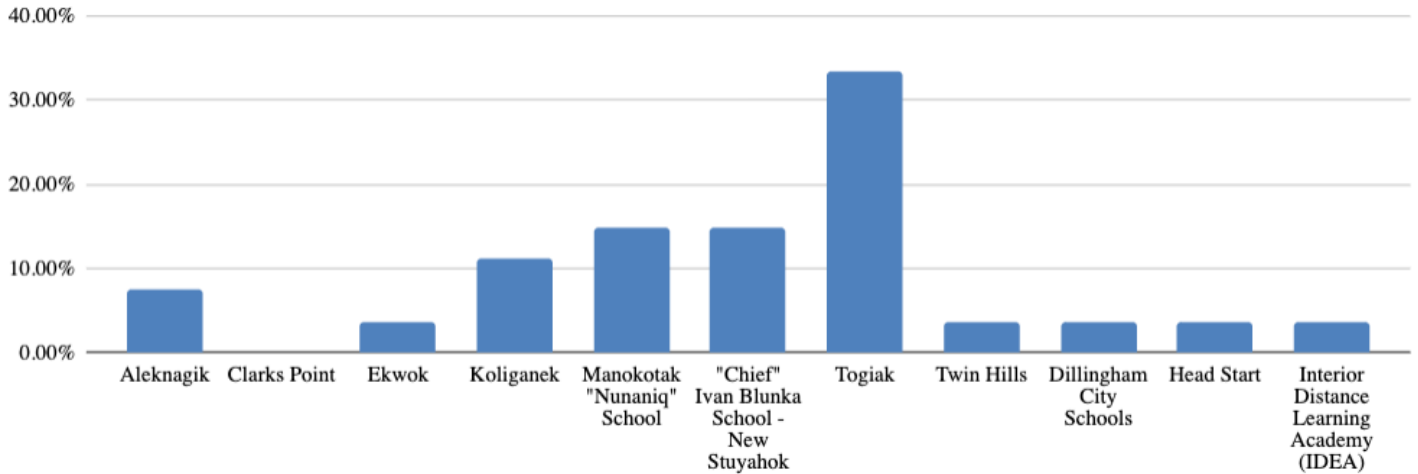


2020-2021 Migrant Needs Assessment & Program Needs Evaluation

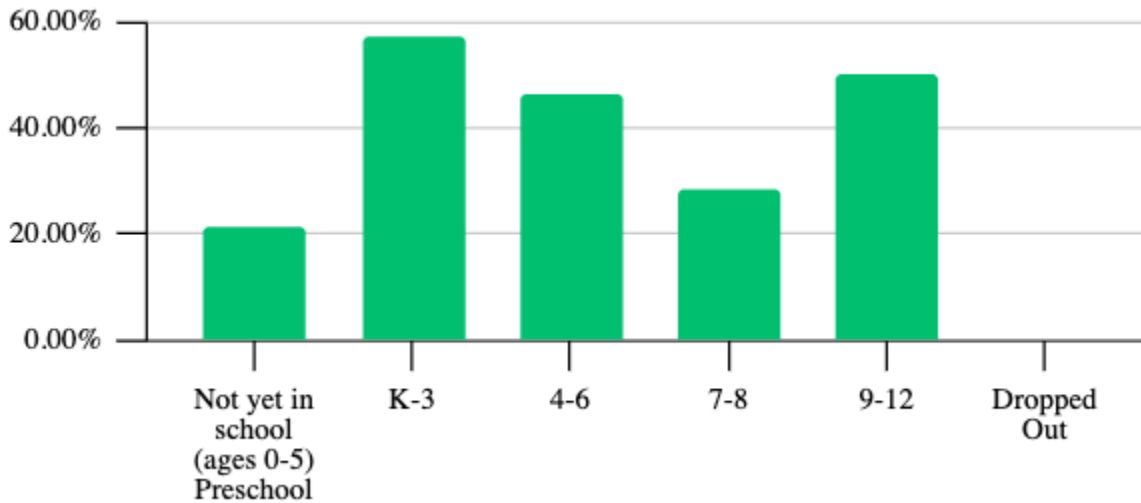
2020-2021 - 28 parents responses
2019-2020 - 84 parents responses
2018-2019 - 24 parents responses

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.



