Nome, this is a region of villages. Large numbers of salmon are taken for subsistence, and can equal or surpass the numbers of fish harvested in commercial fisheries. King crab is harvested near Nome in both commercial and subsistence fisheries. Whitefish are also important to the residents of this region.

## Alaska School District Background

The State of Alaska operates in a broad mix of school districts from extremely isolated and rural to diverse and urban. However, not all school districts in Alaska operate a local MEP. The following information explores school districts in Alaska in general.

- Alaska operates 54 school districts. Schools in these districts include brick and mortar schools, correspondence schools, public homeschool, charter schools, and boarding schools.
- In the 2016-17 school year, there were 507 open public schools in Alaska - 217 of those schools served grades K-12 or PK-12.
- 38 of the 54 school districts are not connected by road/rail to Anchorage or Fairbanks.
  - An additional 4 school districts are connected to Anchorage or Fairbanks at only one village/school site.
- 3 school districts encompass an area larger than Washington State.
- 33 school districts encompass an area larger than Rhode Island.
- 21 of Alaska's 54 school districts have an area greater than 15,000 square miles.
- In the 2016-17 school year, 10 students were enrolled in Alaska's smallest school district, and 48,292 students were enrolled in Alaska's largest school district.



*7 year old cutting chum salmon for drying.  
Photo Credit: Lower Yukon School District*

## MEP Background

Migratory children in Alaska often look very similar to their non-migratory 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 others do not. Disparities are not due to differing culture, language, or even activities, but rather due to how the definition of migratory child 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.

Migratory 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.

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*Cut fish hanging to dry at the dock.  
Photo Credit: Francine Johnson*

### Personal Subsistence

For migratory families engaging in qualifying work, fishing is the primary activity and is done for subsistence. Subsistence is a necessary food source. Many Alaskan villages can only be reached by boat or plane. Therefore, fresh food is difficult to obtain and prohibitively expensive.



*Clamming in Kulukak Bay.  
Photo Credit: Southwest Region  
School District*

Rural migratory families rely almost exclusively on fishing, gathering (berry picking), and hunting for fresh food—though only fishing and gathering would qualify as migratory activities. For the MEP, personal subsistence means the worker and the worker’s family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch.

Subsistence fishing and subsistence hunting are important to the livelihoods of many families and communities in Alaska. Subsistence users depend on subsistence hunting and fishing as sources of nutrition. An estimated 36.9 million pounds of wild foods are harvested annually by rural subsistence users. Residents of more populated urban areas harvest about 13.4 million pounds of wild food under subsistence (Alaska Department of Fish & Game).

### Commercial Fishing

For the MEP, commercial fishing is the catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms for wages. Commercial fishing is a major industry in Alaska, and has been for hundreds of years. Alaska produces more than half of the fish caught in waters off the coast of the United States, with an average wholesale value of nearly \$4.5 billion a year. Alaska resources provide jobs and a stable food supply for the nation, while supporting a traditional way of life for Alaska Native and local fishing communities (NOAA).



*Migratory child with 40 pound king salmon in Southeast Alaska.  
Photo Credit: Wrangell School District*

### Aquatic Farming

A small subset of commercial fishing activities in Alaska include aquatic farming. Alaska’s remote coastal areas and pristine waters make it an ideal place to farm marine shellfish. Pacific oysters, littleneck clams, and mussels make up the majority of Alaska’s aquatic farm products, while the farming of finfish is prohibited. Aquatic farms are located mainly along the vast coastline of the southeast and southcentral regions of Alaska. Alaska’s aquatic farming industry is young (Alaska Department of Fish & Game).

## Logging

Alaska contains 17% of all U.S. Forest Service lands and the two largest forests in the nation. The Tongass National Forest stretches over the 500-mile-long Southeast Alaska Panhandle and covers over 80% of that land. The Chugach National Forest makes a 210-mile arc around Prince William Sound. (U.S. Department of Agriculture). Most commercial logging takes place in the coastal zone, primarily in the Tongass National Forest and Native corporation land in Southeast and coastal Southcentral Alaska.

## Alaska Department of Fish & Game Resources

### Webpages

- [Subsistence Fishing](http://adfg.alaska.gov/index.cfm?adfg=fishingSubsistence.main) (adfg.alaska.gov/index.cfm?adfg=fishingSubsistence.main)
- [Commercial Fisheries](http://adfg.alaska.gov/index.cfm?adfg=fishingCommercial.main) (adfg.alaska.gov/index.cfm?adfg=fishingCommercial.main)
- [Alaska Fish Species](http://adfg.alaska.gov/index.cfm?adfg=animals.listfish) (adfg.alaska.gov/index.cfm?adfg=animals.listfish)

### Informational Pamphlets

- [Commercial Fishing Seasons in Alaska](http://adfg.alaska.gov/static/fishing/PDFs/commercial/commercial_season_2.pdf)  
(adfg.alaska.gov/static/fishing/PDFs/commercial/commercial\_season\_2.pdf)
- [What Kind of Fishing Boat is That](http://adfg.alaska.gov/static/fishing/PDFs/commercial/whatkindofboat_cf.pdf)  
(adfg.alaska.gov/static/fishing/PDFs/commercial/whatkindofboat\_cf.pdf)
- [Guide to Salmon and Whitefish in Alaska](http://adfg.alaska.gov/static/home/library/pdfs/subsistence/guide_to_whitefish_salmon.pdf)  
(adfg.alaska.gov/static/home/library/pdfs/subsistence/guide\_to\_whitefish\_salmon.pdf)



*Migratory children practicing cold water safety in the Petersburg harbor.*

*Photo Credit: Petersburg School District*

## The Migrant Education Program Seven Areas of Concern

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There are seven common areas of concern that emerged from a CNA initiative undertaken by OME from 2002-2005 in four States as being important for all States to consider as they begin to conduct their statewide assessment of needs. These Seven Areas of Concern served as a focus around which the Alaska NAC 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 unique educational needs of migratory children. The seven recommended areas of concern and the Alaska context for these concerns are described below.

1. *Educational Continuity*—Because migratory children 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’s migratory children 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 migratory children 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 parents of migratory children 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 migratory children often do not possess. The compromised dental and nutritional status of migratory 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-migratory peers. Migratory children are at greater risk than other children due to injuries at camp sites, lack of access to health care facilities, and poverty. Migratory 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 migratory children and their families are entitled. Because many villages are not accessible except by plane, migratory 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 areas of concern. 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 below.

### Goal Area 1: Academic Support in ELA and Mathematics

Concern Statement	Data Source
<b>1.1</b> We are concerned that EL migratory children have a lower proficiency rate on state academic content assessments in <b>English language arts</b> and the ACCESS for ELLs assessment than non-migratory children.	PEAKS (2016-2017) ACCESS for ELLs (2016-2017)
<b>1.2</b> We are concerned that EL migratory children have a lower proficiency rate on state academic content assessments in <b>mathematics</b> than non-migratory children.	PEAKS (2016-2017)
<b>1.3</b> We are concerned that migratory children have a lower proficiency rate on state academic content assessments in <b>mathematics</b> than non-migratory children due to the unique need of migratory children including mobility and social and emotional needs.	PEAKS (2016-2017) Migrant Parent Survey (2016-2017)
<b>1.4</b> We are concerned that migratory children have a lower proficiency rate on state academic content assessments in <b>English language arts</b> than non-migratory children due unique needs of migratory children including mobility and social and emotional needs.	PEAKS (2016-2017) Migrant Parent Survey (2016-2017)
<b>1.5</b> We are concerned that migratory children have a higher rate of being chronically absent from school than non-migratory children, which we associate with low school engagement and academic success.	Attendance Data from Summer OASIS (2016-2017)

### Goal Area 2: School Readiness

Concern Statement	Data Source
<b>2.1</b> We are concerned that few migratory children are attending preschool programs, which results in significantly fewer being prepared for kindergarten than both their migratory peers who do attend preschool as well as all children statewide.	Alaska Developmental Profile (2016-2017) Migrant Staff Survey (2016-2017) MIS2000 enrollment records (2016-2017)
<b>2.2</b> We are concerned that migratory children are not ready for the rigor of the State standards for ELA and mathematics at the kindergarten level.	Kindergarten Developmental Profile (2016-2017) Migrant Parent & Staff Surveys (2016-2017)
<b>2.3</b> We are concerned that migratory children lack the social-emotional skills to be successful in the kindergarten classroom setting.	Kindergarten Developmental Profile, Domain 2 (2016-2017)

### Goal Area 3: High School Graduation and Services for OSY

Concern Statement	Data Source
<b>3.1</b> We are concerned that migratory children are not graduating at the State's long-term target rate due the large number of migratory children not on track to graduate after their freshman year and the high percentages of Ds and Fs in English language arts and mathematics courses for all high school migratory children.	CSPR (2016-2017) Course History (2013-2014 through 2016-2017)
<b>3.2</b> We are concerned that migratory children (including out-of-school youth [OSY]) are not prepared to transition to postsecondary opportunities and the workforce.	Migrant Staff Survey (2016-2017) Migrant Parent Survey (2016-2017)
<b>3.3</b> We are concerned that migratory OSY lack services that re-engage them with educational and life skills opportunities.	CSPR Part II, (2016-2017) Migrant Staff Survey (2016-2017) High School Equivalency (2014-2015 through 2016-2017)

### Goal Area 4: Support Services

Concern Statement	Data Source
<b>4.1</b> We are concerned that parents of migratory children do not have access to the strategies, trainings, and related services to provide an academically supportive environment for their children to succeed and need additional support to navigate the school system.	Migrant Staff Survey (2016-2017) Migrant Parent Survey (2016-2017)
<b>4.2</b> We are concerned that migratory children have limited books, school supplies, and access to technology and technology support in their homes.	Migrant Staff Survey (2016-2017) Migrant Parent Survey (2016-2017) Fall & Summer OASIS Collections (2016-2017)
<b>4.3</b> We are concerned that migratory children lack access to health and safety instruction such as dental, vision, mental health, housing, nutrition, and transportation to services.	Migrant Parent Survey (2016-2017)

## 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’s migratory children and all other students in the State and post solutions based on data. Three broad categories of data were targeted for Alaska’s migratory children: demographic data, achievement data, and stakeholder feedback. Demographic and achievement data were drawn the State student database, End-of-Project Performance Reports, the 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.

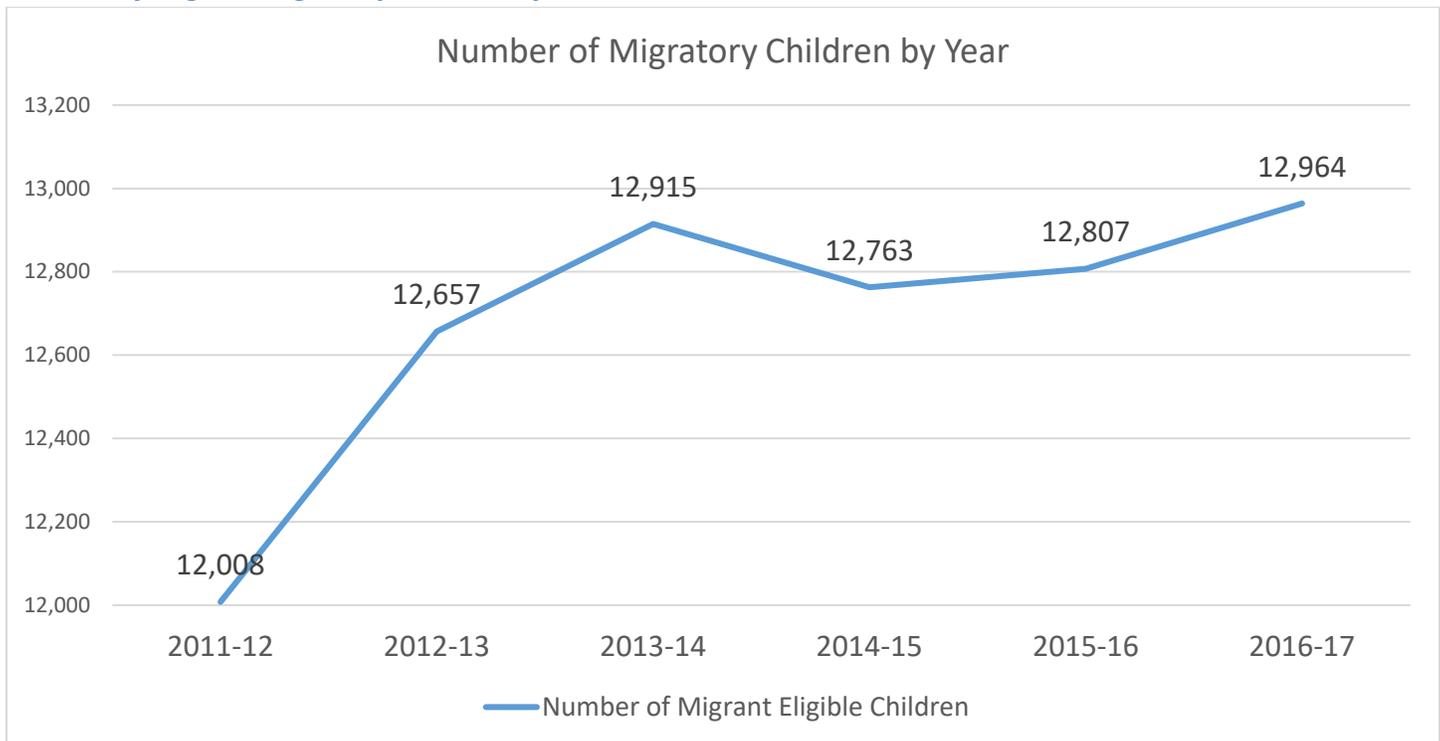
### Alaska’s Migratory Child Profile

This profile of Alaska’s migratory children and youth includes 2016-17 data except where noted. These data represent the best possible effort to describe a “typical” migratory child in Alaska. However, the NAC made particular note that migratory children’s needs vary by region, and each site completes their own needs assessment to tie services to needs. Therefore, data should be interpreted in broad strokes and not applied to every migratory child in Alaska. Data sources, tables, charts, and additional analyses are found in the Appendix.

#### Eligibility

- There were 12,964 eligible migratory children in 2016-17 (all migratory children and youth birth up to 20).
- This is an 8% increase since 2011-12.
- The trend is an overall increase in the number of migratory children with a slight decrease in 2014-15.

#### Number of Eligible Migratory Children by Year

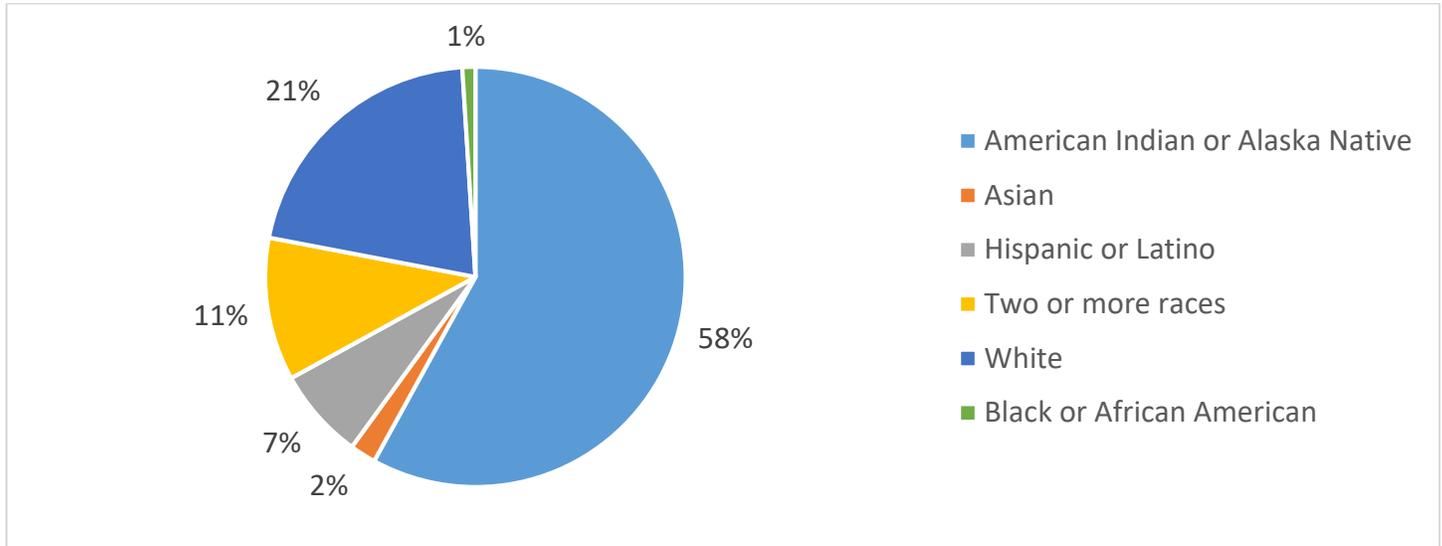


Source: CSPR Part II, 2016-17

## Ethnicity

- 58% of Alaska’s migratory children were Alaska Native or American Indian
- 21% were white
- 11% were two or more races

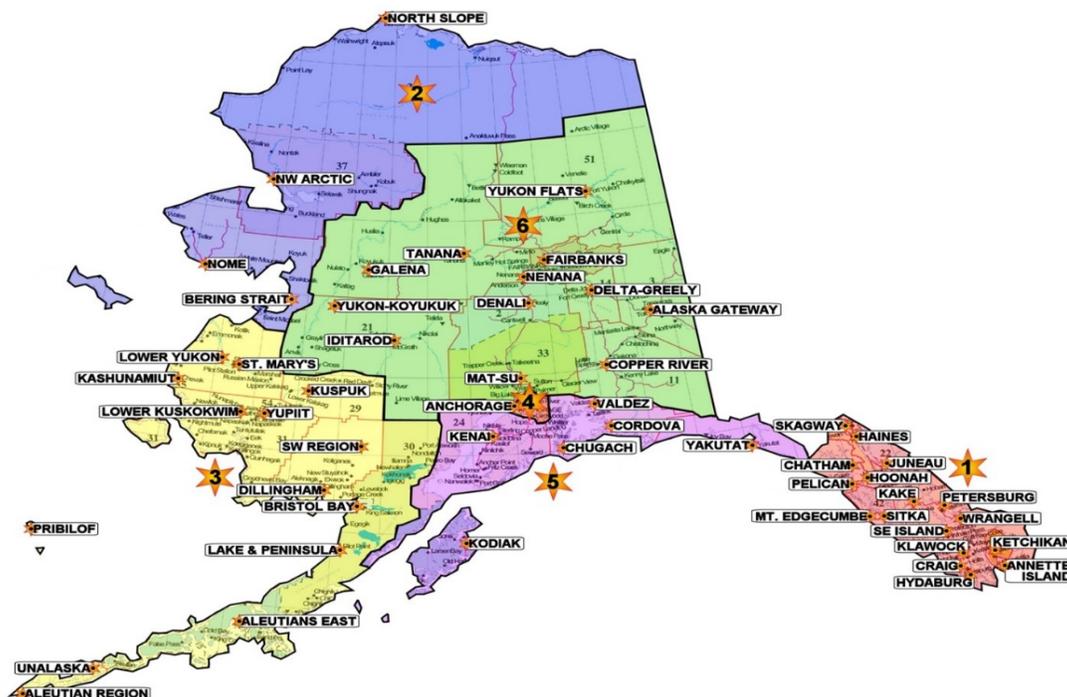
### 2016-17 CSPR Performance Period Percentages of Migratory Children by Ethnicity



Source: CSPR Part II, 2016-17

## Regions

Though the MEP in Alaska is implemented by individual school districts throughout the State of Alaska, there are distinct regions in the state that the Alaska MEP relies on to analyze data and to facilitate the State Parent Advisory Council (PAC). Children are recruited for the MEP by trained district staff as they return to their home base districts after completing summer fishing moves. Following is information on the regions in Alaska.



