

**MIGRANT EDUCATION
COMPREHENSIVE NEEDS
ASSESSMENT REPORT**

APPENDIX B

**Alaska Department of Education & Early Development
www.eed.state.ak.us**

MIGRANT CNA STEERING COMMITTEE MEMBER LIST

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ALASKA MIGRANT COMPREHENSIVE NEEDS ASSESSMENT MEETING SCHEDULE

Meeting 1 Date: <u>12/1-2/04</u>	Meeting 2 Date: <u>3/7/05</u>	Meeting 3 Date: <u>4/27/05</u>	Meeting 4 Date: <u>11/17/05-11/18/05</u>	Meeting 5 Date: <u>3/2-3/3/06</u>
Meeting Goals				
Phase I: 1 ½ days	Phase I: 1 day	Phase II: 1 day	Phase III: 1 day	Phase III: 1 day
<p><u>CNA Model</u></p> <ul style="list-style-type: none"> ▪ Process ▪ Anticipated outcomes for state <p><u>Migrant Student Profile</u></p> <ul style="list-style-type: none"> ▪ Initial Migrant Profile ▪ Additional data ▪ Disaggregations <p><u>Concern Statements for Seven Areas</u></p> <ul style="list-style-type: none"> ▪ Seven Areas of Concern ▪ Concern Statements <p><u>Plan for Collecting Community Input</u></p>	<p><u>Concern Statements</u></p> <ul style="list-style-type: none"> ▪ Community input and final Migrant Student Profile ▪ Concern Statements Priority <p><u>Need Indicators</u></p> <ul style="list-style-type: none"> ▪ Need Indicators definition and examples 	<p><u>Data Collection Plan</u></p> <ul style="list-style-type: none"> ▪ Existing and needed data ▪ Areas of Concern with Need Indicators and Data Sources ▪ Comparison groups and disaggregations ▪ Data Collection Plan 	<p><u>Gaps</u></p> <ul style="list-style-type: none"> ▪ Data analysis review and Need Statements ▪ Prioritize Need Statements <p><u>Solution Plan</u></p> <ul style="list-style-type: none"> ▪ Criteria for solutions ▪ Plan to determine solutions 	<p><u>Solutions</u></p> <ul style="list-style-type: none"> ▪ Solutions and recommendations

ALASKA MIGRANT COMPREHENSIVE NEEDS ASSESSMENT MEETING AGENDAS

**Alaska Migrant Comprehensive Needs Assessment (CNA) Committee
Meeting 1
December 1-2, 2004**

Objectives:

- Gain an understanding of the CNA model
- Review the migrant student profile
- Establish concern areas
- Develop a plan for community input

Wednesday, December 1 Agenda

8:30 AM

- Welcome/Introductions
- Warm-up “What do migrant students need?”
- Address from the State-level Administrator
- Model Overview
- Project Manager’s Review of Scope of Work

1:00 PM

- Review of Initial Migrant Student Profile
- Introduction to Seven Areas of Concern

Thursday, December 2 Agenda

8:30 AM

- Practice in Identifying Quality Concern Statements
- Determine Goal/Work Team membership
- Prioritize Concern Statements (group work)

1:00 PM

- Plan for Collecting Community Input
- Review Work to Complete
- Questions and Answers

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Alaska Migrant Comprehensive Needs Assessment (CNA) Committee Meeting 2 March 7, 2005

Objectives:

- Review the Migrant Student Profile Data
- Prioritize Concern Statements
- Develop Need Indicators

8:30 AM

- Welcome/Meeting Objectives
- Migrant Student Profile Data Update
- Community Input on Areas of Concern Survey
- Finalizing Concern Statements
- Initial Prioritization

11:45 – 1:15 Lunch

1:15 PM

- Introduction to Needs Indicators
- Selecting Good Needs Indicators and Revising Them
- Writing Needs Indicators

3:45 PM

- Meeting 2 Summary
- Meeting 3 Information

**Alaska Migrant Comprehensive Needs Assessment (CNA) Committee
Meeting 3
April 27, 2005**

Objectives:

- Review summarized Areas of Concerns with Need Indicators and Data Sources
- Develop preliminary data collection plan
- Develop survey instrument

Day 1 Agenda

AM

- Welcome/Review of Meeting Objectives
- Review Updated Data Collection
- Team Reports on Needs Indicators
- PowerPoint Presentation: Data Collection and Analysis

PM

- Developing a Preliminary Data Collection Plan
 - Finalizing Data Sources
 - Finalizing Comparison Groups
 - Identifying Existing Data and Needed Data
 - Identifying Existing Instruments
- Develop Survey Instrument
- Plan Next Meeting (October/November)

**Alaska Migrant Comprehensive Needs Assessment (CNA) Committee
Meeting 4
November 17-18, 2005**

Objectives:

- Review summarized data analysis
- Prioritize Need Statements
- Set criteria for determining solutions
- Develop plan for developing potential solutions in each goal area

Agenda

- Welcome/Review of Meeting 4 Objectives
- Review of Meetings to Date
- Meeting 5 dates, location and objectives
- Review of Data from meeting 3
- Presentation and discussion of data from statewide parent survey
- Presentation and discussion of summarized data analysis and associated Need Statements
- Prioritize Need Statements
- Set criteria for developing solutions
- Determine the process that will be used to develop solutions
- Review reporting form for Solutions and planned implementation
- Review Next Steps

**Alaska Migrant Comprehensive Needs Assessment (CNA) Committee
Meeting 5
March 2-3, 2006**

Objectives:

- Review recommended solutions
- Select solutions to be implemented
- Develop plan for solution implementation
- Develop state and district monitoring and evaluation systems
- Develop state and district on-going cycle of needs assessment

DAY 1

AM

- Welcome/Review of Meeting Objectives/Introductions
- Presentation and discussion of recommended solutions

PM

- Priority for Service definitions
- Selecting and prioritizing solutions

DAY 2

AM

- Monitoring and evaluation systems
- On-going cycle of needs assessment

PM

- CNA final report
- Wrap up / Feedback / Future Plans

MIGRANT STUDENT PROFILE DATA COLLECTION PLAN

Data	Source	Person Responsible	Deadline	Comments
ACHIEVEMENT DATA				
State assessments 3-10 by district – proficiency levels	EED assessment website	Alaine	February 15	Do small subgroups have privacy issues for this process?
State assessments 3-10 by district – participation rate	EED assessment website	Alaine	February 15	“
Kdn developmental profile	District records?	Jeanne Foy	TBD	Have AKSID? Which categories? – reading & math, ready to learn, others? Ask district to provide for next year?
MOBILITY PATTERNS				
Moves – average number of moves per year, from – to	MIS2000	Alaine	February 15	Data will be limited to qualifying moves and will not include ALL moves family made
Time of year	MIS2000	Alaine	February 15	“
School year moves vs. summer moves	MIS2000	Alaine	February 15	“
DEMOGRAPHICS				
Gender (% by grade)	MIS2000	Alaine	February 15	
Ethnicity (% by grade)	MIS2000	Alaine	February 15	
Title I services (% by grade)	Cons Perf report	Alaine	February 15	Count available from Cons Perf Report; not by individual student or by grade. May need to collect in Summer OASIS file.
Early Childhood Program participation (% at K, 1, 2 with this experience)			TBD	Data not readily available at this time
Geographic distribution (% by each geographic location/district)	MIS2000	Alaine	February 15	
LANGUAGE DATA				
Home/primary Language			TBD	Data not currently collected – how to collect? Migrant only? All LEP students? What about preschool students?
English language proficiency level (% in each category by grade)	Migrant data matched with LEP data	Alaine/Kathy	February 15	
LEP status (% of LEP by grade)	Migrant data matched with LEP data	Alaine/Kathy	February 15	
Number & percent of students exiting LEP status	Migrant data matched with LEP data	Alaine/Kathy	February 15	

SCHOOL DATA				
Attendance data for each student – number of days in attendance by grade	Summer OASIS	Kathy/Alaine	February 15	
# of school enrollment changes during year (within district, between districts, between states)	Summer OASIS & MIS2000	Kathy/Alaine	February	
Graduation rate – for last two years	Summer OASIS	Kathy/Alaine	February 15	
Graduation - # of years to receive diploma			TBD	Data not readily available now.
Graduation - # of certificate of attendance			TBD	Data not available now, but start collecting?
High School drop-out rate	Summer OASIS	Kathy/Alaine	February 15	
Age/grade – age distributions by grade	MIS2000	Alaine/Kathy	February 15	
Subgroup populations: special education, gifted, LEP, low-income, et al	Migrant data matched with OASIS data	Kathy/Alaine	February 15	
Algebra I			TBD	Data not easily available yet – if collected, track when Algebra I was taken
Honors & AP courses			TBD	Data not easily available yet – if needed, collect for all students for comparison
HS core courses – credit accrual			TBD	Data not easily available yet – if needed, collect for all students for comparison
MIGRANT PROGRAM DATA				
Priority for service – state test scores 3-10, & move within school year	MIS2000 & state assessment data	Alaine/Kathy	February 15	Need additional field in MIS2000 to flag PFS students; additional data come from surveys, district attendance data, summer OASIS?
Qualifying moves – average number of moves per grade per year for last 3 years	MIS2000	Alaine	February 15	
Summer programs – participation rates by grade	CPR data	Alaine	February 15	
Intervention programs – participation rates by grade	CPR data	Alaine	February 15	
STUDENT EMPLOYMENT PATTERNS				
Hours of work			TBD	Data not readily available now

AREAS OF CONCERN SURVEY

In Phase I of the Comprehensive Statewide Needs Assessment, the State must first identify general concerns in the education of Migrant Children. The list below was developed by the Comprehensive Needs Assessment Committee, which is comprised of members representing all geographic areas, district, and roles in the education of Alaska's children.

Place a check mark beside the factors in the list that you believe are the most important in hindering migrant children from attaining their full potential.

1. Educational Continuity

I am concerned that, as a result of their lifestyle, migrant students:

- Fail to complete required courses and achieve required credit accrual
- Have difficulty acquiring the required credits and courses toward graduation
- Lack continuity in courses and curriculum due to absences from school and/or changes between schools
- Lack teacher consistency and/or problems with the pacing and delivery of courses due to school or classroom changes
- Have difficulty converting standards based phases vs. Carnegie Units
- Have limited course offerings, especially in smaller districts, and consequently fail to make up courses
- Have low graduation/high drop-out rates
- Have low proficiency rates on state assessments
- Have difficulty mastering skills/standards/material

2. Student Instructional Time

I am concerned that, as a result of their lifestyle, migrant students:

- Experience late enrollment at the start of the school year/experience disruption of classroom community
- Are not getting all the subject content because they are not in school
- Have to adjust to calendar differences from school to school

3. School Engagement

I am concerned that, as a result of their lifestyle, migrant students:

- Lack smooth transitions into middle and high school
- Choose non-school options
- Do not spend enough time on-task
- Are misunderstood regarding cultural values and cultural sensitivity
- Suffer from a lack of acceptance of migrant lifestyle by staff
- Fail to participate in extracurricular and community activities
- Lack consideration by others of learning styles and student needs/student strengths
- Lack options for non-core classes to keep them engaged in school, such as Vocational Education and Fine Arts
- Individual strengths are not addressed
- Experience social isolation because of low economic status
- Fail to see the relevance of school to future plans

4. English Language Development

I am concerned that, as a result of their lifestyle, migrant students:

- Are taught by staff not trained to teach the limited English proficient students
- Have problems due to a lack of translators
- Have a primary language other than English
- Academic English is limited and affects academic performance
- Experience differences in immersion programs, length of time, and transition between programs

5. Education support in the home

I am concerned that, as a result of their lifestyle, migrant students:

- Experience a lack of assets and support from other adults
- Have parents with limited education
- Have parents who don't buy into the school system
- Have few books, school supplies, educational resources
- Live in a home environment not conducive to homework, study or learning
- Endure abuses and neglect
- Lack continuity of home support due to migrant moves
- Have increased student responsibilities at home, (i.e. child care, chores)

6. Health

I am concerned that, as a result of their lifestyle, migrant students:

- Receive duplicated immunizations, have record keeping issues
- Have difficulty getting physicals for enrollment
- Have bad or no dental, vision, and health care
- Miss school for health care appointments
- Suffer the impact of the health of other family members
- Suffer from, or suffer the effects of family members, relating to Drug/Alcohol/ FAS/FADE/Mental Health
- Experience work related injuries

7. Access to Services

I am concerned that, as a result of their lifestyle, migrant students:

- Experience difficulty meeting requirements for services (due to absences or moves affecting eligibility – i.e. Headstart)
- Don't know how to advocate for themselves
- Suffer from lack of transportation/problems getting services to students
- Don't know how to find services and advocate for rights, lack of participation in services
- Find limited shelters and some services are not available in the more remote locations
- Have a high turnover of staff and lack of qualified staff
- Attend student activities sporadically due to conflicts with other school programs

OTHER CONCERNS OR COMMENTS:

AREAS OF CONCERN SURVEY RESULTS

Tally	Responses
1. Educational Continuity	
10 (+2)	* Fail to complete required courses and achieve required credit accrual
8 (+1)	* Have difficulty acquiring the required credits and courses toward graduation
19 (+2)	* Lack continuity in courses and curriculum due to absences from school and/or changes between schools
5 (+1)	* Lack teacher consistency and/or problems with the pacing and delivery of courses due to school or classroom changes
1	* Have difficulty converting standards based phases vs. Carnegie Units
6	* Have limited course offerings, especially in smaller districts, and consequently fail to make up courses
9 (+2)	* Have low graduation/high drop-out rates
19 (+1)	* Have low proficiency rates on state assessments
17 (+1)	* Have difficulty mastering skills/standards/material
2. Student Instructional Time	
18 (+2)	* Experience late enrollment at the start of the school year/experience disruption of classroom community
19 (+2)	* Are not getting all the subject content because they are not in school
4 (+1)	* Have to adjust to calendar differences from school to school
3. School Engagement	
9 (+2)	* Lack smooth transitions into middle and high school
11 (+1)	* Choose non-school options
9 (+1)	* Do not spend enough time on-task
6 (+2)	* Are misunderstood regarding cultural values and cultural sensitivity
6 (+1)	* Suffer from a lack of acceptance of migrant lifestyle by staff
8 (+2)	* Fail to participate in extracurricular and community activities
7 (+1)	* Lack consideration by others of learning styles and student needs/student strengths
10 (+1)	* Lack options for non-core classes to keep them engaged in school, such as Vocational Education and Fine Arts
1 (+1)	* Individual strengths are not addressed
9 (+2)	* Experience social isolation because of low economic status
25 (+2)	* Fail to see the relevance of school to future plans

4. English Language Development	
10	* Are taught by staff not trained to teach the limited English proficient students
0	* Have problems due to a lack of translators
7	* Have a primary language other than English
18 (+2)	* Academic English is limited and affects academic performance
0	* Experience differences in immersion programs, length of time, and transition between programs
5. Education support in the home	
13 (+1)	* Experience a lack of assets and support from other adults
19 (+1)	* Have parents with limited education
16 (+1)	* Have parents who don't buy into the school system
17 (+1)	* Have few books, school supplies, educational resources
18 (+2)	* Live in a home environment not conducive to homework, study or learning
6 (+1)	* Endure abuses and neglect
9 (+1)	* Lack continuity of home support due to migrant moves
13 (+1)	* Have increased student responsibilities at home, (i.e. child care, chores)
6. Health	
3	* Receive duplicated immunizations, have record keeping issues
3	* Have difficulty getting physicals for enrollment
9	* Have bad or no dental, vision, and health care
6	* Miss school for health care appointments
7 (+2)	* Suffer the impact of the health of other family members
16 (+2)	* Suffer from, or suffer the effects of family members, relating to Drug/Alcohol/ FAS/FADE/Mental Health
2	* Experience work related injuries
7. Access to Services	
9 (+1)	* Experience difficulty meeting requirements for services (due to absences or moves affecting eligibility - i.e. Headstart)
16 (+2)	* Don't know how to advocate for themselves
6 (+2)	* Suffer from lack of transportation/problems getting services to students
11 (+2)	* Don't know how to find services and advocate for rights, lack of participation in services
4 (+1)	* Find limited shelters and some services are not available in the more remote locations
7	* Have a high turnover of staff and lack of qualified staff
5	* Attend student activities sporadically due to conflicts with other school programs