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



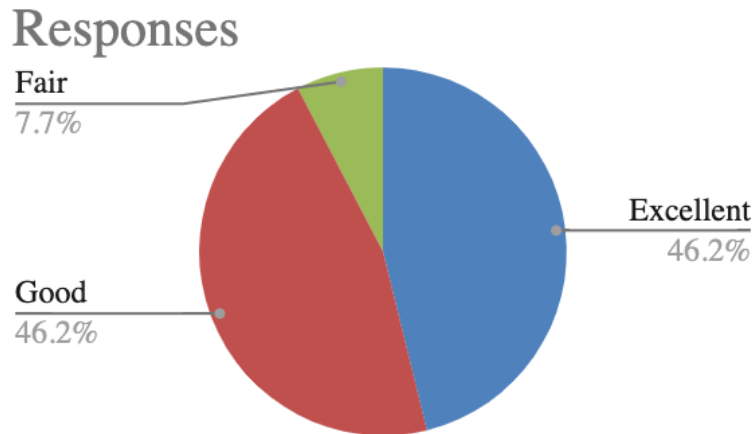
Parent Survey Question 4: Do you know what services are available to your child(ren) through the Migrant Education Program?

75% selected yes, 0% selected no, 25% were unsure.

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

Responses varied: all services, school supplies, family nights, migrant education staff, literacy program, life jackets, and at home family engagement activities.

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



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

Services rated important to very important

- Water Safety @ 92%
- School Readiness: backpacks & school supplies @ 88%
- Family Nights @ 80%
- Kindergarten Readiness kits @ 80%
- Enrichment Opportunities @ 80%
- Literacy Program @ 76% - student selection, AK/Cultural themed books, summer book packs
- Migrant Tide Books @ 72%
- Early Learning Information @ 68%
- Kiwi Crates @ 68%
- Academic Interventionist @ 68% (The rest were unsure about this service)
- Migrant Summer Schools @ 68%
- Summer workbooks @ 64%

Migrant Program plans to meet needs by:

- *All the above programs will be continued, with an enhancement in the enrichment opportunities to entail a 9th/10th Academy to support mental health and life/career planning and 11th/12th grade school/transition success coach*

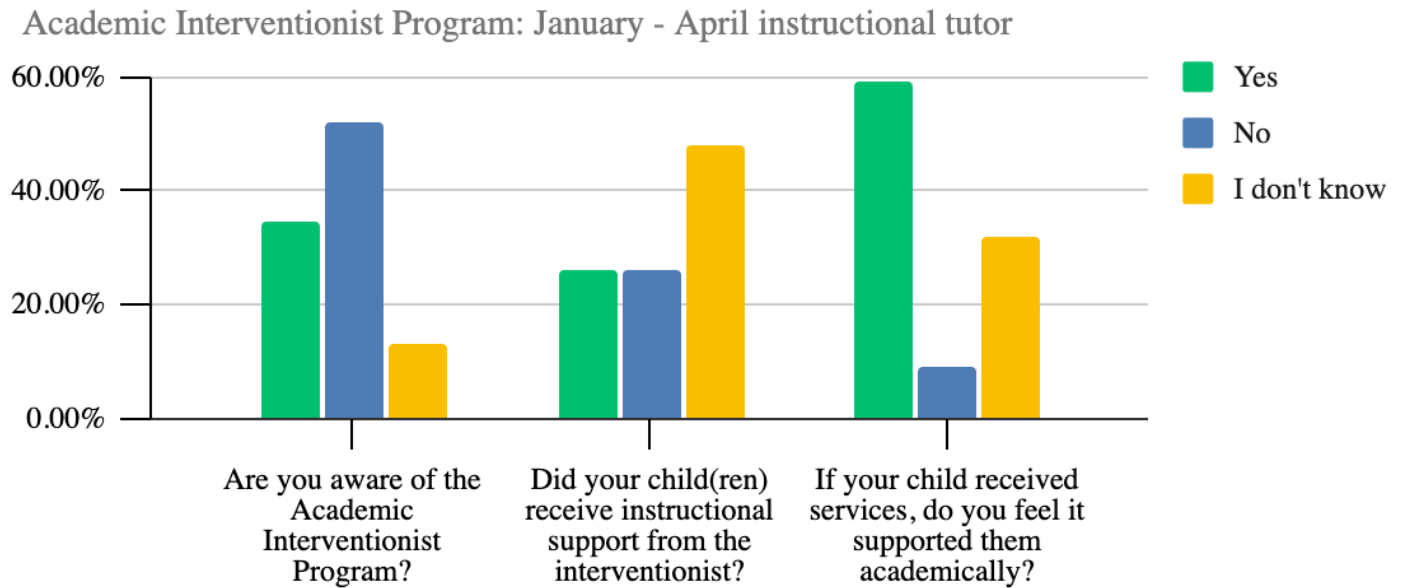
Parent Survey Question 8: When parents were asked to pick just one “favorite” their response were:

- 23% said water safety
- 19% said school supplies
- 16% said the Literacy program
- 13% Family Nights
- 10% School Readiness: backpacks and supplies
- 6% Kiwi crates
- 6% enrichment opportunities

Migrant Program plans to meet needs by:

- *All the above programs will be continued, with an enhancement in the enrichment opportunities to entail a 9th/10th Academy to support mental health and life/career planning and 11th/12th grade school/transition success coach*

Parent Survey Question 9: Academic Interventionist Program



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

Parent Survey Question 10: Comments about family nights

- 39% said the visiting and gathering
- 28% said the family engagement activities
- 27% said the activities
- 1 person said they don't like them
- 3 people did not answer the question

Migrant Program plans to meet needs by:

- We hope to return to normal in person family nights next year, 2021-2022

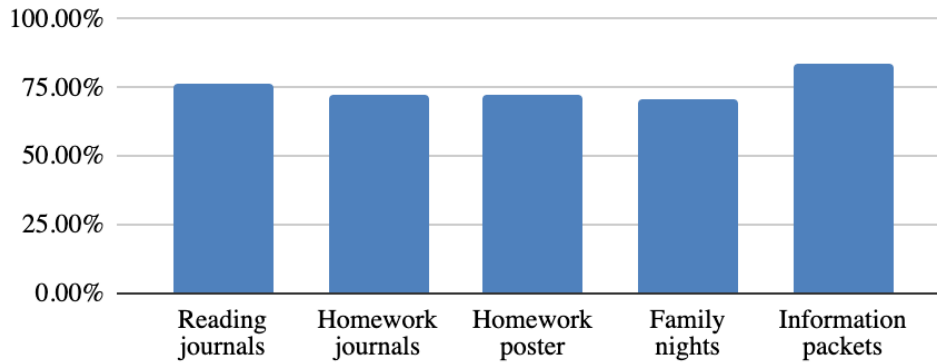
Parent Survey Question 11: Did you receive information or training on how to help your child with homework, studying, and district graduation requirements (reading journals, homework journals, training at family nights)?

- 44% Yes
- 56% No

Migrant Program plans to meet needs by:

- Continue to support this through family nights
- Homework journals will be distributed with backpacks and school supplies
- Homework posters will be handed out at family nights
- Informational packets are sent out with our Alaska/Cultural Themed book distribution

Parent Survey Question 12: All the homework and support materials were rated as 70% or higher on helpfulness by parents.



Migrant Program plans to meet needs by:

- Continue to support this through school supplies and homework journals
- Posters will be handed out at family nights
- Informational packets are sent out with our Alaska/Cultural Themed book distribution

Parent Survey Question 13: Only 6 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 14: Of the parents that have high school students, 44% thought they understood their child's high school graduation requirements.

