

STATE OF ALASKA

MIGRANT EDUCATION PROGRAM

COMPREHENSIVE NEEDS ASSESSMENT REPORT



Alaska Department of Education & Early Development

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Migrant Education Program Comprehensive Needs Assessment Report

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Alaska Migrant Education Program COMPREHENSIVE NEEDS ASSESSMENT FINAL REPORT

EXECUTIVE SUMMARY

The Alaska Department of Education & Early Development Migrant Education Program (MEP) conducted a statewide Migrant Comprehensive Needs Assessment (CNA) from fall 2004 through summer 2006 to identify the needs of Alaska migrant students and their families. The work was accomplished by a statewide steering committee of four department program staff and eleven representatives from district programs, parents, and teachers. Five meetings were held in person and two meetings by audio conference. A migrant student profile for Alaska was determined through analysis of demographic and assessment data. Additional perception data was collected through two surveys – one to all district migrant programs and one to migrant parents.

The steering committee began by considering these goal areas of the migrant education program: academic achievement (especially in reading and math), high school graduation, and school readiness. The committee identified concerns in seven areas: educational continuity, student instructional time, school engagement, English language development, education support in the home, health, and access to services.

Needs were identified in the areas of concern. Committee members took on the task of identifying possible solutions. The proposed solutions included research or evidence to indicate the possibility of improving student achievement, the effects the solutions would have on the causes of the need, the feasibility of implementing the solutions, the acceptability to stakeholders, and suggested criteria for evaluating the results of the implemented solutions. The committee discussed and prioritized the proposed solutions.

The CNA steering committee recommended three goals for the migrant program, six areas of need to address the goals, and twelve solutions (five high and seven medium priorities). The need for academic support for low-achieving students received the highest priority.

Based on the recommendations of the CNA steering committee, the Alaska MEP will create a new Alaska Migrant Education Service Delivery Plan. District migrant programs will create their own Migrant Service Delivery Plans that reflect the goals and priorities of the state plan and identified needs of their district. Districts will select from the recommended list of solutions as applicable to meet the needs of migrant students in their district. Districts may propose additional activities that meet the intent and purposes of the migrant program and that will meet identified needs of migrant students. The Alaska MEP will implement a new statewide definition for students who qualify for Priority for Service (PFS) and has changed its Migrant Book Program for family literacy resources. The MEP will continue to collect data on migrant student achievement and evaluate the MEP program at a statewide level. The MEP will work with districts to assist in the creation of district migrant service delivery plans, data collection, and evaluation of the district migrant education programs.

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SUMMARY OF GOALS, IDENTIFIED NEEDS, AND PROPOSED SOLUTIONS

A summary of the recommend goals, areas of need, and proposed solutions is shown below. See the Results section of the report for a complete description of goals, needs, and proposed solutions.

Migrant Education Program Goals

1. Achieve proficiency on SBAs in grades 3-10 at the same rate as all students.
2. Achieve proficiency on HSGQE in the 10th grade at the same rate as all students.
3. Graduate with a diploma at the same rate as all students.

Need Areas and Proposed Solutions

1. Academic support
 - a. Develop an Individual Learning Plan for migrant students who are not yet proficient on SBAs.
 - b. Provide reading instruction in the key components of phonemic awareness, phonics, fluency, vocabulary, and text comprehension.
 - c. Provide research-based academic interventions with appropriate progress monitoring and adjustments to instruction.
 - d. Provide statewide access to resources in order to share curriculum, strategies, and tools that work.
2. Student support services
 - a. Provide supportive services in areas such as social, counseling, health and safety, and transportation and collaborate with other funding sources.
 - b. Develop migrant, LEP, and priority for service flags in the migrant and district student records system to easily identify students who may need extra services.
3. Family literacy
 - a. Distribute relevant, high-interest, and quality reading materials into students' homes, along with providing parent training in supporting reading strategies (all grade levels).
4. High School graduation
 - a. Integrate fine arts and industrial arts into the curriculum to enhance learning, to keep students engaged, and to enhance the use of the oral and written language.
 - b. Provide concrete experiences to expose students to broader educational and vocational opportunities.
5. English language acquisition for LEP students
 - a. Provide classroom teachers and paraprofessionals with training, coaching and/or mentoring in English Language Development strategies.
 - b. Provide research-based support in academic language acquisitions.
6. School readiness
 - a. Provide a preschool experience for migrant students based on the Alaska Early Learning Guidelines when feasible.

