

2021-2022 Migrant Needs Assessment & Program Needs Evaluation

2021-2022 - 24 parent responses

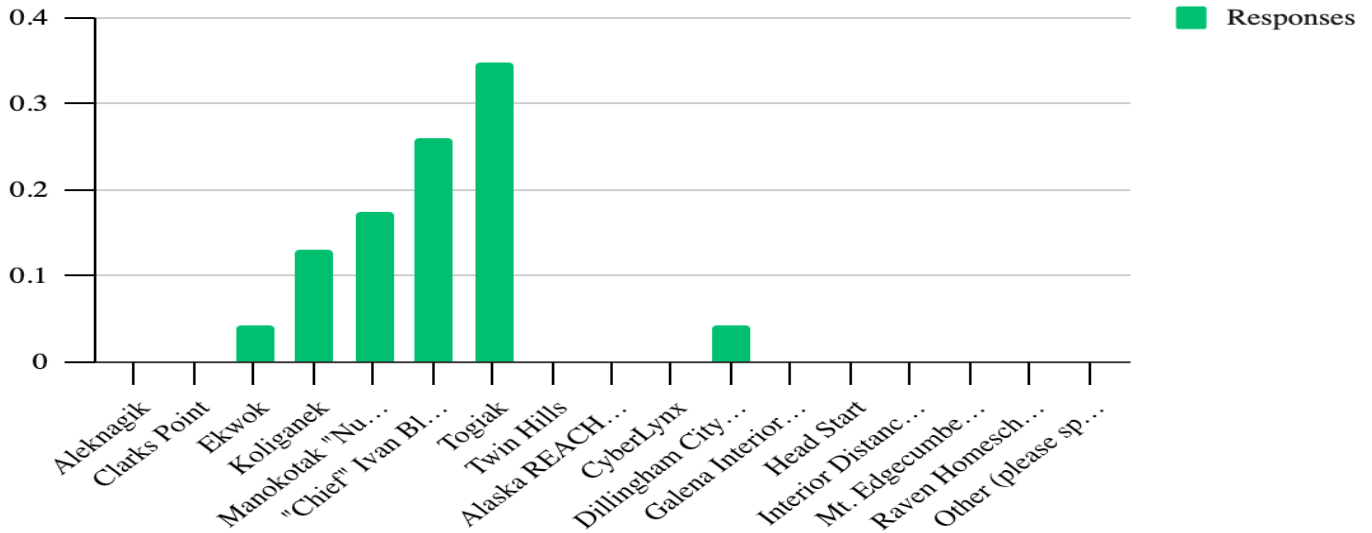
2020-2021 - 28 parents responses

2019-2020 - 84 parents responses

Parent Survey Question 1: 100% of the surveys were from SWRSD parents.

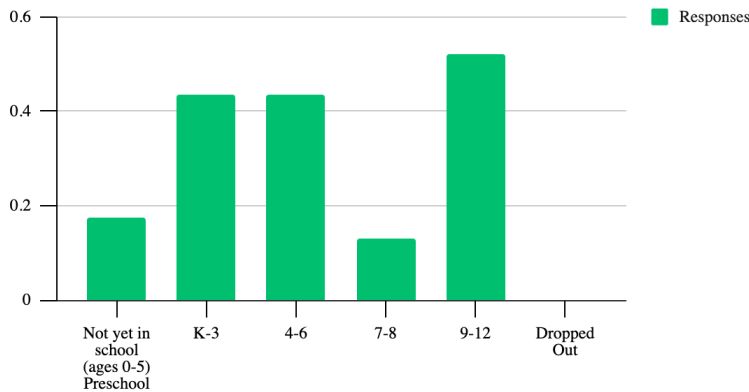
Parent Survey Questions 2: Of the parents that responded these are the schools' migratory children attend.

What school does your child(ren) attend? (Select all that apply)



Parent Survey Question 3: Ages of migratory children from parent respondents.

What grade(s) is/are your child(ren) in? (Check all that apply.)



Parent Survey Question 4: Do you know what services are available to your child(ren) through the Migrant Education Program?