## Region Overviews

Data for the regional profiles were obtained from MIS2000 Enrollment Records for 2016-17 and the CSPR Part II for 2016-17.

Region	Statewide % of Migratory Children	Total Districts in Region	Districts operating a MEP
Southeast Region	5.0%	17	11
Northwest Region	12.0%	4	3
Southwest Region	19.4%	14	11
Anchorage Region	34.8%	1	1
Coastal Region	9.1%	6	5
Interior Regions	19.6%	12	9

Source: MIS2000 Enrollment Records, 2016-17 and CSPR Part II, 2016-17

### Southeast

The Southeast Region was the home base to 5.0% of the certified migratory children in Alaska during the 2016-2017 performance period. The majority of these children, 50.2% qualified for the MEP based on commercial fishing, i.e. work for wages. However, a large portion, 49.8% qualified for the MEP based on personal subsistence. Commercial fishing in the Southeast Region can take place anywhere from February through November each year. However, the majority of qualifying activities take place from June through September, similar to other regions in the state. Most of the children who qualified for the MEP who live in this region, 75.5%, qualified based off work relating to the catching of salmon. Additionally, 1.2% of children in this region qualified for the MEP based of logging work.

### Northwest

The Northwest Region was the home base to 12.0% of the certified migratory children in Alaska during the 2016-2017 performance period. The majority of these children, 95.0%, qualified for the MEP based on activities related to personal subsistence. The majority of qualifying activities take place from June through September, similar to other regions in the state. Most of the children who qualified for the MEP who live in this region, 70.2%, qualified based off work relating to the catching of salmon. Additionally, 15.5% of children in this region qualified for the MEP based on activities relating to the catching of whitefish.

### Southwest

The Southwest Region was the home base to 19.4% of the certified migratory children in Alaska during the 2016-2017 performance period. The majority of these children, 81.5%, qualified for the MEP based on personal subsistence. Additionally, 18.5% of children qualified on activities relating to commercial fishing. The majority of qualifying activities take place from June through September, similar to other regions in the state. Most of the children who qualified for the MEP who live in this region, 74.6%, qualified based off work relating to the catching of salmon. Additionally, 4.1% of children in this region qualified for the MEP based of off activities relating to the catching of pike.

### Anchorage

The Anchorage Region encompasses one school district, the Anchorage School District. The Anchorage Region was the home base to 34.8% of the certified migratory children in Alaska during the 2016-2017 performance period. The majority of these children, 95.8%, qualified for the MEP based on personal subsistence. Additionally, 4.2% of children qualified on activities relating to commercial fishing or migratory activities for wages from the lower 48 states. Very few qualifying activities take place within the Anchorage School District itself. The majority of children that qualify for the program in Anchorage do so based on qualifying activities that take place in other regions of the state during the months of June through September. Most of the

children who qualified for the MEP who live in this region, 86.2%, qualified based off work relating to the catching of salmon. Additionally, 3.8% of children in this region qualified for the MEP based off work relating to the catching of halibut.

### Coastal

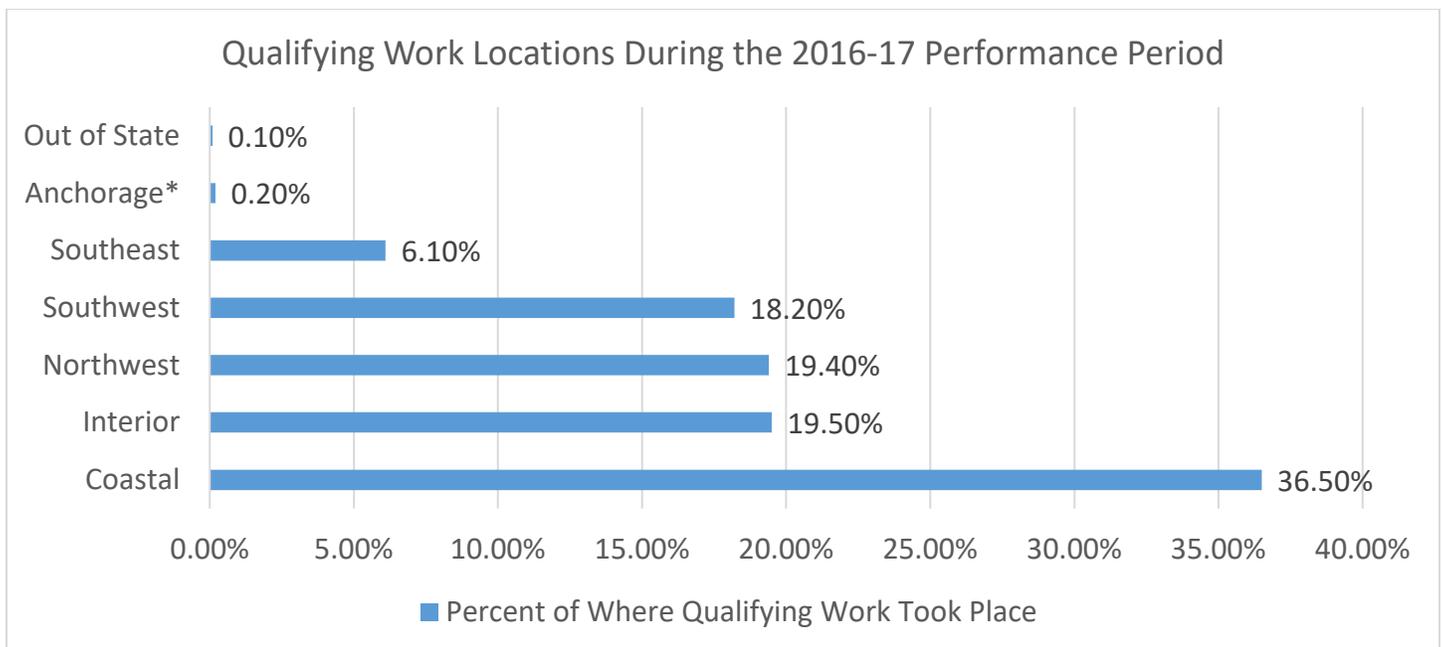
The Coastal Region was the home base to 9.1% of the certified migratory children in Alaska during the 2016-2017 performance period. The majority of these children, 51.4% qualified for the MEP based on commercial fishing, i.e. work for wages. However, a large portion, 48.6% qualified for the MEP based on personal subsistence. The majority of qualifying activities take place from June through September, similar to other regions in the state. Most of the children who qualified for the MEP who live in this region, 86.8%, qualified based off work relating to the catching of salmon. Additionally, nearly one percent 0.93% of children qualified for work related to logging.

### Interior

The Interior Region was the home base to 19.6% of the certified migratory children in Alaska during the 2016-2017 performance period. The majority of these children, 94.9%, qualified for the MEP based off of personal subsistence. Additionally, 4.2% of children qualified on activities relating to commercial fishing. The majority of qualifying activities take place from June through September, similar to other regions in the state. Most of the children who qualified for the MEP who live in this region, 74.3%, qualified based off work relating to the catching of salmon. Additionally, 3.8% of children in this region qualified for the MEP based off work relating to the catching of whitefish.

### Qualifying Work Locations during the 2016-17 Performance Period

The graph below summarize where qualifying work occurs most frequently for the purposes of the MEP in Alaska. These are the regions where the work is taking place, rather than the child’s home base.

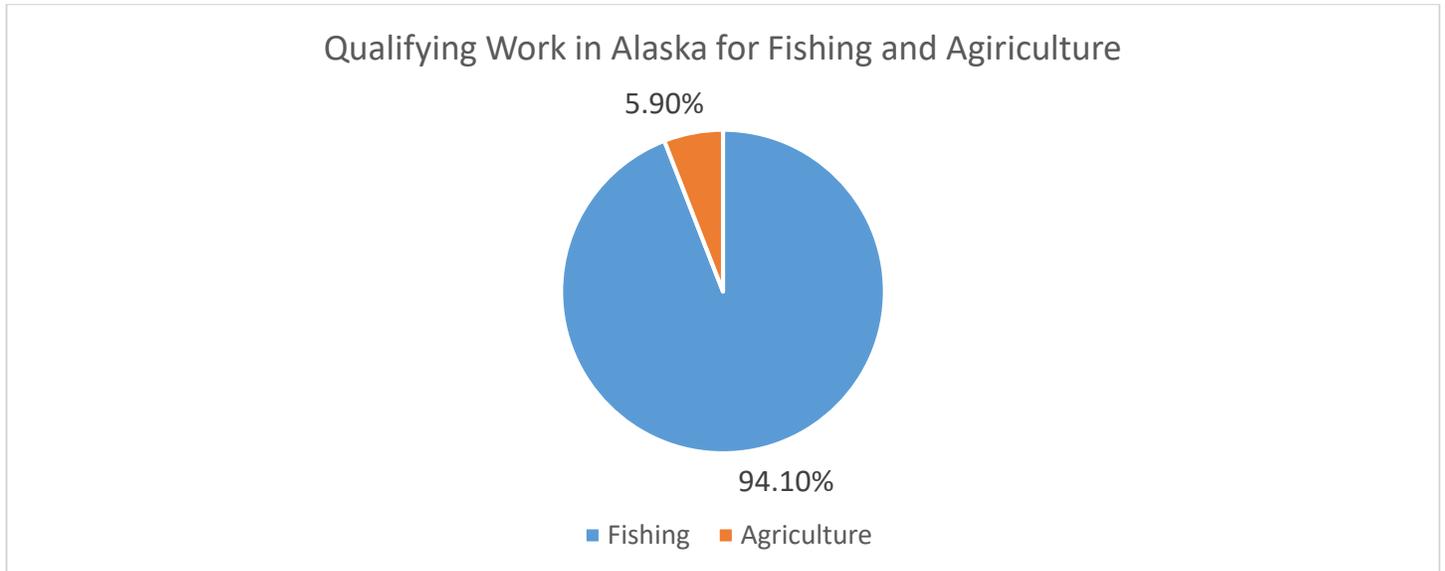


\*Very few qualifying activities take place within the Anchorage School District itself. The majority of children that qualify for the program in Anchorage do so based on qualifying activities that take place in the other regions of the State.

Source: MIS2000 Enrollment Records, 2016-17 and CSPR Part II, 2016-17

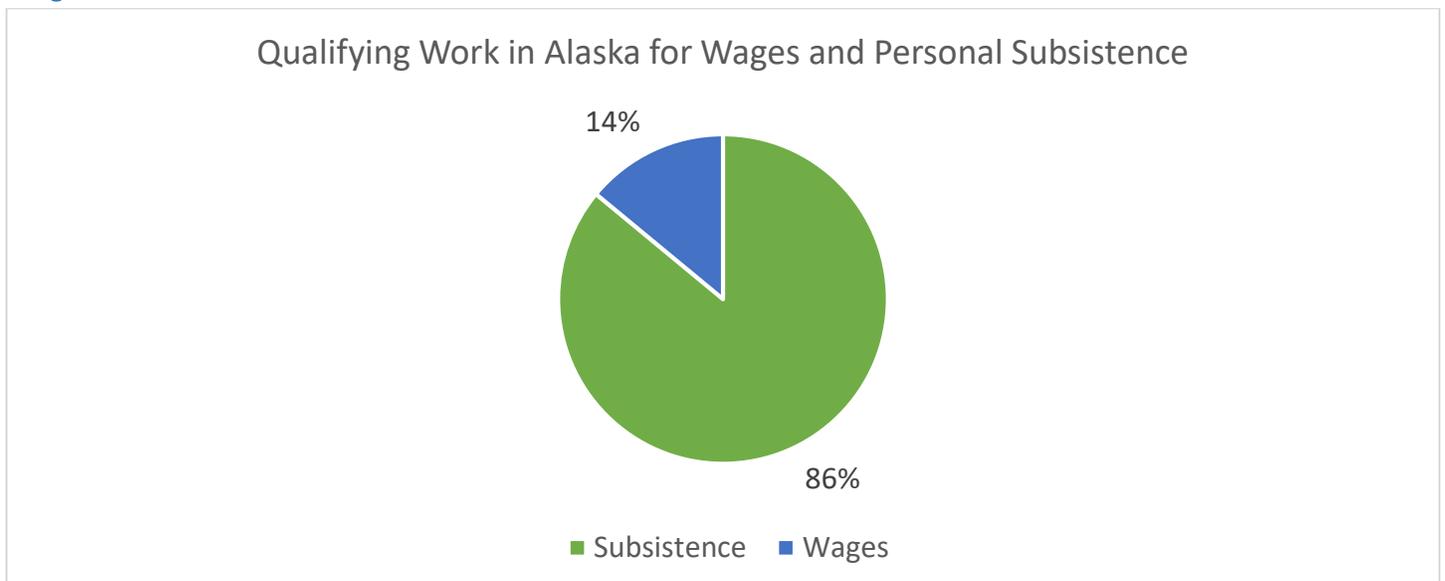
## Qualifying Work in Alaska

### Fishing and Agriculture



Source: MIS2000 Enrollment Records, 2016-17 and CSPR Part II, 2016-17

### Wages and Personal Subsistence



Source: MIS2000 Enrollment Records, 2016-17 and CSPR Part II, 2016-17

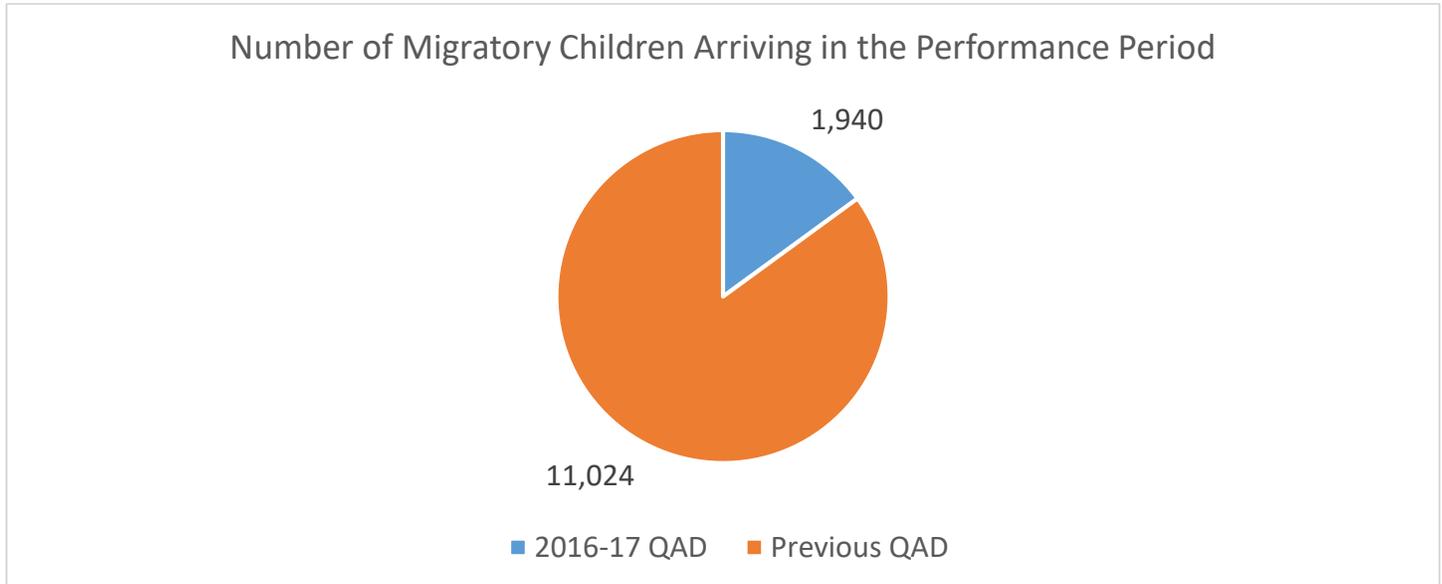
## MEP Projects and Staff

The MEP is a State-operated program which signifies that funds go directly to the State Education Agency (SEA). The SEA then sub-allocates to LOAs. Alaska funds MEPs across the State with many in rural districts. During 2016-17, there were 412 schools statewide that enrolled eligible migratory children. There were 27 schools that consolidated MEP funds into a Title IA Schoolwide Program. These schools completed an application showing that they were eligible to consolidate according to State and Federal guidance.

## Mobility

- 1,940 eligible children (15% of the 12,964 total eligible migratory children) had a qualifying arrival date (QAD) during the 2016-17 performance period, and 85% had a QAD in a previous year.
- By month, most QADs occur from June to September.

### Migratory Children Arriving in the Performance Period



Source: CSPR Part II, 2016-17

### Qualifying Moves during the 2016-17 Performance Period

The following table summarizes the number of qualifying moves per month to each region of the State during the 2016-17 performance period. This is where the move relating to qualifying work takes place rather than the child's home base.

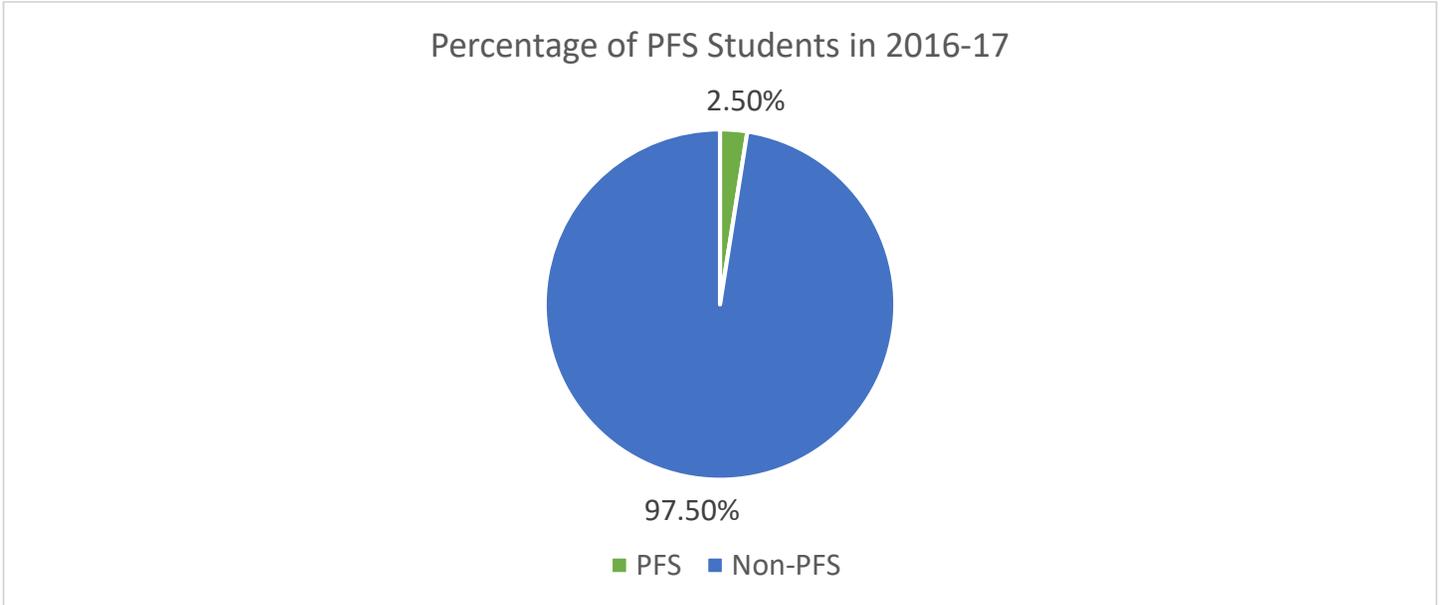
Region	Sep	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Total
Southeast	18	0	0	0	4	0	0	1	9	20	36	30	118
Northwest	69	2	0	0	0	0	1	2	28	48	147	80	377
Southwest	71	13	2	0	0	0	0	3	28	149	68	19	353
Anchorage	0	0	0	0	0	0	0	0	0	0	0	4	4
Coastal	184	7	3	3	1	0	0	7	17	56	299	131	708
Interior	167	0	3	3	0	0	0	0	4	58	55	88	378
Out of State	0	1	0	0	0	0	0	0	0	0	1	0	2
Total	509	23	8	6	5	0	1	13	86	331	606	352	1,940

Source: MIS2000 Enrollment Records, 2016-17 and CSPR Part II, 2016-17

## Priority for Services (PFS) Students

- 317 migratory children (2.5%) were identified as being PFS.
- Note that the percentage of PFS students will change in the 2017-18 program year due to changes in the definition under ESSA.

