

# 2022-2023 Migrant Needs Assessment

## & Program Needs Evaluation

2022-2023 - 28 parent responses

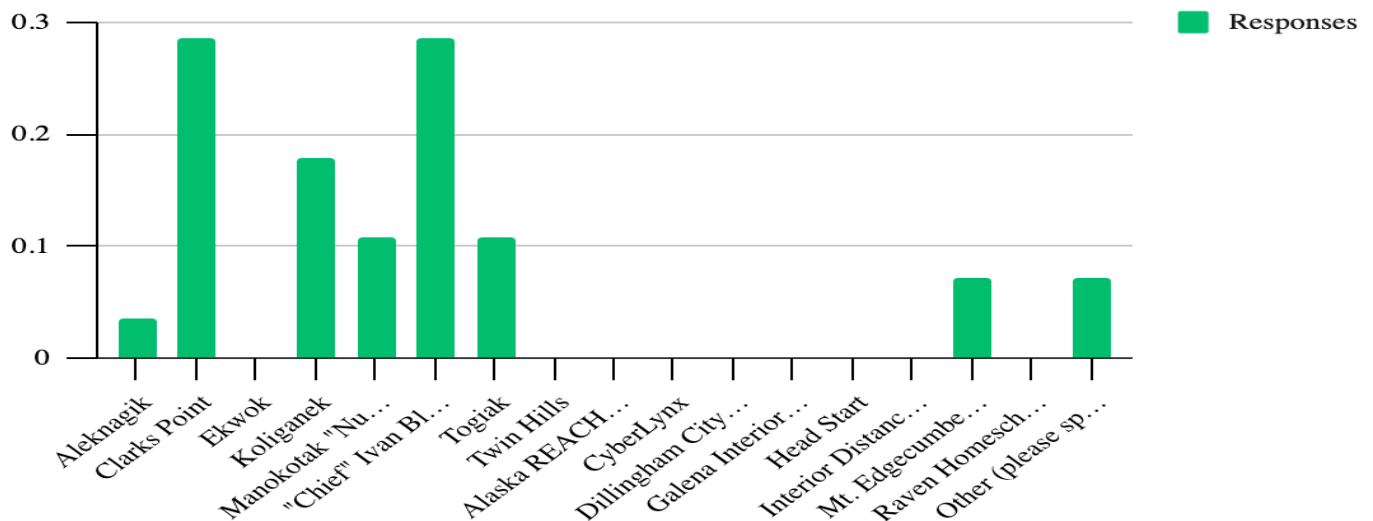
2021-2022 - 24 parent responses

2020-2021 - 28 parents responses

**Parent Survey Question 1:** 96% of the surveys were from SWRSD parents; 4% reported Dillingham City Schools.

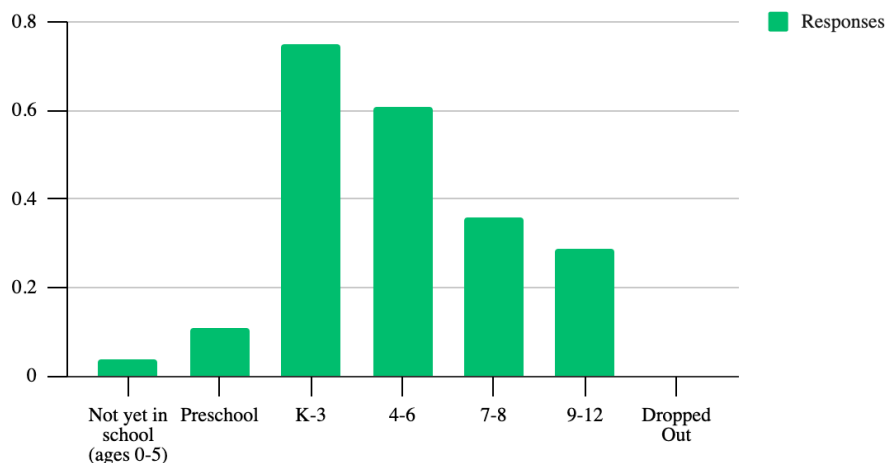
**Parent Survey Questions 2:** Of the parents that responded these are the schools' migratory children attend.

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?