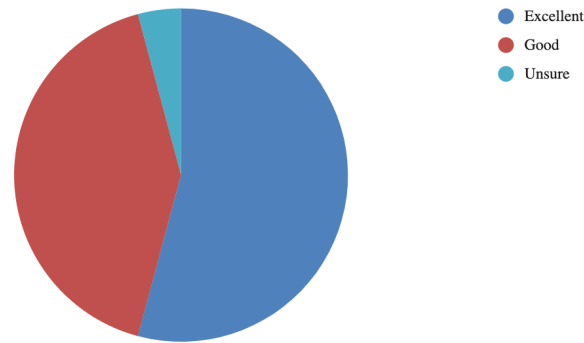
78.3% selected yes, 8.7% selected no, 17.4% were unsure.

Parent Survey Question 5: What do you like the most about the Migrant Program?

Responses varied: 8 responded school supplies, 6 said family nights, and other responses included college readiness, books, kiwi crates, tutoring, life jackets

Parent Survey Question 6: How would you rate the overall quality of the Migrant Education Program services?

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Parent Survey Question 7: Respondents rated the importance of 2019-2020 services

Services rated important to very important

- Water Safety @ 96%
- School Readiness: backpacks & school supplies @ 91%
- Migrant Calendar & Tide Books @ 91%
- Family Nights @ 80%
- Kindergarten Readiness kits @ 73%
- Enrichment Opportunities @ 78%
- Literacy Program @ 74% - student selection, AK/Cultural themed books, summer book packs
- Early Learning Information @ 74%
- Academic Interventionist @ 70%
- Student Success Coach and Life Academy @ 70%
- Summer workbooks @ 65%
- Student selected books @ 65%
- Kiwi Crates @ 56%

Migrant Program plans to meet needs by:

- *2020-2021's goal of enhancing our college and career readiness program was met with the implementation of the success coach and Life Academy. These programs will be continued along with all the rest of our services. Kiwi crates are on the decline for appreciation in services.*

Parent Survey Question 8: When parents were asked to pick just one "favorite" their response were:

- 31% mentioned literacy
- 19% mentioned college and career readiness
- 19% mentioned water safety
- 19% mentioned school supplies
- 13% mentioned STEM kits

Migrant Program plans to meet needs by:

- *Based on question 7 and 8, there is decreased demand on the Kiwi Crates also known as STEM kits. If budget adjustment needs to be made this program will be removed from services.*

Parent Survey Question 9: Academic Interventionist Program

- 25% of our parents are aware of this program which fits the demographics of the students served.

Migrant Program plans to meet needs by:

- Continue to offer and grow our Academic Interventionist program that provides an in school certified instructional tutor to support students in reading, writing, and math. Focus in grades K-2.
- 2021-2022 served Togiak, Manokotak, Aleknagik, Clarks Point, New Stuyahok, and Koliganek.

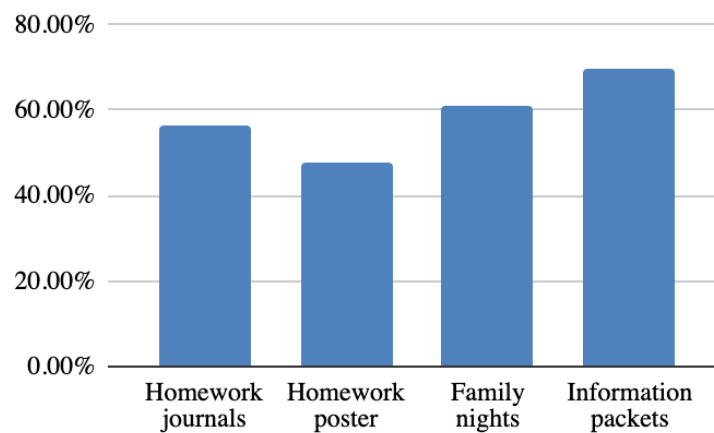
Parent Survey Question 10: Comments about family nights

- 41% said the visiting and gathering
- 35% said the family engagement activities
- 5% said the prizes
- 17% responded that COVID is still affecting being able to gather

Migrant Program plans to meet needs by:

- For FY23, the migrant coordinator hopes to provide more professional development to site coordinators on family nights, implementing literacy at home strategies, and enhancing family engagement activities.