REVISED PRIORITIZED CONCERN STATEMENTS

Educational Continuity	Student Instructional Time	School Engagement	English Language Development	Education support in the home	Health	Access to Services
We are concerned that as a result of their lifestyle, migrant students...	We are concerned that as a result of their lifestyle, migrant students...	We are concerned that as a result of their lifestyle, migrant students...	We are concerned that as a result of their lifestyle, migrant students...	We are concerned that as a result of their lifestyle, migrant students...	We are concerned that as a result of their lifestyle, migrant students...	We are concerned that as a result of their lifestyle, migrant students...
1.3 Experience a lack of continuity in courses and curriculum	2.1 Ability to establish and maintain membership within an educational community is hampered by late enrollment and re-enrollment dates.	3.1 And their families experience the trauma of transitions into multiple schools and/or communities.	4.1 Who are LEP are not being taught by professionals specially trained to address their needs.	5.1 Have limited opportunities for involvement in asset-building activities.	6.3a Have limited access to health care, including dental and vision.	7.1 Have difficulty meeting prerequisites for support services.
1.8 Have low proficiency rates on state assessments	2.2 Are not able to follow the scope and sequence of subject content.	3.2 High school students are choosing non-school options (marriage, drugs, dropping out, jail or work) in lieu of graduating from high school.	4.4 Many of whom are LEP do not have proficient academic English language skills.	5.2 Parents of Migrant Ed. Students have a limited academic background.	6.3b With inadequate health care miss instructional time.	7.2a Have not gained the necessary communication skills in order to advocate for themselves.
1.9 Have difficulty mastering skills, standards and classroom material		3.4 Experience culturally biased assessment, curriculum, materials and instructional practices.		5.3 Have parents who do not value the importance of education as it relates to the student's future	6.5 Lose focus when someone well-known to them gets chronically ill or passes on.	7.2b Do not have role models to show them how to maneuver through the educational system.
		3.7 Lack options for non-core courses (vo-tech, fine arts, etc) that would keep them engaged in school		5.4 Have limited books and school supplies in their homes.	6.6 Suffer from, or suffer the effects of family members relating to Drugs/Alcohol/FAS/FADE/Mental Health	7.3 Lack of transportation hinders or prohibits participation in educational opportunities.
		3.8 Fail to see the relevance of school to future plans		5.5 The home environment does not provide an atmosphere that is conducive to homework, study and learning.		7.4a May not locate or access appropriate educationally related services
				5.8 Are distracted by additional responsibilities at home		7.4b Do not participate in appropriate educational and related services
						7.6 Do not have consistent quality of education and related services due to staff turnover and lack of qualified staff.

MEMO TO DISTRICTS RE: PARENT SURVEY



Department of Education & Early Development
Teaching & Learning Support

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To: Federal Programs Coordinators
Migrant Education Coordinators
Migrant Education Records Managers

From: Marian Svobodny
Migrant Education Program Manager

Date: August 11, 2005

Subject: Comprehensive Needs Assessment Parent Survey

Dear Migrant Education/Federal Programs Staff:

The Department of Education & Early Development is in the process of conducting a Comprehensive Needs Assessment of Alaska's Migrant Education Program as required under NCLB. The goal of the Comprehensive Needs Assessment is to help each state identify the needs of migrant students and their families and to develop a plan that will help migrant students reach high levels of student achievement. The process will look at a variety of factors that shape the education experiences of children. Some examples of these might be test data, program data, demographics, and perceptions. The information we gather should help us to guide the migrant program and policy decisions in the future.

Enclosed is a survey that Alaska's Migrant Comprehensive Needs Assessment Committee has developed as a way to get input from migrant education parents. Please distribute this survey to all migrant parents in your district. Each district may make its own decision as to the most effective way to both distribute the survey and to get the maximum number of surveys returned. Here are some of the suggested ways that may work in your district.

- Parents may complete surveys at a back-to-school event or fall family night.
- Parents may complete surveys as they are re-interviewed during the fall migrant recruitment period.
- Surveys might be included as part of your district's enrollment packet and be completed and mailed back with other district paperwork.

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- Surveys could be mailed with other materials that need to be returned to the school or district.

Our goal is to get as many surveys returned as possible in order to get a complete picture of the perceptions parents have of the migrant education program and their child's school experience. While the surveys are anonymous, we do ask for the district and school name. By encouraging your parents to return the surveys, your district will have representation in any future decisions regarding the program.

The Department of Education & Early Development requests your help with this process. Please designate a person in your district to be in charge of the distribution and collection of these surveys. Once collected, all the surveys should be returned in one district mailing to: Alaine Tingey, State of Alaska, Department of Education & Early Development, 801 W. 10th Street, Suite 200, Juneau, Alaska, 99801-1894. **Surveys need to be returned by October 31, 2005.** The results of these surveys will be shared at the next Comprehensive Needs Assessment Committee meeting on November 17th.

Thank you in advance for your help with this important project. If you have any questions regarding this survey, please feel free to call Marian Svobodny at 465-8718 or Alaine Tingey at 465-5531.

PARENT SURVEY INSTRUMENT

School District: _____ School Name: _____ Date: _____

Grades of Child(ren) in my home

- 0-3 years Pre School K-3 4-8 9-12

Relationship:

- Mother Female Guardian
 Father Male Guardian

INSTRUCTIONS: The Alaska State Migrant Program is conducting a study of the needs of migrant families. We hope you will answer these questions as honestly and completely as you can. Your answers will help improve the educational support your children receive from the Alaska State Migrant Program. If you have more than one child in the migrant program, please answer in general for all your children.

Please use a pencil and completely fill the intended response oval.

1. Do you expect your child(ren) to be academically successful in school this year?

- Yes
 No

2. Do you expect your child(ren) to complete high school with a:

- Diploma
 Certificate of Attendance
 neither, don't expect them to complete high school.

3. Do you expect your child(ren) to continue their education at any of the following?

- Vocational or technical school
 Junior or community college
 4 year college or university
 Military
 Don't expect them to continue

4. What is the highest level of education for either parent or guardian?

- Didn't complete high school
 Completed high school
 Some college
 College degree

5. Do you feel welcomed at your child(ren)'s school by the:

- Students Yes No
 Teachers Yes No
 Other Adults Yes No
 If no, why not? _____

6. Do(es) your child(ren) feel welcomed at school by the:

- Students Yes No
 Teachers Yes No
 Other Adults Yes No
 If no, why not? _____

7. How often do you read to or with your child(ren)?

- Daily
 Weekly
 Occasionally
 Never

8. Do you tell your child(ren) stories about your childhood and cultural background?

- Often
 Sometimes
 Seldom
 Never

9. Have you attended any of these activities at your child(ren)'s school in the current or prior school year? (Select all that apply.)

- Parent/teacher conferences
 Music/play performance
 Sports activities
 School parent organizations meetings
 Cultural events
 Open House
 Field trips (with your child/children)
 Classroom volunteer
 Family Night or Awards Recognition Night
 Other (Specify): _____

10. Do(es) your child(ren) participate in any of the following school based activities? (Select all that apply.)

- Academic teams or clubs (ie Academic Decathlon, Science Olympiad, Spanish Club, etc.)
 Summer school
 Work study groups
 Tutorial program
 School sports teams
 Music/drama/dance
 Others (Specify): _____
 None

11. Have you been involved in any of these migrant program activities during the last school year? (Select all that apply.)

- Local migrant parent meetings
 Attending migrant program activities
 Field trips (with your child/children)
 Reading is Fundamental (RIF)
 Family Reading Activity
 Other (Specify) _____
 None

12. In what community activities have you and/or your child(ren) participated during this past year? (Select all that apply.)

- Church Youth groups
 Sports Library
 Cultural activities None
 Other (Specify): _____

13. Do(es) your child(ren) have duties and or responsibilities that prevent them from attending summer school?

- Yes
 No

14. Did your child(ren) volunteer in your community during the last year?

- Yes
 No

15. How many times each week do you or someone in your family help your children with homework?

- Daily
 Weekly
 Occasionally
 Never

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16. If helping with your child(ren)'s homework is difficult for you, why?

- No time available
- I don't understand the work
- I don't understand the language
- It is not difficult for me
- Other _____

17. How many books, magazines, or newspapers are in your home? Books borrowed from the library or another source can be included in this count.

- 1 - 5
- 6 - 10
- More than 10
- None

18. Does your household have a reliable personal vehicle or other mode of transportation? (ie. snow machine, boat, bus system, etc.)

- Yes
- No

19. Which of the following items do you have in your home? (Select all that apply)

- Dictionary
- Telephone
- Calculator
- Computer
- Supplies (pencils, paper, etc.)
- Internet access

20. Do(es) your child(ren) have access to a school guidance counselor?

- Yes
- No
- Don't Know

21. Which of the following services are available to you or your family in your community? (Select all that apply).

- Employment support
- Health services (e.g. Denali Kid Care, private physicians, etc.)
- Social services (e.g. food stamps, Medicaid)
- Don't Know

22. Have you or your child(ren) used any local health services?

- Yes
- No

23. Do you (parent or guardian) have more than one job or other responsibilities to support the household?

- Yes
- No

24. Do(es) your child(ren) have jobs or other responsibilities outside of school that contribute to the family?

- Yes
- No

We realize that it is often difficult for students to transition into preschool and kindergarten and between schools. Migrant students may experience even more transition periods than other students due to moves related to fishing and other agricultural activities. These may include **changing schools and/or missing periods of school** while the student/family is engaged in the qualifying work.

25. How has transitioning in and out of school affected your child(ren)? (Select all that apply.)

- Difficulty in performing academically
- Attendance
- Loss of High School Credit towards Graduation
- Social problems
- Health Services
- Don't Know
- No Effects
- Other _____

26. How has transitioning in and out of school affected your household? (Select all that apply.)

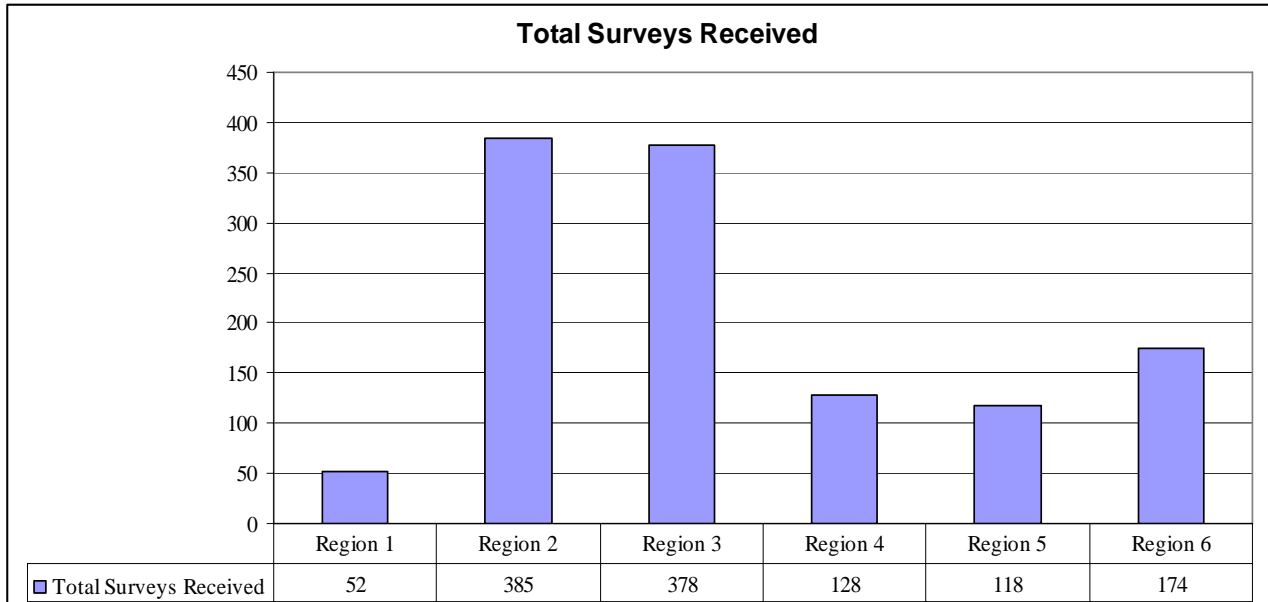
- Children fall behind academically
- Have problems finding health and social services
- Have problems getting extracurricular help
- Causes extra stress in family
- Don't Know
- No Effects
- Other _____

27. Do you (parent or guardian) feel the schools are working to lessen the effect of transitioning in and out of school on your household?

- Yes
- No

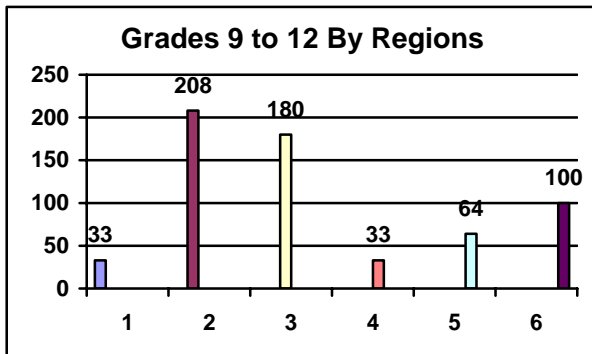
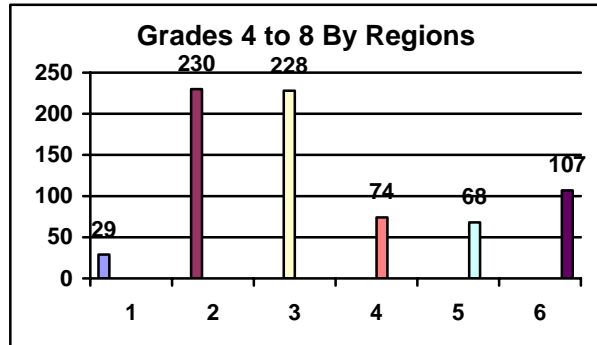
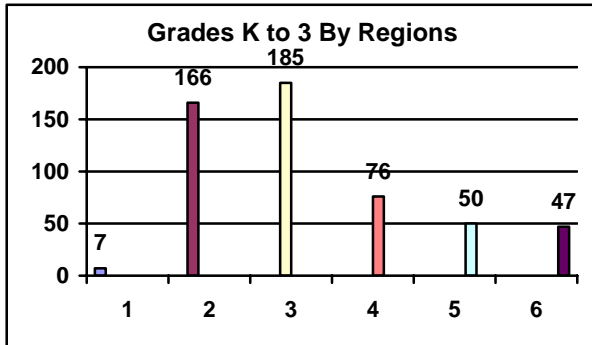
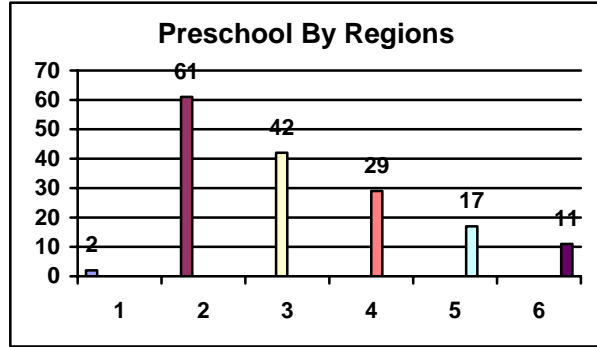
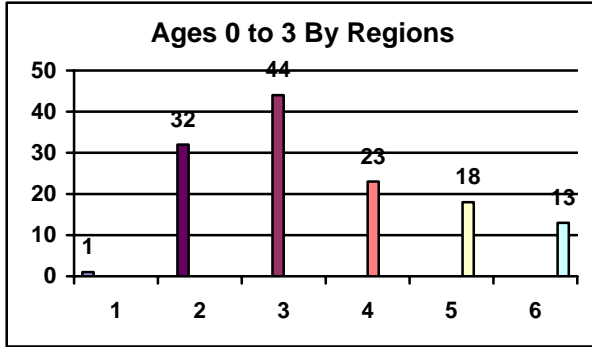
If no, please explain _____