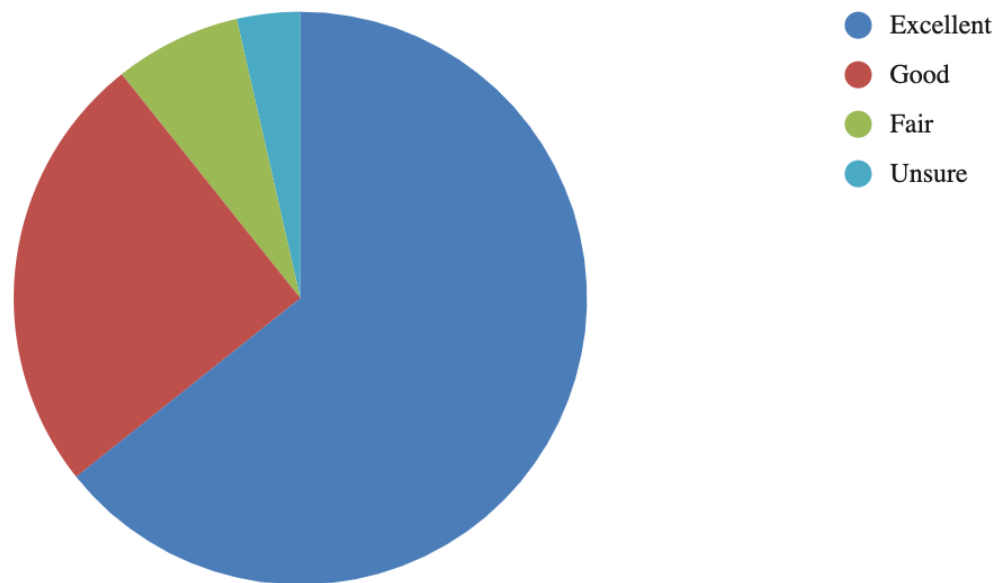
76% selected yes, 14% selected no, 10% were unsure.

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

Responses varied: 4 people said Everything; 5 people mentioned school supplies; 5 mentioned Kiwi Crates; 4 people answered the at home games and family engagement materials; 6 people mentioned the supplies sent home of Winter and Summer break; 3 people mentioned the vision program; 1 person stated the interventionist program; and 4 people mentioned the books from the Literacy at Home program.

**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

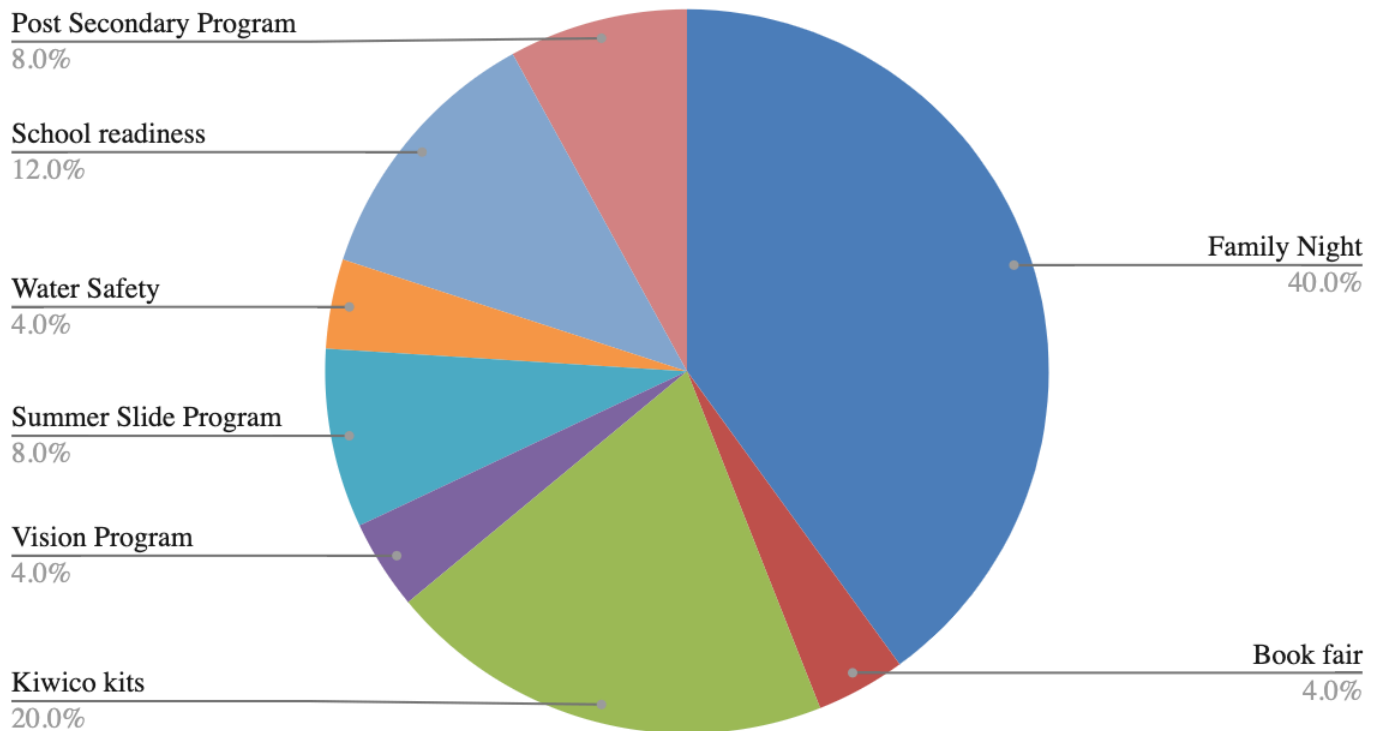
	Services Rated Very Important & Important	Percent		Services Rated Very Important & Important	Percent
1st	Water Safety: life jackets & survival kits	100%	5th	Kindergarten readiness kits	86%
2nd	Book Fair: student-selected books	96%	5th	Alaska Themed Books and Games	86%
2nd	Family Nights	96%	5th	Early Learning Literacy information (arrived with AK themed books & games)	86%
3rd	Enrichment opportunities (school government trips, dual credit, ANSEP)	93%	6th	Academic Interventionist	82%
3rd	Summer Slide Program: grade-appropriate workbooks	93%	7th	Migrant calendars	79%
4th	Vision Program: 2 pairs of glasses per year	89%	7th	Post-Secondary School Program: Life Academy & Success Coach	79%
4th	School Readiness: backpacks & school supplies	89%	7th	Career and College Explorations trip (Grade 12)	79%
4th	Migrant tide books	89%	8th	KiwiCo: STEM kits that arrive to your home	71%