Migrant Program plans to meet needs by:

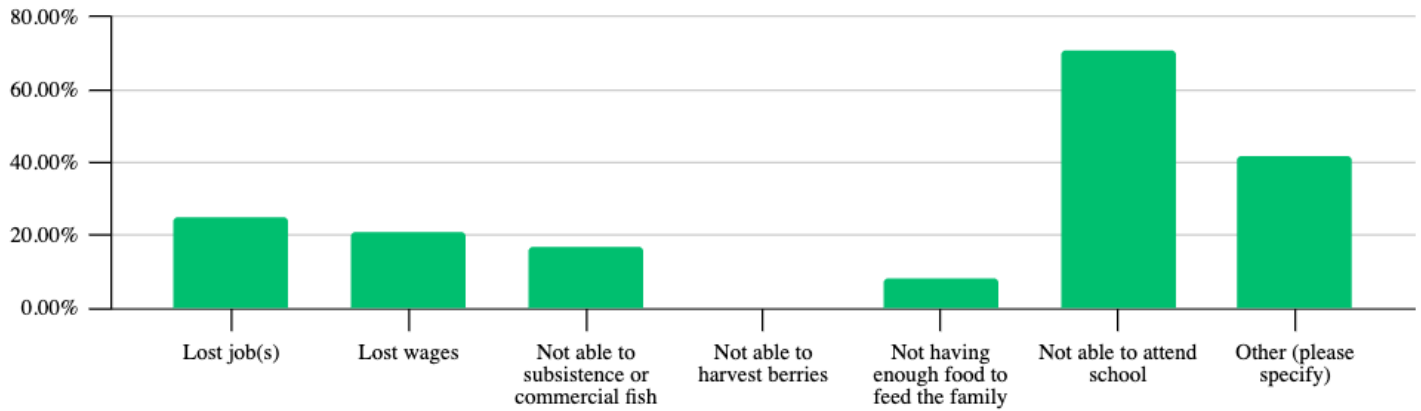
- Continue to support this through parent teacher conferences and family nights

Parent Survey Question 15: Migrant parents were asked what are their biggest concerns about their child being successful in school.

Responses:

- 5 parents commented about getting good grades and passing graduation requirements
- 4 parents commented about COVID - lack of school and teacher support
- 4 parents commented on bullying or lack of teacher support
- 4 parents commented about homework - requesting more, unable to assist
- 1 College readiness
- 9 skipped or said not sure

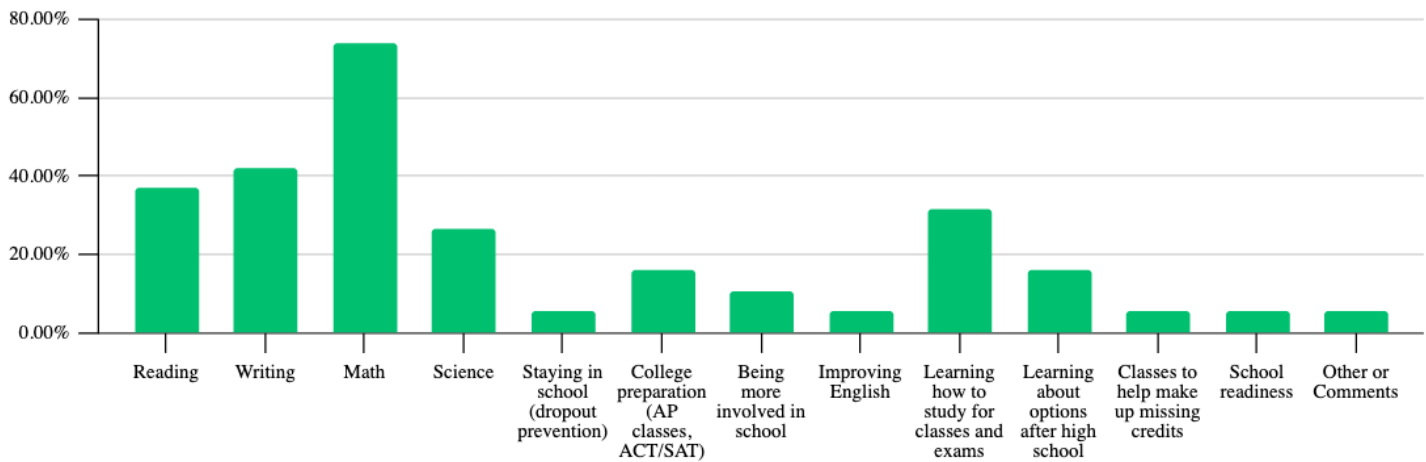
Parent Survey Question 16: Migrant parents were asked about how COVID has impacted their family. The main concern was that their child(ren) were not able to attend school.