PARENT SURVEY RESULTS

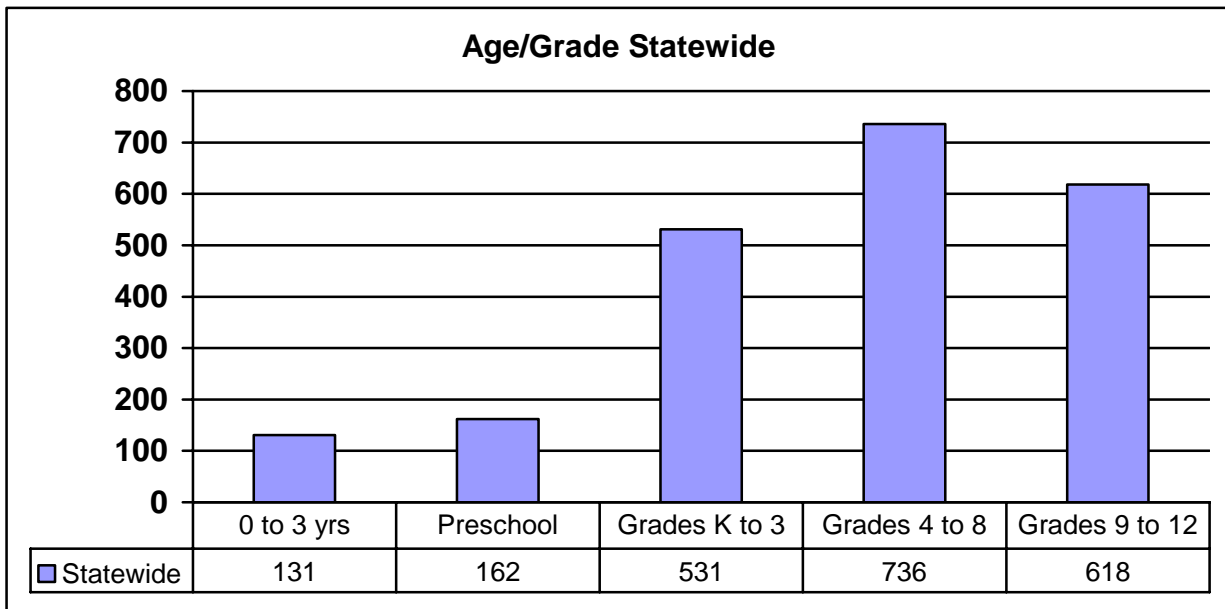


District Name	Total Surveys Received
Aleutians East Borough School District	12
Anchorage School District	128
Bering Strait School District	113
Bristol Bay Borough School District	14
Cordova City School District	39
Craig City School District	6
Dillingham City School District	24
Fairbanks North Star Borough School District	37
Galena City School District	2
Haines Borough School District	5
Iditarod Area School District	18
Kashunamiut School District	38
Kenai Peninsula School District	42
Ketchikan Gateway Borough School District	3
Kodiak Island Borough School District	37
Lake & Peninsula Borough School District	25
Lower Kuskokwim School District	135
Lower Yukon School District	64
Matanuska-Susitna Borough School District	97
Nenana City School District	1
North Slope Borough School District	189
Northwest Arctic Borough School District	83
Pelican City School District	5
Saint Mary's School District	11
Sitka School District	21
Southwest Region School District	55
Tanana City School District	1
Wrangell Public School District	12
Yukon-Koyukuk School District	18
Total	1235

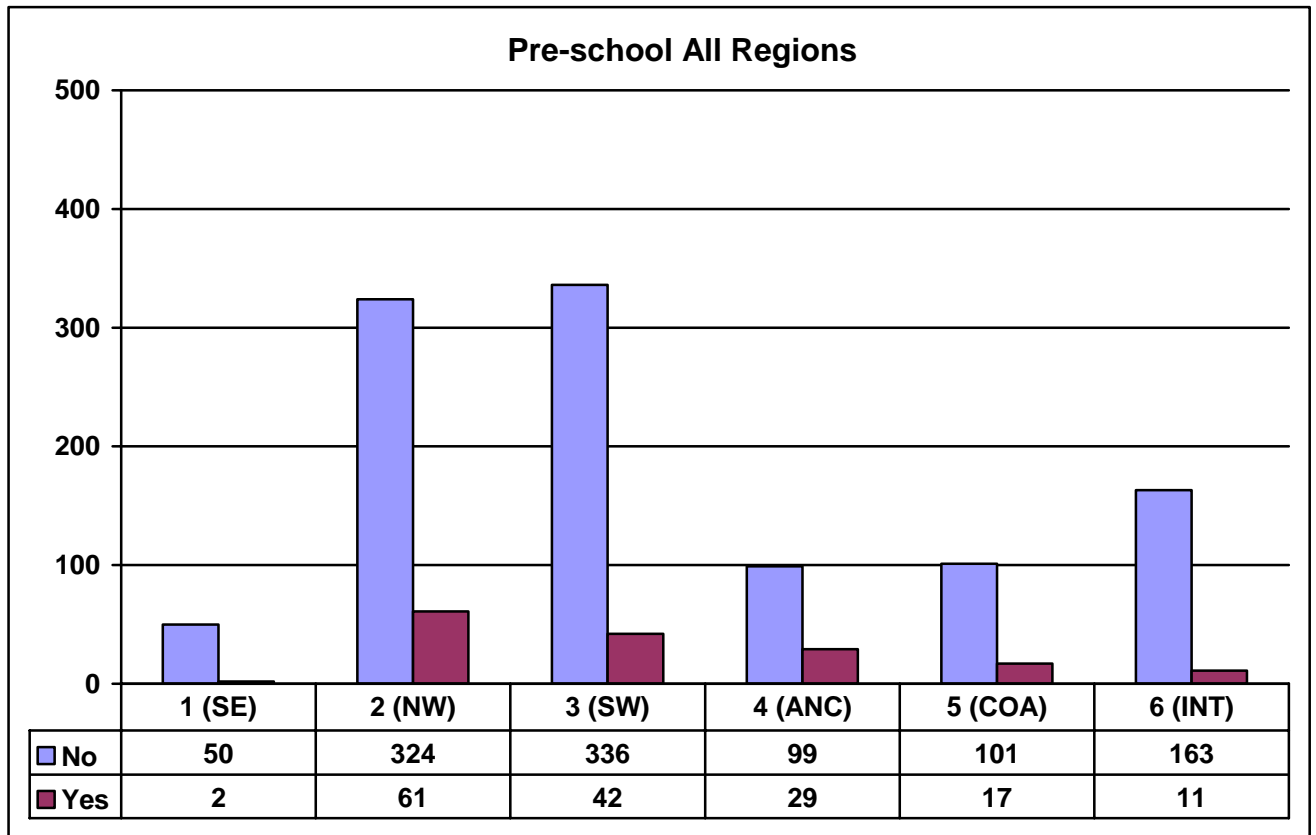
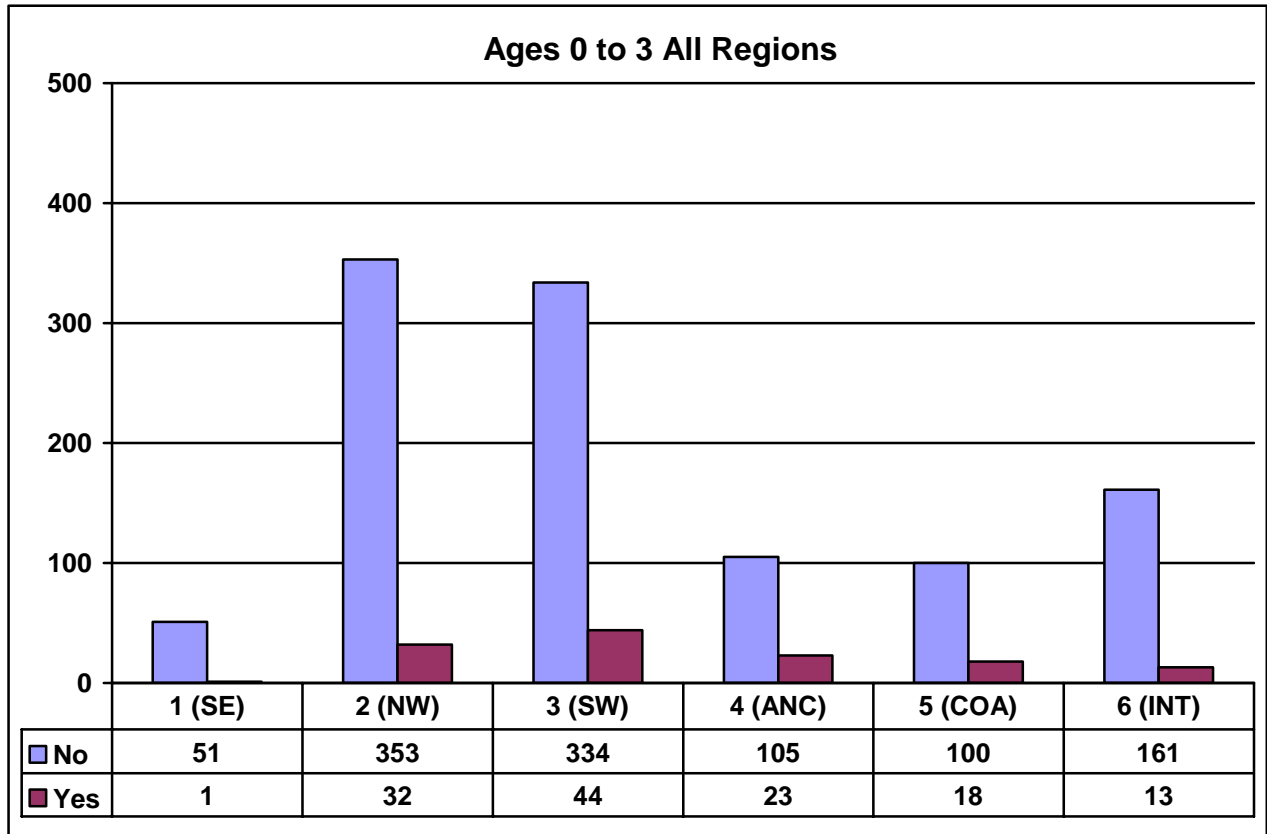
Grades of Children in My Home



Region 1 = Southeast
Region 2 = Northwest
Region 3 = Southwest
Region 4 = Anchorage
Region 5 = Coastal
Region 6 = Interior

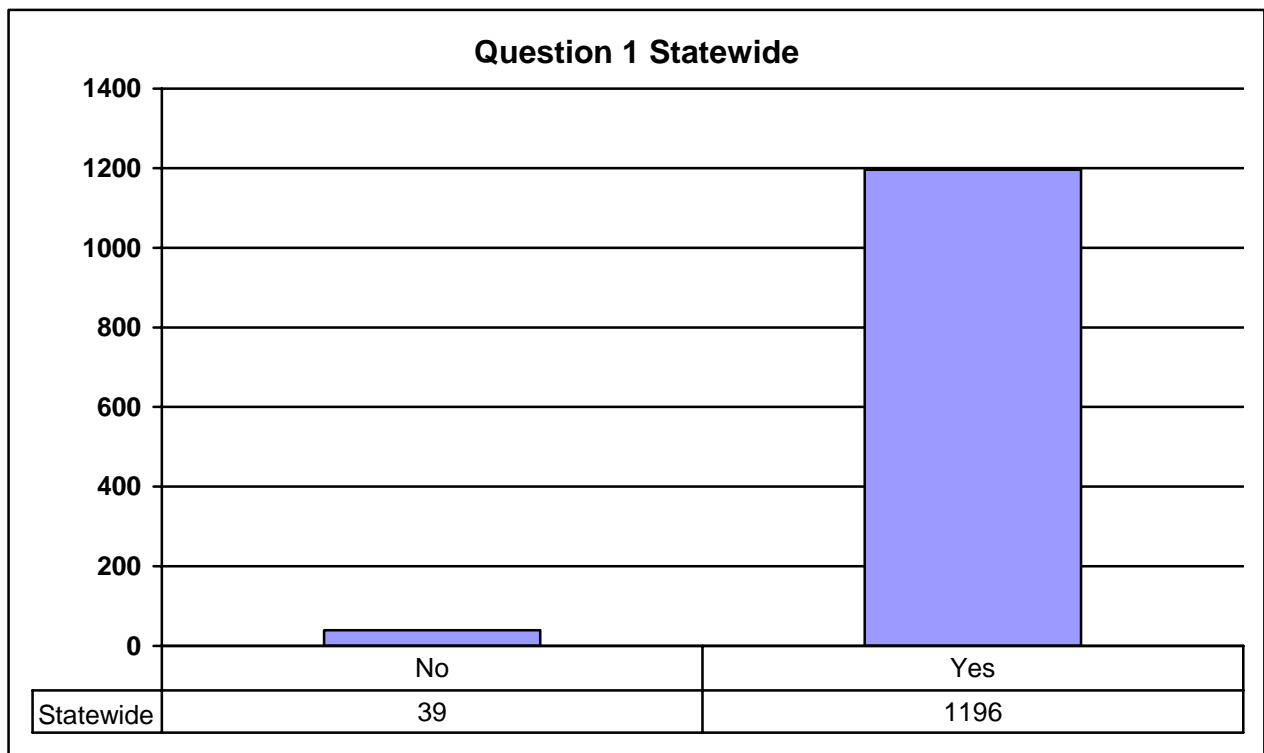
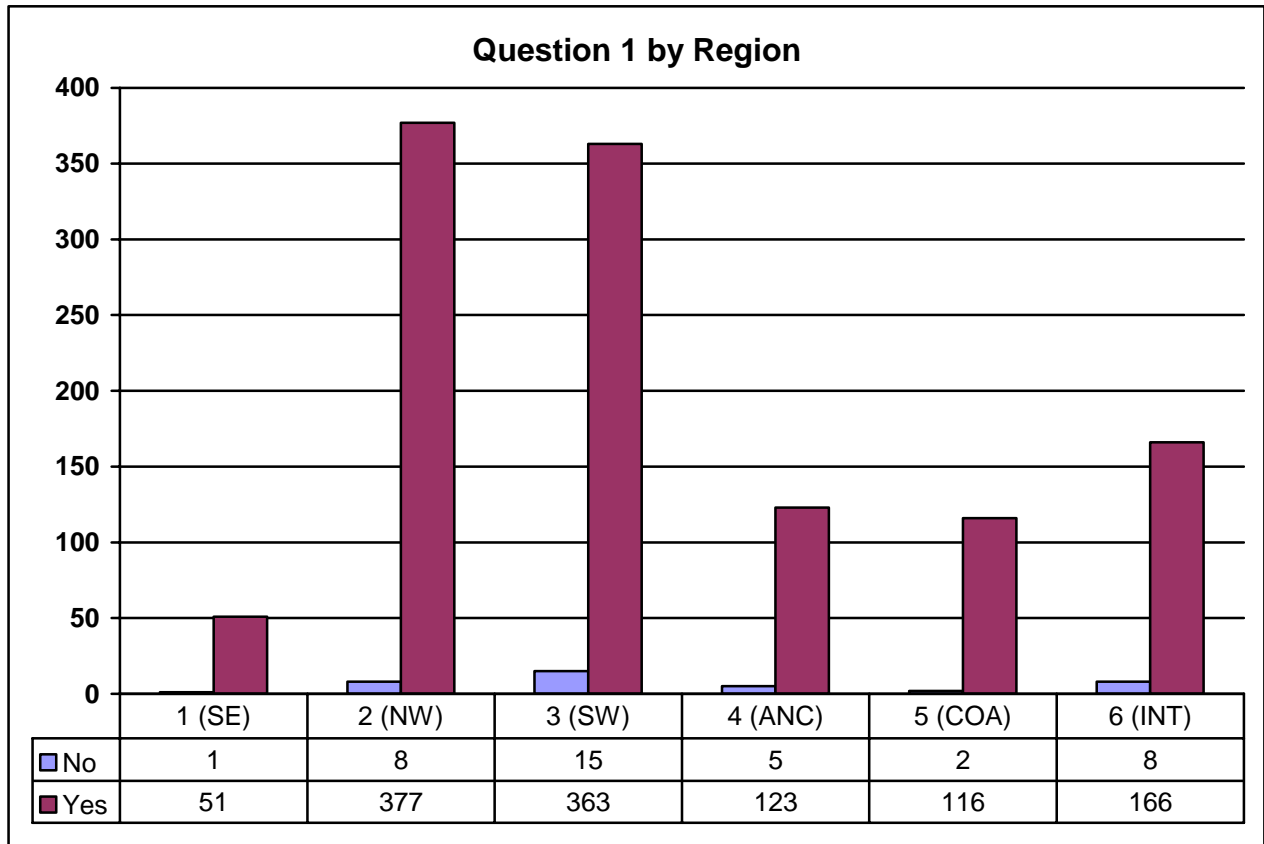