Parent Survey Question 11: Are the supported homework materials meaningful?



Migrant Program plans to meet needs by:

- Continue to support this through school supplies and homework journals. For FY23, the migrant coordinator hopes to provide more professional development to site coordinators so that during the family literacy night, homework support and strategies is provided to parents.

Parent Survey Question 12: Only 8 surveys were completed by parents that have pre-school aged children and 100% said they felt their child(ren) were on track to be ready for kindergarten.

Migrant Program plans to meet needs by:

- Continue to grow and adapt our current Kindergarten readiness program through the delivery of materials and tools to help parents meet the 15 skills listed in SWRS “Big Day” curriculum for Kindergarten readiness

Parent Survey Question 13: Of the parents that have high school students, 26% thought they understood their child's high school graduation requirements.

Migrant Program plans to meet needs by:

- Continue college and career readiness programs: Success Coach and Life Academies
- Continue to support this through parent teacher conferences and family nights

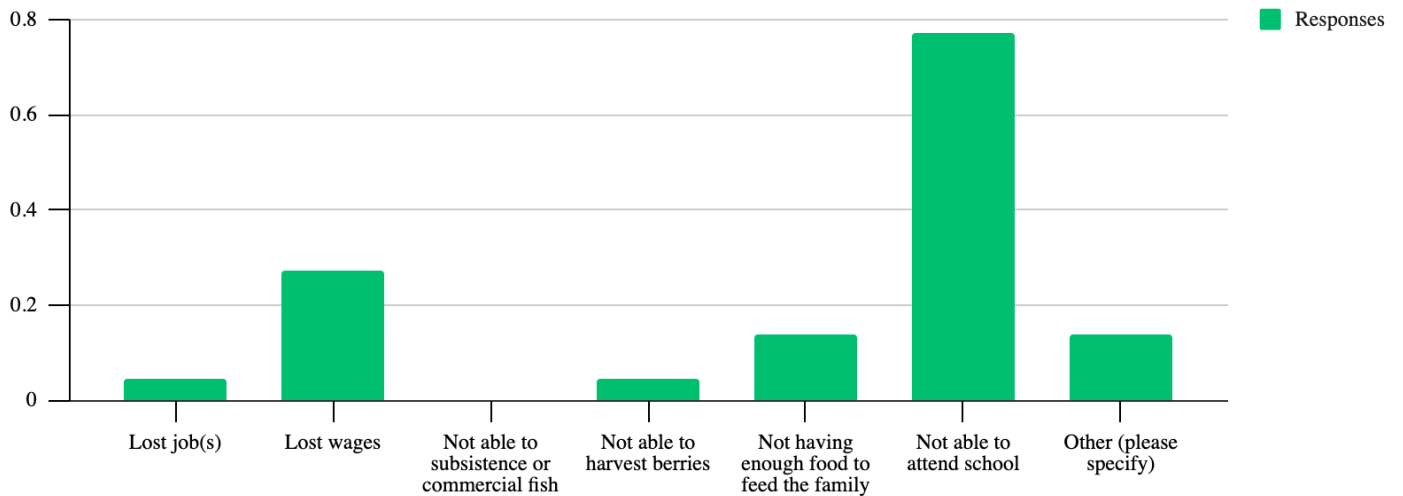
Parent Survey Question 14: Migrant parents were asked what are their biggest concerns about their child being successful in school.

Responses:

- 31% mentioned graduation and being ready for life after school
- 25% mentioned an increase in parent communication
- 19% mentioned needing better study strategies and maintaining student motivation
- 13% parents commented about getting good grades
- 13% commented about COVID affecting student success

Parent Survey Question 15: Migrant parents were asked about how COVID has impacted their family. The main concern was that their child(ren) were not able to attend school.