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PURPOSE AND SCOPE

The primary purpose of the Migrant Comprehensive Needs Assessment was to determine the unique needs of migrant students in Alaska and to propose an action plan with suggested strategies and interventions to address those needs. Specific purposes of the needs assessment were:

- To identify the unique needs of migrant students and their families in Alaska,
- To help guide the state's migrant service delivery plan,
- To establish statewide priorities for local district service delivery plans,
- To provide a basis for the allocation of migrant funds, and
- To create statewide involvement in the migrant education program.

While the focus of the needs assessment was on the needs of students, some areas of concern related to family or education staff needs were also included.

MIGRANT STUDENT PROFILE

Based on the data collection and analysis from school years 2003-2004 and 2004-2005, the Migrant CNA Committee was able to formulate a picture of the "average" migrant student population in Alaska.

- In 2003-2004 there were 11,268 migrant children identified in Alaska.
- Migrant students represented approximately 8% of the student population in Alaska.
- Males outnumber females. The male to female split is 55% male to 45% female. (Appendix A.1)
- The majority of migrant students are Alaska Native. 77% Alaska Native, 19% White (not Hispanic) with the rest of the population split evenly between Black, Hispanic, Asian/Pacific Islander, and American Indian. (Appendix A.1)
- Almost half of the migrant student population is in the 13-18 age group. (Appendix A.1)
- The migrant population in Alaska is clustered in two of six regions, the Northwest and the Southwest, representing over 51% of Alaska's migrant population. The migrant student population comprises almost one-third of the total student population in each of those regions. (Appendix A.3)
- The percent of migrant students with disabilities (13.93% in 2004-2005) was similar to the percent of all students statewide with disabilities (13.6% in 2004-2005). (Appendix A.4)
- The percent of migrant students with limited English proficiency (LEP) (38.14% in 2004-2005) was twice as high as the percent of all LEP students statewide (15.38% in 2004-2005). (Appendix A.4)
- The vast majority of migrant students qualify through subsistence fishing (74%), with commercial fishing the second most common qualifying work activity at 25%. Agriculture and logging are very minor work activities in Alaska. (Appendix A.5)

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- Approximately 60% of migrant students graduated from high school in 2004-2005, slightly less than the statewide average for all students. (Appendix A.6)
- The dropout rate for migrant students in 2004-2005 was 3.6%, less than the statewide dropout rate of 6%. (Appendix A.6)
- Migrant students overall missed an average of 12.5 days per school in 2005-0006, 3 more days of school than the non-migrant student. (Appendix A.7)
- Fewer migrant students scored proficient or above on all statewide Standards Based Assessments than non-migrant students. The difference ranged from 22% fewer in reading in 2004-2005 to 18% fewer in math. (Appendix A.8)

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METHODOLOGY

The Alaska Department of Education & Early Development Migrant Education Program (MEP) staff participated in the US Department of Education Summer Institute on Comprehensive Needs Assessment that took place from August 25-27, 2004. The Alaska MEP based the overall structure of the needs assessment on the format provided in that training.

Planning for the CNA began in October 2004. Members of the Steering Committee were selected and invited to participate in the process. The CNA Steering Committee included three migrant program staff from the department, one data management staff member from the department, and eleven representatives from across the state. Statewide representation included four district federal programs or migrant program staff, one representative from SERRC who supports districts in federal programs, three records managers/migrant paraprofessionals, a Title I reading teacher, and two members from the statewide Migrant Parent Advisory Committee. (Appendix B.1)

Once the Alaska Migrant Education Comprehensive Needs Assessment Steering Committee was established, the MEP set up a meeting calendar comprised of five meetings over the period of approximately fifteen months, from December 2004 through March 2006. The Alaska Comprehensive Needs Assessment Timeline provides the dates, length of meetings, and agenda topics for the meetings (Appendix B.2, B.3).

At the first meeting on December 1 & 2, 2004, the CNA steering committee was introduced to the need for conducting a comprehensive needs assessment, an overview of the process, and the anticipated outcomes of the process. The CNA would be using a three phase model. In *Phase I – What Is*, the steering committee would explore the current state of the migrant student population and program in Alaska. In *Phase II – Gather and Analyze Data*, the committee would gather and analyze data to determine and prioritize the needs for migrant students and families. In *Phase III – Make Decisions*, the committee would explore and recommend possible solutions to be implemented in a statewide migrant education service delivery plan that would be a guide to local district service delivery plans.