### Percentage of Priority for Service Students in 2016-17

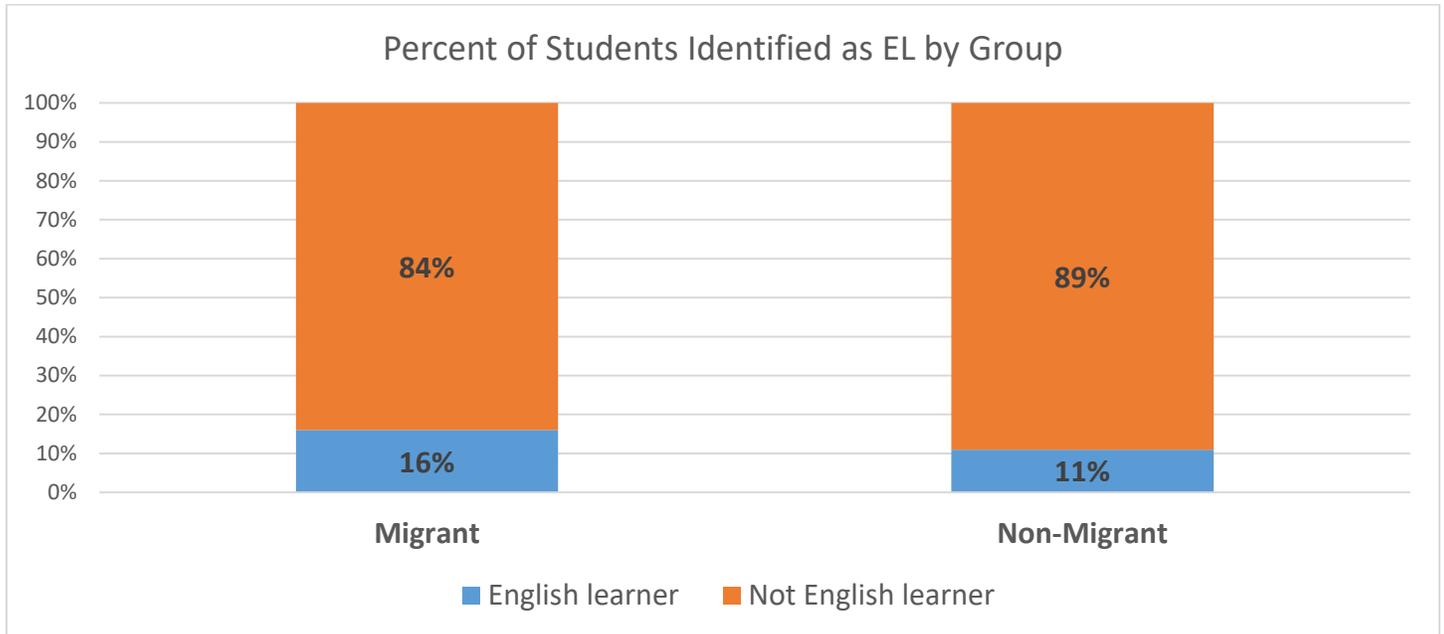


Source: CSPR Part II, 2016-17

## English Language Proficiency

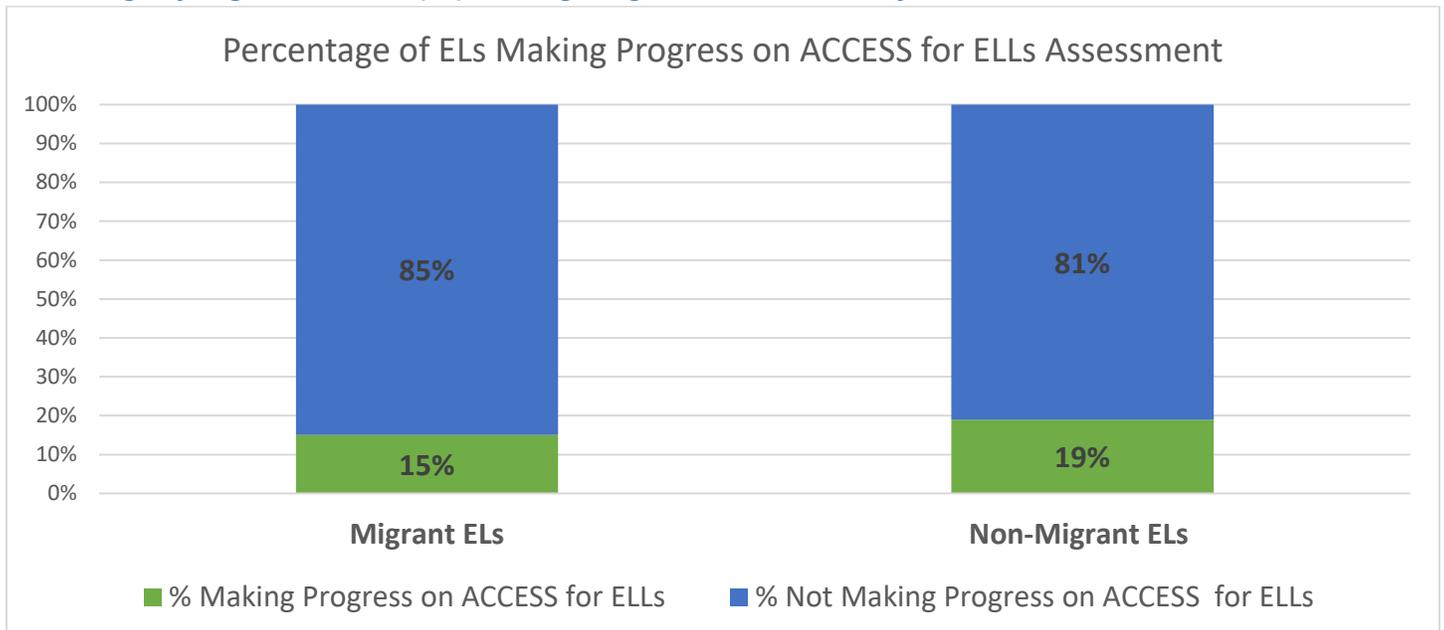
- English learner (EL) refers to a student whose home language is a language other than English and is not proficient on an approved State assessment of language proficiency.
- 16% of migratory children were identified as EL compared to 11% of the non-migratory population.
- ELs are assessed using the state English Language Proficiency (ELP) assessment: ACCESS for ELLs.
- 15% of migratory ELs made progress on the ACCESS for ELLs Assessment in 2016-17 compared to 19% of non-migratory ELs.
- Progress is considered to be a student improving by 0.4 from previous year or meeting the exit criteria.

### Percent of Students Identified as EL by Group



Source: CSPR Part II, 2016-17

### Percentage of English Learners (EL) Making Progress on the ACCESS for ELLs Assessment



Source: ACCESS for ELLs Assessment Results, 2016-17

## Attendance

- Alaska’s migratory children are somewhat more likely to be chronically absent than non-migratory children and have a slightly lower attendance rate. However, a greater percentage of migratory children are enrolled on the last day of school compared to non-migratory children.
- Chronically absent data reflects only K-12 students who were in membership for 50% or more of their school’s student calendar days in 2016-17.
- To be considered chronically absent, a student must be absent for 10% or more of their days of membership
- Chronically absent students may be double-counted if they were in more than one school for half of each school’s year

### Attendance Data for the 2016-17 School Year

Attendance Factors	Migratory	Non-Migratory
Chronically Absent	28.4%	23.9%
Attendance Rate	91.4%	92.3%
Enrolled on Last Day of School	95.2%	91.6%

Source: Summer OASIS Data Collection, 2016-17

## Preschool

- In 2016-17, Alaska had 1,117 eligible migratory children ages 3-5 who were not in kindergarten.
- 39% were enrolled in a preschool based on enrollment information listed in the Alaska Migrant Database (including district, MEP-funded, and other private programs)
- 61% were not enrolled in a preschool program

### Migratory Children Enrolled in Preschool Programs

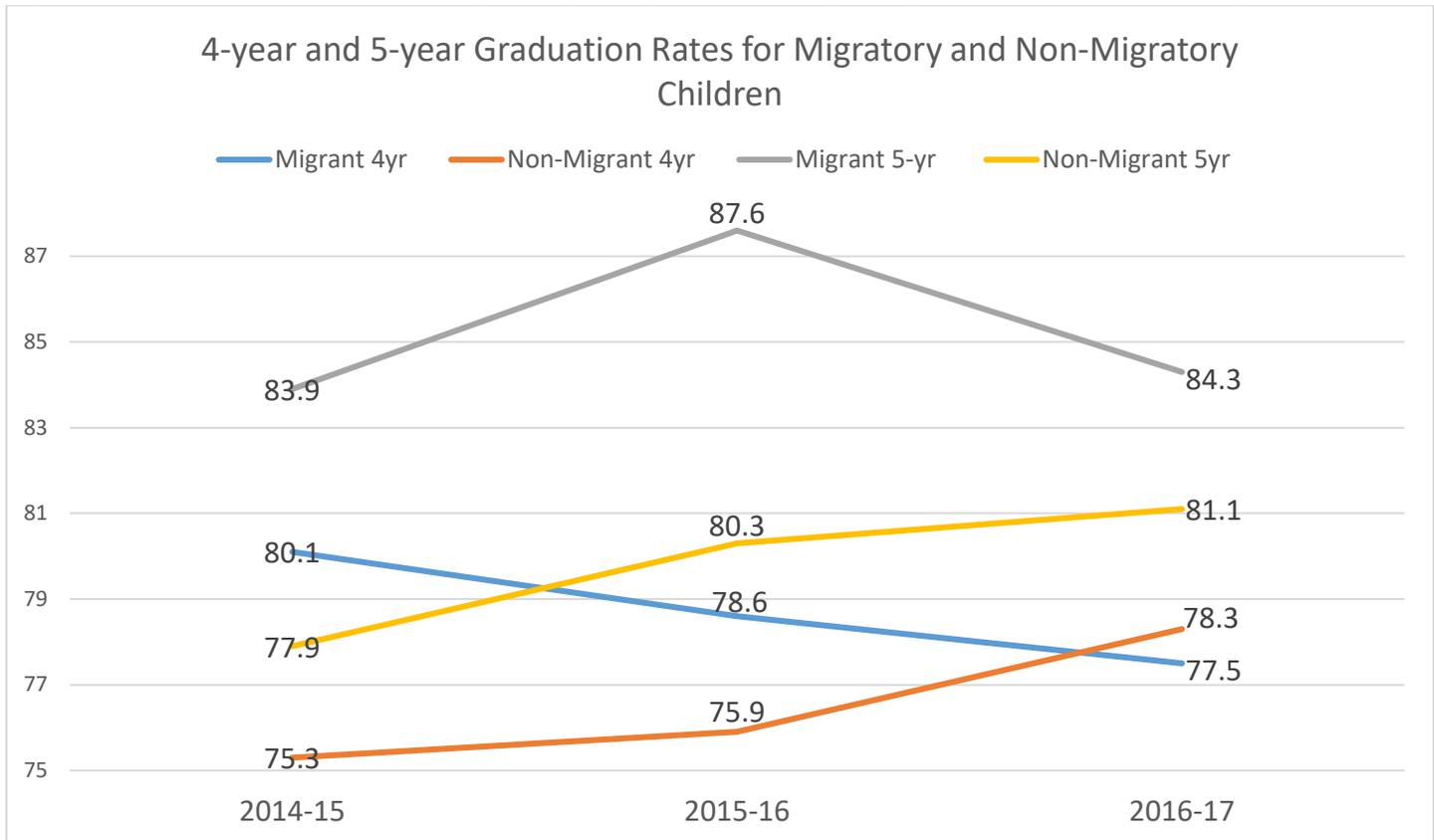
Migratory children ages 3-5 and not in kindergarten	Count of Migratory Children Enrolled in a District Preschool	Count of Migratory Children Enrolled in a Non-District Preschool (Private, Head Start, etc.)	Total Count of Migratory Children Enrolled in Any Preschool
1,117	320 (29%)	110 (10%)	430 (39%)

Source: MIS2000 Enrollment Records, 2016-17 and CSPR Part II, 2016-17

## Graduation and Dropout

- The migratory child four-year graduation rate has decreased since 2014-15, and the five-year graduation rate has fluctuated over the previous three years.
- While the migratory child four-year graduation rate has dipped below the non-migratory rate, the migratory five-year graduation rate is higher than the non-migratory rate.
- Migratory children dropout rates were lower than non-migratory children dropout rates for 2015-16, but the dropout rate was 0.63% higher in 2016-17.

### 4-year and 5-year Graduation Rates for Migratory and Non-Migratory Children 2014-15 through 2016-17



Source: Summer OASIS Data Collection, 2014-15 through 2016-17

### Migratory Children Dropping Out of School by Grade Level

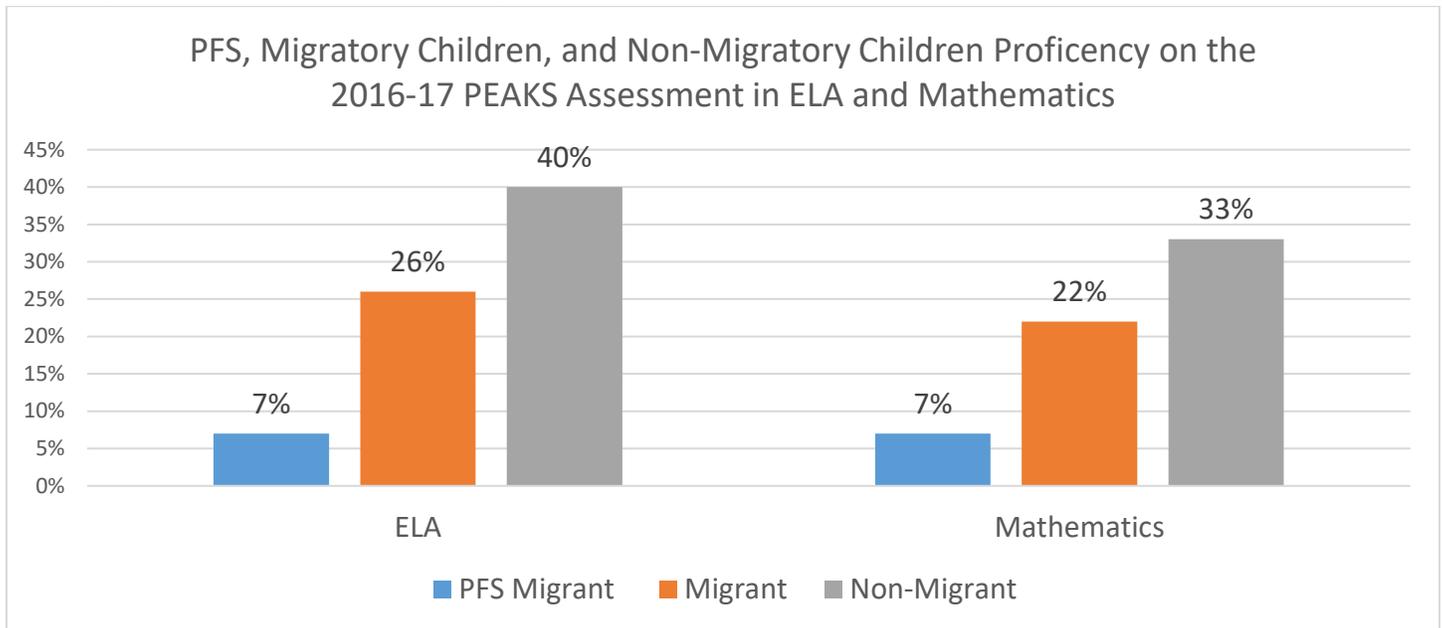
Subgroup	2015-16 Dropout Rate	2016-17 Dropout Rate
Migratory Children	3.30%	4.04%
Non-Migratory Children	3.97%	3.41%
All Student	3.90%	3.50%

Source: Summer OASIS Data Collections

## Academic Achievement

On the PEAKS assessment (Performance Evaluation for Alaska’s Schools) in ELA, the gap in proficiency rates for migratory children compared to non-migratory children was 14%, and in mathematics the gap was 11%. For both ELA and mathematics, 7% of PFS migratory children were proficient. Note that there were 183 PFS migratory children with PEAKS results for 2016-17, a very small portion of the more than 5,700 migratory children with results. In addition, part of the definition of PFS includes non-proficiency on assessments, so it is expected that PFS migratory children results would be lower than other groups. Due to the change in the Federal definition of PFS, the number of PFS children will increase substantially in 2017-18. For these reasons, results should be interpreted with caution.

### *PFS, Migratory Children, and Non-Migratory Children Proficiency on the 2016-17 PEAKS*



Source: PEAKS Assessment Results, 2016-17 and MIS2000 Enrollment Records, 2016-17

## MEP Supplemental Services

- A total of 9,126 migratory children (70%) received an instructional or support service during the performance period.
- 4,639 migratory children (36%) received instructional services.
- 8,147 migratory children (63%) received support services.
- 2,268 migratory children (17%) received services during the summer.

### Number Served by Type of Service

Grade	Number	Any Service	Any Instruction	Reading Instruction	Mathematics Instruction	Any Support	Any Summer Service
0-2yrs	465	37%	8%	6%	3%	34%	4%
3-5yrs	1,117	66%	20%	16%	5%	61%	19%
K	726	60%	31%	23%	8%	52%	21%
1	786	73%	39%	25%	8%	63%	20%
2	899	71%	39%	27%	10%	63%	23%
3	923	72%	39%	27%	10%	63%	20%
4	960	72%	39%	27%	9%	61%	17%
5	916	72%	41%	28%	8%	63%	20%
6	970	74%	42%	28%	7%	61%	19%
7	901	76%	43%	27%	5%	68%	16%
8	824	75%	46%	25%	5%	65%	15%
9	892	73%	35%	16%	5%	70%	17%
10	862	72%	35%	17%	6%	71%	19%
11	825	74%	37%	17%	5%	71%	20%
12	797	73%	36%	20%	6%	64%	5%
OSY	101	61%	8%	3%	1%	59%	10%
<b>Total</b>	<b>12,964</b>	<b>70%</b>	<b>36%</b>	<b>22%</b>	<b>7%</b>	<b>63%</b>	<b>17%</b>

Source: CSPR Part II, 2016-17

## Parent and Staff Input Regarding Needs

### *Staff Input*

A total of 908 MEP teachers, recruiters, paraprofessionals, records clerks, and administrators who had direct contact with migratory children responded to a survey about students' academic needs, students' support service needs, and parent involvement needs. The needs that most staff (over 50%) identified as the most pressing are identified in each area below.

#### Academic Needs According to Staff

- Reading instruction
- Writing instruction
- Mathematics instruction
- Study skills, homework help, or tutoring

#### Support Service Needs According to Staff

- Nutrition
- Counseling or life skills

#### Parent Engagement Needs According to Staff

- More information about helping children with reading, mathematics, and writing
- More information about helping children with homework
- More information about getting young children ready for school
- Access to parenting education programs

Source: Migrant Staff Survey, 2016-17

### *Parent Input*

A total of 1,110 parents of migratory children responded to a survey about students' academic needs, support service needs, and parent involvement needs. The needs that a plurality of parents (over 40%) identified as the most pressing are identified in each area below.