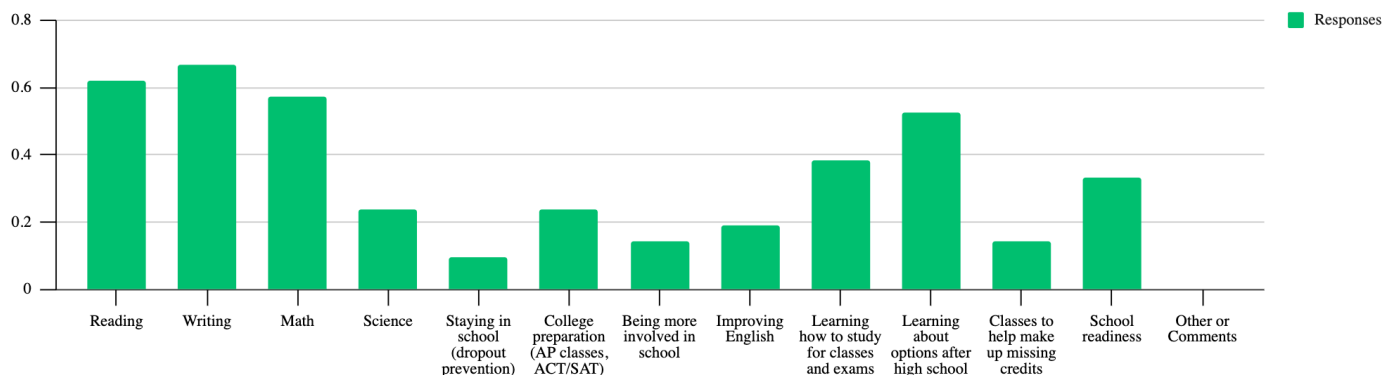
How has COVID-19 impacted your family? (Check all that apply)



Parent Survey Question 16: Academic Need

As in previous years, parents still rate math, reading and writing as the highest need.

Academic Needs: In what area(s) do you feel your child(ren) needs the most help? (Check all that apply.)



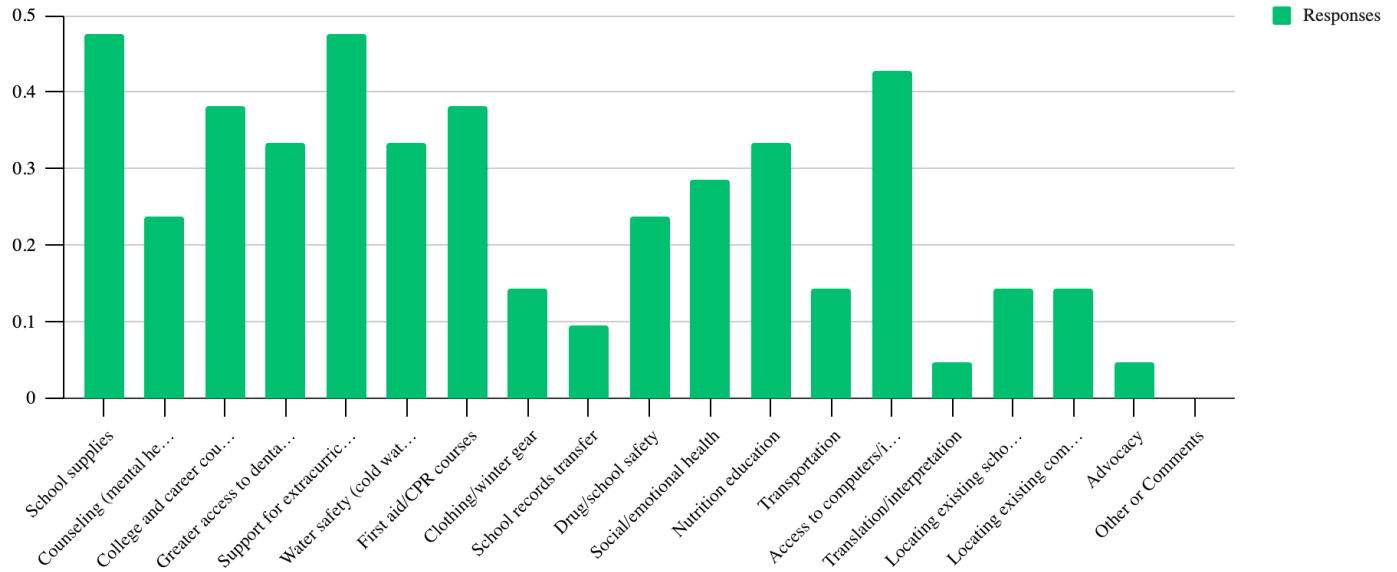
Migrant Program plans to meet needs by:

- Continue to offer before and after tutoring services through title IA
- Continue to offer and grow our Academic Interventionist program that provides an certified instructional tutor to support students in reading, writing, and math with a focus on primary grades
- Continue to offer school supplies and homework journals to support school readiness
- Continue to grow the college and career readiness programs (success coach & life academies)

Parent Survey Question 17: Support Needs

The results are very similar to the years past with the top rated being schools supplies, either water safety or first aid/cpr, access to computers, and extracurricular opportunities and/or college and career readiness.