Migrant Education Comprehensive Needs Assessment Report Appendix B.10

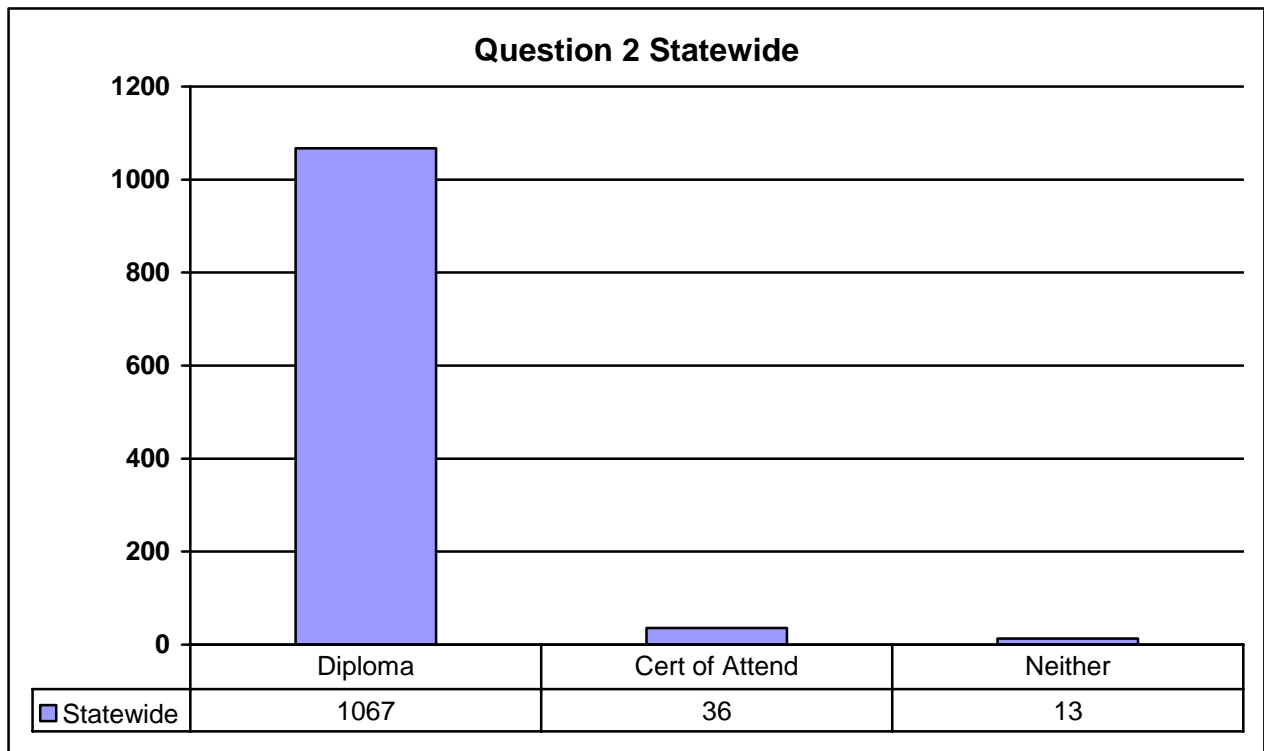
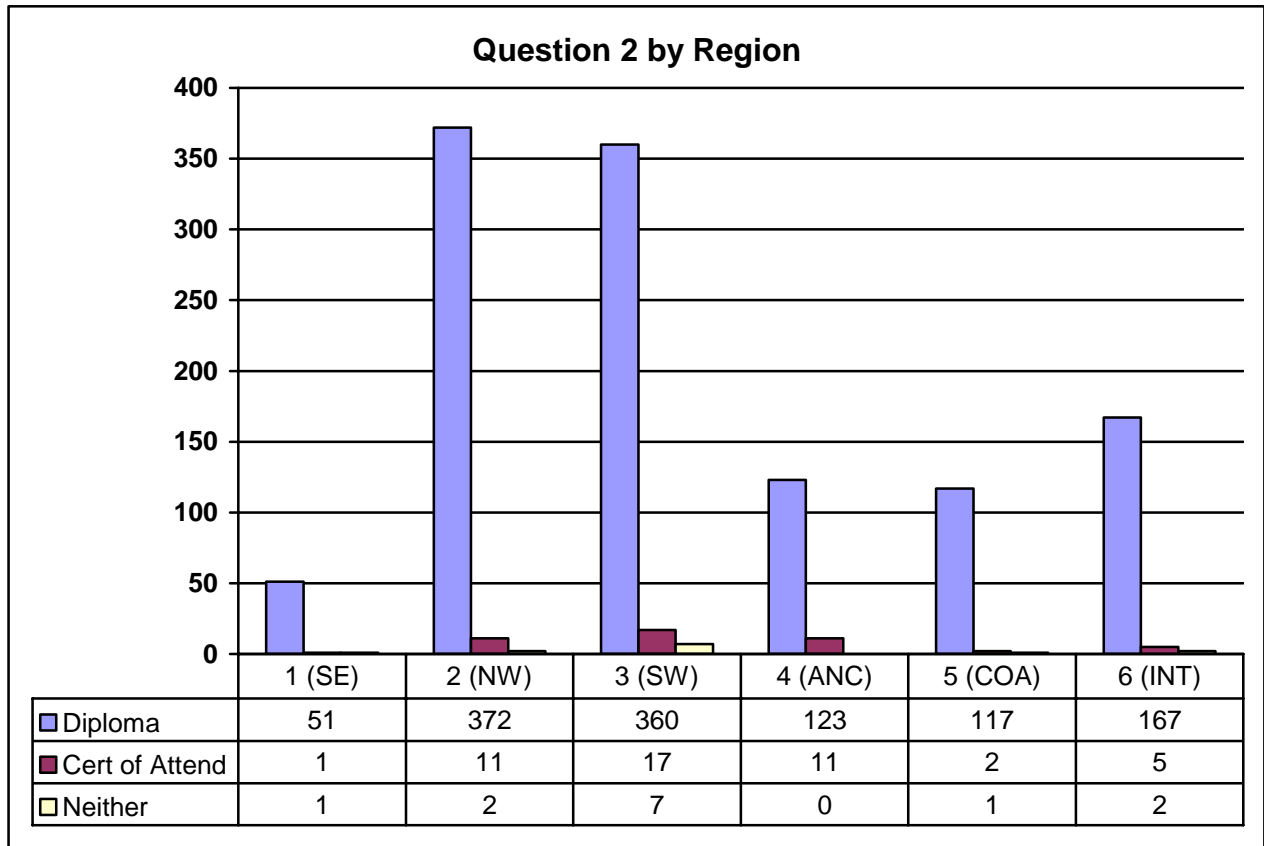


Migrant Education Comprehensive Needs Assessment Report Appendix B.10

1. Do you expect your child(ren) to be academically successful in school this year?

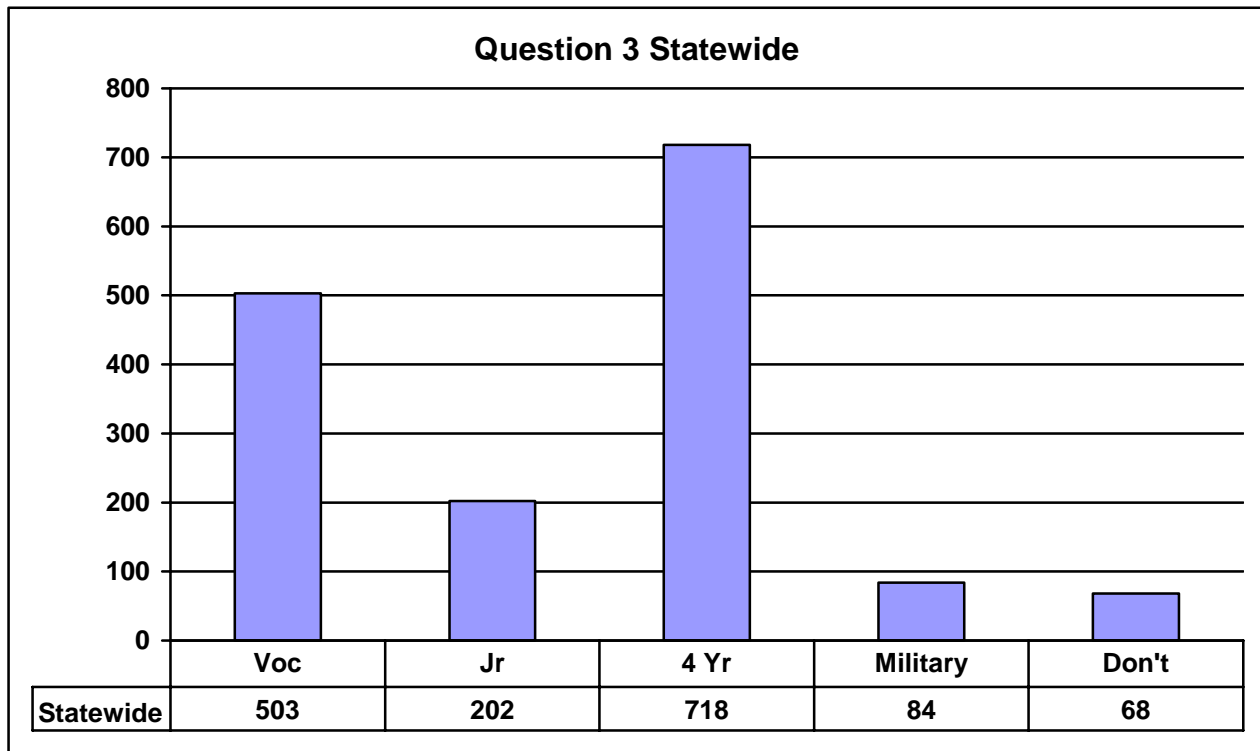
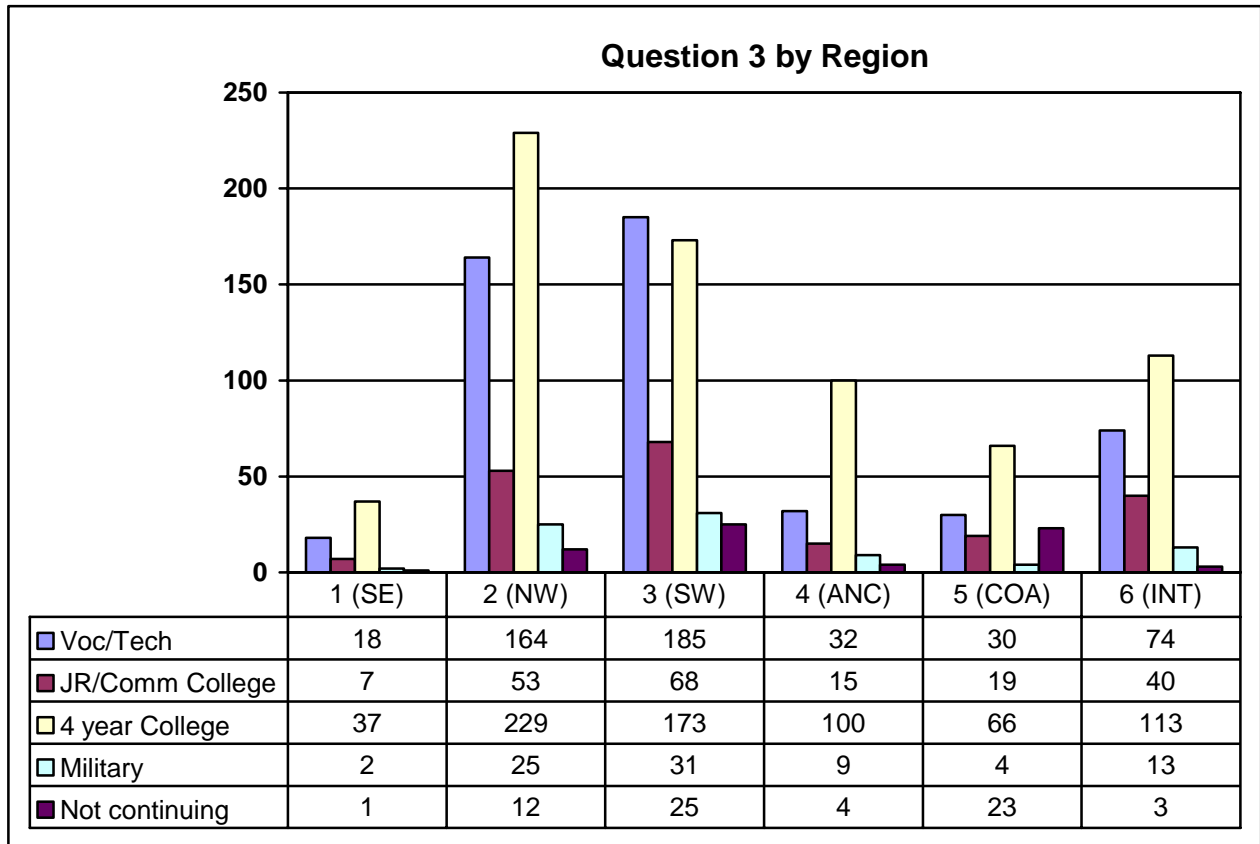