#### Academic Needs According to Parents

- Reading instruction
- Mathematics instruction

#### Support Service Needs According to Parents

- Assistance with extracurricular or school activity costs

#### Parent Engagement Needs According to Parents

- More information about helping children with reading, mathematics, and writing
- Information about the new standards, new curriculum, and required tests

Source: Migrant Parent Survey, 2016-17

## Phase III: Making Decisions

In the third phase of the CNA process, the key objective was to review data and develop viable conclusions and recommendations that are used as a foundation for the SDP. During the second meeting on April 12, 2018, the NAC met to develop comprehensive recommendations to:

- Ensure that the recommended solutions are feasible and can be effectively implemented;
- Ensure that the recommended solutions have a strong possibility of impacting the current achievement gap and affect the causes of the current achievement gap;
- Ensure that the solutions are acceptable to all stakeholders involved (e.g., parents/guardians of migratory children, MEP staff, district administrators).

During the third meeting on September 27, 2018, the NAC met to finalize recommendations with the following objectives:

- Finalize concerns and solutions for the CNA report;
- Revise and approve the draft CNA table of contents;
- Identify possible resources and evidence-based strategies to meet migratory children needs; and
- Decide on next steps for completion of the CNA.

The following section offers the final recommendations for need indicators, solutions, and evidence-based materials made by the NAC. The data summaries and need statements are cited below for the goal areas of Academic Support in ELA and mathematics; school readiness; graduation and services for OSY, and support services. Data tables supporting the need indicators and need statements are cited and included in the Appendix.

## Goal Area 1: Academic Support in Reading and Mathematics

Concern	Data Source	Need Indicator/Need Statement	Possible Solution
<p><b>1.1</b> We are concerned that EL migratory children have a lower proficiency rate on state academic content assessments in English language arts and the ACCESS for ELLs assessment than non-migratory children.</p> <p><b>1.2</b> We are concerned that EL migratory children have a lower proficiency rate on state academic content assessments in mathematics than non-migratory children.</p>	PEAKS (2016-17) ACCESS for ELLs (2016-17)	<p><b>ELA Data Summary:</b> 4% of EL migratory children are proficient in English language arts.</p> <p><b>ELA Need Statement:</b> The percentage of EL migratory children who are proficient on the PEAKS assessment in English language arts needs to increase by 48% to reach the long-term goal for migratory children.</p> <p><b>Math Data Summary:</b> 5% of EL migratory children are proficient in mathematics.</p> <p><b>Math Need Statement:</b> The percentage of EL migratory children who are proficient on the PEAKS assessment in mathematics needs to increase by 47.5% to reach the long-term goal for migratory children.</p>	1.1 Provide evidence-based, English language arts and mathematics instructional services for EL migratory children and families in the form of tutoring, summer programming, educational resources, technology-based instruction, and self-paced materials through either site-based or home-based instructional programs.
<p><b>1.3</b> We are concerned that migratory children have a lower proficiency rate on state academic content assessments in mathematics than non-migratory children due to the unique needs of migratory children including mobility and social and emotional needs.</p> <p><b>1.4</b> We are concerned that migratory children have a lower proficiency rate on state academic content assessments in English language arts than non-migratory children due to the unique needs of migratory children including mobility and social and emotional needs.</p>	PEAKS (2016-17) Migrant Parent Survey (2016-17)	<p><b>Math Data Summary:</b> 22% of migratory children are proficient in mathematics.</p> <p>47% of parents said their child needs support with mathematics.</p> <p><b>Math Need Statement:</b> The percentage of migratory children who are proficient on the PEAKS assessment in mathematics needs to increase by 39% to meet the long-term goal.</p> <p><b>ELA Data Summary:</b> 26% of migratory children are proficient in English language arts compared to 40% of non-migratory children.</p> <p>43 % of parents said their child needed support with reading and 36% of parents said their child needed help with writing.</p> <p><b>ELA Need Statement:</b> The percentage of migratory children who are proficient on the PEAKS assessment needs to increase by 37% to meet the long-term goal.</p>	1.2 Provide evidence-based, English language arts and mathematics instructional services for migratory children and families in the form of tutoring, summer programming, educational resources, technology-based instruction, and self-paced materials through either site-based or home-based instructional programs.
<p><b>1.5</b> We are concerned that migratory children have a higher rate of being chronically absent from school than non-migratory children, which we associate with low school engagement and academic success.</p>	Attendance Data r from Summer OASIS (2016- 2017)	<p><b>Data Summary:</b> 28.4% of migratory children were chronically absent, compared to 23.9% of non-migratory children.</p> <p><b>Need Statement:</b> The rate of chronic absenteeism needs to decrease by 5% to close the gap between migratory and non-migratory children.</p>	1.3 Provide instructional and support services and/or activities to address the impact of missing school and support student engagement.

## Supporting Evidence for Solutions

- [Vocabulary Improvement Program for English Language Learners and Their Classmates \(VIP\)](https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/533) (ies.ed.gov/ncee/wwc/EvidenceSnapshot/533)
- [Reading Mastery](https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/417) (ies.ed.gov/ncee/wwc/EvidenceSnapshot/417)
- [Instructional Conversations and Literature Logs](https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/236) (ies.ed.gov/ncee/wwc/EvidenceSnapshot/236)
- [Peer-assisted Learning Strategies](https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/366) (ies.ed.gov/ncee/wwc/EvidenceSnapshot/366)
- [Accelerated Math](https://ies.ed.gov/ncee/wwc/Intervention/309) (ies.ed.gov/ncee/wwc/Intervention/309)
- [Lexia Reading](https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/274) (ies.ed.gov/ncee/wwc/EvidenceSnapshot/274)

## Goal Area 2: School Readiness

Concern	Data Source	Data Summary/Need Statement	Possible Solution
<p><b>2.1</b> We are concerned that few migratory children are attending preschool programs, which results in significantly fewer being prepared for kindergarten than both their migratory peers who do attend preschool as well as all children statewide.</p>	<p>Alaska Developmental Profile (2016-17) Migrant Staff Survey (2016-17) MIS2000 enrollment records (2016-17)</p>	<p><b>Data Summary:</b> 39% of migratory children attended a preschool program (district-funded, migrant-funded, or otherwise-funded). 33.5% of staff indicate there is a need for preschool programs. 18.3% of migratory children not attending pre-school, consistently demonstrate 11 out of 13 of school readiness indicators on the Alaska Developmental Profile, compared to 38.2% of migratory children attending preschool, and 30.6% of children statewide. <b>Need Statement:</b> The percentage of migratory children enrolled in early childhood education programs needs to increase by 61%.</p>	<p>2.1a Form partnerships with tribal, local, district, Head Start, and other preschools in the communities to increase the enrollment of migratory children in preschool. 2.1b Provide early childhood services such as home-based visits, playgroups, and preschools, etc.</p>
<p><b>2.2</b> We are concerned that migratory children are not ready for the rigor of the State standards for ELA and mathematics at the kindergarten level.</p>	<p>Alaska Developmental Profile (2016-17) Migrant Staff Survey (2016-17) MIS2000 enrollment records (2016-17)</p>	<p><b>Data Summary:</b> 18.6% of all migratory children mastered skills in Domain 5: Communication, Language, and Literacy on the Alaska Development Profile. 22.4% of migratory children who attended preschool consistently mastered skills in Domain 5 compared to only 9.8% of migratory children who did not attend preschool. 37% of all migratory children mastered skills in Domain 4: Cognition and General Knowledge on the Alaska Developmental Profile. 43.6% of migratory children who attended preschool consistently demonstrated skills in Domain 4 compared to only 21.6% of migratory children who did not attend preschool. <b>Need Statement:</b> The average percentage of migratory children mastering skills needs to increase by 81.4% in Domain 5 and increase by 63.0% in Domain 4 in order for all children to be ready for kindergarten.</p>	<p>2.2a Use evidence-based curriculum and instruction that support the implementation of the Early Learning Guidelines (ELGs) at migrant-operated and migrant-funded preschools. 2.2b Provide resources and/or training on the ELGs/evidence-based Early Childhood curriculum and best practices to appropriate staff at migrant-funded preschools.</p>

Concern	Data Source	Data Summary/Need Statement	Possible Solution
<p><b>2.3</b> We are concerned that migratory children lack the social-emotional skills to be successful in the kindergarten classroom setting.</p>	<p>Alaska Developmental Profile (2016-17)</p>	<p><b>Data Summary:</b> 45.3% of the migratory children who attended a preschool program, consistently regulate their feelings and impulses compared to 34.0% of migratory children who did not attend a preschool program. Overall 41.9% of migratory children regulate their feelings and impulse control as shown on the Alaska Developmental Profile, Domain 2: Social and Emotional Development.</p> <p><b>Need Statement:</b> The percentage of migratory children able to regulate their feelings and impulses needs to increase by 58.1% to have all students prepared for kindergarten.</p>	<p>2.3a Implement a culturally-responsive embedded social/emotional learning framework (see aasb.org for more information).</p> <p>2.3b Provide migrant-funded preschool staff professional development opportunities regarding ACES-trauma informed practices, and social-emotional framework.</p>

### Supporting Evidence for Solutions

- [Curiosity Corner](https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/126) (ies.ed.gov/ncee/wwc/EvidenceSnapshot/126)
- [Head Start](https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/636) (ies.ed.gov/ncee/wwc/EvidenceSnapshot/636)
- [Bright Beginnings](https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/57) (ies.ed.gov/ncee/wwc/EvidenceSnapshot/57)

## Goal Area 3: High School Graduation and Services for OSY

Concern	Data Source	Data Summary/Need Statement	Possible Solution
<p><b>3.1</b> We are concerned that migratory children are not graduating at the State’s long-term target rate due the large number of migratory children not on track to graduate after their freshman year and the high percentages of Ds and Fs in ELA and Mathematics for all high school migratory children.</p>	<p>CSPR (2016-17) Course History (2013-14 through 2016-17)</p>	<p><b>Data Summary:</b> The migratory children 4-year graduation rate is 77.5% and has declined during the past three years. The state’s long-term target rate is 90%.</p> <p><b>Need Statement:</b> The 4-yr graduation rate needs to increase 12.5% to reach the long-term target rate.</p> <p><b>Data Summary:</b> from 2013-14 through 2016-17, 41.3% of migratory children enrolled in English and Mathematics courses earned a D or F in the course.</p> <p><b>Need Statement:</b> The percentage of migratory children earning a C or better in English and Mathematics courses needs to increase by 41.3% to ensure students are on target for graduation.</p>	<p>3.1a Provide high school migratory children appropriate credit recovery and/or distance education options for credit accrual.</p> <p>3.1b Implement supplemental advising and counseling strategies to encourage graduation and discourage dropping out through migrant graduation support and advocates.</p> <p>3.1c Monitor high school migratory children progress and provide assistance when a student is at-risk of receiving a D or F in an ELA or mathematics course.</p>
<p><b>3.2</b> We are concerned that migratory children (including out-of-school youth [OSY]) are not prepared to transition to postsecondary opportunities and the workforce.</p>	<p>Migrant Parent Survey (2016-17)</p>	<p><b>Data Summary:</b> 41.3% of parents of high school migratory children indicated that their students need help with college preparation, including AP classes and ACT/SAT preparation. 38.3% of parents of high school migratory children indicated that their students need help with college and career counseling.</p> <p><b>Need Statement:</b> The percent of migratory children prepared to transition to post-secondary opportunities and the workforce needs to increase.</p>	<p>3.2 Provide opportunities to participate in college/career readiness activities and/or counseling.</p>
<p><b>3.3</b> We are concerned that migratory OSY lack services that re-engage them with educational and life skills opportunities.</p>	<p>CSPR, Part II (2016-17) Migrant Staff Survey (2016-17) High School Equivalency (2014-15 through 2016-17)</p>	<p><b>Data Summary:</b> Of the 2015-16 migratory OSY, only 38.31% of them enrolled in school on October 1, 2016.</p> <p><b>Need Statement:</b> The percent of out-of-school youth receiving services leading to re-enrollment in school or to a diploma needs to increase.</p>	<p>3.3 Provide outreach activities for migratory OSY to help students graduate or work toward a career path.</p>

## Supporting Evidence for Solutions

- [Dual enrollment programs](https://ies.ed.gov/ncee/wwc/Intervention/1043) (ies.ed.gov/ncee/wwc/Intervention/1043)
- [National Guard Youth Challenge Program](https://ies.ed.gov/ncee/wwc/Intervention/393) (ies.ed.gov/ncee/wwc/Intervention/393)
- [Preventing Dropout in Secondary School](https://ies.ed.gov/ncee/wwc/) (ies.ed.gov/ncee/wwc/)
- [Project Grad](https://ies.ed.gov/ncee/wwc/Intervention/460) (ies.ed.gov/ncee/wwc/Intervention/460)
- [Career Academies](https://ies.ed.gov/ncee/wwc/Intervention/321) (ies.ed.gov/ncee/wwc/Intervention/321)
- [Check & Connect](https://ies.ed.gov/ncee/wwc/Intervention/312) (ies.ed.gov/ncee/wwc/Intervention/312)
- [Job Corps](https://ies.ed.gov/ncee/wwc/Intervention/624) (ies.ed.gov/ncee/wwc/Intervention/624)
- [High School Redirection](https://ies.ed.gov/ncee/wwc/Intervention/316) (ies.ed.gov/ncee/wwc/Intervention/316)

## Goal Area 4: Support Services

Concern	Data Source	Need Indicator/Need Statement	Possible Solution
<p><b>4.1</b> We are concerned that parents of migratory children do not have access to the strategies, trainings, and related services to provide an academically supportive environment for their children to succeed and need additional support to navigate the school system.</p>	<p>Migrant Staff Survey (2016-17) Migrant Parent Survey (2016-17)</p>	<p><b>Data Summary:</b> 56.5% of staff identified lack of access to parent education programs as a concern. <b>Need Statement:</b> Parent access to programs designed to improve educational support in the home needs to increase <b>Data Summary:</b> 40.2% parents reported they needed assistance with standards, curriculum, and required tests. <b>Need Statement:</b> Parent of migratory children participation in programs to assist with understanding standards, curriculum, assessments, and other school requirements needs to increase.</p>	<p>4.1a Provide parents of migratory children with access to and information about events and/or materials to facilitate reading, writing, and mathematics homework/ study skills and additional support services during both regular and summer terms. 4.1b Provide activities to parents of migratory children regarding MEP instruction and support services, including but not limited to navigating the school system during the regular term and/or summer.</p>
<p><b>4.2</b> We are concerned that migratory children have limited books, school supplies, and access to technology and technology support in their homes.</p>	<p>Migrant Staff Survey (2016-17) Migrant Parent Survey (2016-17) Fall &amp; Summer OASIS Collections (2016-17)</p>	<p><b>Data Summary:</b> 49.6% of staff identified access to necessary school supplies and 46.5% identified access to computers/internet as concerns. <b>Need Statement:</b> Access to necessary school supplies and educational technology for migratory children needs to increase. <b>Data Summary:</b> 32.7% of staff identified transportation as being a concern. 52.2% of staff identified students needing nutrition as a concern. 20.1% of parents identified needing access to dental, vision, or health as a concern. 351 MEP students were identified as being homeless. <b>Need Statement:</b> Access to transportation, housing, nutrition, and community resources for migratory families should increase.</p>	<p>4.2a Provide educational support resources to migratory children as needed (e.g. books for the home, school supplies, technology support, and/or clothing not provided by the school to all children). 4.2b Provide transportation services to enable migratory children to access educational activities and community-based activities and services.</p>
<p><b>4.3</b> We are concerned that migratory children lack access to health and safety instruction such as dental, vision, mental health, housing, nutrition, and transportation to services.</p>	<p>Migrant Parent Survey (2016-2017)</p>	<p><b>Data Summary:</b> 27.4% of parents identified water safety and 33.8% of parents identified a need for first aid/CPR courses as concerns. <b>Need Statement:</b> Participation in lessons for health and safety including water safety and first aid for migratory children needs to increase.</p>	<p>4.3a Provide educational support and services for health and safety instruction. 4.3b Provide direct and referred support services in medical/dental, health, mental health, housing, safety, nutrition, and social service providers.</p>

## Supporting Evidence for Solutions

- [School Based Mentoring](https://ies.ed.gov/ncee/pubs/20094047/summ_1.asp) (ies.ed.gov/ncee/pubs/20094047/summ\_1.asp)
- Most support services solutions have promising evidence from MEP evaluations

## Summary and Next Steps

The Alaska plan for the delivery of services to meet the unique educational needs of its migratory children will serve as the basis for the use of all MEP funds in the State. This SDP is essential to help the Alaska MEP develop and articulate a clear vision of the needs of migratory children on a Statewide basis, the MEP's MPOs 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.

The Alaska MEP will include the following components in its comprehensive State Service Delivery Plan:

1. *Performance Targets.* The plan should specify the performance targets that the State has adopted for all children and migratory children if applicable for: 1) reading; 2) math; 3) high school graduation; 4) the number of school dropouts; 5) school readiness; and 6) any other performance target that the State identifies.
2. *Needs Assessment.* The plan must include identification and an assessment of: (1) the unique educational needs of migratory children that result from the children's migratory lifestyle; and (2) other needs of migratory children that must be met in order for them to participate effectively in school.
3. *Measurable Program Outcomes.* The plan must include the MPOs that the MEP will produce through specific educational or educationally-related services. MPOs allow the MEP to determine whether and to what degree the program has met the unique educational needs of migratory children that were identified through the comprehensive needs assessment. The MPOs should also help achieve the State's performance targets.
4. *Service Delivery Strategies.* The plan must describe the MEP's strategies for achieving the performance targets and MPOs described above. The State's service delivery strategies must address: (1) the unique educational needs of migratory children that result from the children's migratory lifestyle, and (2) other needs of migratory children that must be met in order for them to participate effectively in school.
5. *Evaluation.* The SDP must describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and MPOs.

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 migratory children who: have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.
- *Parent Involvement.* A description of the MEP's consultation with parents (or with the State PAC, if the program is of one school year in duration) and whether the consultation occurred in a format and language that the parents understand.
- *Identification and Recruitment.* A description of the State's plan for identification and recruitment activities and its quality control procedures.
- *Student Records.* A description of the State's plan for requesting and using the records of migratory children and transferring the records of migratory children to schools and projects in which migratory children enroll.

In addition, Alaska will:

1. update the CNA as needed to reflect changing demographics and needs;
2. change our performance targets and/or MPOs to reflect changing needs; and
3. use evaluation data to change services that the MEP will provide and the evaluation design to reflect changes in needs.

As part of the Alaska MEP continuous improvement model, 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. The State has begun planning for this activity and will use the OME toolkit, [Migrant Education Service Delivery Plan Toolkit: A Tool for State Migrant Directors](#) (September 2018) ([results.ed.gov/sdp-toolkit](https://results.ed.gov/sdp-toolkit)) to guide this process.



*Longlining for halibut.*

*Photo Credit: Petersburg School District*

# Appendix: Additional Supporting Data

## Proficiency on State Assessments

### Long Term Goal Summary

Reduce by half the percentage of students not reaching proficient or advanced.