Parent Survey Question 17: 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.)



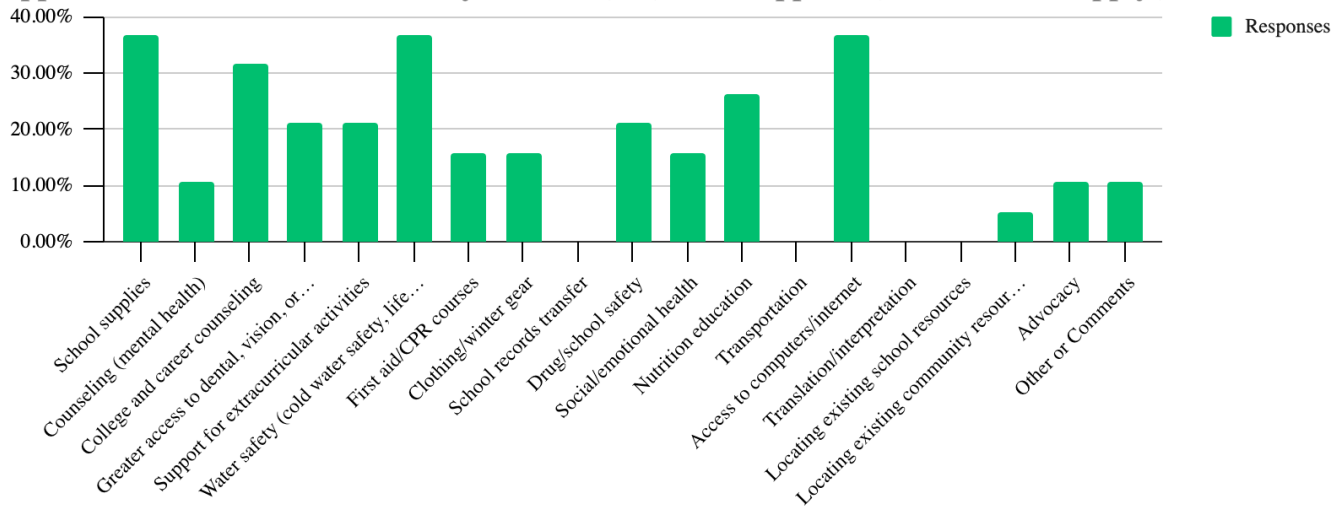
Migrant Program plans to meet needs by:

- Continue to offer before and after tutoring services through title IA
- Continue to offer and grow our Academic Interventionist program that provides an in school certified instructional tutor to support students in reading, writing, and math
- Continue to offer school supplies and homework journals to support school readiness

Parent Survey Question 18: Support Needs

The four highest rated support needs were school supplies, water safety, access to computer and internet, and college career counseling.