2. Do you expect your child(ren) to complete high school with a:

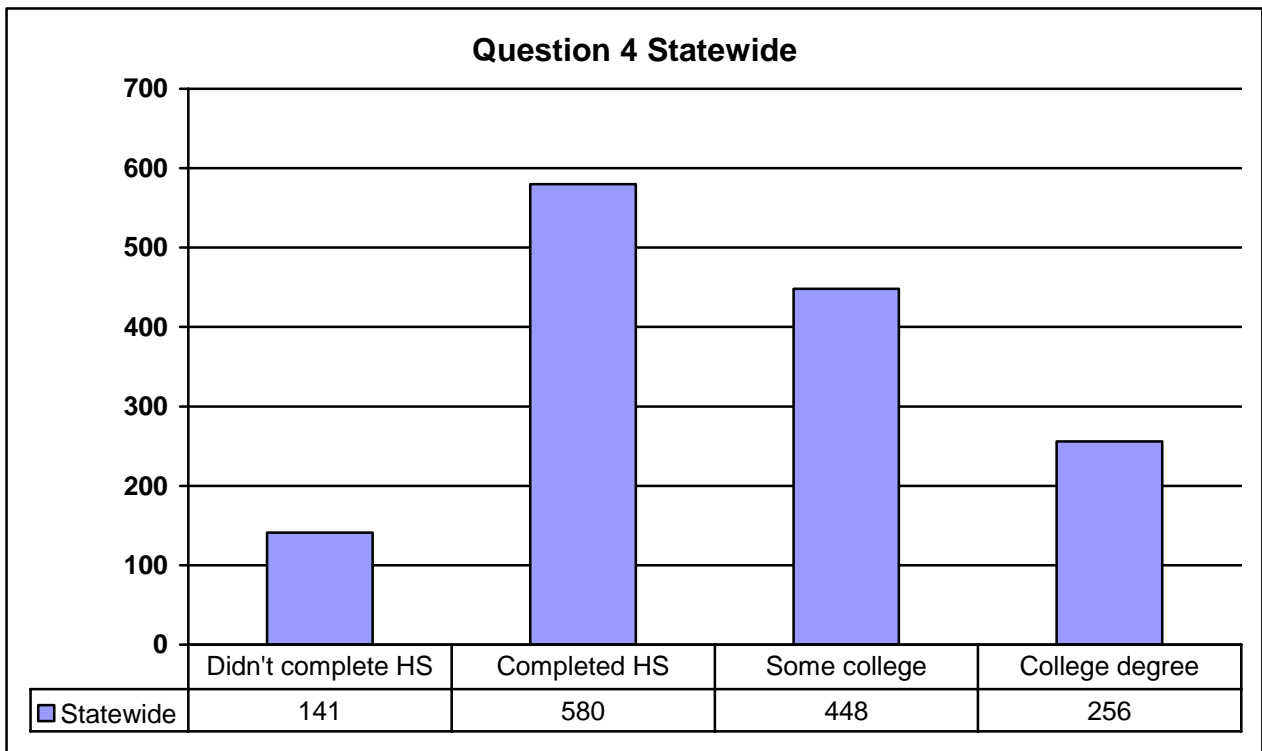
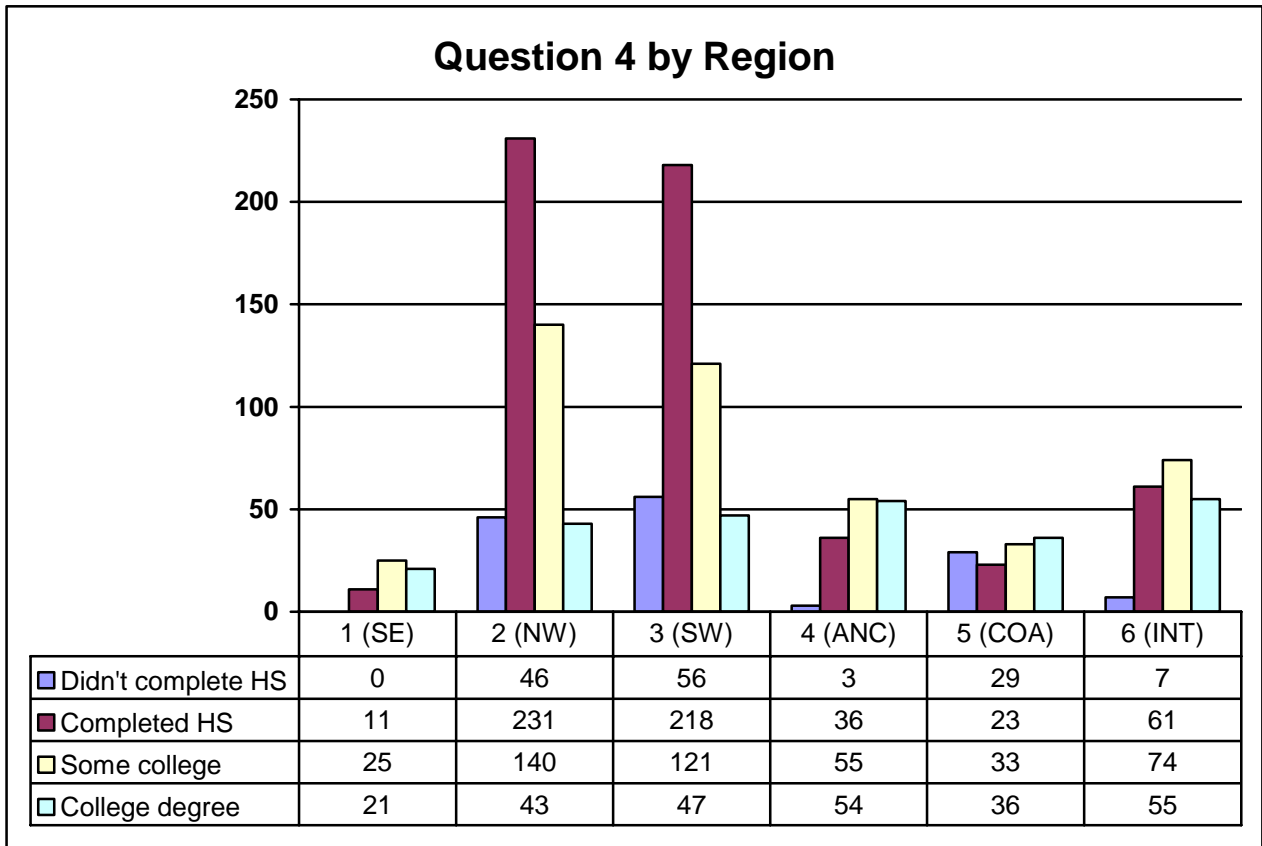


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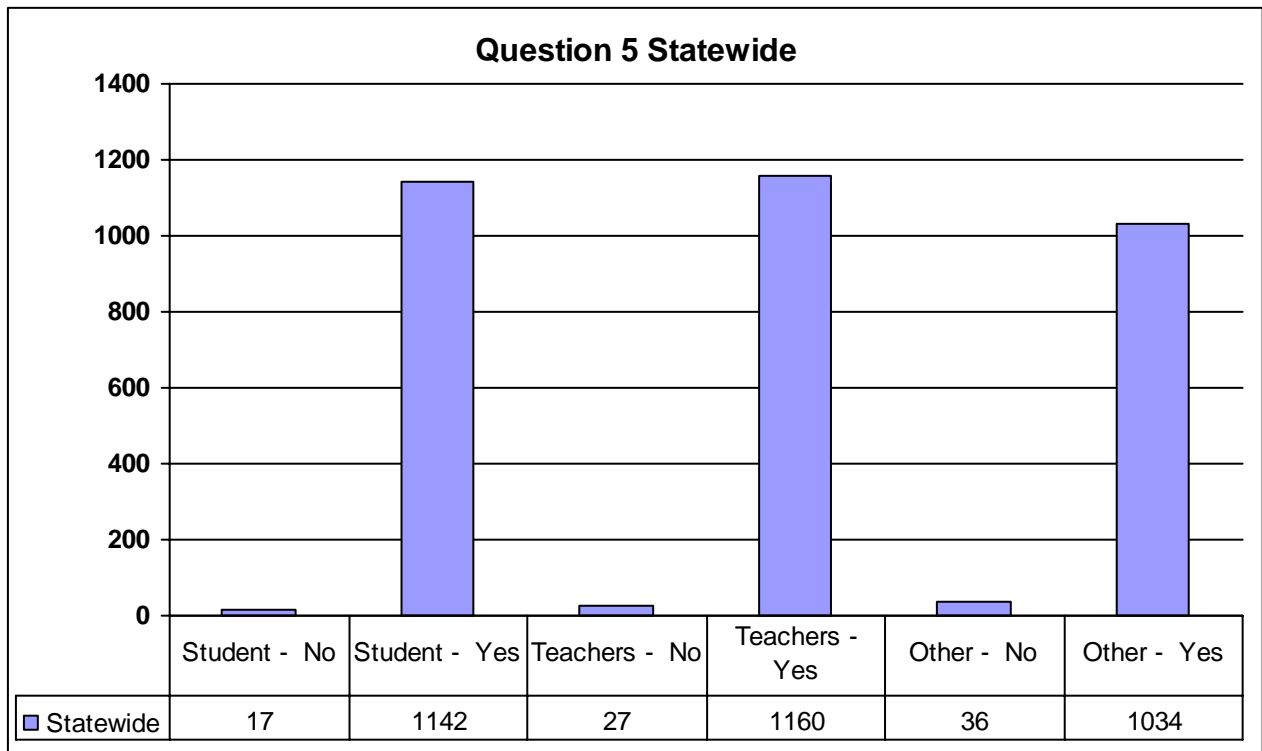
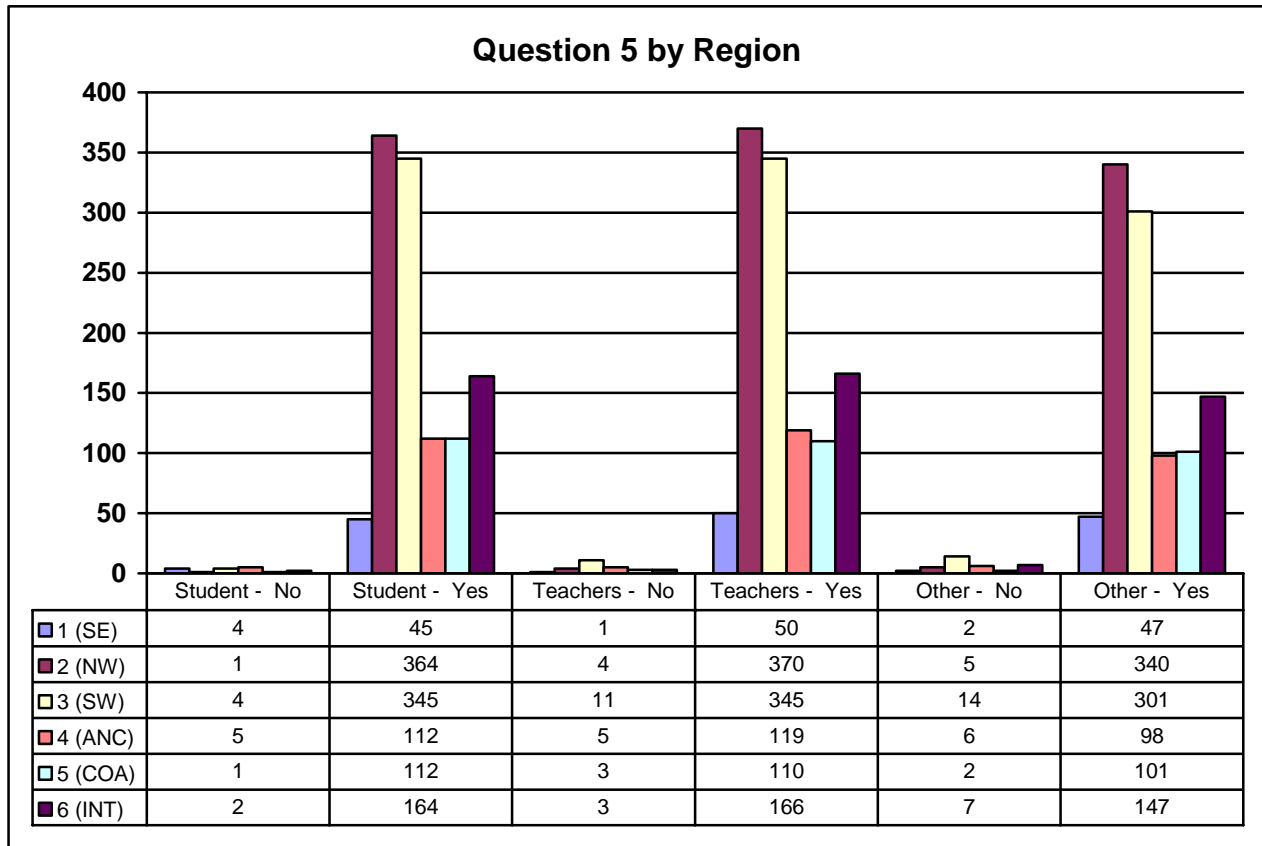
3. Do you expect your child(ren) to continue their education at any of the following?