In order to develop a profile of Alaska's migrant population and to understand the students served by the MEP, a data collection plan was developed. (Appendix B.4) All students enrolled in Alaska public schools have a statewide ID number; these ID numbers are used in all information collected on students in the state, including migrant students. The MEP was able to use state student IDs to match migrant students to their assessment data as well as demographic data.

The committee focused on the primary goal areas of the migrant program: academic achievement in reading and math, high school graduation, and readiness for school. Members agreed to serve on a goal/work team for one of the above areas. Work was done at the first meeting to begin to draft concern statements for migrant students in Alaska in the seven areas of concern: educational continuity, student instructional time, school engagement, English language development, education support in the home, health, and access to services. The committee created an Areas of Concern Survey (Appendix B.5) to be distributed to district migrant program

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staff across the state. The survey was sent to all district migrant program coordinators in February 2005.

At the second meeting on March 7, 2005, data and graphs on migrant student assessment results and other indicators were presented to the committee. The information was presented for migrant students in each district. It quickly became clear that while a great deal of information was available, it was very difficult to see trends or identify areas of need by breaking down the information for more than 40 districts. The committee decided to group the districts into six regions of the state: Southeast, Northwest, Southwest, Anchorage, Coastal, and Interior. Once the data was presented by regions, it became clear that there were differences in migrant student needs by region. The statewide data comparisons showed that there is a definite gap in the achievement rates of migrant students as compared to non-migrant students or all students for the SBAs in grades 3-10 and in the 10th grade HSGQE, although there seems to be some lessening of the gap in the 2005-2006 data as compared to the 2004-2005 data. There does not seem to be a significant difference in the graduation rates of migrant students as compared to all students, but a graduation rate of 60% is still relatively low statewide.

The results from the Areas of Concern Survey were reviewed at the second meeting and used to prioritize the concern statements within each area. (Appendix B.6 and B.7) Work then began on writing need indicators for each area of concern. After writing sample need indicators, teams were formed for each area of concern and given the task of writing need indicators for their given area before the next meeting.

At the third meeting on April 27, 2005, the committee reviewed the need indicators for each area of concern that had been drafted by the teams. As each draft need indicator was considered, the committee discussed whether data was already available for the need indicator to show that a need was, in fact, demonstrated. If data was not yet available, the committee discussed whether it was feasible or cost-effective to gather data for this purpose.

The committee decided to develop and distribute a parent survey to parents of all migrant students throughout the state. The primary purpose of the survey was to collect feedback on the parents' perceptions of the migrant program, their perceptions of the school experience for their child, and their expectations for their child's academic success in school. After reviewing sample surveys from other states, a draft survey document was developed. The committee met by audio conference on May 19, 2005, to discuss the draft survey. On August 11, 2005, the survey was distributed to all migrant programs to be distributed to parents. Suggestions were provided for ways to have parents complete the survey. Completed surveys were returned from 1235 migrant parents representing all regions of the state. (Appendix B.9)

The fourth meeting was scheduled for two days, November 17-18, 2005, to allow time to review the results of the parent survey, to prioritize need statements, and to begin the work of planning for solutions. The results of the parent survey were interesting, and, in some cases, not what was expected. There were some differences seen by region in the parent responses as there were in the assessment and demographic data. Approximately 96-97% of the parents responded that they expected their children to be academically successful in school and that their children would graduate from high school. Over 94% of parents statewide expected their children to attend

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college, vocational training or enter the military after high school, with the majority projecting attendance at a 4 year college. Only 5.5% did not expect their students to continue their education or training after high school. While most parents (60%) responded that they read to their children daily or weekly, a significant percentage (34%) only read to their children occasionally and 6% never read to their children. Approximately 22% of the responses indicated that there were 10 or fewer books, magazines or newspapers in the home. The largest number of these responses was from the Northwest, Southwest and Interior regions of the state. Over 90% of the respondents indicated that they had basic supplies such as pencils, paper, calculator, and telephones in their home. Approximately 69% of the responses indicated that a computer was in the home, but only 53% had access to the Internet. Approximately 5% of the responses indicated no supplies, calculator, computer, telephone, or dictionary was available in the home. Approximately 34% of the responses indicated that transitions in and out of school due to migrant related moves had some negative impacts for their children in one or more of the following areas: academic performance, attendance, loss of credit towards graduation, social problems or health services. (Appendix B.10)