#### English Language Arts (ELA) Long Term Goals, PEAKS

Student Group	Baseline 2016-17	Long Term Goal 2026-27	Annual Increment Needed
All students	38.4%	69.2%*	3.1%*
Migratory Children	25.6%	62.8%**	3.7%**

\*Calculated in the ESSA State Plan

\*\*Calculated using the same method used with other subgroups in ESSA State plan

Source: PEAKS Assessment Results, 2016-17

#### Mathematics Long Term Goals, PEAKS

Student Group	Baseline 2016-17	Long Term Goal 2026-27	Annual Increment Needed
All students	31.8%	65.9%*	3.4%*
Migratory Children	22.1%	61.1%**	3.9%**

\*Calculated in the ESSA State Plan

\*\*Calculated using the same method used with other subgroups in ESSA State plan

Source: PEAKS Assessment Results, 2016-17

## Proficiency Rates on the 2016-17 PEAKS Assessment

### English Language Arts (ELA)

Grade	Migratory # Assessed	Migratory % Proficient	Non-Migratory # Assessed	Non-Migratory % Proficient	Gap Between Migratory and Non-Migratory
3	763	20.97%	8,911	35.53%	-14.56%
4	768	25.78%	8,764	39.98%	-14.20%
5	749	27.24%	8,593	40.65%	-13.41%
6	787	32.15%	8,147	46.56%	-14.41%
7	756	28.44%	7,983	45.31%	-16.87%
8	677	26.29%	7,775	39.11%	-12.82%
9	677	21.27%	7,518	35.42%	-14.15%
10	594	20.71%	6,870	32.93%	-12.22%
<b>Total</b>	<b>5,771</b>	<b>25.56%</b>	<b>64,561</b>	<b>39.56%</b>	<b>-14.00%</b>

Source: PEAKS Assessment Results, 2016-17

### Mathematics

Grade	Migratory # Assessed	Migratory % Proficient	Non-Migratory # Assessed	Non-Migratory % Proficient	Gap Between Migratory and Non-Migratory
3	763	31.19%	8,895	45.67%	-14.48%
4	768	30.21%	8,784	42.04%	-11.83%
5	750	26.40%	8,599	36.95%	-10.55%
6	787	25.54%	8,162	35.26%	-9.72%
7	751	18.51%	7,976	30.87%	-12.36%
8	672	15.63%	7,767	24.57%	-8.94%
9	672	16.22%	7,450	25.21%	-8.99%
10	598	8.36%	6,876	15.20%	-6.84%
<b>Total</b>	<b>5,761</b>	<b>22.08%</b>	<b>64,509</b>	<b>32.71%</b>	<b>-10.63%</b>

Source: PEAKS Assessment Results, 2016-17

## English Learner (EL) Proficiency Rates on the 2016-17 PEAKS Assessment

### English Language Arts (ELA)

Grade	Migratory EL # Assessed	Migratory EL % Proficient	Non-Migratory EL # Assessed	Non-Migratory EL % Proficient	Gap Between Migratory EL and Non-Migratory EL
3	168	11.31%	1,374	11.79%	-0.48%
4	178	5.06%	1,106	5.70%	-0.64%
5	142	<=5%	963	**	-1.29%
6	142	2.82%	834	3.12%	-0.30%
7	171	2.34%	837	3.94%	-1.60%
8	134	<=5%	825	**	-1.54%
9	130	<=5%	843	**	-1.25%
10	99	<=5%	632	**	0.44%
<b>Total</b>	<b>1,164</b>	<b>3.69%</b>	<b>7,414</b>	<b>4.88%</b>	<b>-1.19%</b>

\*Performance ranges are reported when either proficiency level contains 0, 1, or 2 students.

\*\*Secondary suppression (noted with a double asterisk) has been applied when simple subtraction would otherwise have allowed for the determination of school-level percentages.

Source: PEAKS Assessment Results, 2016-17

### Mathematics

Grade	Migratory EL # Assessed	Migratory EL % Proficient	Non-Migratory EL # Assessed	Non-Migratory EL % Proficient	Gap Between Migratory EL and Non-Migratory EL
3	170	19.41%	1,371	21.52%	-2.11%
4	177	6.78%	1,116	11.56%	-4.78%
5	144	2.08%	963	4.47%	-2.38%
6	142	3.52%	844	2.13%	1.39%
7	169	<=5%	843	**	-1.78%
8	133	<=5%	822	**	0.17%
9	125	<=5%	833	**	0.28%
10	98	<=5%	643	**	-0.47%
<b>Total</b>	<b>1,158</b>	<b>5.01%</b>	<b>7,435</b>	<b>7.13%</b>	<b>-2.12%</b>

Performance ranges are reported when either proficiency level contains 0, 1, or 2 students.

\*\*Secondary suppression (noted with a double asterisk) has been applied when simple subtraction would otherwise have allowed for the determination of school-level percentages.

Source: PEAKS Assessment Results, 2016-17

## Priority for Service (PFS) Student Proficiency Rates on the 2016-17 PEAKS Assessment

### English Language Arts (ELA)

Grade	# PFS Assessed	% PFS Proficient
3	22	<=10%
4	32	<=10%
5	20	<=10%
6	27	11.11%
7	23	<=10%
8	14	<=20%
9	24	<=10%
10	20	<=10%
<b>All</b>	<b>182</b>	<b>6.59%</b>

Performance ranges are reported when either proficiency level contains 0, 1, or 2 students.

Source: PEAKS Assessment Results, 2016-17 and MIS2000 Enrollment Records, 2016-17

### Mathematics

Grade	# PFS Assessed	% PFS Proficient
3	22	22.73%
4	32	<=10%
5	20	<=10%
6	27	<=10%
7	23	<=10%
8	14	<=20%
9	25	<=10%
10	20	<=10%
<b>All</b>	<b>183</b>	<b>6.56%</b>

Performance ranges are reported when either proficiency level contains 0, 1, or 2 students.

Source: PEAKS Assessment Results, 2016-17 and MIS2000 Enrollment Records, 2016-17

## 2016-17 ACCESS for ELLs Assessment

### Percentage of English Learners who made Progress on the 2016-17 ACCESS for ELLs Assessment

Grade	Migratory EL # Assessed	Migratory EL % Made Progress	Non-Migratory EL # Assessed	Non-Migratory EL % Made Progress	Gap Between Migratory EL and Non-Migratory EL
KG	96	>=60%	1,284	**	20.00%
1	150	64.00%	1,363	75.48%	-11.48%
2	192	19.65%	1,369	18.40%	1.26%
3	181	6.67%	1,393	7.12%	-0.45%
4	194	11.67%	1,114	10.20%	1.47%
5	155	3.62%	970	6.66%	-3.04%
6	151	3.70%	871	4.64%	-0.93%
7	179	10.76%	865	7.54%	3.21%
8	143	11.38%	826	11.78%	-0.40%
9	150	19.53%	883	23.85%	-4.32%
10	117	7.22%	669	7.23%	-0.01%
11	79	11.94%	507	8.01%	3.93%
12	100	<=5%	454	**	-4.76%
<b>All</b>	<b>1,887</b>	<b>14.90%</b>	<b>12,568</b>	<b>18.49%</b>	<b>-3.60%</b>

Performance ranges are reported when either proficiency level contains 0, 1, or 2 students.

\*\*Secondary suppression (noted with a double asterisk) has been applied when simple subtraction would otherwise have allowed for the determination of school-level percentages.

Progress is considered to be a student improved by 0.4 from the previous year or meeting the exit criteria. The exit criteria is a composite score of at least 5.0 and at least 4.0 in each domain.

In 2015-16, ACCESS for ELLs performed a standard setting, and Alaska did not change the exit criteria at that time.

Source: ACCESS for ELLs Assessment Results, 2016-17

## Preschool Data

### 2016-17 Alaska Developmental Profile Results

#### Overview of Results

Student Group	# of Students With Ratings	% of Students Who Consistently Demonstrated All 13 Goals	% of Students Who Consistently Demonstrated 11 of 13 Goals
Statewide	9,757	18.4%	30.6%
All Migratory Children	506	12.5%	32.3%
Migratory and Attended PS	353	16.7%	38.2%
Migratory and Did Not Attend PS	153	2.6%	18.3%

Source: Alaska Developmental Profile Results, 2016-17 and MIS2000 Enrollment Records, 2016-17

#### Percentage of Students Who Consistently Demonstrated Each Goal

Student Group	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8	Goal 9	Goal 10	Goal 11	Goal 12	Goal 13
Statewide	59.0%	54.4%	50.4%	44.7%	52.3%	45.8%	53.7%	47.9%	55.8%	51.3%	38.9%	44.0%	46.4%
All Migratory	58.5%	50.0%	46.8%	41.9%	44.1%	41.1%	49.2%	41.7%	45.6%	42.3%	29.1%	35.2%	38.1%
Migratory & Attended PS	62.0%	56.1%	52.1%	45.3%	49.0%	46.2%	56.4%	47.9%	56.1%	47.6%	33.1%	41.9%	46.7%
Migratory & Did Not Attend PS	50.3%	35.9%	34.6%	34.0%	32.7%	29.4%	32.7%	27.5%	40.5%	30.1%	19.6%	19.6%	18.3%

Source: Alaska Developmental Profile Results, 2016-17 and MIS2000 Enrollment Records, 2016-17

#### Consistently Demonstrated Each Goal Area in Domain 4

Group	# Consistently Demonstrating All Goal Areas in Domain 4	# of Children With Ratings in Domain 4	% Consistently Demonstrating all Goal Areas in Domain 4
All Migratory Children	187	506	37.0%
Migratory and Attended PS	154	353	43.6%
Migratory and Did Not Attend PS	33	153	21.6%

Source: Alaska Developmental Profile Results, 2016-17 and MIS2000 Enrollment Records, 2016-17

#### Consistently Demonstrated Each Goal Area in Domain 5

Group	# Consistently Demonstrating All Goal Areas in Domain 5	# of Children With Ratings in Domain 5	% Consistently Demonstrating all Goal Areas in Domain 5
All Migratory Children	94	506	18.6%
Migratory and Attended PS	79	353	22.4%
Migratory and Did Not Attend PS	15	153	9.8%

Source: Alaska Developmental Profile Results, 2016-17 and MIS2000 Enrollment Records, 2016-17

## *Alaska Developmental Profile Domains and Goals*

### **Domain 1: Physical Well-Being, Health & Motor Development**

- Goal 1: Demonstrates strength and coordination of large motor muscles.
- Goal 2: Demonstrates strength and coordination of small motor muscles.

### **Domain 2: Social and Emotional Development**

- Goal 3: Participates positively in group activities.
- Goal 4: Regulates their feelings and impulses.

### **Domain 3: Approaches to Learning**

- Goal 5: Shows curiosity and interest in learning new things and having new experiences.
- Goal 6: Sustains attention to tasks and persists when facing challenges.

### **Domain 4: Cognition and General Knowledge**

- Goal 7: Demonstrates knowledge of numbers and counting.
- Goal 8: Sorts, Classifies, and organizes objects.

### **Domain 5: Communication, Language and Literacy**

- Goal 9: Uses receptive communication skills.
- Goal 10: Uses expressive communication skills.
- Goal 11: Demonstrates phonological awareness.
- Goal 12: Demonstrates awareness of print concepts.
- Goal 13: Demonstrates knowledge of letters and symbols (alphabet knowledge).

## High School Graduation and Dropout Data

### Long Term Goal Summary

From the Alaska ESSA State Plan: Alaska proposes the same long-term goal of 90% for the four-year adjusted cohort graduation rate and 93% for the five-year adjusted cohort graduation rate for all students and for each subgroup of students by the school year 2026-27.

### Graduation Rates 2016-17

Cohort	Migratory	Non-Migratory	Gap	2026-2027 Long Term Goal	Migratory Annual Increment Needed
4-yr	77.5%	78.3%	-0.8%	90%	1.55%
5-yr	84.3%	81.1%	3.2%	93%	0.87%

Source: Summer OASIS Data Collection, 2016-17

### Migratory Children Dropping Out of School by Grade Level

Grade	2015-16 # Identified	2015-16 # Dropping Out	2016-17 # Identified	2016-17 # Dropping Out
7	868	5	901	3
8	879	5	824	3
9	916	22	892	30
10	859	35	862	27
11	821	41	825	41
12	764	46	797	53
<b>Total</b>	<b>5,107</b>	<b>154</b>	<b>5,101</b>	<b>157</b>

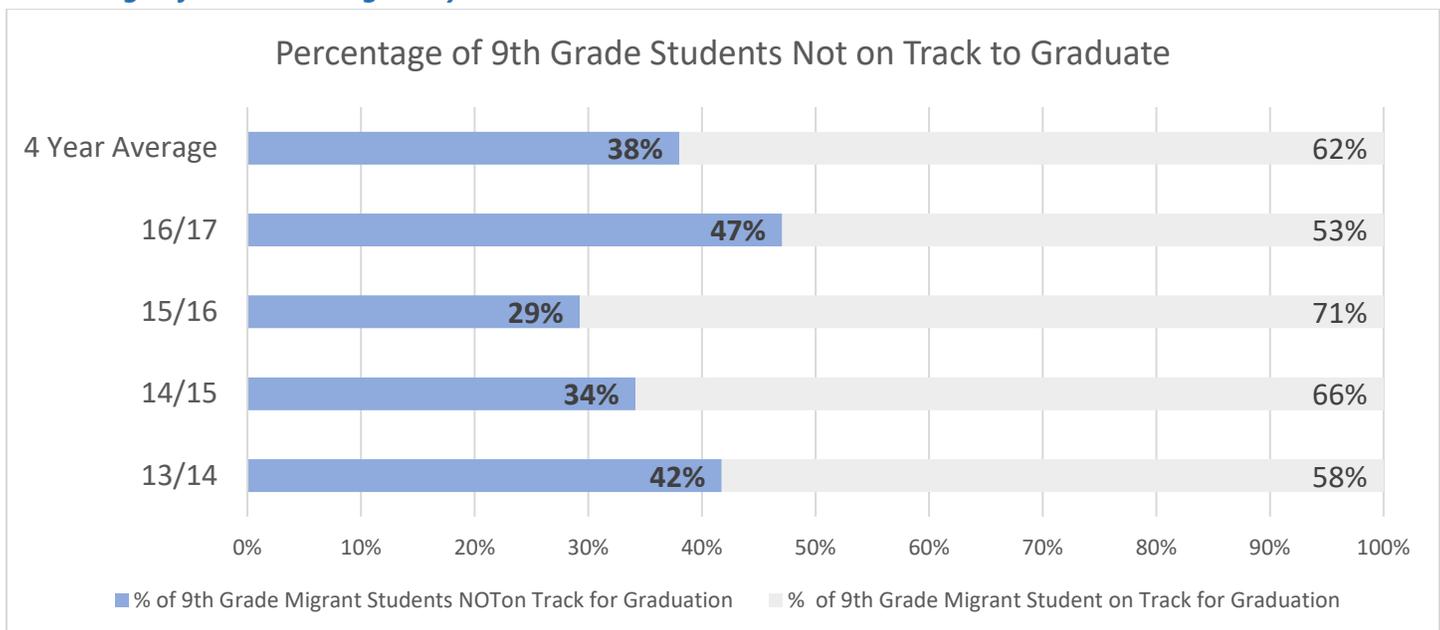
Source: CSPR Part II, 2016-17

### Dropped Out Migratory Children Returning to School

2015-16 Dropouts	Dropouts Enrolled in School on October 1, 2016	Return Rate
154	59	38.31%

Source: Summer OASIS Data Collection, 2015-16 and Fall OASIS Data Collection, 2016-17

### Percentage of 9<sup>th</sup> Grade Migratory Children Not on Track to Graduate



Source: Summer OASIS Data Collection, 2014-15 through 2016-17

**Percentage of Migratory Children Receiving a D or F in ELA or Math Course 2013-14 through 2016-17**

Grade	D	%D	F	%F	D or F	%D or F	All ELA or Math
9 Total	1,091	34.45%	802	25.32%	1,438	45.41%	3,167
10 Total	1,041	35.37%	707	24.02%	1,332	45.26%	2,943
11 Total	906	34.02%	579	21.74%	1,136	42.66%	2,663
12 Total	549	23.55%	282	12.10%	677	29.04%	2,331
<b>Total All Grades</b>	<b>3,587</b>	<b>32.30%</b>	<b>2,370</b>	<b>21.34%</b>	<b>4,583</b>	<b>41.27%</b>	<b>11,104</b>

Source: MIS2000 Course History, 2013-14 through 2016-17

**Percentage of Migratory Children Receiving a D or F in ELA course 2013-14 through 2016-17**

Grade	D	%D	F	%F	D or F	%D or F	All ELA
9 Total	609	19.45%	537	17.15%	1,003	32.03%	3,131
10 Total	581	20.01%	455	15.67%	888	30.59%	2,903
11 Total	516	19.81%	406	15.59%	778	29.87%	2,605
12 Total	361	16.22%	173	7.78%	479	21.53%	2,225
<b>ELA Total All Grades</b>	<b>2,067</b>	<b>19.03%</b>	<b>1,571</b>	<b>14.46%</b>	<b>3,148</b>	<b>28.98%</b>	<b>10,864</b>

Source: MIS2000 Course History, 2013-14 through 2016-17

**Percentage of Migratory Children Receiving a D or F in Math course 2013-14 through 2016-17**

Grade	D	%D	F	%F	D or F	%D or F	All Math
9 Total	678	21.72%	590	18.90%	1,115	35.71%	3,122
10 Total	664	22.94%	507	17.52%	1,020	35.25%	2,894
11 Total	570	23.00%	365	14.73%	828	33.41%	2,478
12 Total	269	16.60%	169	10.43%	395	24.38%	1,620
<b>Math Total All Grades</b>	<b>2,181</b>	<b>21.56%</b>	<b>1,631</b>	<b>16.13%</b>	<b>3,358</b>	<b>33.20%</b>	<b>10,114</b>

Source: MIS2000 Course History, 2013-14 through 2016-17

## Demographics and Services Data

### Race/Ethnicity

#### 2016-17 CSPR Performance Period Migratory Child Counts by Ethnicity

Race/Ethnicity	Count	Percent
American Indian or Alaskan Native	7538	58%
Asian	264	2%
Black or African American	100	1%
Hispanic/Latino	937	7%
Two or more races	1,400	11%
White	2,725	21%

Source: CSPR Part II, 2016-17

### Migratory Children Experiencing Homelessness

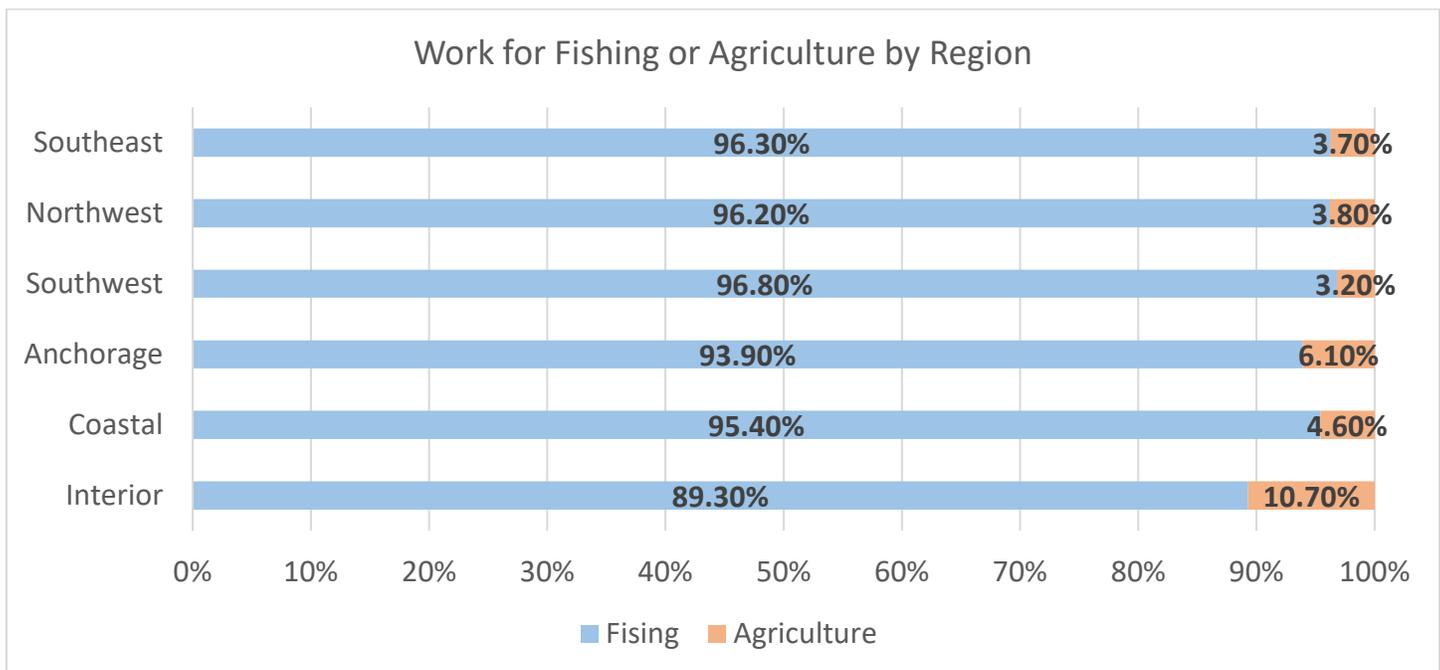
Homeless Migratory Children in 2016-17
351