4. What is the highest level of education for either parent or guardian?

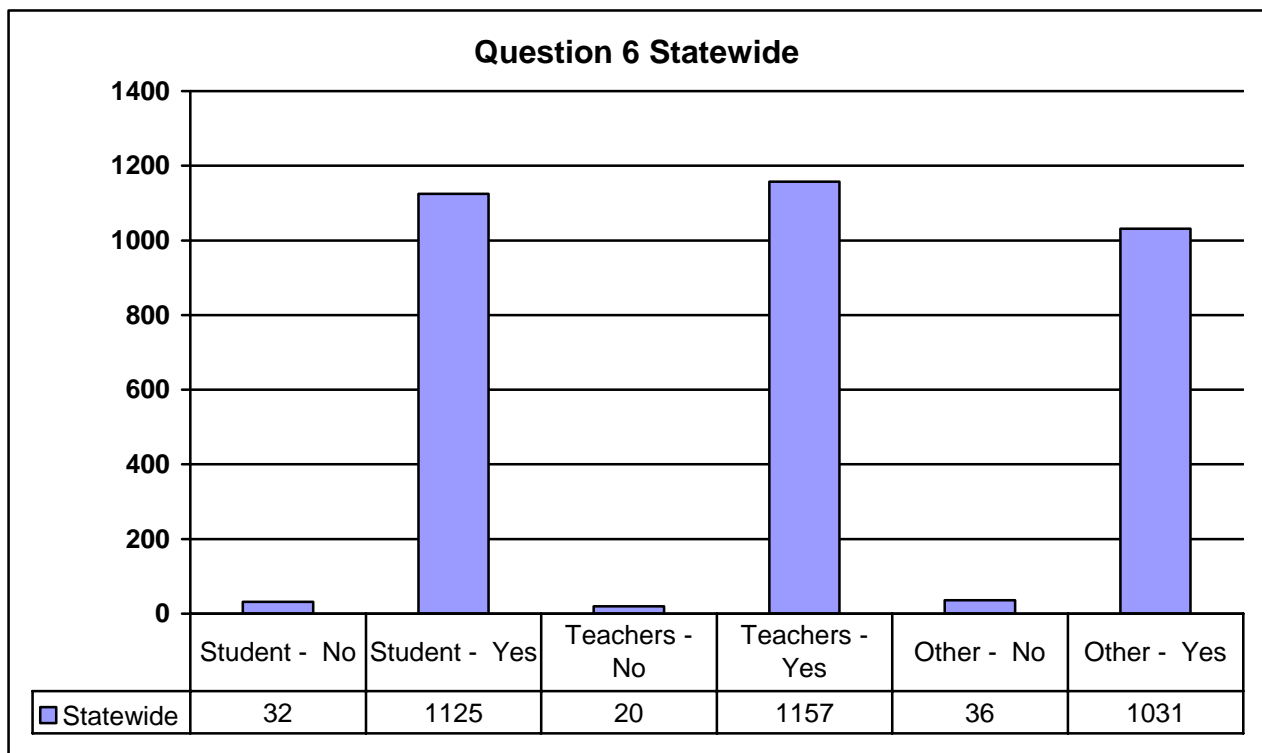
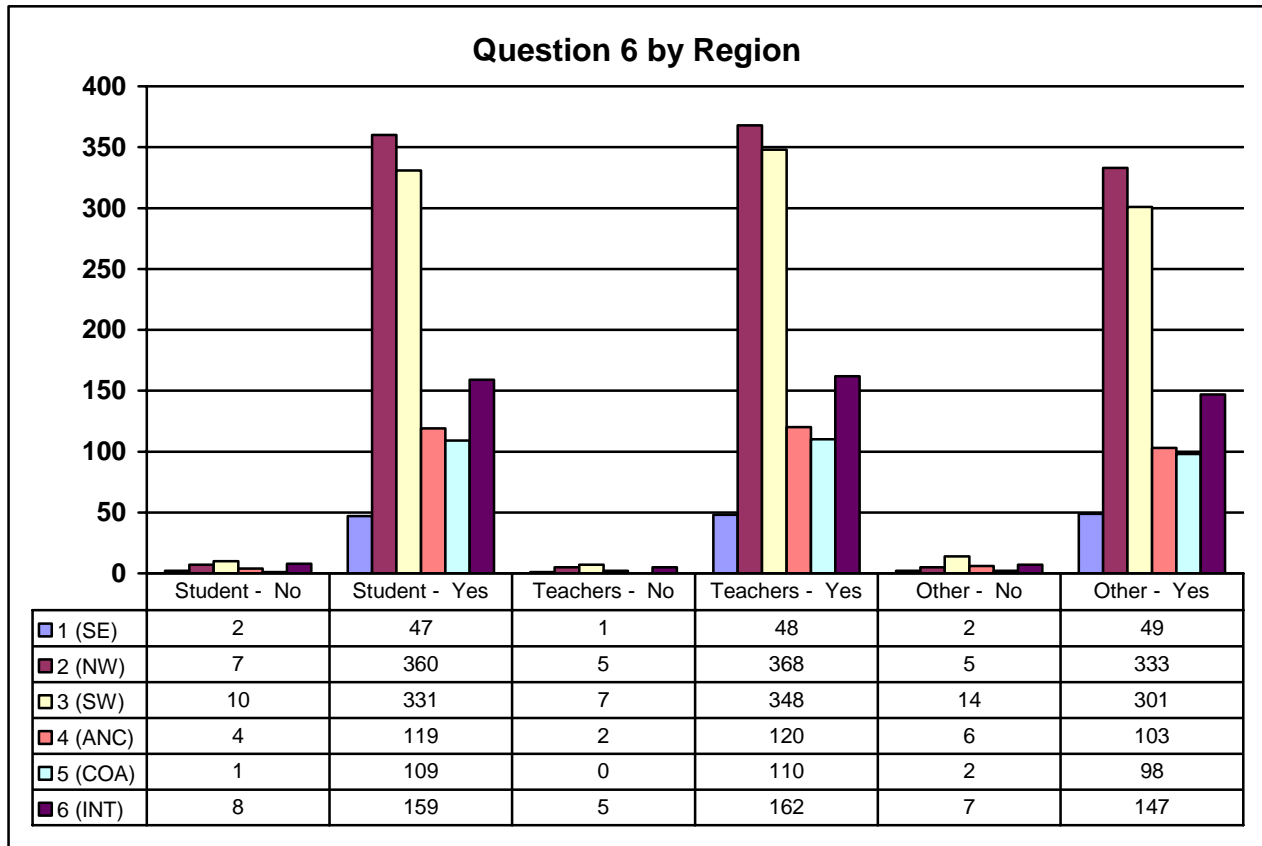


5. Do you feel welcomed at your child(ren)'s school by the:

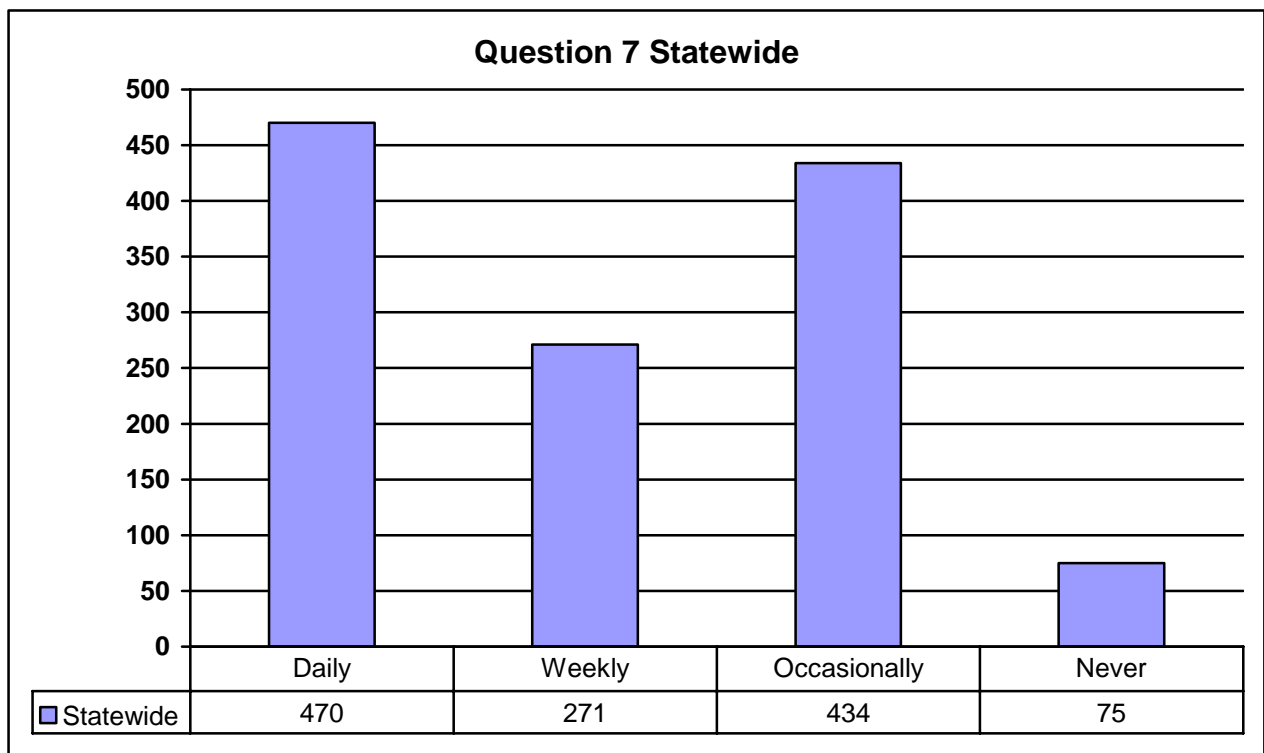
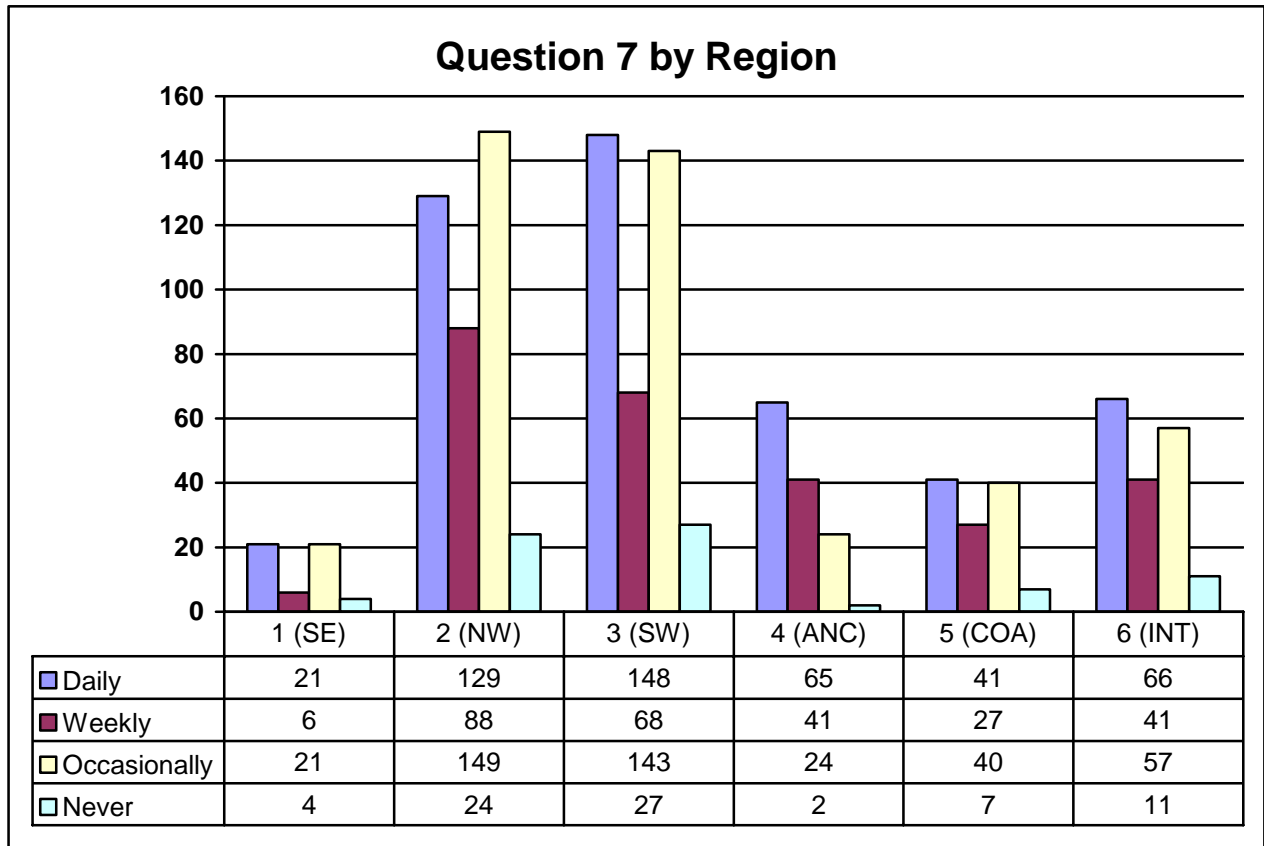


Migrant Education Comprehensive Needs Assessment Report Appendix B.10

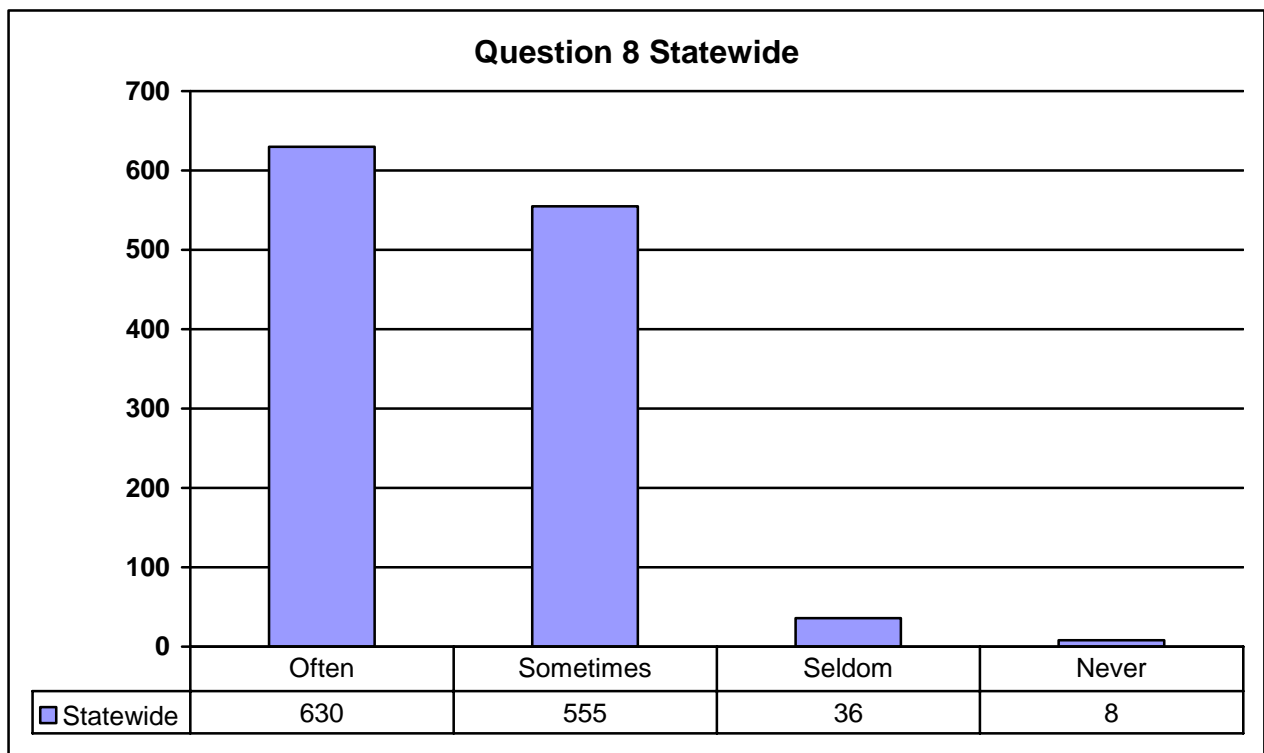
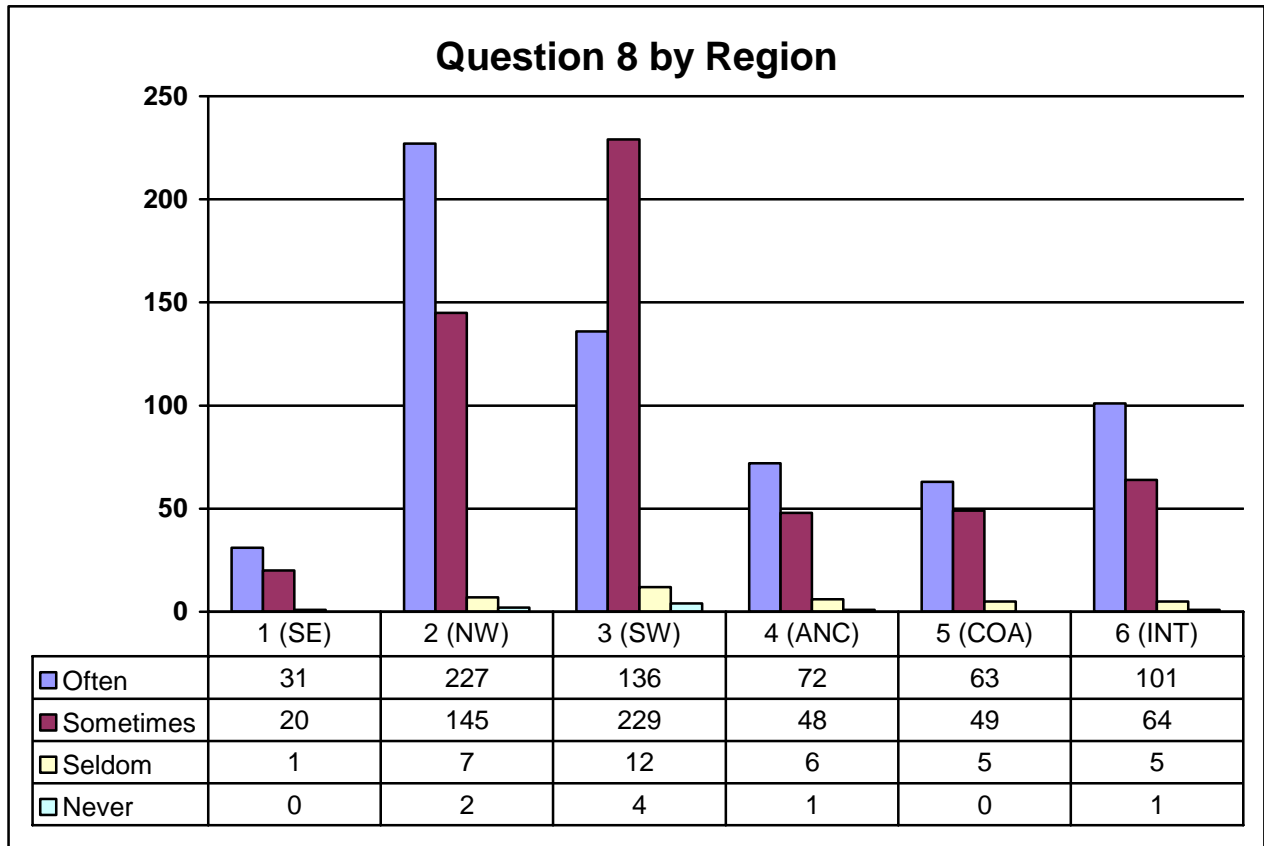
6. Do(es) your child(ren) feel welcomed at school by the:



7. How often do you read to or with your child(ren)?

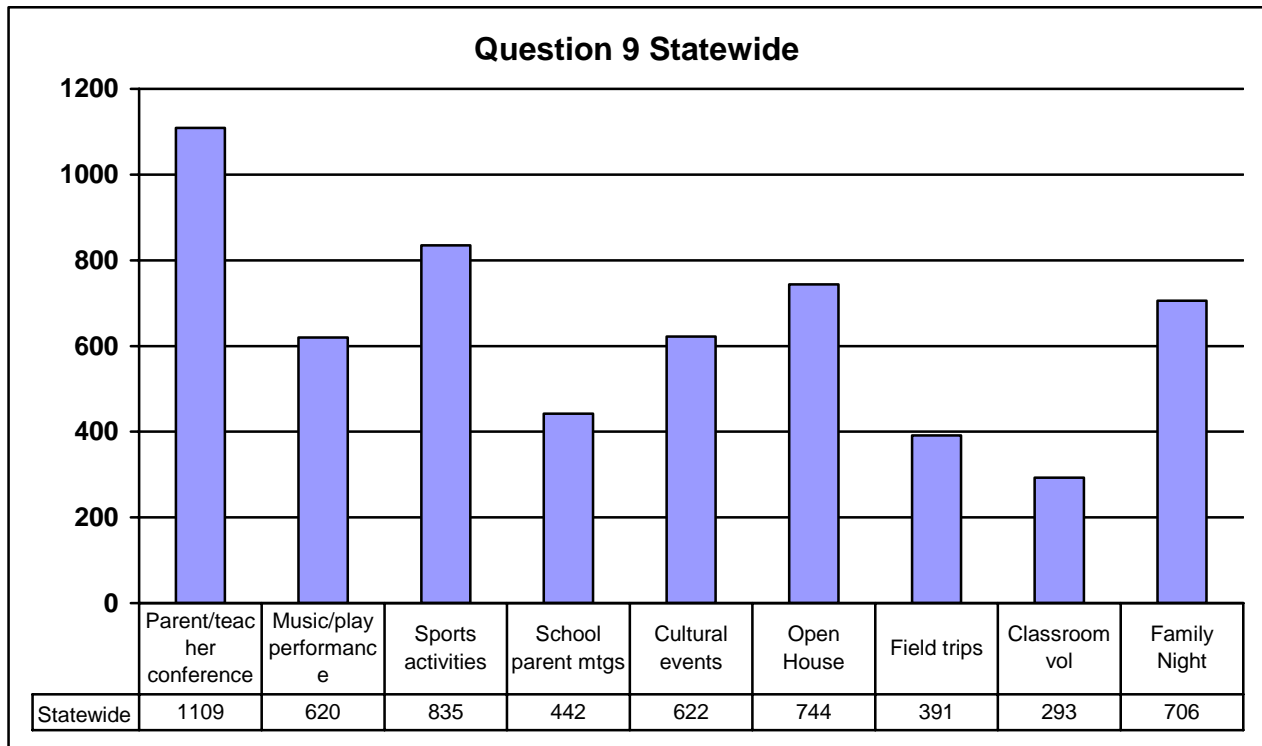
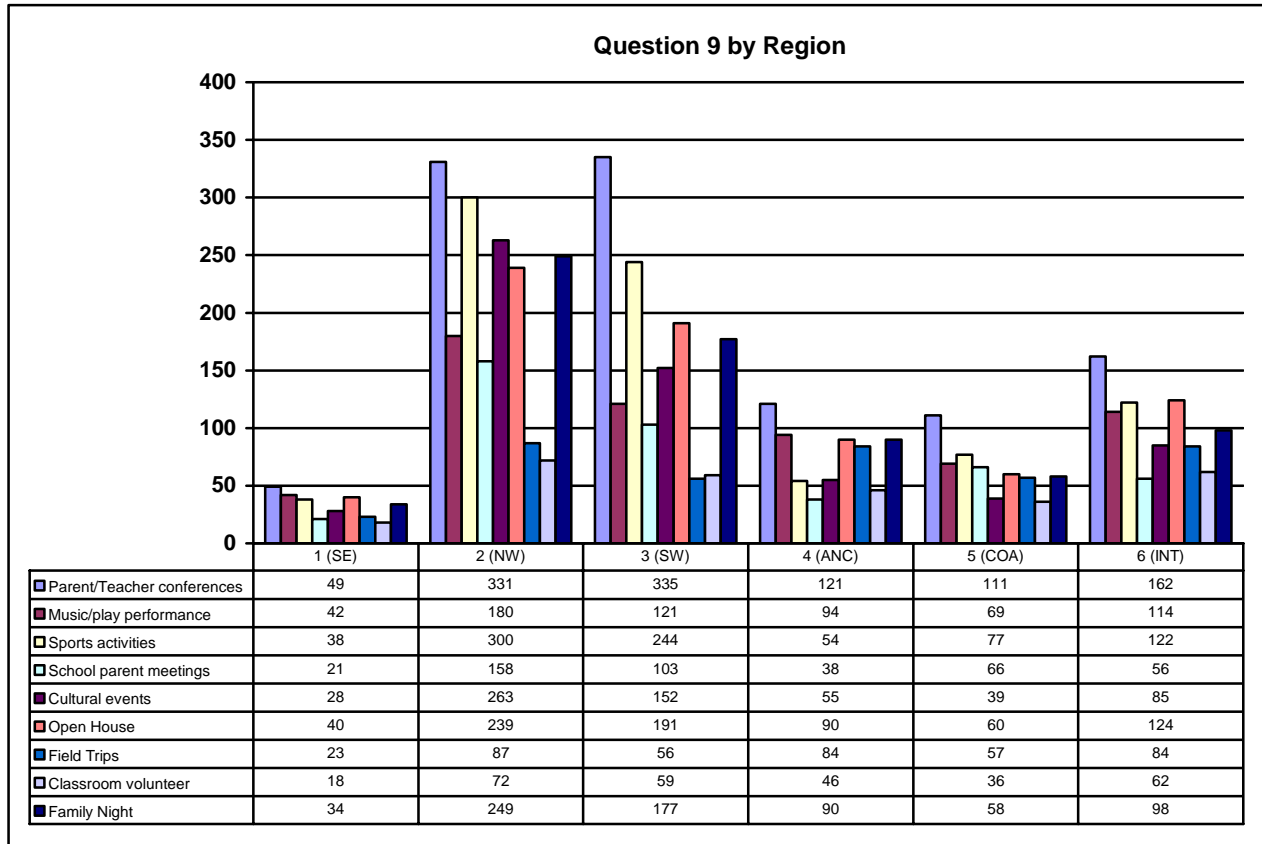


8. Do you tell your child(ren) stories about your childhood and cultural background?

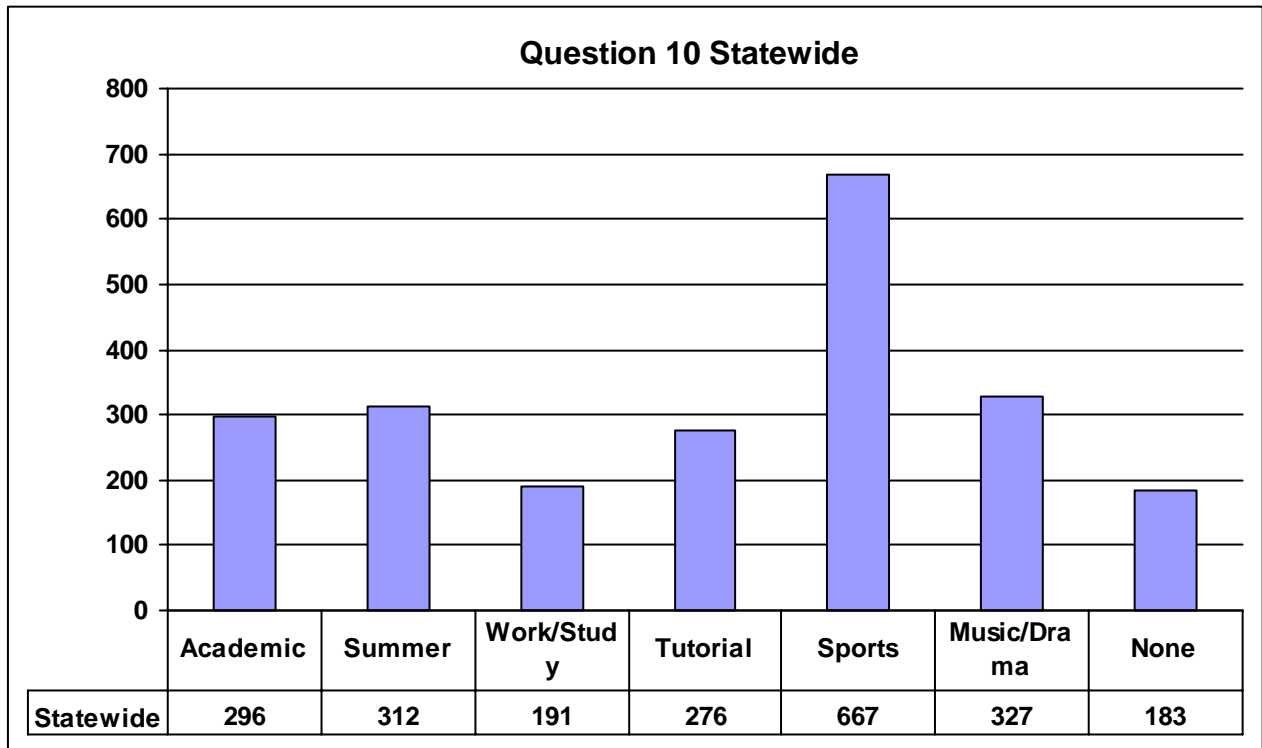
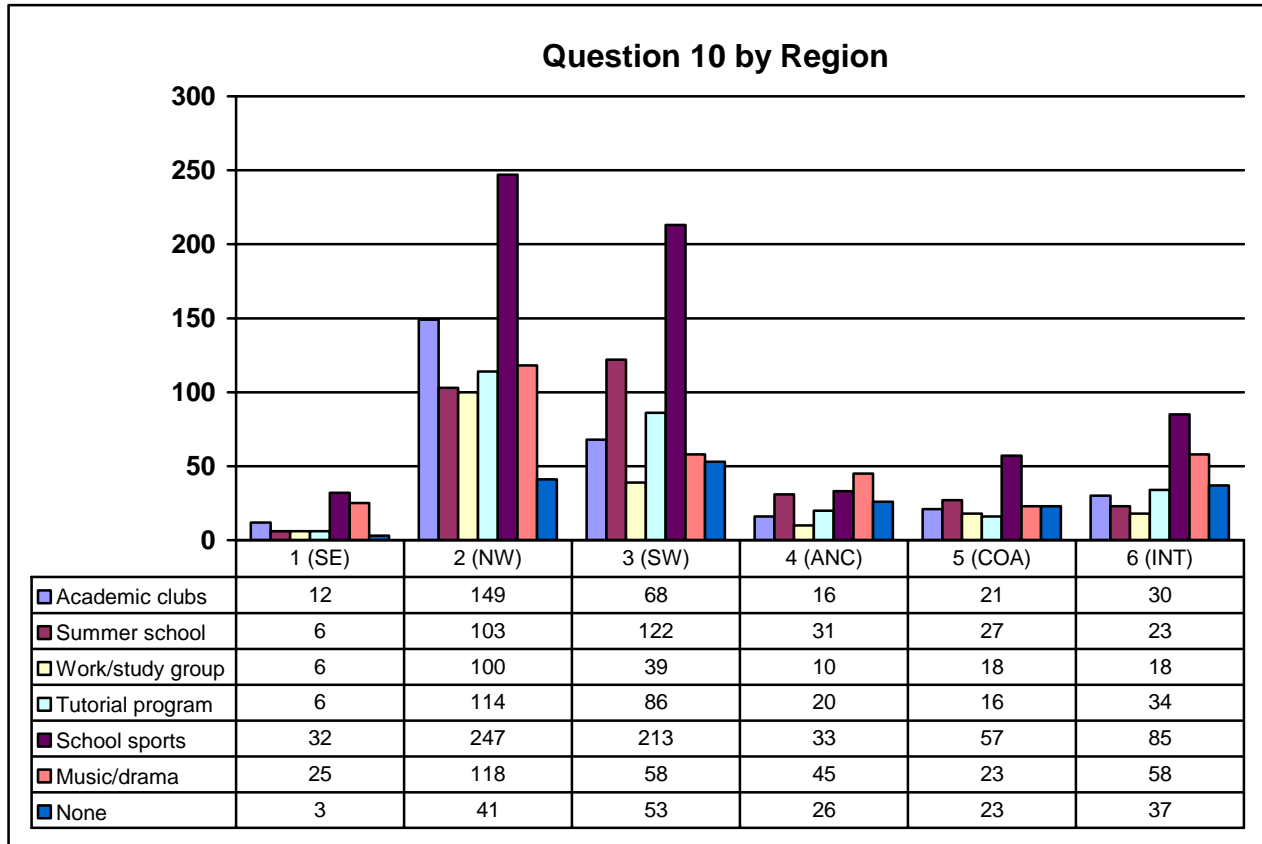


Migrant Education Comprehensive Needs Assessment Report Appendix B.10

9. Have you attended any of these activities at your child(ren)'s school in the current or prior school year? (Select all that apply.)