Support Needs: In what areas does your child(ren) need support? (Check all that apply.)



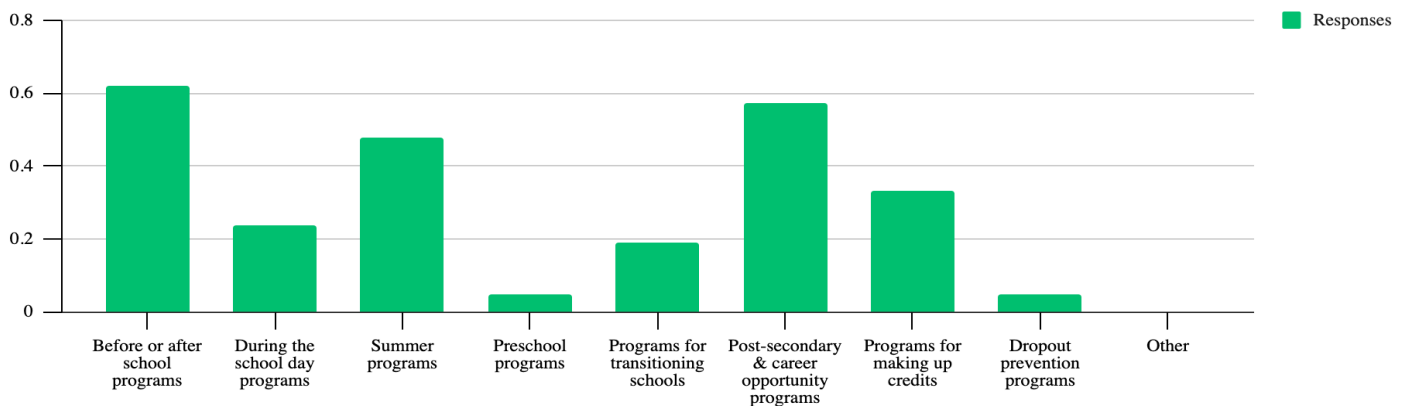
Migrant Program plans to meet needs by:

- The migrant department plans to continue the following services: school supplies, student success coaches, life academies, and cold water safety/first aid

Parent Survey Question 18: Types of services

The majority of parents wanted to see or continue to see services related to before and after schools, summer school programs, and post-secondary and career opportunities.

Types of Services: What types of services would you like your child(ren) to be a part of? (Check all that apply.)



Migrant Program plans to meet needs by:

- Continue to offer before and after tutoring services through title IA
- Continue to grow our academic Interventionist program, which provides in school tutoring services from January to May.
- Continue to grow the college and career readiness programs (success coach & life academies)
- When funding is available, offer summer school services

Parent Survey Question 19: When parents were asked about what programs or services they need to support their child(ren).

- 57% said at home educational materials or activities
- 38% said technology at home
- 33% said homework help
- 33% said access to internet
- 21-30% selected migrant parent meetings and more opportunities to communicate with teachers
- 11-20% selected parent educational opportunities, school system information, and adult literacy
- Less than 10% selected social emotional & drug safety, school readiness, and english language learner support

Migrant Program plans to meet needs by:

- *Continue to provide parents with information about homework support and homework journals*
- *Provide parents with information on homework support through family nights*
- *Continue to offer before and after tutoring services through title IA*