Source: Fall OASIS Data Collection, 2016-17 and Summer OASIS Data Collection, 2016-17

### Types of Qualifying Work

#### Work for Fishing or Agriculture by Region

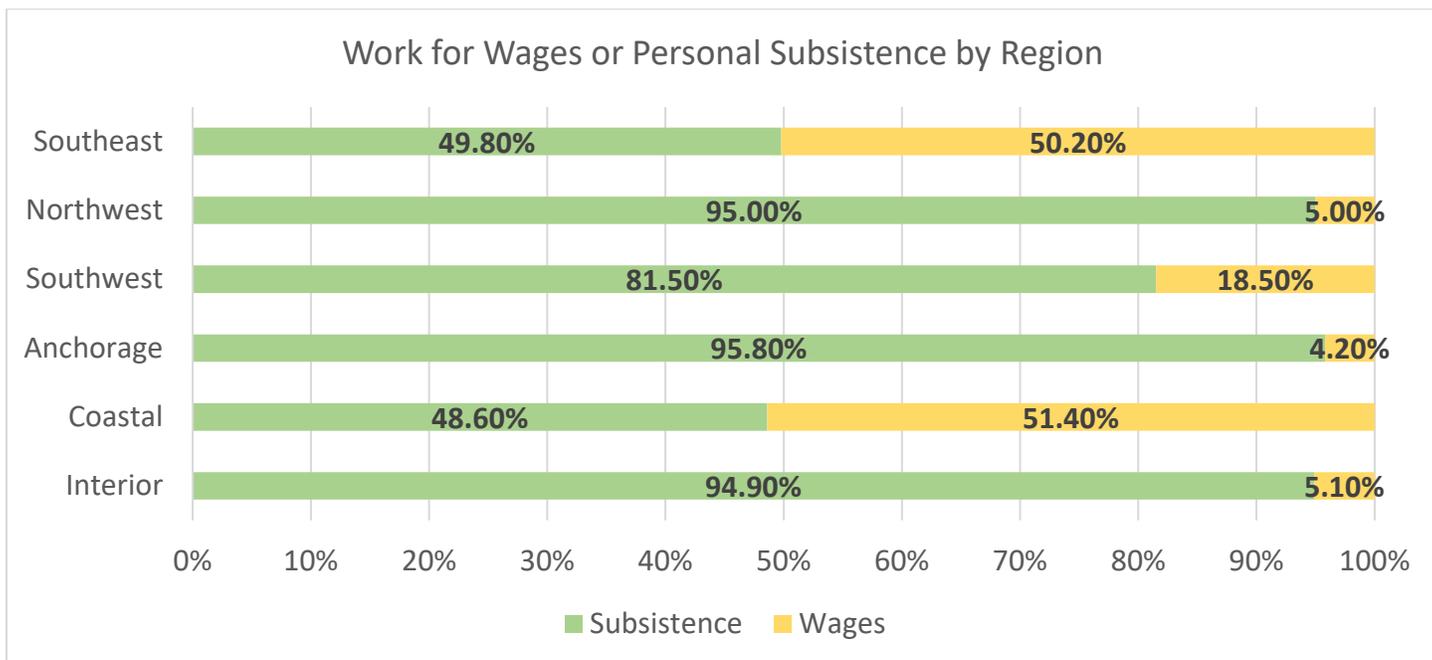
This chart shows the percentage of children qualifying for the MEP by fishing or agricultural related activities by home base region.



Source: MIS2000 Enrollment Records, 2016-17 and CSPR Part II, 2016-17

### Work for Wages or Personal Subsistence by Region

The following graph depicts the difference in work for subsistence or wages based on a migratory child's home base region.



Source: MIS2000 Enrollment Records, 2016-17 and CSPR Part II, 2016-17

### Fishing Catch

79.3% of children in the Alaska MEP during the 2016-17 performance period qualified for the program based off of work relating to salmon.

The top five qualifying fishes statewide during this time were:

1. Salmon,
2. Whitefish,
3. Halibut,
4. Trout, and
5. Pike.

Source: MIS2000 Enrollment Records, 2016-17 and CSPR Part II, 2016-17

### Fishing Gear

27.3% of children in the Alaska MEP during the 2016-17 performance period qualified for the program based off of work relating to set netting.

The top five qualifying gear types statewide during this time were:

1. Set Net,
2. Pole,
3. Dip Net,
4. Drift Net, and
5. Gillnet.

Source: MIS2000 Enrollment Records, 2016-17 and CSPR Part II, 2016-17

## Mobility Data

### *Child Counts by QAD that falls within the 2016-17 Performance Period*

Month	Count	%
September	509	26%
October	23	1%
November	8	0%
December	6	0%
January	5	0%
February	0	0%
March	1	0%
April	13	1%
May	86	4%
June	331	17%
July	606	31%
August	352	18%
<b>Total</b>	<b>1,940</b>	<b>26%</b>

Source: MIS2000 Enrollment Records, 2016-17 and CSPR Part II, 2016-17

### *Regular Term and Current Year Qualifying Arrival Date (QAD) Counts*

Year	Regular Term QAD	Performance Period QAD
2015-16	777	2,282
2016-17	621	1,940

Source: CSPR Part II, 2016-17

## Supplemental Services Data

### Number Served and PFS Status for the Performance Period

Grade	All Eligible	# Served Performance Period	% Served Performance Period	PFS Identified	# PFS Served	% PFS Served
0-2yrs	465	170	37%	--	--	--
Age 3-5	1,117	733	66%	--	--	--
K	726	437	60%	--	--	--
1	786	577	73%	14	14	100%
2	899	641	71%	18	17	94%
3	923	663	72%	26	25	96%
4	960	688	72%	37	36	97%
5	916	658	72%	21	20	95%
6	970	720	74%	30	29	97%
7	901	687	76%	25	24	96%
8	824	617	75%	19	18	95%
9	892	653	73%	27	27	100%
10	862	624	72%	29	26	90%
11	825	611	74%	44	43	98%
12	797	585	73%	25	23	92%
OSY	101	62	61%	2	2	100%
<b>Total</b>	<b>12,964</b>	<b>9,126</b>	<b>70%</b>	<b>317</b>	<b>304</b>	<b>96%</b>

Source: CSPR Part II, 2016-17

### Number Served and PFS Status for the Summer Term

Grade	All Eligible	# Served Summer Term	% Served Summer Term	PFS Identified	# PFS Served	% PFS Served
0-2yrs	465	20	4%	--	--	--
Age 3-5	1,117	215	19%	--	--	--
K	726	151	21%	--	--	--
1	786	158	20%	14	1	7%
2	899	211	23%	18	9	50%
3	923	189	20%	26	9	35%
4	960	163	17%	37	9	24%
5	916	179	20%	21	3	14%
6	970	180	19%	30	9	30%
7	901	146	16%	25	3	12%
8	824	122	15%	19	1	5%
9	892	155	17%	27	3	11%
10	862	164	19%	29	5	17%
11	825	168	20%	44	13	30%
12	797	37	5%	25	0	0%
OSY	101	10	10%	2	1	50%
<b>Total</b>	<b>12,964</b>	<b>2,268</b>	<b>17%</b>	<b>317</b>	<b>66</b>	<b>21%</b>

Source: CSPR Part II, 2016-17

***Migratory Children Served by Type of Instructional Service***

<b>Service Type</b>	<b>Performance Period</b>	<b>% of Participating Students Served with this Service (N=9,126)</b>	<b>% of Identified Students Served with this Service (N=12,964)</b>
Any Instruction	4,639	50.8%	35.8%
Reading Instruction	2,870	31.4%	22.1%
Math Instruction	875	9.6%	6.7%
HS Credit Accrual	190	5.0% (HS=3,777)	3.7% (HS=5,101)
Any Support Service	8,147	89.3%	62.8%
Counseling	406	4.4%	3.1%
Referrals	163	1.8%	1.3%

Source: CSPR Part II, 2016-17

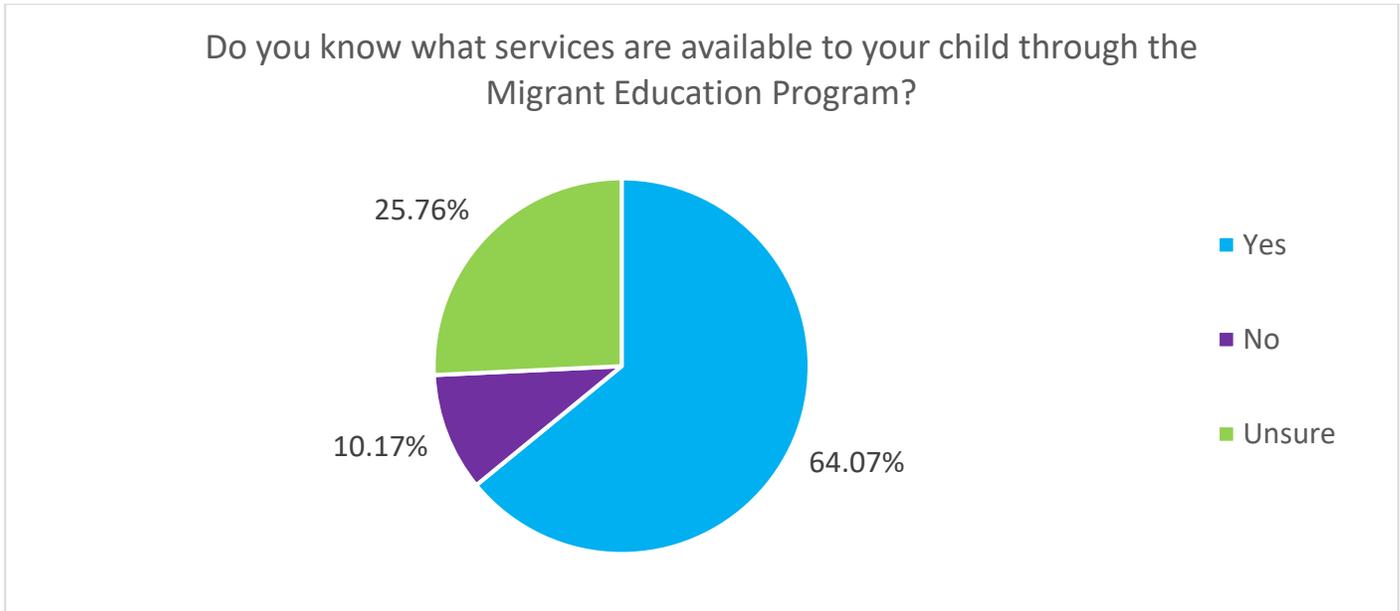
***Migratory Children Served by Type of Support Service***

<b>Service Type</b>	<b>Performance Period</b>	<b>% of Participating Students Served with this Service (N=9,126)</b>	<b>% of Identified Students Served with this Service (N=12,964)</b>
Any Support Service	8,147	89.3%	62.8%
Counseling	406	4.4%	3.1%
Referrals	163	1.8%	1.3%