After reviewing the parent survey results, the committee reviewed the proposed need indicators in light of the data available to determine whether each need was demonstrated by data. The needs were then prioritized into six needs statements under the three program goals. The areas of need were academic support, student support services, family literacy, high school graduation, English language proficiency, and preschool. (Appendix B.11)

The committee then discussed the criteria for developing proposed solutions. Each proposed solution was to identify the goal or need addressed, the research or evidence to support a positive impact on the need, the causes of the need that would be addressed by the solution, the acceptability to the stakeholders, the feasibility of the solution, and the data or information needed to evaluate the results of the implemented solutions. Each member of the committee volunteered to find research and proposed solutions in at least one need area. (Appendix B.12) The committee members were to submit proposed solutions to the MEP by February 10 in preparation for the final on-site meeting. The MEP provided a Proposed Solution Template to the committee members. (Appendix B.13) After members submitted proposed solutions to the MEP staff, the proposed solutions were compiled for review at the fifth meeting.

The fifth meeting was held on March 2-3, 2006. Each member presented his or her proposed solution with supporting research. Evaluation criteria for each proposed solution was discussed, as was the feasibility of the solution. Proposed solutions were entered in a spreadsheet that showed the goal or need addressed, the feasibility, the acceptability, the effect on causes, and evaluation criteria. After more discussion, similar solutions proposals were combined.

After the proposed solutions had been revised, members individually ranked each proposed solution as a high, medium, or low priority for implementation. In most cases, there was a clear indication of the priority for each proposed solution by a majority of members. The department MEP staff prepared a draft of the recommended solutions, the priority ranking for each (specified as high, medium or low), the research supporting each solution, and the recommended evaluation criteria. A final CNA steering committee meeting was held by audio conference on June 2, 2006, to gather members' comments about the draft solutions. Final revisions from the audio

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conference meeting were incorporated into the Alaska Migrant CNA Recommended Solutions document. (Appendix B.15)

At the fifth meeting, the committee also discussed the need for a statewide definition of migrant students who qualify as Priority for Service (PFS) students. The Alaska MEP had been using the broad definition of PFS as those students who scored below proficient or far below proficient on the state content Standards Based Assessments (SBAs) and who had their education interrupted during the regular school year. A new statewide definition for PFS was proposed by the committee. The criteria for failing, or most at risk of failing, to meet the academic content and achievement standards was specified by grade levels: in grades 3-10, any migrant student who is below proficient in any content area on the SBAs; in grades 11-12, any migrant student who has not passed all sections of the High School Graduation Qualifying Exam (HSGQE); and in grades K-2, any migrant student who is determined to be at risk through a district determined assessment. The committee also proposed criteria for an educational interruption that was related to the number of days absent or enrolled. Following review of the proposed definition by the US Department of Education Office of Migrant Education, the definition for PFS was modified to the final form. (Appendix B.14)

The steering committee members gave feedback at the last meeting about the process and their participation in it. Overall members expressed satisfaction with the process, with the positive collaboration of the group, with gaining a new appreciation for the diversity of migrant students and programs around the state, and with the opportunity to voice concerns and be heard. Members also indicated that the results and final recommendations were an accurate reflection of their work.

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RESULTS

The following chart shows the goals, identified needs, recommended solutions and suggested evaluation components as proposed by the Alaska Migrant Education Comprehensive Needs Assessment Committee.

Migrant Program Goals

1. Migrant students will score proficient or above on statewide assessments in grades 3-10 at the same rate as all students statewide. An additional % of migrant students will score proficient or advanced each year until the gap is closed.
2. Migrant students will pass the HSGQE in the 10th grade at the same rate as all students statewide. An additional % of migrant students will score proficient on the HSGQE in the 10th grade per year until the gap is closed.
3. Migrant students will graduate with a diploma at the same rate as all students statewide. An additional % of migrant students will graduate with a diploma each year until the gap is closed.

1) Academic Support: Migrant students will have academic support that maximizes their achievement.