2021-2022 Program Evaluation

Goal Area: Academic Support in English Language Arts and Mathematics

Migrant Strategy (Should correlate with strategies checked in ESEA Consolidated Application)	State Measurable Program Outcomes	District Measurable Program Outcomes
<p>1.1 Deliver targeted supplemental English language arts instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their English language arts needs that were identified through a standards-based assessment.</p>	<p>1.A Annually beginning in 2019-20, 2% more migratory children identified as PFS, EL, or who score below proficient on the State assessment will receive supplemental language arts instructional services in the regular or summer term as shown in the Mass Withdrawal and Summer Withdrawal reports starting with the baseline 2016-17 reporting period.</p> <p>1.B Annually beginning in 2019-20, 2% more PFS migratory children receiving supplemental ELA instruction will meet individual growth targets on the State assessment in English language arts than PFS migratory children who did not receive these services.</p>	<p>1.1 Annually, 2021-22, four to five mid-year teacher graduates will be hired to provide interventions and enrichment instruction in the areas of ELA at our larger sites..</p> <p><u>MET: 4 Interventionists hired for FY22: Togiak, Manokotak, Clarks Point, and New Stuyahok</u></p> <p>1.1 Annually, 2021-22, 22% of migratory children identified as PFS or at-risk of failure will receive targeted interventions in ELA. <u>NOT MET: Only 13% of PFS students received targeted interventions</u></p> <p>1.1 Annually, 2021-22, 80% of migratory children receiving targeted interventions will show a higher growth rate on the MAP Reading assessment when compared to growth rate winter to spring with interventions than fall to winter without interventions. <u>NOT MET: Only 49% of students receiving targeted interventions met their MAP growth goal from Winter to Spring</u></p>

<p>1.2 Deliver targeted supplemental mathematics instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their mathematics needs that were identified through a standards-based assessment.</p>	<p>1.C Annually beginning in 2019-20, 2% more migratory children identified as PFS, EL, or who score below proficient on the State assessment will receive supplemental mathematics instructional services as shown in the Mass Withdrawal or Summer Withdrawal reports starting with the baseline 2016-17 reporting period.</p> <p>1.D Annually beginning in 2019-20, 2% more PFS migratory children receiving a supplemental math instructional service will meet individual growth targets on the State assessment in mathematics, compared to PFS migratory children who did not receive these services.</p>	<p>1.2 Annually, 2021-22, four to five mid-year teacher graduates will be hired to provide interventions and enrichment instruction in the areas of mathematics. <u>MET: 4 Interventionists hired for FY22: Togiak, Manokotak, Clarks Point, and New Stuyahok</u></p> <p>1.2 Annually, 2021-22, 23% of migratory children identified as PFS or at-risk of failure will receive targeted interventions in mathematics. <u>NOT MET: Only 13% of PFS students received targeted interventions</u></p> <p>1.2 Annually, 2021-22, 80% of migratory children receiving targeted interventions will show a higher growth rate on the MAP mathematics assessment when compared to growth rate winter to spring with interventions than fall to winter without interventions. <u>NOT MET: Only 49% of students receiving targeted interventions met their MAP growth goal from Winter to Spring</u></p>
<p>1.3 Provide evidence-based, supplemental instruction for migratory children identified as EL that are designed to increase academic skills.</p>	<p>1.E Annually beginning in 2019-20, 2% more EL migratory children who received a supplemental ELA instructional service will successfully meet interim measures of progress or exit criteria on the ACCESS for ELLs, compared to EL migratory children who did not receive these services.</p>	<p>Not identified as a primary need</p>
<p>1.4 Implement the Migrant Literacy Grant to:</p> <ul style="list-style-type: none"> ● increase access to literature in the homes of migratory families, ● support literacy activities that increase family engagement, and ● provide parents/ guardians with strategies to support reading in the home. 	<p>1.F Annually beginning in 2019-20, 3% more migratory children in districts receiving the Migrant Literacy Grant will receive reading materials as shown in the literacy grant final report and/or the Mass Withdrawal and Summer Withdrawal reports starting with the 2016-17 baseline.</p> <p>1.G Annually beginning in 2019-20, the percentage of migratory children who participate in a literacy grant district/site literacy activity will increase by 1% as shown on the Mass Withdrawal and Summer Withdrawal reports starting with the 2016-17 baseline.</p>	<p>1.4 Annually, 2021-22, 100% of migratory children will receive age-appropriate, culturally-relevant or Alaska themed literature. <u>MET: 100% were served through the AK themed book distribution and the student self-selection services</u></p>

