

SWRS Evaluation & Needs Assessment Surveys

SWRS works collaboratively with the MEO to combine district specific questions to the parent and staff survey developed by MEO. This “combined” survey is what is used for the needs assessment and part of the evaluation of the program. These surveys are on file at EED.

Migrant Education Data Informed Meeting
FY16 Evaluation & FY17 Needs Assessment
May 13, 2017

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FY16 Evaluation

The team reviewed various data sources (parent surveys, teacher surveys, MSDR data, graduation data, and MAP data) to determine if SMART goals were met or not met. The results were entered into the 2016-17 “Red Document” which is a document that combines all of the required migrant plans and procedures and meets the requirements of the technical assistance monitoring (see results below).

Items to address include:

- Add to the survey question, an option to select which village respondents are from.

FY17 Needs Assessment

The team reviewed The team reviewed various data sources (parent surveys, teacher surveys, MSDR data, graduation data, and AMP data) and SMART Goal results from FY16 to determine areas of need for 2017-18. The team decided to:

- Eliminate the goal related to 4.3 because the resources available within the region are fairly limited and families typically have access to those resources without need additional resources.
- Remove SW.2 because it is repetitive to goals 1.3 and 4.7.
- Keep all other goals because they continue to be a need based on parent & teacher surveys and student performance data.

Possible services to implement next year based on the needs assessment include:

- 46% of parents want more information about standard, curriculum, and tests
- Tutoring (61% of parents want help with homework/tutoring/study skills)
 - All schools have a Title I supported after school program so this has to be something specific to migrant students. Ideas included a tutor in Manokotak to work with specific migrant students modeled behind the LPSD tutor program (online and onsite).

- Tutoring is too difficult and resource intensive to implement at all schools so we would pilot it at one school.
- 54% of parents want access to water safety/first aid & cpr courses
- 64% of parents want access to job skills/transition to careers
- 53% of parents want info on how to help their child with reading, writing, and math
- 53% of parents want info on how to help their child with homework. Ideas include:
 - providing talking points to site coordinators about helping with homework or supporting RWM.
 - Providing a potluck for migrant families to meet the teachers or scheduling time for migrant parents to meet with teachers before the family night begins.
- Comment - more access to reading or math games in fish camps

FY16 Evaluation results

Goal Area	Migrant Strategies (should correlate with strategies checked in the ESEA Application, Title I-C Program Details) [delete the strategies the district is not using]	District Measurable Outcomes (how will you know the migrant students successfully achieved this goal?)
Academic Support	1.3-Provide instructional and support services and/or activities to address the impact of missing school and support student engagement	<p>1.3 By the end of the 2016-17school year, 90% of migrant students seeking enrichment opportunities to improve student engagement will receive those students.</p> <p>Target Met – 100% of the students seeking enrichment opportunities were supported UAF – Bristol Bay Campus courses. One student sought out and participated in these enrichment activities.</p>
High School Graduation	2.2-Provide opportunities to participate in college/career readiness	<p>2.2 By the end of the 2016-17 school year and each year thereafter, 60% of 12th grade migrant students will receive additional college and career counseling or exploration activities.</p> <p>Target Not Met – these services did not occur. It is not realistic without strong site and district support.</p>

<p>School Readiness (Preschool)</p>	<p>3.1-Provide the Alaska Early Learning Guidelines and parent education regarding the ELGs to parents of migrant preschoolers</p>	<p>3.1 By the end of the 2016-17 school year and each year thereafter, 95% of migrant parents with children ages 0-5 (pre-school) will receive information on the ELGs and other age-appropriate developmental information or attend a training on such.</p> <p>Target Met – the state ELG’s, Best Beginning Milestones booklets, and information about child safety (boating, driving, etc.) were sent to all migrant parents of children ages 0-5 (pre-school).</p> <p>3.1 By the end of the 2016-17 school year, and each year thereafter, 80% of migrant parents that receive the ELGs and/or attend any migrant-sponsored parent education activity regarding the ELGs will indicate on a parent survey that the information/training was useful in preparing their child for Kindergarten.</p> <p>Target Met – 80% of the parents that responded to the parent survey (one parent) said the ELGs were helpful.</p>
<p>Support Services</p>	<p>4.1-Provide parent involvement events and/or materials</p> <p>4.2-Provide educational support resources to migrant students as needed</p> <p>4.4-Provide/initiate referrals and/or resource lists regarding community service providers for migrant families</p>	<p>4.1 By the end of the 2016-17 school year, and each year thereafter, 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.</p> <p>Target Not Met – materials need to be send directly to the home on a regular basis.</p>

	<p>4.5-Provide information or activities designed to facilitate parent involvement</p> <p>4.6-Provide transportation services to enable migrant students to access educational activities/services</p> <p>4.7-Provide information and activities to migrant parents and/or school staff regarding migrant program instruction and support services available to migrant families during the regular term and/or summer.</p>	<p>4.2 By the end of the 2016-17 school year, and each year thereafter, 90% of migrant students will receive age-appropriate literature and other resources as outlined in the literacy in the home initiative.</p> <p>Target Met – 100% of migrant students received age-appropriate literature.</p> <p>4.2 By the end of the 2016-17 school year and each year thereafter, 80% of migrant parents whose children received “literacy in the home” related resources will report on a parent survey that they used the resources to support literacy and math in the home.</p> <p>Target Met – 80% of migrant parents indicated that they use the literature received with their children. 82% of migrant parents indicated that they use the educational games in their homes.</p> <p>4.4 By the end of the 2016-17 school year and each year thereafter, 60% of 12th grade migrant students will receive additional college and career counseling or exploration activities.</p> <p>Target Not Met – these services did not occur. It is not realistic without strong site and district support.</p> <p>4.5 By the end of the 2016-17 school year, and each year thereafter, 50% of migrant parents responding to the survey will indicate that they participated in training regarding</p>
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		<p>methods to helping their children succeed.</p> <p>Target Met – 67% of parents that responded to the question indicated that they participated in a family night.</p> <p>4.6 By the end of the 2016-17 school year and each year thereafter, transportation will be offered to migrant parents and students to attend migrant-sponsored activities at Manokotak School and Togiak School because of the distance from the main villages to the schools prohibit easy access to the school.</p> <p>Target Met – Manokotak School and Togiak School have contracted with the local tribal councils to provide bus service for migrant family nights.</p> <p>4.7 By the end of the 2016-17 school year, 90% of migrant students behavioral counseling, or other support services will receive those services.</p> <p>Target Met – 100% of the students seeking behavioral health counseling participated in this activity (one student).</p>
<p>Other district-identified migrant student need areas (specify)</p>	<p>SW.1 We are concerned that, as a result of the migrant lifestyle, migrant students, due to lack of access, are unable to receive behavioral counseling that is a barrier to their education</p>	<p>SW.1 By the end of the 2016-17 school year, we will continue the partnership with a behavioral health organization to provide behavior counseling to migrant students in need.</p> <p>Target Not Met – MOU was not successfully put into place between</p>

		BBAHC and SWRS. The challenge has been getting BBAHC to sign and support the MOU. We will continue to pursue this partnership based on making recent contacts with Behavioral Health staff that seem like they can help get the MOU signed and supported.
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