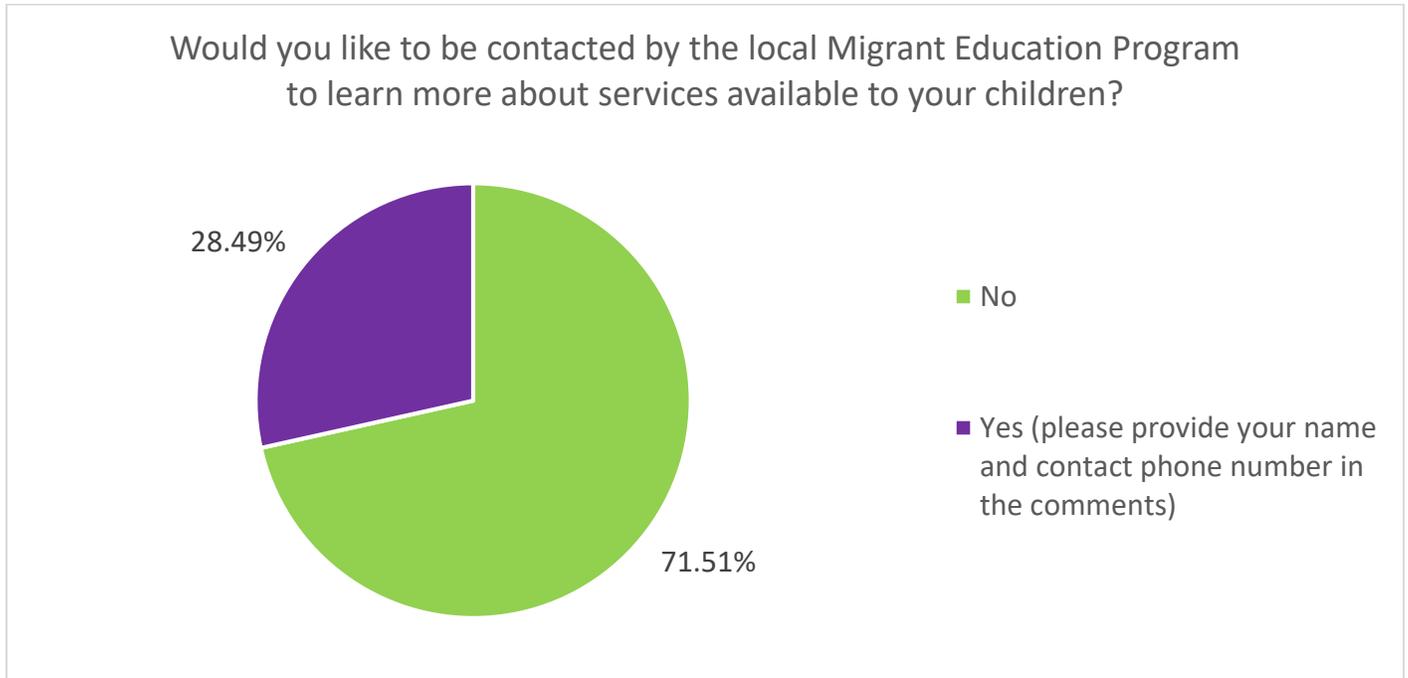
Source: CSPR Part II, 2016-17

## 2016-17 Parent Needs Assessment Data

Number of Responses: 1, 110

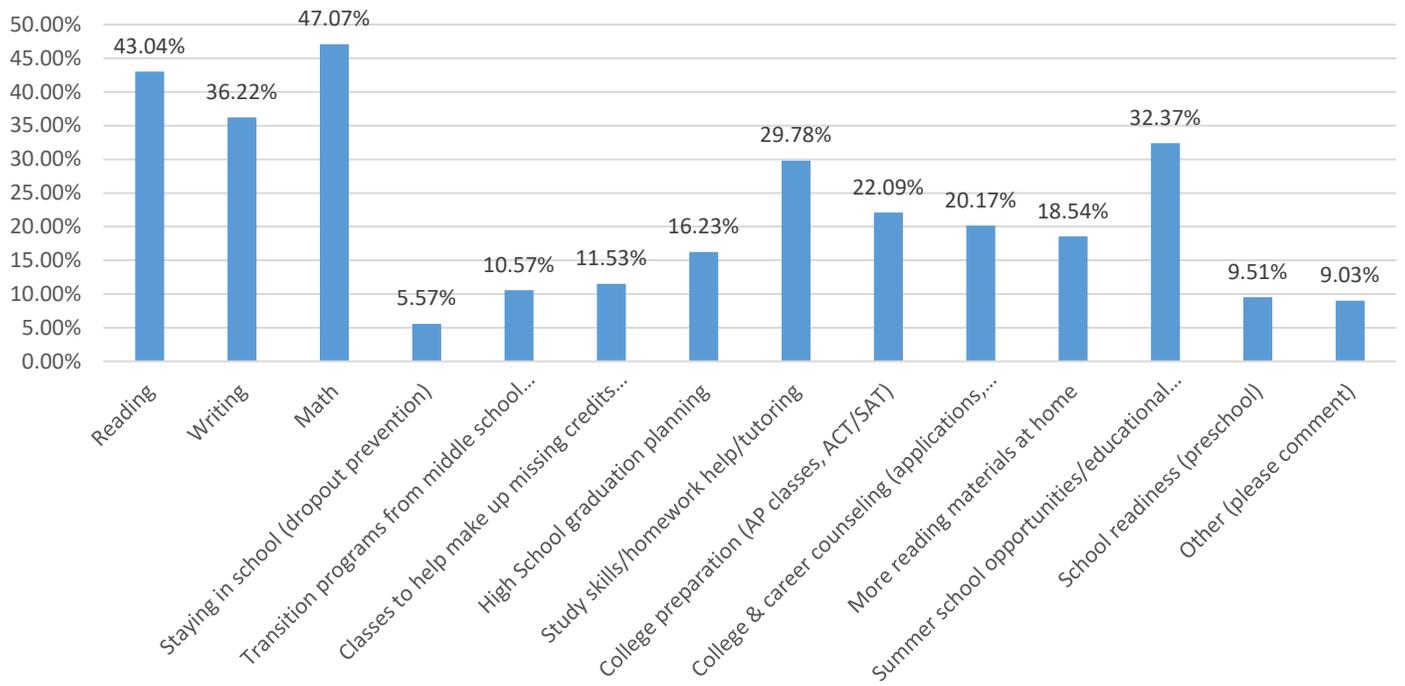


Source: Migrant Parent Survey, 2016-17



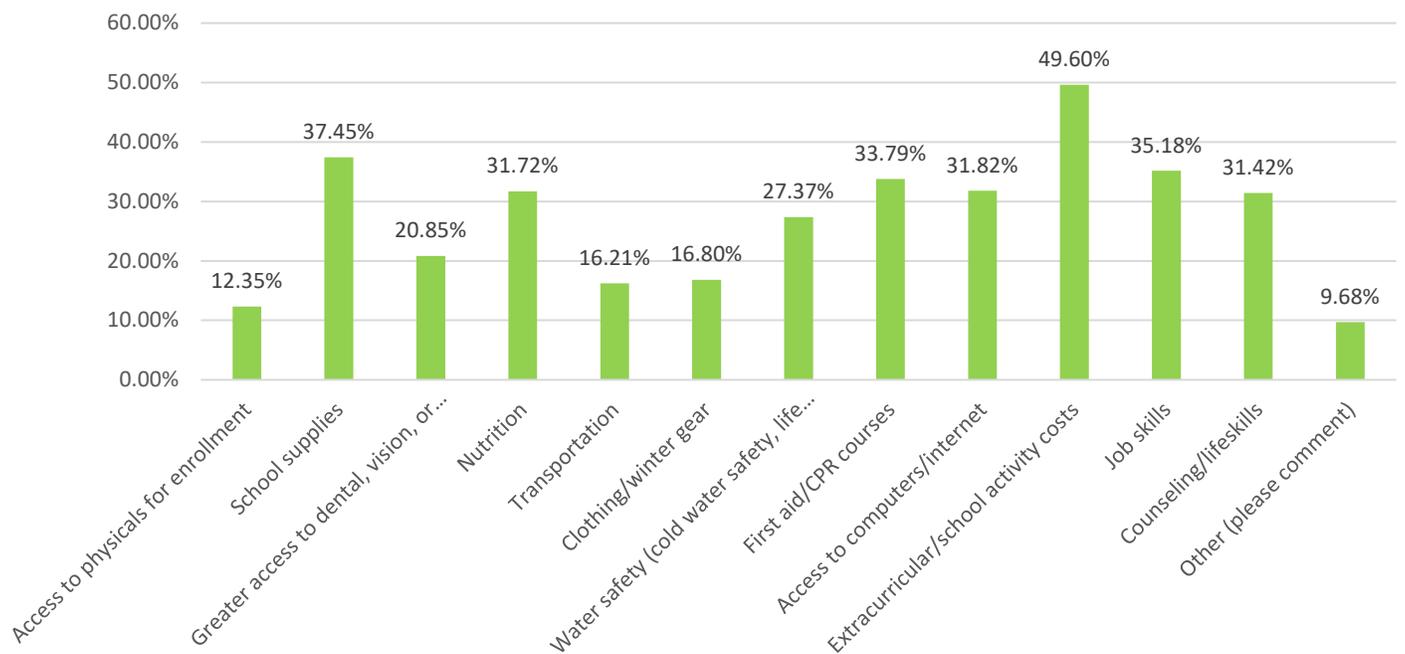
Source: Migrant Parent Survey, 2016-17

### Academic Needs: My children need the MOST help with (check all that apply):



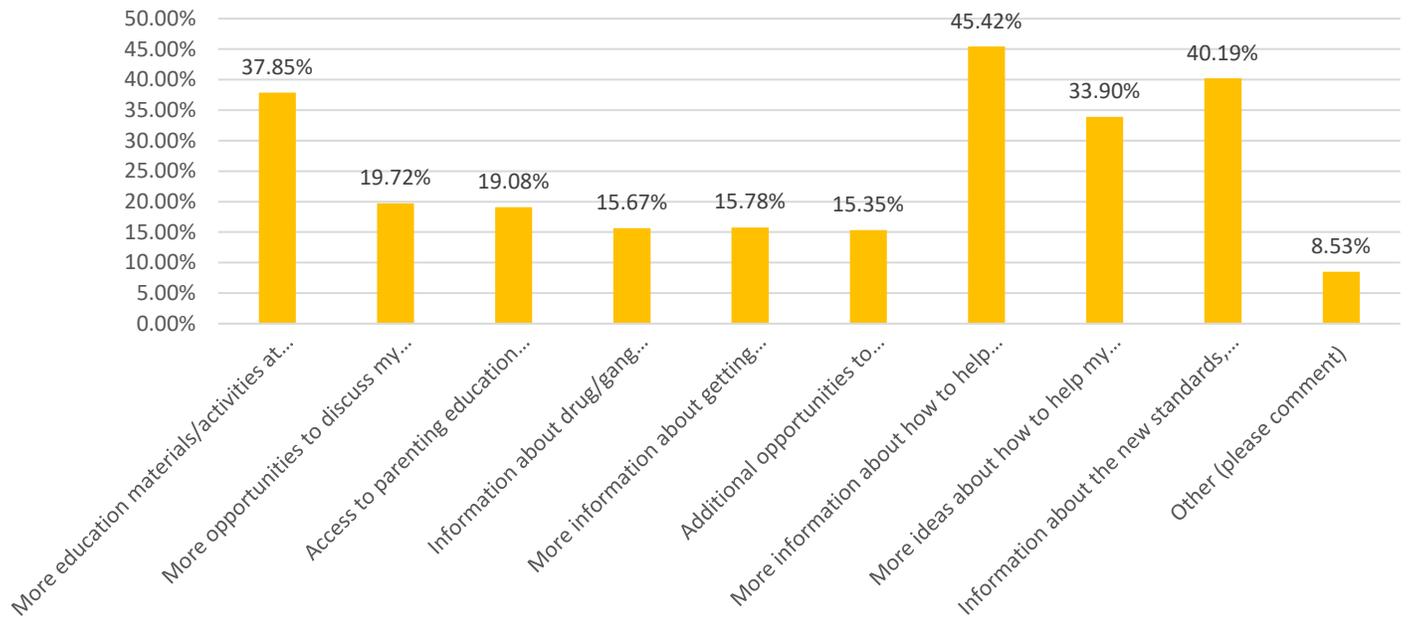
Source: Migrant Parent Survey, 2016-17

### Support: Which items or services would MOST help your children get the most out of school (check all that apply)?



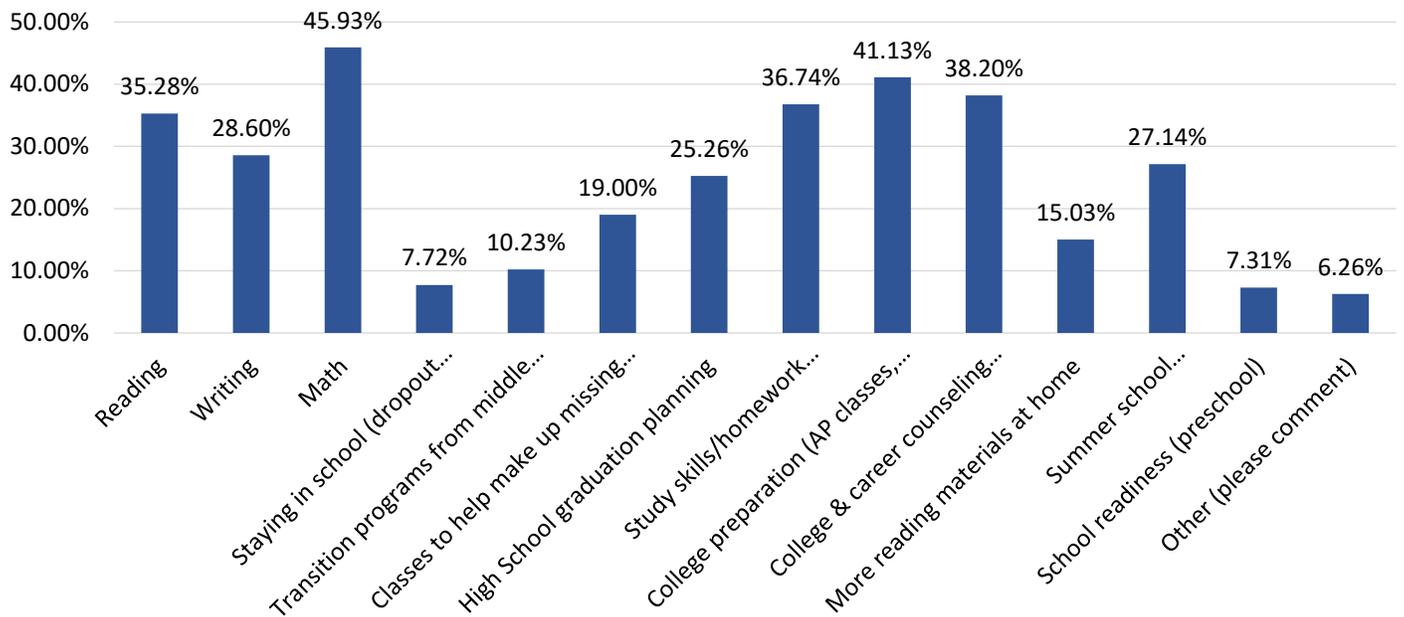
Source: Migrant Parent Survey, 2016-17

Parent Involvement: Which of the following programs or services would MOST help YOU to support your child's education (check all that apply)?



Source: Migrant Parent Survey, 2016-17

Academic Needs (Parents of High School Children Only): My children need the MOST help with (check all that apply):



Source: Migrant Parent Survey, 2016-17

## **What feedback/comments/suggestions would you like to provide to your DISTRICT Migrant Education Program?**

Representative comments:

- Thank you for providing this program. My children have increased opportunities for educational improvement.
- Great job! A much needed program for the success of children.
- Keep up the great services.
- N/A or no comment
- None
- Need more information about the program. Need to advertise more.
- The breakfast & lunch program really helps get our children to school on time.
- Continue programs that directly impact the students.
- More books, family activities, summer activities, or tutoring.
- Able to be notified sooner for summer camp scholarships. Enrollments start in February and fill fast, need to know sooner for that reason for financial planning.
- I would like to see more help for juniors getting ready college and scholarship stuff. Would really like to see a for credit study hall put back in place.
- Would love more preschool classes.

Source: Migrant Parent Survey, 2016-17

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

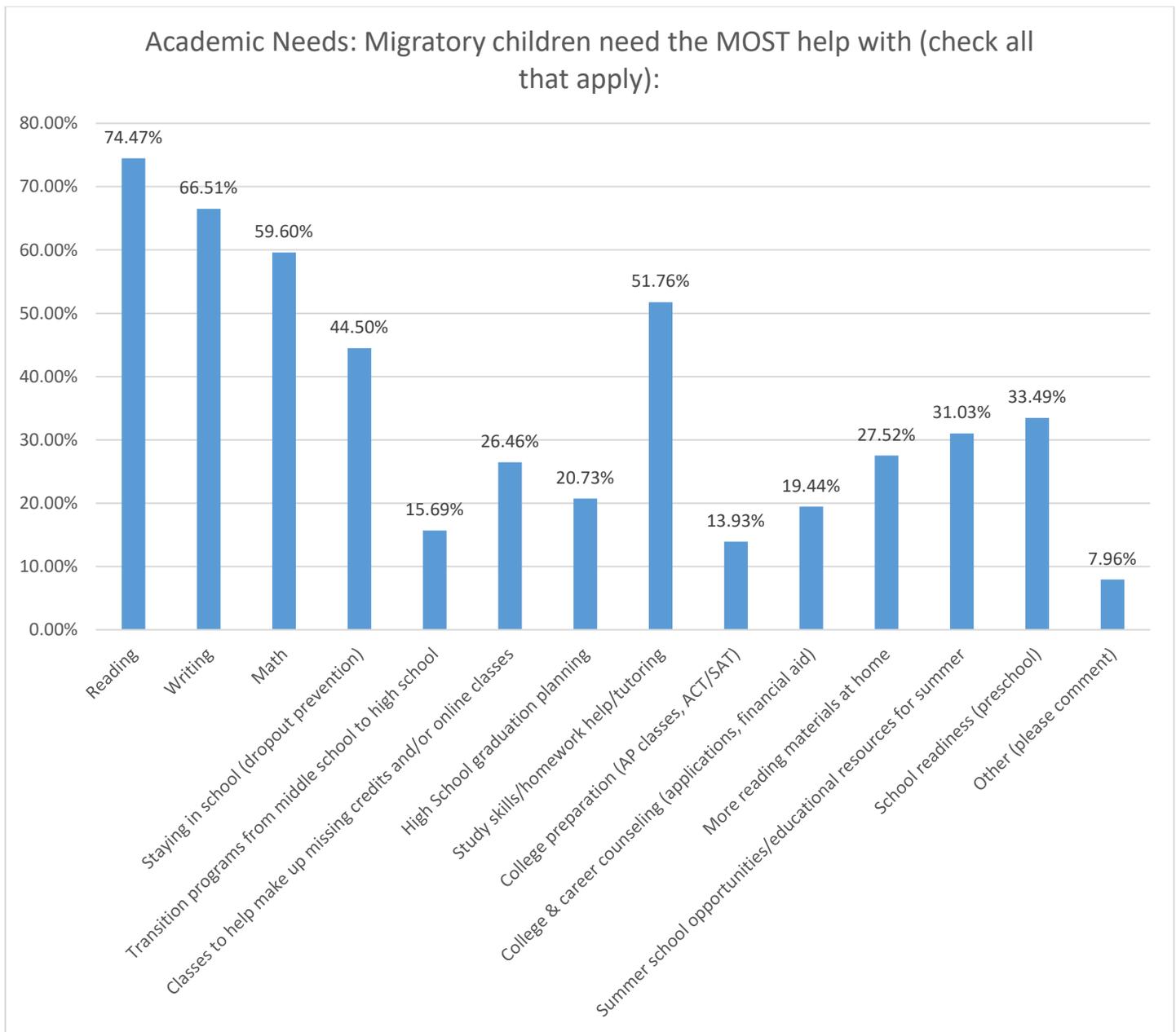
Representative comments:

- Same as above.
- A much needed program for the success of children.
- Keep up the good work of the program.
- None.
- Thank you for all that you do.
- More reading materials for kids in the summer.
- Contact parents and inform services available
- Continue programs that directly impact the students.
- More activities for parents and families.
- More academic enrichment support as opposed to supplies.
- Need more ideas on how to help my child in school.
- The Migrant Ed program has provided services that have we could not have afforded otherwise such as swimming lessons and reading books. These services have boosted our children's self-confidence and learning in school. Please keep funding the Migrant Ed Program. Thank you
- More preschool opportunities.

Source: Migrant Parent Survey, 2016-17

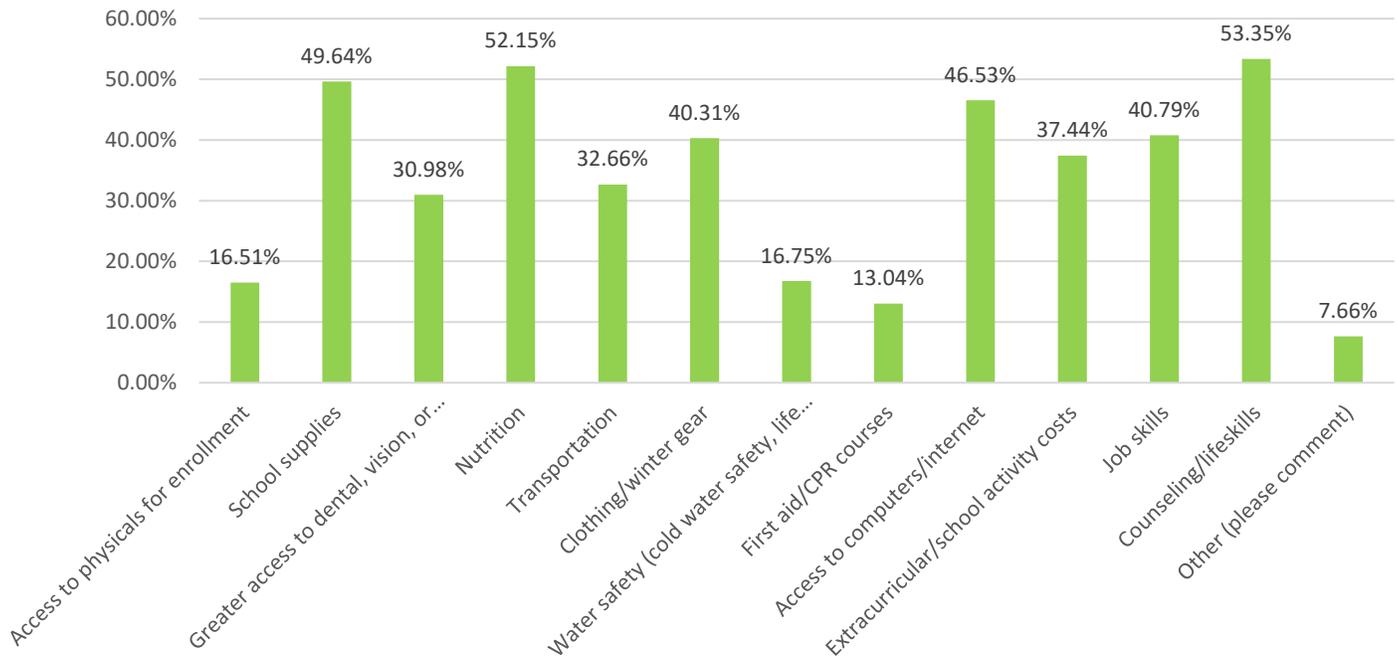
## 2016-17 Staff Needs Assessment Data

Number of Responses: 908



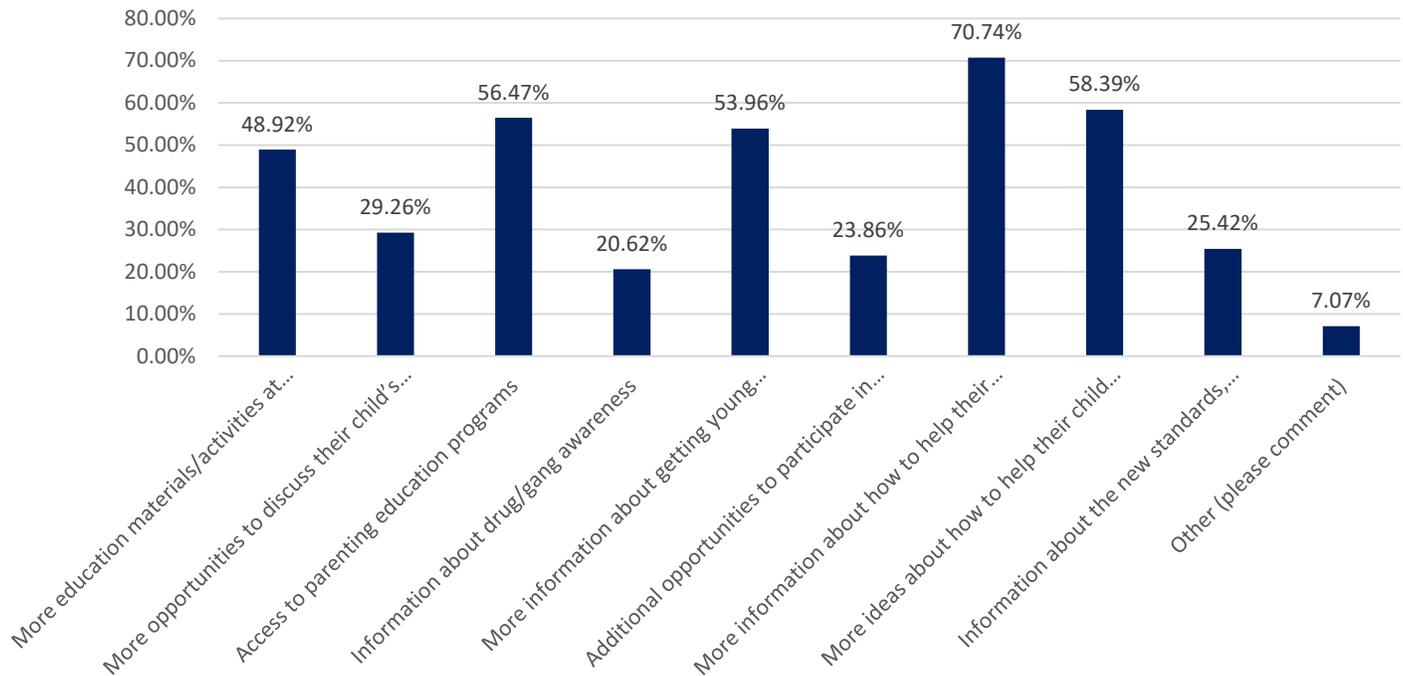
Source: Migrant Staff Survey, 2016-17

### Support Services: Which items or services would MOST help migratory children get the most out of school (check all that apply)?



Source: Migrant Staff Survey, 2016-17

### Parent Involvement: Which of the following programs or services would MOST help PARENTS to support their migrant child's education (check all that apply)?



Source: Migrant Staff Survey, 2016-17

## **Representative comments, suggestions, and feedback for the MEP.**

- More communication between parents and the school.
- Academic support at home would help a lot
- Music and arts education helps students learn about and relate to their own culture as well as offer a healthy creative outlet.
- An after school or weekend place to help students with work both elem. and HS. Also, more activities for the elementary kids so they have more things to do.
- Attendance I feel is the biggest issue
- By far the highest needs are in academic areas.
- Continue to fund the Migrant Book Program. It gets literature directly to students and helps to build family literacy.
- Provide more services for middle and high school students. Enroll middle and high school students in online courses and provide them with computers and Internet access. They can take their classes with them wherever they go!
- Go to villages by boat or plane and have books to give out to students have a reading day and a lunch with the kids and parents.
- I want to commend the program because it has helped many of our students in many ways through giving them school supplies, being tutored, and other helpful ways that student's needs are met.
- Continue the book program, maybe have more people helping encourage reading.
- Parental involvement is an important factor to consider when planning meetings and spending money on resources for the MEP.