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



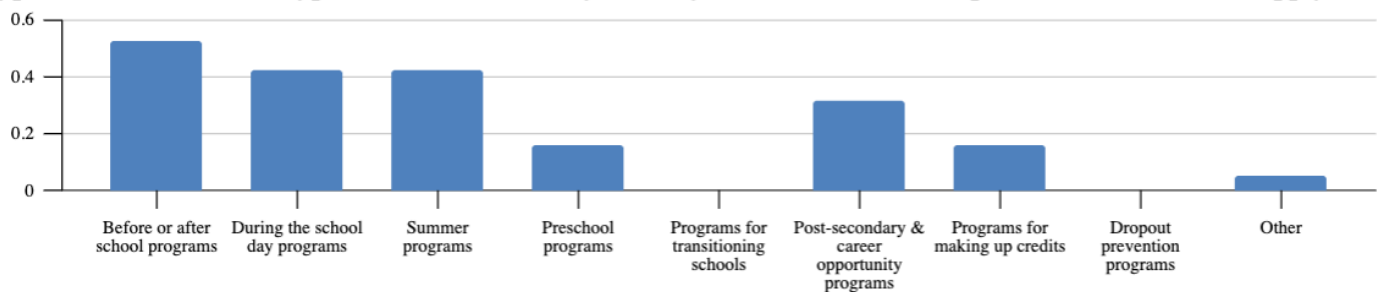
Migrant Program plans to meet needs by:

- The migrant department plans to continue the following services: school supplies and water safety
- The migrant department plans to pilot a new program which will allow all 9th/10th grade migrant students access to Mental Health First Aid certification, and 11/12th grade students to a high school transitions success coach

Parent Survey Question 19: Types of services

The majority of parents wanted to see or continue to see services related to before, during, 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.
- Offer summer school programs
- School year 2021-2022, begin offering our Transitions Academy to 9th-12th grade migrant students.
 - 9th/10th grade - career and life goal setting/plan, mental health training
 - 11/12th grade - success coach to assist on attaining the guidance and skills to transition to life after high school

Parent Survey Question 20: When parents were asked about what programs or services they need to support their child(ren).

- 50% said homework help
- 36% said technology at home
- 26% said at home educational materials or activities
- 10-20% mentioned social/emotional health, drug/school safety, information about school readiness preparation, opportunities to communicate with school staff, and adult/family literacy nights
- Less than 10% mentioned parent education programs, information about the school system, English language instruction, migrant parent meetings, and nutrition education

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*

MSDR

GPRA 1: Proficiency in Reading/Language Arts

The percentage of MEP students that scored at or above proficient on their state’s annual Reading/Language Arts assessments in grades 3-8.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
National Results	29.4%	28.3%	26.0%	26.9%	N/A
State Results	N/A	25.55%	27.68%	27.15%	N/A
District Results	N/A	2.24%	3.48%	2.91%	N/A

GPRA 2: Proficiency in Mathematics

The percentage of MEP students that scored at or above proficient on their state’s annual Mathematics assessments in grades 3-8.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
National Results	28.5%	28.5%	25.4%	25.7%	N/A
State Results	N/A	22.08%	26.63%	26.82%	N/A
District Results	N/A	9.77%	13.04%	11.65%	N/A

GPRA 3: Secondary Success Rate

The percentage of MEP students who were enrolled in grades 7-12 and graduated or were promoted to the next grade level.

	2017-2018	2018-2019	2019-2020
National Results	63.0%	Not Available	Not Available
State Results	New in 2018-2019	76.00%	78.87%
District Results	New in 2018-2019	78.57%	79.82%

GPRA 4: Algebra I Credit

The percentage of MEP students who entered 11th grade that had received full credit for Algebra I.

	2017-2018	2018-2019	2019-2020
National Results	16.0%	Not Available	Not Available
State Results	New in 2018-2019	38.08%	46.08%
District Results	New in 2018-2019	*20% or fewer w/ Alg. 1	*20% or fewer w/ Alg. 1

2020-2021 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, beginning in 2020-21, 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: Hired 4 mid-year graduates to serve interventions to migratory students in TOG, KMO, and KGK (2)</u></p> <p>1.1 Annually, beginning in 2020-21, 7% of migratory children identified as PFS or at-risk of failure will receive targeted interventions in ELA.</p> <p><u>Met: 20.8% PFS students received targeted ELA interventions</u></p> <p>1.1 Annually, beginning in 2020-21, 90% 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><u>Not Met: Only two test given this year due to COVID mitigation plans. Growth rate unable to be determined.</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</p>	<p>1.2 Annually, beginning in 2020-21, four to five mid-year teacher graduates will be hired to provide interventions and enrichment instruction in the areas of mathematics.</p> <p><u>Met: Hired 4 mid-year graduates to serve interventions to migratory students in TOG, KMO, and KGK (2)</u></p> <p>1.2 Annually, beginning in 2020-21, 7% of migratory children identified as PFS or at-risk</p>