Goal Area: School Readiness

<p>Migrant Strategy (Should correlate with strategies checked in ESEA Consolidated Application)</p>	<p>State Measurable Program Outcomes</p>	<p>District Measurable Program Outcomes</p>
<p>2.1 Establish partnerships with tribal, local, district, Head Start, and other preschools in communities to increase the enrollment of migratory children in preschool.</p>	<p>2.A Annually beginning in 2019-20, the percentage of migratory preschool aged children enrolled in early childhood programs will increase by 2% starting with the 2016-17 baseline.</p>	<p>Not identified as a primary need and not feasible strategy to implement.</p>

<p>2.2 Provide migrant-funded instructional services for preschool-aged children with a focus on social-emotional development (home-based or site-based). Provide professional development in areas such as: working with preschool-aged children, ACEs-trauma informed practices, and social-emotional development.</p>	<p>2.B Annually beginning in 2019-20, 2% more migratory children who received migrant preschool services prior to being assessed with the Alaska Development Profile (ADP) will master skills in Domain 2: Social and Emotional Development.</p>	<p>Not identified as a primary need and not feasible strategy to implement.</p>
<p>2.3 Use culturally-responsive, evidence-based curriculum and instruction that support the implementation of the Early Learning Guidelines (ELGs) at migrant-funded preschools. This includes resources and/or training for appropriate staff.</p>	<p>2.C Annually beginning in 2019-20, 2% more migratory children who received migrant preschool services prior to being assessed with the ADP will master skills in 11 of 13 goals.</p>	<p>Not identified as a primary need and not feasible strategy to implement.</p>

Goal Area: High School Graduation and Services for Out of School Youth

<p>Migrant Strategy (Should correlate with strategies checked in ESEA Consolidated Application)</p>	<p>State Measurable Program Outcomes</p>	<p>District Measurable Program Outcomes</p>
<p>3.1 In the regular and/or summer terms, provide high school migratory children appropriate credit recovery and/or distance education opportunities for credit accrual.</p>	<p>3.A By the end of the 2021-22 school year and each year thereafter, the percentage of high school migratory children receiving credit accrual services (credit recovery or dual enrollment including distance delivered courses) will increase by 1% starting with the 2016-2017 baseline.</p>	<p>3.1 Annually, 90% of migratory children seeking credit recovery will complete the credit recovery program.</p> <p><u>MET: No students requested credit recovery support through the migrant education program</u></p>
<p>3.2 In the regular school term, provide middle and high school migratory children with an academic success coach to monitor child progress and provide assistance when a child is at-risk of receiving a D or F in an ELA or math course.</p>	<p>3.B By the end of the 2021-22 school year and each year thereafter, 3% more high school migratory children receiving credit accrual services (credit recovery or dual enrollment including distance delivered courses) or academic success coaching will earn 5 credits per year, compared to the 2016-2017 baseline.</p>	<p>3.2 Annually, 80% of migratory 9th/10th graders will attend a weeklong life ready academy focusing on academic success skills: goal setting, time management, and life skills.</p> <p><u>NOT MET: Opened the program up to 10th-12th graders this year. Served 25 kids, served 55% of 10th-12th graders.</u></p>

<p>3.3 In the regular and/or summer terms, provide migratory children opportunities to participate in college/career readiness activities and work towards a career path.</p>	<p>3.C By the end of the 2021-22 school year and each year thereafter, the percentage of high school migratory children receiving career and technical education services will increase by 3% starting with the 2016-2017 baseline.</p>	<p>3.3 Annually, 80% of migratory 9th/10th graders will attend a weeklong life ready academy to create a career and college readiness plan or activity for a specific high school grade span. <u>NOT MET: Opened the program up to 10th-12th graders this year. Served 25 kids, served 55% of 10th-12th graders.</u></p> <p>3.3 Annually, 50% of migratory 12th graders will access the Success Coach for help in various areas. <u>MET: Opened the program up to 11th-12th graders this year. Served 72% of the 12th graders.</u></p>
<p>3.4 In the regular and/or summer terms, provide outreach activities for migratory OSY to help them re-enroll in school and graduate.</p>	<p>3.D By the end of the 2021-22 school year, and each year thereafter, the percentage of OSY who re-enroll in school will increase by 2% starting with the 2016-2017 baseline.</p>	<p>Not identified as a primary need and not feasible strategy to implement.</p>