***Migrant Program plans to meet needs by:***

- *2023-2024: Continuation of all services with increased communication so more families take advantage of these services. One respondent suggested the need for fishing poles as an incentive to migratory families.*

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

## Favorite Service



### ***Migrant Program plans to meet needs by:***

- *Based on survey feedback and the SWRSD Parent Advisory Committee. The December Alaska themed book distribution will be rolled into the book fair and students will be given the opportunity to choose all their books of interest.*
- *Use the remind app to better communicate the delivery of this service.*

## **Parent Survey Question 9:** Academic Interventionist Program

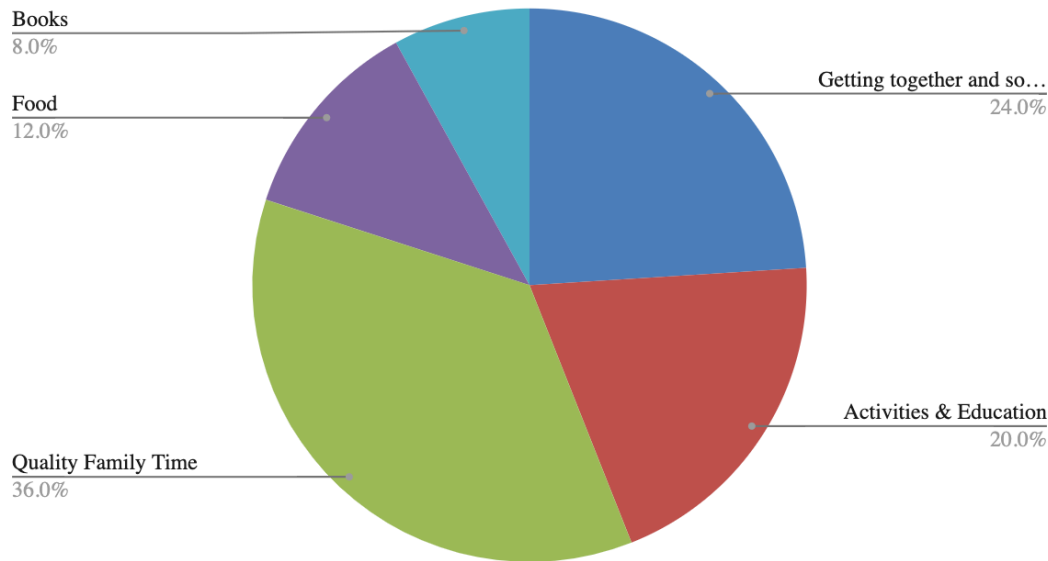
- 30% of our parents are aware of this program which fits the demographics of the students served; an increase from 25% in 2021-2022.