	<p>targets on the State assessment in mathematics, compared to PFS migratory children who did not receive these services.</p>	<p>of failure will receive targeted interventions in mathematics.</p> <p><u>Met: 21.78% PFS students received targeted ELA interventions</u></p> <p>1.2 Annually, beginning in 2020-21, 90% 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><u>Not Met: Only two test given this year due to COVID mitigation plans. Growth rate unable to be determined.</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, beginning in 2020-21, 100% of migratory children will receive age-appropriate, culturally-relevant or Alaska themed literature.</p> <p><u>Met: 100% received age-appropriate & culturally relevant books in January mailed directly to student homes</u></p>

Goal Area: School Readiness

Migrant Strategy (Should correlate with strategies checked in ESEA Consolidated Application)	State Measurable Program Outcomes	District Measurable Program Outcomes
<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. This could include home-based visits and playgroups.</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

Migrant Strategy (Should correlate with strategies checked in ESEA Consolidated Application)	State Measurable Program Outcomes	District Measurable Program Outcomes
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.	3.A By the end of the 2020-21 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. <u>Met: No students requested credit recovery via the migrant program this year</u>
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.	3.B By the end of the 2020-21 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 9th/10th graders will attend a weeklong life ready academy focusing on academic success skills: goal setting, time management, and life skills. <u>Not Met: Unable to hold in-person and travel related events due to COVID mitigation plan</u>
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.	3.C By the end of the 2020-21 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 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: Unable to hold in-person and travel related events due to COVID mitigation plan</u>
3.4 In the regular and/or summer terms, provide outreach activities for migratory OSY to help them re-enroll in school and graduate.	3.D By the end of the 2020-21 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.	Not identified as a primary need and not feasible strategy to implement.

Goal Area: Support Services

Migrant Strategy (Should correlate with strategies checked in ESEA Consolidated Application)	State Measurable Program Outcomes	District Measurable Program Outcomes
<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 2020-21 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 2020-2021 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><u>Not Met: 75% of parents who completed the survey indicated they were aware of the services provided by the MEP</u></p> <p>4.1 By the end of the 2020-21 school year, 100% of migrant students will receive a backpack with school supplies.</p> <p><u>Met: 100% of qualified migratory students as of August 2020 received backpacks as a summer service</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 2020-21 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 2020-2021 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><u>Not Met: 44% responded yes to this question</u></p> <p>4.2 By the end of the 2020-21 school year 50% of migrant parents will participate in training regarding methods to help their children succeed.</p> <p><u>Not Met: In person events were not allowable due to our COVID mitigation plan</u></p> <p>4.2 By the end of the 2020-21 school year, 100% of parents with preschool aged children will receive information, supplies to support school readiness..</p> <p><u>Met: 100% received information, supplies to support kindergarten readiness</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.</p> <p><u>Not Met: In person events were not allowable due to our COVID mitigation plan</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>	<p>4.C By the end of the 2020-21 reporting period following updating the support services data collection, 2% more migratory children will receive support for</p>	<p>4.3 Annually, 80% of migratory 9th/10th graders will complete a week-long life ready academy.</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>health and safety instruction annually starting with the 2019-20 baseline.</p>	<p><u>Not Met: In person events were not allowable due to our COVID mitigation plan</u></p>
<p>SW1 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><u>N/A: not allowable due to SWRS COVID mitigation plan</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 2020-21 school year, there will be a 60% return rate for parent surveys.</p> <p><u>Not Met: 20% completed the survey</u></p> <p>By the end of the 2020-21 school year, there will be a migrant parent advisory committee and one annual meeting completed</p> <p><u>Not Met</u></p> <p>By the end of the 2020-21 school year, there will be a migrant parent meeting at each of our eight schools.</p> <p><u>Not Met</u></p>

Questions:

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