Source: Migrant Staff Survey, 2016-17

# Appendix: Meeting Agendas and Notes

## Agenda: Meeting #1

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Alaska Department of Education

Migrant Education Program

Comprehensive Needs Assessment Update Meeting #1 Anchorage, AK – March 20, 2018

- 8:30 – 8:45 Welcome, introductions, review of handouts, and overview of the meeting
- 8:45 – 9:15 Activity #1: Distribution of resources
- 9:15 – 9:45 The planning cycle: Comprehensive Needs Assessment (CNA), Service Delivery Plan (SDP), NAC roles and responsibilities, project implementation, program evaluation, monitoring, sub-allocation. Where does it all fit?
- 9:45 – 10:15 Activity #2: Beginning with the end in mind: brainstorming on the continuous improvement cycle and how to tweak the process for Alaska
- 10:15 – 10:30 Break
- 10:30 – 11:00 Review of OME targets, state performance targets, and establishing focus area teams
- 11:00 – 11:45 Activity #3: Review existing data including MEP student profile, demographics, and assessment results
- 11:45 – 1:00 Lunch on your own
- 1:00 – 2:00 Activity #4: Review the 7 Areas of Concern and develop concern statements and debrief
- 2:00 – 2:30 Walkabout activity to review the other groups' Concern Statements and debrief
- 2:30 – 2:45 Break
- 2:45 – 3:30 Activity #5: Identify additional data needed for concerns and student profile
- 3:30 – 4:15 Identifying priority for services students and impact on schoolwide consolidation of funds
- 4:15 – 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 CAN concern statements
- 3) Arrive at consensus about the revised concern statements

## Notes: Meeting #1

The committee began by brainstorming the top ways that Migrant Education Program (MEP) funds should be used to meet the needs of Alaska’s migratory children and youth. This served as a touchstone to ensure workgroups were focusing on key areas for the rest of the day. The top areas for spending MEP funds included the following:

- Graduation support
- Social and emotional health
- Advocacy
- Summer resources and services
- Services for out-of-school youth (OSY)
- Schoolwide programs
- Academic support
- College and career readiness support
- Preschool programs
- Support for priority for services (PFS) students
- Support services

The committee review state performance targets, GPRA indicators, and leading indicators and the goals areas from the previous CNA and split into four goal area groups focusing on:

- Academic support in English Language Arts (ELA) and mathematics for college and career readiness
- School readiness
- Graduation and support for OSY and dropouts
- Family and Support Services (including social and emotional health and trauma informed care)

The committee completed a draft of the CNA Decisions and Planning Chart and identified additional data the committee needed to continue its work.

### Additional Data Needed

#### Goal Area Group: Academic Support

Concern or profile element for which data is needed.	Where will the data come from?	Who should be the contact for follow-up?
1.4 We are concerned that parents of migratory children need more information on how to help their children with reading, math and writing and want more educational materials and activities in the home.	FY2018 Migrant Parent Survey	Nakita Mongar

#### Goal Area Group: Family and Support Services

Concern or profile element for which data is needed.	Where will the data come from?	Who should be the contact for follow-up?
Need number of MEP students that are CIT/homeless by grade	Summer OASIS	Amanda Mosher Schmitz

**Goal Area Group: School Readiness**

<b>Concern or profile element for which data is needed.</b>	<b>Where will the data come from?</b>	<b>Who should be the contact for follow-up?</b>
School Readiness/Preschool Achievement	TS Gold Data DIAL-4 Results	Amanda Mosher Schmitz

**Goal Area Group: High School Graduation and Services for OSY**

<b>Concern or profile element for which data is needed.</b>	<b>Where will the data come from?</b>	<b>Who should be the contact for follow-up?</b>
Average credits earned per grade level and percent of students failing ELA/Math courses by grade level	Course History Report	Amanda Mosher Schmitz
5 year graduation rate trend line	State report cards	Marty Jacobson—added to data packet
4.3 survey results - dropout prevention, transition from MS-HS, credit recovery needed for parents with high school students	Migrant Survey	Nakita Mongar
4.1 Graduation rates for students attending pre-school vs. not	MIS2000/Summer OASIS	Amanda Mosher Schmitz
4.1, 4.2 Chronic absenteeism by grade level	Summer OASIS	Amanda Mosher Schmitz
4.3 Migrant GED completion number/rates	CSPR	Marty Jacobson—added to data packet
4.2 Rate of dropped out students returning to school		Amanda Mosher Schmitz

## Agenda: Meeting #2

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### Alaska Migrant Education Program

### Needs Assessment Committee (NAC) Meeting #2

Anchorage, AK, Tuesday April 17, 2018

- 8:30 – 8:45 Welcome, introductions, meeting objectives, materials/agenda review
- 8:45 – 9:00 The planning cycle: Comprehensive Needs Assessment (CNA), funds of last resort, three-phase CNA cycle, CNA requirements. Where are we in the process?
- 9:00 – 9:30 CNA Fortune Telling Activity
- 9:30 – 10:30 Small group activity #1: Review the work done during CNA Meeting #1, review additional data, and edit and revise concerns
- 10:30 – 10:45 Break
- 10:45 – 11:30 Small group activity #2: Draft Needs Statements and Need Indicators for the top concerns in each goal area
- 11:30 – 12:00 Small group activity #3: Prioritize concerns within each goal area and come to consensus
- 12:00 – 1:15 Lunch on your own
- 1:15 – 1:45 How to create solutions for concerns.
- 1:45 – 2:45 Small group activity #4: Draft a list of possible solutions and align to concern statements and need statements
- 2:45 – 3:00 Break
- 3:00 – 3:45 Review Activity #5: Review solutions from other groups, make suggestions and revisions
- 3:45 – 4:00 Review and discuss student profile. Identify any additional data needed, discuss comparison groups.
- 4:00 – 4:30 Wrap-up, follow-up, next steps, and timelines

### Meeting Objectives

- 1) Revise and approve concern statements
- 2) Develop needs indicators and needs statements describing the magnitude of the needs for migratory children
- 3) Draft solutions for concerns
- 4) Rank concerns and strategies for focus during service delivery planning

## Notes: Meeting #2

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The committee meeting began with a brainstorming session about the greatest needs of migratory children. This list of needs was referred to as the committee completed revisions on the concern statements and developed needs statements and solutions. Major concerns noted included the following:

### Academic services:

- Missing school due to migratory work, which results in falling behind in coursework;
- Need for additional academic services/tutoring;
- “Summer Slump” due to child’s migratory work;
- Systems navigation for students who move in and out of Anchorage; and
- A need for qualified staff/advocates to work with the migratory children.

### School readiness:

- English language development: lack of access to dedicated language development and young children enter school with few words and low verbal communication
- School engagement: migratory children aren’t prepared for kindergarten and don’t know what to expect
- Educational support in the home: teaching parents about strategies for the home and that will improve students’ academics
- Health: hearing screenings/vision screenings
- Access to services--connecting children into services including health as soon as possible

### High school graduation and services for OSY:

- Students have low interest in and/or little access to high quality College and Career Readiness, Credit Recovery, High School Preparation
- Absenteeism
- Relevant coursework (culturally appropriate, preparing students for after high school)
- Re-Engagement in school upon return from fishing
- Parent Education/Support
- Tracking Systems for potential OSY
- Activities and strategies for developing relationships with at risk HS students
- Identifying risk factors

### Support services:

- Due to summer migratory activity, students may not have access to high quality summer instruction
- Transportation needs for access to services or extra school support
- Not all migratory children have similar access to health and mental health services
- Not all migratory children have similar access to internet connection for online support
- Lack of resources to provide needed support and school supplies
- Parents need ideas for how to support their children academically
- Life skill development such as access to safety courses like first aid, water safety, baby sitting course

The committee reviewed and discussed data collected and/or reanalyzed between meetings. Based on the additional data, the committee revised and developed concerns. Additional data analysis was done regarding concerns related to college and career preparation as shown in the following table.

***Parents of High School Students Concerned about Student Preparations for College and/or Career***

<b>My children need the most help with...</b>	<b>Number Yes</b>	<b>Percent* Yes</b>
High School graduation planning	137	27%
College preparation (AP classes, ACT/SAT)	195	38%
College & career counseling (applications, financial aid)	180	35%
<b>Number reporting 1 or more of these concerns</b>	<b>275</b>	<b>54%</b>

\*Total responding was 509

Concerns were ranked 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

Need statements and need indicators were developed based on the revised concerns. After finalizing need indicators and statements, the committee drafted solutions based on the strategies from the previous Service Delivery Plan. Because the goal areas changed slightly and because of new information about student demographics and achievement, there were new solutions added and changes made to previous strategies. See the planning chart for updated drafts of concerns, indicators, statements, and solutions.

## Agenda: Meeting #3

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### Alaska Migrant Education Program

### Needs Assessment Committee (NAC) Meeting #3

Anchorage, AK, Thursday, September 27, 2018

- 8:30 – 8:45 Welcome, introductions, meeting objectives, materials/agenda review
- 8:45 – 9:00 Review CNA process and planning cycle
- 9:00 – 10:00 Small group activity #1: Review concerns, need indicators, and need statements created during previous meetings, make changes, and finalize concerns. All source data is here.
- 10:00 – 10:15 Break
- 10:15 – 11:00 Small group activity #2: Review solutions created during previous meetings, make changes, and finalize
- 11:00 – 11:30 Small group activity #3: Evidence- and research-based practices: selecting strategies from the What Works Clearinghouse
- 11:30 – 12:00 Whole group discussion: impact of PFS changes
- 12:00 – 1:15 Lunch on your own
- 1:15 – 2:15 Small group activity #4: Identify resources by listing information, materials, and personnel needed to address concerns
- 2:15 – 3:00 Whole group activity #5: Review key sections of the CNA report including the table of contents, identify changes needed, and fit with state priorities
- 3:0 – 3:15 Break
- 3:15 – 3:45 Review Activity #6: Review and approve student profile
- 3:45 – 4:00 Review next steps for the Service Delivery Plan
- 4:00 – 4:30 Wrap-up, follow-up, next steps, and timelines

### Meeting Objectives

- 1) Finalize concerns and solutions for the CNA report
- 2) Revise and approve draft CNA table of contents
- 3) Identify possible resources and evidence-based strategies to meet migratory children needs
- 4) Decide on next steps for completion of the CNA

## Notes: Meeting #3

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September 27, 2018

The committee meeting began by reviewing the MEP continuous improvement cycle and guidance for the CNA. The meeting objectives were:

- 1) Finalize concerns and solutions for the CNA report
- 2) Revise and approve draft CNA table of contents
- 3) Identify possible resources and evidence-based strategies to meet migratory children needs
- 4) Decide on next steps for completion of the CNA

### Activity 1: Review concerns

- The committee reviewed concerns and suggestions from the first two meetings.
- Concern 1.6 was moved and combined with 4.1 as it was better included under support services.
- Concern 4.2 was combined with 4.3 and 4.4 so that all access concerns were grouped together.
- Additional changes were made to wording in the concerns and finalized concerns are included in the planning chart below.

### Activity 2: Review Solutions

- The committee was advised to choose only solutions that MEP funds could be used for, to focus solutions on tasks the committee believed could be effectively evaluated, and consider evidence-based programs.
- Additions factors included the extent to which the solutions addresses a critical, addresses a root cause of poor academic performance, and can supplement existing programs.
- Solutions were revised to align with revised concerns.
- Revised solutions are included in the planning chart below.

### Activity 3: Identify evidence base for solutions

- An evidence-based solution is an activity, strategy, or intervention that:
- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:
  - Strong Evidence, or
  - Moderate Evidence, or
  - Promising Evidence, or
- Demonstrates a rationale based on high-quality research findings or positive evaluation, and includes ongoing efforts to examine the effects of such activity, strategy, or intervention
- The committee suggested evidence-based programs and possible supports for solutions.
  - **Reading and Math**
    - [Vocabulary Improvement Program for English Language Learners and Their Classmates \(VIP\)](https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/533) (ies.ed.gov/ncee/wwc/EvidenceSnapshot/533)
    - [Reading Mastery](https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/417) (ies.ed.gov/ncee/wwc/EvidenceSnapshot/417)
    - [Instructional Conversations and Literature Logs](https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/236) (ies.ed.gov/ncee/wwc/EvidenceSnapshot/236)
    - [Peer-assisted Learning Strategies](https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/366) (ies.ed.gov/ncee/wwc/EvidenceSnapshot/366)
    - [Accelerated Math](https://ies.ed.gov/ncee/wwc/Intervention/309) (ies.ed.gov/ncee/wwc/Intervention/309)
    - [ALEKS Math](https://ies.ed.gov/ncee/wwc/Intervention/309) (ies.ed.gov/ncee/wwc/Intervention/309)
    - [Lexia Reading](https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/274) (ies.ed.gov/ncee/wwc/EvidenceSnapshot/274)

- **School Readiness**
  - [Curiosity Corner](https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/126) (ies.ed.gov/ncee/wwc/EvidenceSnapshot/126)
  - [Head Start](https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/636) (ies.ed.gov/ncee/wwc/EvidenceSnapshot/636)
  - [Bright Beginnings](https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/57) (ies.ed.gov/ncee/wwc/EvidenceSnapshot/57)
- **High School Graduation and Services for OSY**
  - [Duel enrollment programs](https://ies.ed.gov/ncee/wwc/Intervention/1043) (ies.ed.gov/ncee/wwc/Intervention/1043)
  - [National Guard Youth Challenge Program](https://ies.ed.gov/ncee/wwc/Intervention/393) (ies.ed.gov/ncee/wwc/Intervention/393)
  - [Preventing Dropout in Secondary School](https://ies.ed.gov/ncee/wwc/) (ies.ed.gov/ncee/wwc/)
  - [Project Grad](https://ies.ed.gov/ncee/wwc/Intervention/460) (ies.ed.gov/ncee/wwc/Intervention/460)
  - [Career Academies](https://ies.ed.gov/ncee/wwc/Intervention/321) (ies.ed.gov/ncee/wwc/Intervention/321)
  - [Check & Connect](https://ies.ed.gov/ncee/wwc/Intervention/312) (ies.ed.gov/ncee/wwc/Intervention/312)
  - [Job Corps](https://ies.ed.gov/ncee/wwc/Intervention/624) (ies.ed.gov/ncee/wwc/Intervention/624)
  - [High School Redirection](https://ies.ed.gov/ncee/wwc/Intervention/316) (ies.ed.gov/ncee/wwc/Intervention/316)
- **Support Services**
  - [School Based Mentoring](https://ies.ed.gov/ncee/pubs/20094047/summ_1.asp) (ies.ed.gov/ncee/pubs/20094047/summ\_1.asp)
  - Most support services solutions have promising evidence from MEP evaluations
- The committee noted that though there are several evidence-based programs that are similar to MEP solutions, much evidence is based on a district-level implementation. Because the MEP is a supplemental program, only the supplemental aspects of these programs could be implemented with MEP funds.

### **Consolidation and PFS Discussion**

- Alaska has created guidance for the consolidation of MEP funds that conforms to MEP guidance. The committee reviewed the guidance and made no changes except to clarify guidance regarding PFS.
- Because of the changes to the PFS definition, Alaska is identifying additional PFS students. When determining if needs are met, the committee clarified that schools would need to analyze PFS student proficiency along with all migratory children proficiency if the number of either were greater than 10.

### **Activity 4: Identify Resources**

- The committee identified the inputs needed to ensure solutions could be implemented with fidelity.
  - **Reading and Math**
    - Paraprofessional and/or certified staff
    - Evidence-based supplemental materials
    - Technology
    - Extended year/day programs
    - Summer program and associated costs
    - Activities beyond the school day and associated costs for providing services in rural and isolated areas
    - Professional development in language acquisition strategies and incorporating strategies for English learners in content areas
    - Supplemental EL materials and associated costs
    - Professional development
    - Alternative home-based curriculum and materials (short-term absences)
    - Outreach staff to provide support and increase engagement (Parent Academy, etc.)
    - Literature (books, magazines, etc.)
    - Educational games & toys
    - Informational/instructional flyers and books for parents
  - **School Readiness**

- Age-appropriate and curriculum aligned to Early Learning Guidelines (ELGs)
- Professional development and/or migrant-funded staff Instructional materials and supports in curriculum and social/emotional framework
- Associated costs for providing services in rural and isolated areas
- Best Beginnings
- Parents as Teachers
- SEA-AEYC (Southeast Alaska Association for the Education of Young Children)
- RurAL Cap
- Kids Corp
- Alaska Early Childhood Coordinating Council
- Head Start and Early Head Start
- Preschool materials and supplies
- Training/Professional Development
- Alaska Staff Development Network
- SOA DEED E-learning modules regarding early learning or social emotional learning or culturally competent standards
- RTI/MTSS Alaska Conference (especially pre k specific topics)
- Early Learning Guidelines
- Appropriate technology for training
- Associated costs for providing services in rural and isolated areas
- **High School Graduation and Services for OSY**
  - Distance-delivered courses and/or skill-building courses as needed with appropriate technology and tutorial staff to support credit accrual (including summer)
  - Credit recovery options including master schedule, staff location (site) after school/alternative learning center
  - Tutorial programs delivered beyond the school day (after-school/summer/weekends)
  - Associated costs for providing services in rural and isolated areas
  - Professional development related to identifying students at-risk for failing, dropout prevention, or tutoring
  - Facility costs related to providing services at accessible locations to migratory children
  - Supplemental educational materials
  - Contracts with service providers
  - Coordination, advocacy, referrals, and assistance in participation
  - Professional development related guidance counseling
  - Associated costs for providing services in rural and isolated areas
  - Student Travel
  - Dropout prevention activities
  - Counseling services
  - Professional development and advocacy for transcript review
  - Associated costs for providing services in rural and isolated areas
  - Professional development to identify OSY
  - Collaboration with GED services, job corps, on-the-job training, apprenticeship, adult basic education
  - Transitional classrooms
  - College Fair, World of Work Fair, FAFSA workshop
  - Dual credit and vocational/technical classes

- Summer enrichment camp (e.g. Rural Alaska Honors Institute (RAHI), Alaska Native Science Engineering Program (ANSEP), Summer Bridge, Alaska Geographic, AWE)
- **Support Services**
  - Associated costs for providing services in rural and isolated areas
  - Educational handouts Brochures for parents (material such as parent packet/brochure/work books) with state and local information
  - E-mail lists of stakeholders
  - Local and state website with relevant information
  - Face-to-face meetings with teachers, parents, and other stakeholders
  - Parent meetings and space, staff time to facilitate and organize meetings
  - Educational materials for home use
  - Professional development in fostering home-school connections
  - Literacy activities and materials to incorporate strategies to help families
  - Resources for schools to provide a family night.
  - Activities to involve parents such as parent night, open house, parent-teacher conferences, family literacy night, parent library, migrant program facilitation of school meetings
  - Advocacy and materials to support parent attendance and/or involvement
  - Staff to provide information to parent or host classes/workshops
  - Liaison to help connect parents and students to books, school supplies, technology, internet access, health services, and clothing purchases.
  - School supplies and/or clothing to ensure students have what they need to participate in their education
  - Cover cost for support resources such as books, school supplies, technology, internet access, and clothing purchases
  - School health, dental, and vision screenings
  - First aid, CPR classes, and other classes regarding response to emergencies
  - Health referral form with local, community and/or state providers. List of community services available and documentation required for eligibility.
  - Coordination with local and regional service providers regarding the needs of migratory children.
  - Staff and training to assist migratory families in applying for services for which they are eligible.
  - Travel request form. Provide transportation support or coordinate and collaborate with local and community organization to help families.
  - Cab vouchers, gas cards, taxi fare, school bus, public transportation, airfare
  - Work with Tribal agencies, EMS services, Local agencies, or Coast Guard to provide educational activities.
  - Activities to provide health and safety instruction and material to parents and students (which may include water safety, cold water safety, health, nutrition, babysitting etc.