### ***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-3.*
- *Budgeted six interventionists for 2023-2024.*
- *Strive to hire interventionists for every site.*
- *Use the remind app to better communicate the delivery of this service.*

**Parent Survey Question 10:** Comments about family nights

**Favorite Component About Family Night**

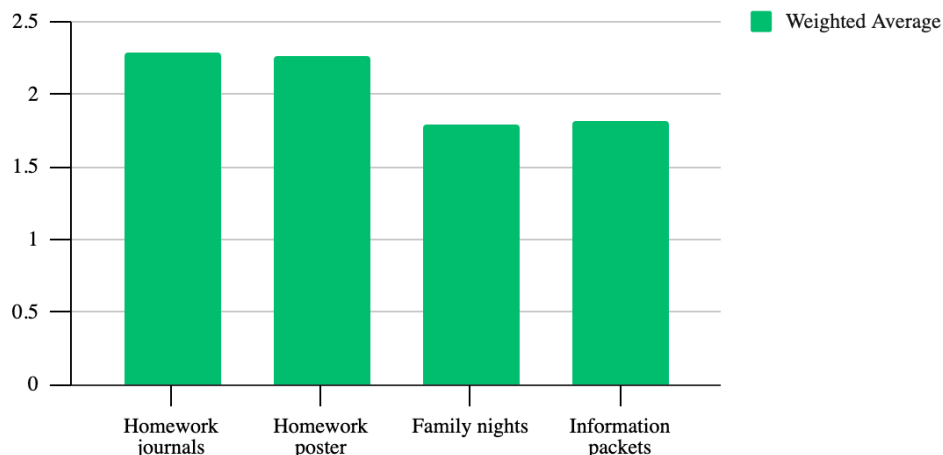


***Migrant Program plans to meet needs by:***

- *For FY24, the migrant coordinator continues to support the growth and professional development to site coordinators on family nights, implementing literacy at home strategies, and enhancing family engagement activities. A goal for FY24, to support small sites with family nights, by bringing in presenters and/or creating family nights in a box for small sites.*
- *Advertise family nights through the Remind app.*

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

**Were the homework support materials, information, and/or training useful or meaningful?**

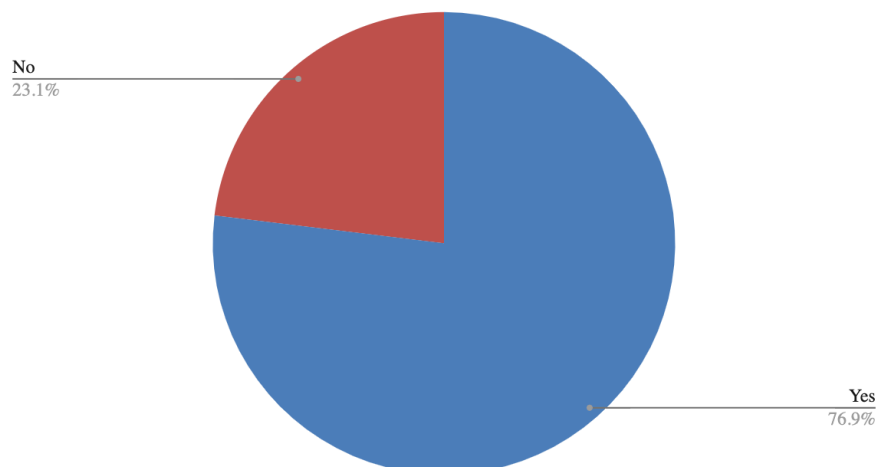


***Migrant Program plans to meet needs by:***

- *Continue to support this through school supplies and homework journals. For FY24, based on SWRSD PAC, the school supplies and homework journals are enough of a resource for homework support from the Migrant Education Program.*
- *Use the remind app to better communicate the delivery of this service.*

**Parent Survey Question 12:** Thirteen parents answered this question. Ten of them said they felt their child(ren) was ready for Kindergarten.

Kindergarten Readiness



***Migrant Program plans to meet needs by:***

- *Mail out Kindergarten Readiness kits to all PreK students in the fall of 2024.*
- *Use the remind app to better communicate the delivery of this service.*

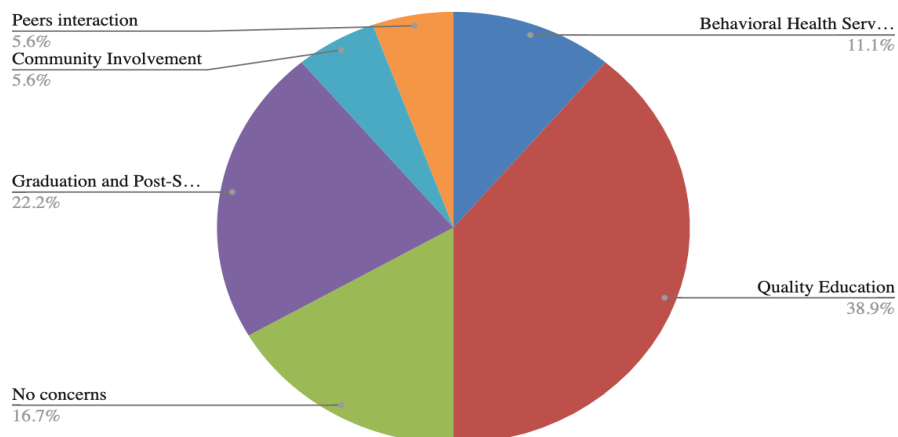
**Parent Survey Question 13:** Of the parents that have high school students, 56% thought they understood their child's high school graduation requirements very well; while, another 44% answered a semi-understanding of their child(s) graduation requirements. Up from 26% in 2022-2023