Proposed Solutions	Priority	Suggested Evaluation Criteria
a) Develop an Individual Learning Plan for migrant students who are not yet proficient on the state standards based assessments. The plan may include tutoring, one-on-one or small group direct instruction time by an aide or teacher, providing support materials with parent and family resources, summer enrichment options, observing classroom progress during the year, and written progress reports.	High	SBA's & HSGQE assessment data Time in programs
b) Provide reading instruction in the key components of phonemic awareness, phonics, fluency, vocabulary, and text comprehension for all migrant students below proficient in reading and for migrant LEP students.	High	Number of students receiving services. Correlation of students receiving services with increase in SBA scores. Progress monitoring data. Measure time and/or amount of instruction received.
c) Provide research-based academic interventions with appropriate progress monitoring and instructional adjustments for migrant students below proficient in a content area. Services could be provided during the school day, extended day programs or summer services.	High	Number of students receiving academic interventions. Correlation of students receiving specific interventions with increase in SBAs. Progress monitoring data. Measure time and/or amount of intervention received.
d) Provide statewide access to resources in order to share curriculum, strategies, progress monitoring assessments, and tools that work. (Example: link the EED website to Netrekker, AIMSweb CBM, NWEA.org, etc.)	Medium	Number of hits on the website and/or number of districts using the resources.

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2) Student support services: Migrant students who need them will have supportive services (e.g. social, counseling, special education, health & safety, transportation, etc.) as necessary.

Proposed Solutions	Priority	Evaluation
a) Provide supportive services as determined by student need. Collaborate with other funding sources to include migrant students in supportive programs when possible.	High	Number of students identified as needing services compared to number receiving services. Number of services provided through collaboration with other funding sources.
b) Develop migrant, LEP, and priority for service flags in the migrant and district student records system to more easily and quickly identify students needing appropriate services when student records are transferred.	High	Data records & district surveys.

3) Family Literacy: Migrant students will have additional literacy resources (e.g. books, magazines, school supplies, computers, internet access, etc.) in their homes and community.

Proposed Solutions	Priority	Evaluation
a) Distribute relevant, high-interest, and quality reading materials (including by Alaskan authors) that are at appropriate reading levels into students' homes, along with providing parent training in supporting reading strategies. (Applies to students of all ages, not just pre-school. If possible, use parent meetings or in-services to model reading strategies to parents.)	Medium	Student reading scores. Number of literacy resources provided. Number of parent trainings provided. Scores from school readiness inventories such as Kindergarten Developmental Profile, Informal Reading Inventories, and Peabody Picture Vocabulary Test (PPVT).

4) High school graduation: Migrant students will have increased access to and participation in non-core courses and alternative educational opportunities (e.g. vocational, fine arts, work/study, occupational, apprenticeships, distance-delivered courses, flexible scheduling, and independent study.)

Proposed Solutions	Priority	Evaluation
a) Integrate fine arts and industrial arts into the curriculum to enhance learning, to keep students engaged, and to enhance the use of the oral and written language.	Medium	Track fine arts and industrial arts courses or curriculum integration. Number of students participating in integrated curriculum correlated to academic success and graduation rate.
b) Provide concrete experiences to expose students to broader educational and vocational opportunities: field trips to Job Corps, AVTEC, UAA, college fairs, job shadowing, apprenticeships, etc.	Medium	Carl Perkins data related to Career & Technical education programs. Number of students participating in experiences. Correlate student participation to academic achievement & graduation rate. Number of migrant students that go on to post-secondary education.

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5) English language acquisition: Migrant limited English proficient (LEP) students will make adequate progress in learning and attaining English.

Proposed Solutions	Priority	Evaluation
a) Provide classroom teachers and paraprofessionals with training, coaching and/or mentoring in English language development strategies for teaching migrant LEP students.	Medium	Number of teachers and paraprofessionals receiving training. Correlation between teachers attending training and scores of students on content SBAs and English Language Proficiency (ELP) assessment. Observation of teacher instructional strategies by principals.
b) Provide research-based support in academic English language acquisition to migrant LEP students; for example, SIOP model.	Medium	Number of migrant LEP students making progress and attaining proficiency on ELP assessment. % of migrant LEP students scoring proficient or above on content SBAs.

6) School readiness: Migrant students will have increased access to preschool when feasible.