Goal Area: Support Services

<p>Migrant Strategy (Should correlate with strategies checked in ESEA Consolidated Application)</p>	<p>State Measurable Program Outcomes</p>	<p>District Measurable Program Outcomes</p>
<p>4.1 Provide parents of migratory children with access to information through multiple distribution methods (print and electronic) about migrant education events; support materials for reading, writing, math, and homework help; assistance navigating the school system; and additional support services during both regular and summer terms.</p>	<p>4.A By the end of the 2021-22 reporting period, 80% of parents of migratory children will indicate on the Parent Survey that they are aware of services provided through the MEP.</p>	<p>4.1 By the end of the 2021-22 school year, 80% of parents of migratory children will indicate on the Parent Survey that they are aware of services provided through the MEP. <u>NOT MET: 78% answered they were of the services provided through MEP</u></p> <p>4.1 At the beginning of the 2021-22 school year, 100% of migrant students will receive a backpack with school supplies. <u>MET: 100% of PreK-12th grade received backpacks</u></p>
<p>4.2 Provide educational support resources such as books for the home, school supplies, and technology support to migratory children as needed. Examples include:</p> <ul style="list-style-type: none"> ● Necessary school supplies such as backpacks, pencils, pens, paper etc. ● Technology support such as computer rental/ borrowing program, internet access, and education on technology use ● Advocacy through community outreach events 	<p>4.B By the end of the 2021-22 reporting period following updating the support services data collection, 2% more migratory children will receive necessary educational resources annually starting with the 2019-20 baseline.</p>	<p>4.2 By the end of the 2021-22 school year 80% of migrant parents who received information or training on homework/study support will report on a parent survey that the activities increased their ability to help their children with homework or support graduation. <u>NOT MET: Question not asked on 2021-2022 survey</u></p> <p>4.2 By the end of the 2021-22 school year 50% of migrant parents will participate in training regarding methods to helping their children succeed. <u>NOT MET: Not included in Family Nights due to COVID interruptions</u></p>

		<p>4.2 At the beginning of the 2021-221 school year, 100% of parents with preschool aged children will receive information, supplies to support school readiness. <u>MET: 100% of PreK students received Kindergarten Readiness resources and information</u></p> <p>4.2 By the end of the 2020-21 school year, 80% of parents with preschool aged children will receive training on use of supplies. <u>NOT MET: Not included in Family Nights due to COVID interruptions</u></p>
<p>4.3 Provide support services to enable migratory children to access educational activities and community-based activities and services. Examples include:</p> <ul style="list-style-type: none"> • Health services such as healthy living assistance, medical/dental/vision health, and mental health • Advocacy for housing, social services, and transportation services • Necessary support services such as clothing (winter coats and boots), nutrition, and transportation • Healthy living instruction such as safety and nutrition 	<p>4.C By the end of the 2021-22 reporting period following updating the support services data collection, 2% more migratory children will receive support for health and safety instruction annually starting with the 2019-20 baseline.</p>	<p>4.3 Annually, 80% of migratory 9th/10th graders will complete a week-long life ready academy. <u>NOT MET: Opened the program up to 10th-12th graders this year. Served 25 kids, served 55% of 10th-12th graders.</u></p>
<p>SW1 Provide support services to migratory children to access enrichment programs.</p>	N/A	<p>SW1 Annually, 90% of migrant students seeking enrichment opportunities, outside the purview of the school or district, will complete that enrichment activity (ANSEP, post-secondary training, Student Conservation Association, etc.) <u>MET: 100% of students/school sites seeking enrichment activities were approved</u></p>
<p>Parent Engagement - provide a platform for parents of migratory children to participate in the planning and evaluation of the migrant program.</p>		<p>By the end of the 2021-22 school year, there will be a 60% return rate for parent surveys. <u>NOT MET: 14% survey return rate for 2021-2022</u></p> <p>By the end of the 2021-22 school year, there will be a migrant parent advisory committee and one annual meeting completed <u>NOT MET: PAC committee not formed</u></p>

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