***Migrant Program plans to meet needs by:***

- *Continue college and career readiness programs: Success Coach, Life Academies, Post-Secondary Explorations*
- *Use the remind app to better communicate the services available to Migratory Seniors.*
- *Provide an EDC for a migrant counselor at each site.*

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

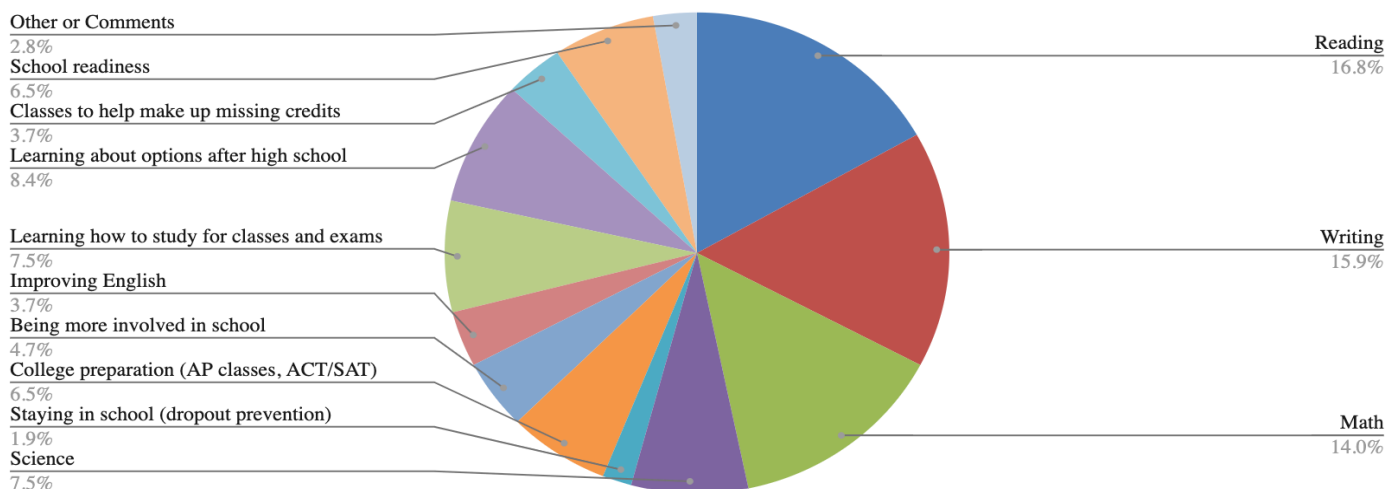
Concerns About Child Being Successful



### **Parent Survey Question 15:** Academic Need

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

Responses and Migrant Education 2023 Parent Survey - Southwest Region/Academic Needs: In what area(s) do you feel your child(ren) needs the most help? (Check all that apply.)



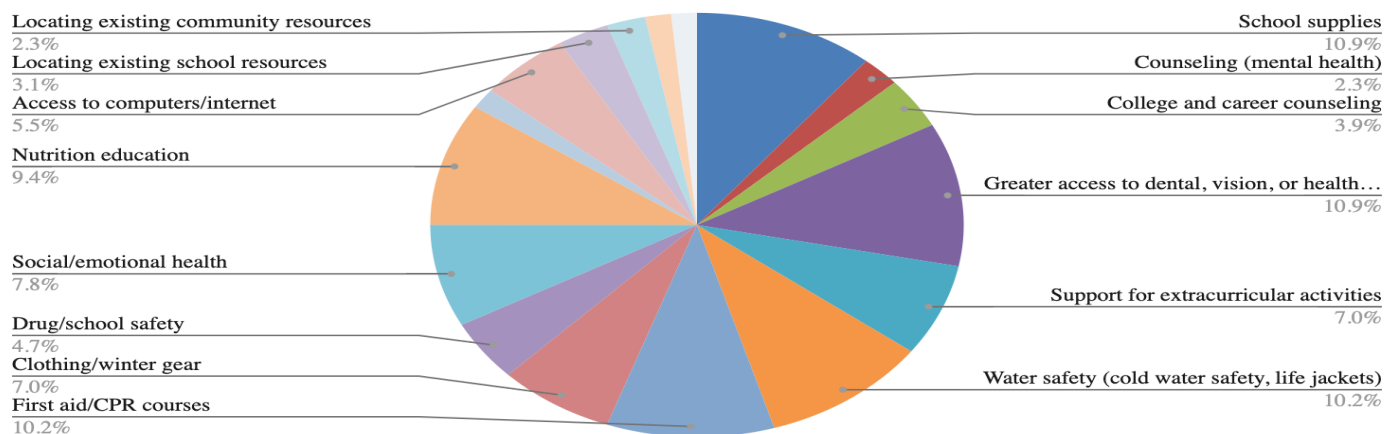
#### ***Migrant Program plans to meet needs by:***