Proposed Solutions	Priority	Evaluation
a) Provide a preschool experience for migrant students based on the proposed State of Alaska Early Learning Guidelines when feasible.	Medium	School readiness assessments such as Developmental Profile and Peabody Vocabulary Test. Number of students participating matched with longitudinal achievement data.

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RECOMMENDATIONS AND IMPLICATIONS

Based on the outcome of the work of the CNA steering committee, the Alaska Department of Education & Early Development will create a new Alaska Migrant Education Service Delivery Plan. The service delivery plan will focus on the goals, identified needs, and the solutions proposed through the Migrant Comprehensive Needs Assessment. District migrant programs will create their own Migrant Service Delivery Plans that reflect the goals and priorities of the state plan and identified needs of their district. Districts will select from the recommended list of solutions as applicable to meet the needs of migrant students in their district. Districts may propose additional activities that meet the intent and purposes of the migrant program and that will meet identified needs of migrant students. The activities proposed to be funded from Title I-C in the district Consolidated NCLB Application each year must be reflected in the district's Migrant Service Delivery Plan.

The Alaska Migrant Education Program will implement a new definition for Priority for Service based on the recommendation from the CNA. A new data element has been added to the MIS2000 Migrant Data System to identify those students that qualify as PFS. This will allow districts to easily track PFS students and ensure that services are targeted to those students first.

The MEP has also recently changed its migrant book program to meet the identified need of increasing access to books in the home. Based on feedback from districts, the amount of paperwork needed to implement the national Reading is Fundamental (RIF) program was a deterrent to participation by some districts. The state has discontinued the affiliation with RIF and has substituted its own migrant book program.

School readiness was considered as a goal area of the migrant program, however it was not explicitly recommended as a goal by the CNA committee due to the lack of sufficient reliable statewide data. If a student enters school ready to learn, that will impact the goal of every migrant student achieving at proficient or above on the statewide content assessments. While it is required for each district to administer the Developmental Profile to every entering kindergarten student, the data is not tracked by individual student at this time. Data is aggregated and reported at the state and district level, but in many districts the number of students assessed is too small to report results at the district level. The data cannot be reported by subgroups since it is not tracked by individual student. It is recommended that district migrant programs identify a way to measure and record a student's readiness for school so that appropriate program services may be targeted to those students upon entry into kindergarten.

Increased access to preschool programs based upon the Alaska Early Learning Guidelines was identified as a need. There has not been consistent data available to identify which migrant students have had access to a preschool experience, and of those that have had a preschool experience, whether it was based on a model that emphasized readiness for learning more than social interaction. It is recommended that more focus be placed on identifying the quantity and type of preschool experiences available to migrant children and on tracking the academic results of those children who have benefited from a preschool experience.

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Since the Comprehensive Needs Assessment began, the state has developed several resources that will be available to and useful for migrant education programs, particularly for preschool and primary grades. The Early Learning Guidelines specify what young children should know, understand, and be able to do at the end of four stages of development, within five domain areas. The stages of development are: birth to 18 months, 18 – 36 months, 36 – 60 months, and 60 months – kindergarten. The domain areas are: Physical Well-Being, Health, and Motor Development; Social and Emotional Development; Approaches To Learning; Cognition and General Knowledge; and Communication, Language, and Literacy. The state has also developed Grade Level Expectations for students in grades K, 1 and 2. These are aligned to the Alaska Content Standards and Grade Level Expectations in Grades 3-10. They will provide teachers with the instructional framework needed for children in the primary grades that will align with the expectations in grades that are assessed with the state content assessments (SBAs).

Data collection needs to be continued, both at the state level and at the district level, not only on student assessment and graduation rates, but also on the provision of services and other factors related to the identified areas of need. The statewide data warehouse project, UNITY, funded under a three-year federal grant, will assist districts and the state in accessing and analyzing data that is more consistent and accurately reflects migrant students. Updating the state migrant database, the MIS2000, and the development of the MSIX national migrant data exchange project will facilitate important data collection and analysis. Evaluation of migrant programs will include not only evaluating the academic success of migrant students but also of the implementation of the program and, as applicable, the effect of the program activity on migrant student achievement.

The Alaska Migrant Education Program will continue to review and evaluate the progress of migrant students in the state on the goals of the program. The state will work with districts to ensure that district migrant programs are meeting the academic and special educational needs of migrant students in Alaska.