- 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)
- Use the Remind app to increase communications with parents about available services.

### **Parent Survey Question 16:** 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.

Responses and Migrant Education 2023 Parent Survey - Southwest Region/Support Needs: In what areas does your child(ren) need support? (Check all that apply.)



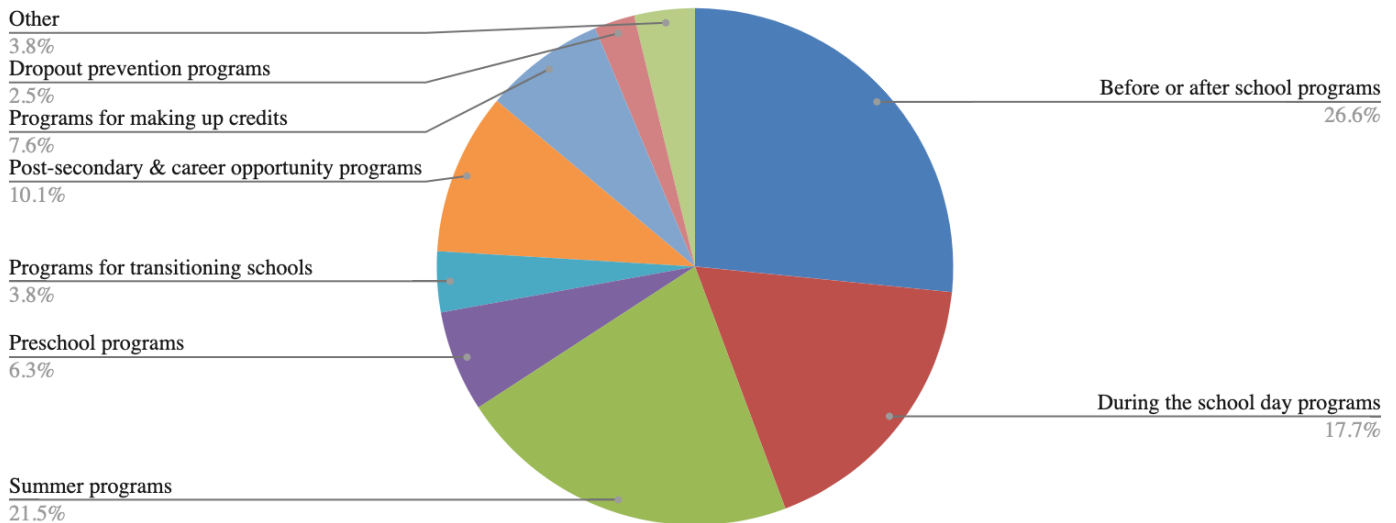
#### ***Migrant Program plans to meet needs by:***

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

### **Parent Survey Question 17:** Types of services

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

Responses and Migrant Education 2023 Parent Survey - Southwest Region/Types of Services: What types of services would you like your child(ren) to be a part of? (Check all...



#### ***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 18:** When parents were asked about what programs or services they need to support their child(ren).

- 70% said at home educational materials or activities
- 42% said homework help
- 30-35% selected parent educational opportunities, school system information, social emotional health, and adult literacy
- 27% said technology at home
- 10-20% selected migrant parent meetings drug & alcohol safety, and more opportunities to communicate with teachers
- Less than 10% selected social emotional & drug safety, school readiness, and english language learner support

#### ***Migrant Program plans to meet needs by:***

- Provide educational materials and activities for the family homes
- Continue to provide parents with information about homework support and homework journals
- Provide parents with information on homework support through family nights
- Offer mental health first aid through the Life Academy
- Continue to offer before and after tutoring services through title IA



## 2022-2023 Program Evaluation

*Goal Area: Academic Support in English Language Arts and Mathematics* *Goal Area: Academic Support in English Language Arts and Mathematics*

<b>Migrant Strategy</b> (Should correlate with strategies checked in ESEA Consolidated Application)	<b>State Measurable Program Outcomes</b>	<b>District Measurable Program Outcomes</b>
<p><b>1.1</b> 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><b>1.A</b> 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><b>1.B</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, 2022-23, 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><b><u>MET: Four Title IC Interventionists hired and placed in Togiak, Manokotak, and Koliganek (Title IA - Aleknagic, SI - Twin Hills)</u></b></p> <p>1.1 Annually, 2022-23, 22% of migratory children identified as PFS or at-risk of failure will receive targeted interventions in ELA.</p> <p><b><u>NOT MET: 21% of K-2 PFS students received targeted interventions in Reading</u></b></p> <p>1.1 Annually, 2022-23 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.</p> <p><b><u>NOT MET: data collected for K-2; 60% of the students exceeded their growth rate; 13% met their growth rate</u></b></p>
<p><b>1.2</b> 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><b>1.C</b> 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><b>1.D</b> Annually beginning in 2019-20, 2% more PFS migratory children receiving a supplemental math instructional service will meet individual growth targets on the State</p>	<p>1.2 Annually, 2022-23, four to five mid-year teacher graduates will be hired to provide interventions and enrichment instruction in the areas of mathematics.</p> <p><b><u>MET: Four Title IC Interventionists hired and placed in Togiak, Manokotak, and Koliganek (Title IA - Aleknagic, SI - Twin Hills)</u></b></p>



	assessment in mathematics, compared to PFS migratory children who did not receive these services.	<p>1.2 Annually, 2022-23, 22% of migratory children identified as PFS or at-risk of failure will receive targeted interventions in mathematics.</p> <p><b><u>NOT MET: 21% of K-2 PFS students received targeted interventions in Math</u></b></p> <p>1.2 Annually, 2022-23, 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.</p> <p><b><u>NOT MET: data collected for K-2; 50% of the students exceeded their growth rate.</u></b></p>
<b>1.3</b> Provide evidence-based, supplemental instruction for migratory children identified as EL that are designed to increase academic skills.	<b>1.E</b> 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.	Not identified as a primary need
<b>1.4</b> Implement the Migrant Literacy Grant to: <ul style="list-style-type: none"> <li>● increase access to literature in the homes of migratory families,</li> <li>● support literacy activities that increase family engagement, and</li> <li>● provide parents/guardians with strategies to support reading in the home.</li> </ul>	<p><b>1.F</b> 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><b>1.G</b> 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, 2022-23, 100% of migratory children will receive age-appropriate, culturally-relevant or Alaska themed literature.</p> <p><b><u>MET: All migratory students received books through the Alaskan/Indigenous book distribution</u></b></p>

***Goal Area: School Readiness***

<b>Migrant Strategy</b> (Should correlate with strategies checked in ESEA Consolidated Application)	<b>State Measurable Program Outcomes</b>	<b>District Measurable Program Outcomes</b>
<b>2.1</b> Establish partnerships with tribal, local, district, Head Start, and other preschools in communities to increase the enrollment of migratory children in preschool. This could include home-based visits and playgroups.	<b>2.A</b> 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.	Not identified as a primary need and not feasible strategy to implement.
<b>2.2</b> 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.	<b>2.B</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.	Not identified as a primary need and not feasible strategy to implement.
<b>2.3</b> 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.	<b>2.C</b> 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.	Not identified as a primary need and not feasible strategy to implement due to the inability to run a migrant only pre-school.

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

<b>Migrant Strategy</b> (Should correlate with strategies checked in ESEA Consolidated Application)	<b>State Measurable Program Outcomes</b>	<b>District Measurable Program Outcomes</b>
<b>3.1</b> In the regular and/or summer terms, provide high school migratory children appropriate credit recovery and/or distance education opportunities for credit accrual.	<b>3.A</b> 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.	3.1 Annually, 90% of migratory children seeking credit recovery will complete the credit recovery program.  <b><u>MET: No migratory students requested this during 2022-23</u></b>
<b>3.2</b> 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.	<b>3.B</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.	3.2 Annually, 80% of migratory 10th/11th graders will attend a weeklong life ready academy focusing on academic success skills: goal setting, time management, and life skills.  <b><u>Not MET: 43% attended the Life Ready academy. Rewrite goal to state the 15 10th/11th graders will attend the Life Ready Academy</u></b>
<b>3.3</b> In the regular and/or summer terms, provide migratory children opportunities to participate in college/career readiness activities and work towards a career path.	<b>3.C</b> 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.	3.3 Annually, 80% of migratory 10th/11th 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.  <b><u>Not MET: 43% attended the Life Ready academy. Rewrite goal to state the 15 10th/11th graders will attend the Life Ready Academy</u></b>
<b>3.4</b> In the regular and/or summer terms, provide outreach activities for migratory OSY to help them re-enroll in school and graduate.	<b>3.D</b> 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.	3.4 Annually, Success Coaches will provide outreach opportunities at least twice throughout the school year with needs of out-of school youth and post-secondary counseling.  <b><u>MET: Success couch provided a letter and phone call, and continued to make outreach to those who wished to participate.</u></b>

**Goal Area: Support Services**

<b>Migrant Strategy</b> (Should correlate with strategies checked in ESEA Consolidated Application)	<b>State Measurable Program Outcomes</b>	<b>District Measurable Program Outcomes</b>
<p><b>4.1</b> 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><b>4.A</b> 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 2022-23 school year, 80% of parents of migratory children will indicate on the Parent Survey that they are aware of services provided through the MEP.</p> <p><b><u>NOT MET: 76% stated they understood migratory services provided</u></b></p> <p>4.1 At the beginning of the 2022-23 school year, 100% of migrant students will receive a backpack with school supplies.</p> <p><b><u>MET: 100% of migratory school aged students received backpacks and school supplies in August directly to family homes.</u></b></p>
<p><b>4.2</b> Provide educational support resources such as books for the home, school supplies, and technology support to migratory children as needed.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Necessary school supplies such as backpacks, pencils, pens, paper etc.</li> <li>• Technology support such as computer rental/ borrowing program, internet access, and education on technology use</li> <li>• Advocacy through community outreach events</li> </ul>	<p><b>4.B</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 2022-23 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.</p> <p><b><u>NOT MET: Question worded differently by state. Will revise statement for 2023-24</u></b></p> <p>4.2 By the end of the 2022-23 school year 50% of migrant parents will participate in training regarding methods to helping their children succeed.</p> <p><b><u>NOT MET: SWRSD PAC advised that this goal be rewritten for the 2023-24 SY to switch over to the use of the Remind app and HW journals and school supplies being sufficient supports.</u></b></p>

		<p>4.2 At the beginning of the 2022-23 school year, 100% of parents with preschool aged children will receive information, supplies to support school readiness.</p> <p><b><u>MET: 100% of students received school readiness material, and all PreK (4 and 5 y.o.) received Kindergarten Readiness information and applicable kits</u></b></p> <p>4.2 By the end of the 2022-23 school year, 80% of parents with preschool aged children will receive training on use of supplies.</p> <p><b><u>NOT MET: SWRSD PAC advised that this goal be rewritten for the 2023-24 SY to switch over to the use of the Remind app and Kindergarten Readiness kits being sufficient supports.</u></b></p>
<p><b>4.3</b> Provide support services to enable migratory children to access educational activities and community-based activities and services.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>● Health services such as healthy living assistance, medical/dental/vision health, and mental health</li> <li>● Advocacy for housing, social services, and transportation services</li> <li>● Necessary support services such as clothing (winter coats and boots), nutrition, and transportation</li> <li>● Healthy living instruction such as safety and nutrition</li> </ul>	<p><b>4.C</b> 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><b>4.3</b> Annually, 80% of migratory 10th/11th graders will complete a week-long life ready academy.</p> <p><b><u>Not MET: 43% attended the Life Ready academy. Rewrite goal to state the 15 10th/11th graders will attend the Life Ready Academy</u></b></p> <p><i><u>For FY24 - Goals will be set for the following programs</u></i></p> <ul style="list-style-type: none"> <li>● <i><u>11/12 Success Coach</u></i></li> <li>● <i><u>12th grade Post-Secondary Exploration Camp</u></i></li> <li>● <i><u>12th grade: Senior/Parent Exploration trips</u></i></li> </ul>

<p><b>SW1</b> Provide support services to migratory children to access enrichment programs.</p>	<p>N/A</p>	<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.)</p> <p><b><u>MET: All students that requested received the opportunities (glasses and ID's)</u></b></p>
<p><b>Parent Engagement</b> - 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 2022-23 school year, there will be a 60% return rate for parent surveys.</p> <p><b><u>NOT MET: 16% parent survey return rate.</u></b></p> <p>By the end of the 2022-23 school year, there will be a migrant parent advisory committee and one annual meeting completed</p> <p><b><u>MET: First meeting April 20th!</u></b></p> <p>By the end of the 2022-23 school year, there will be a SWRSD PAC team to review survey and evaluation program data.</p> <p><b><u>MET: First meeting April 20th!</u></b></p>

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