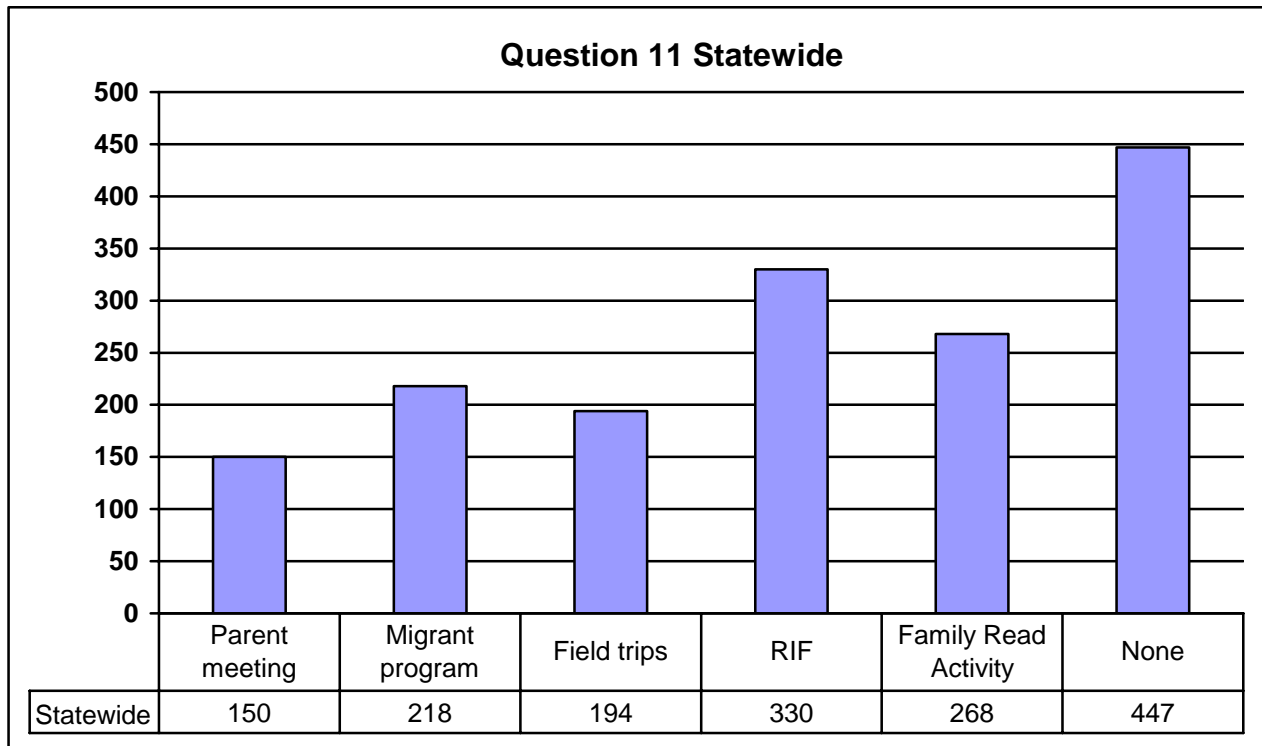
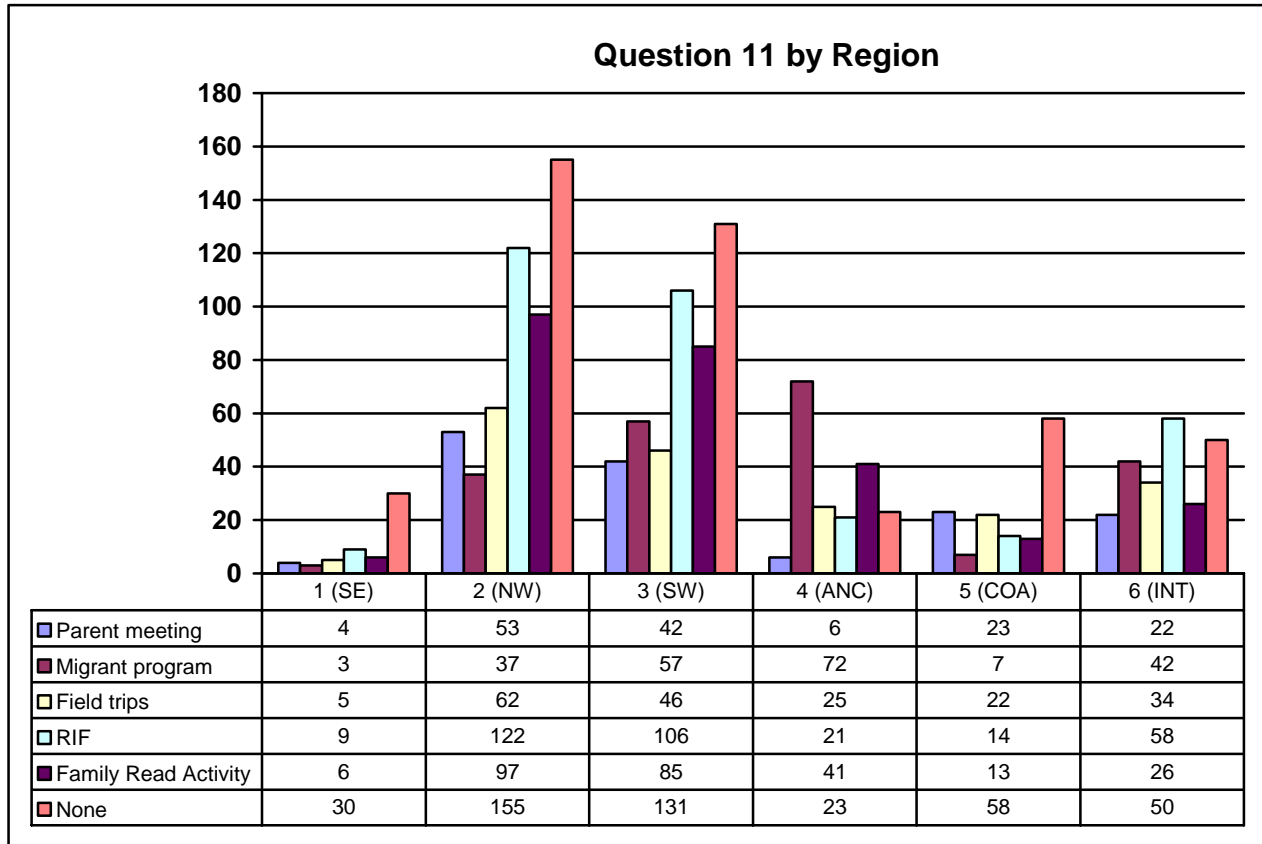


10. Do(es) your child(ren) participate in any of the following school based activities? (Select all that apply.)



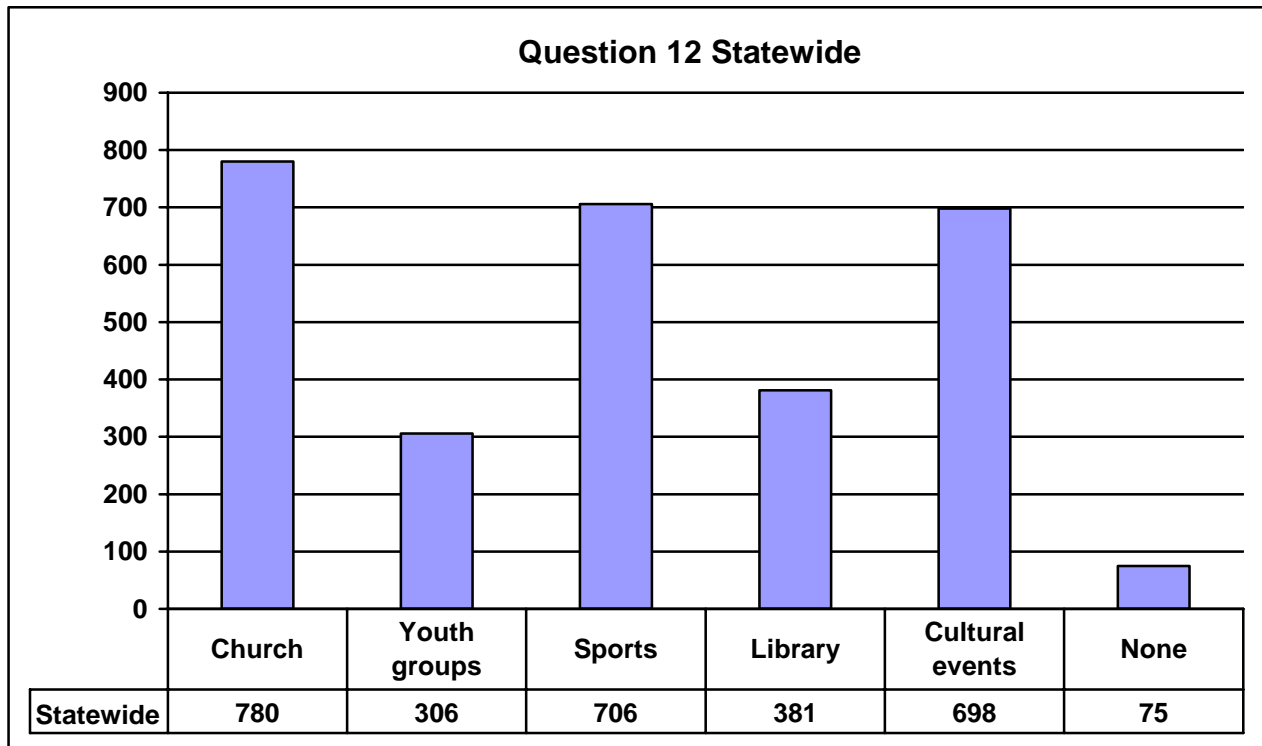
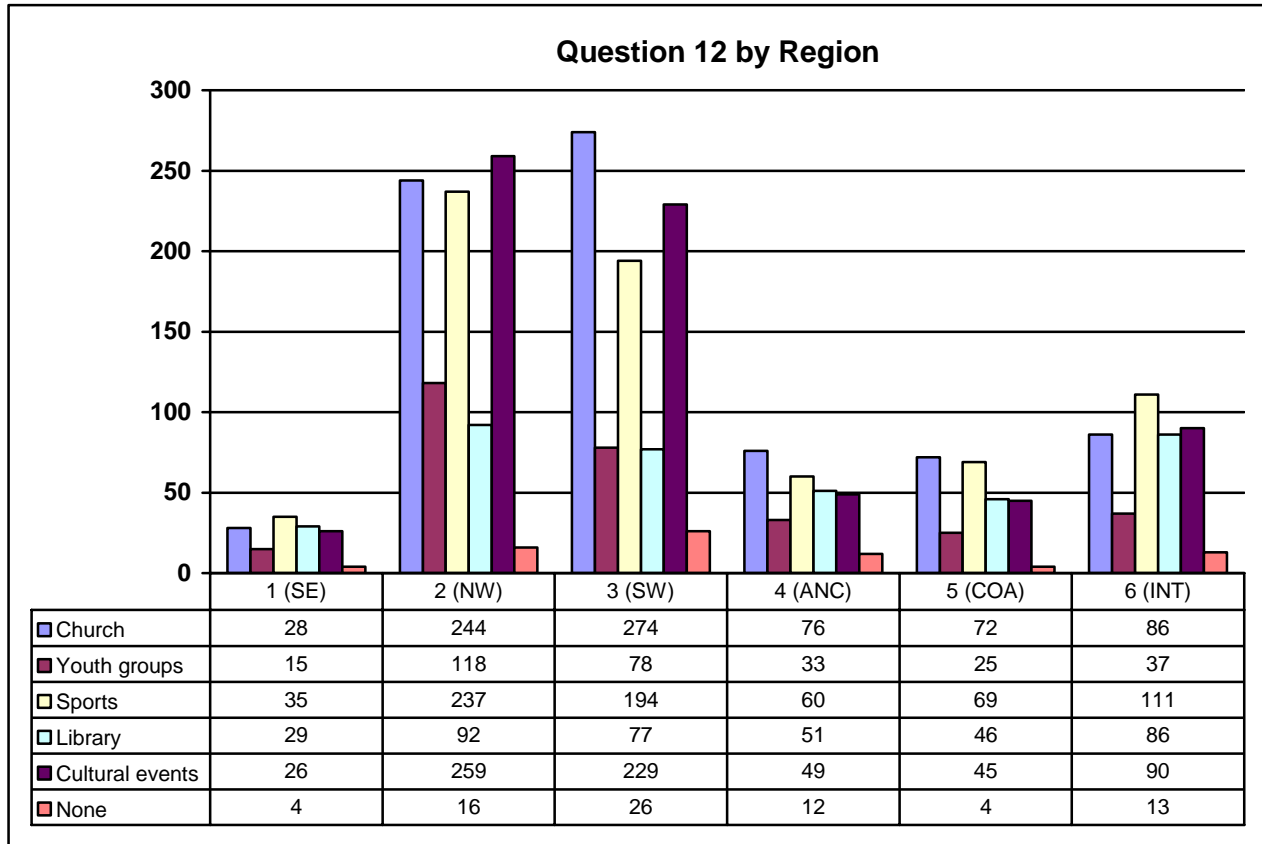
Migrant Education Comprehensive Needs Assessment Report Appendix B.10

11. Have you been involved in any of these migrant program activities during the last school year? (Select all that apply.)

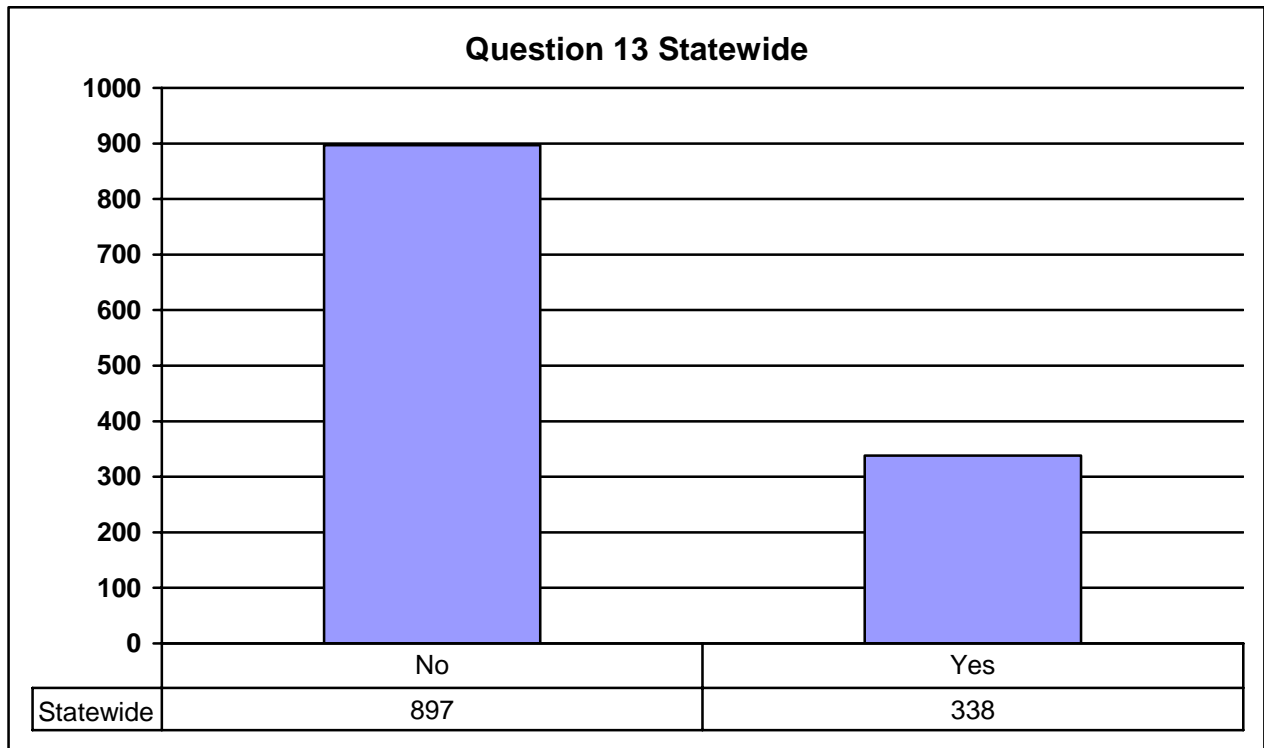
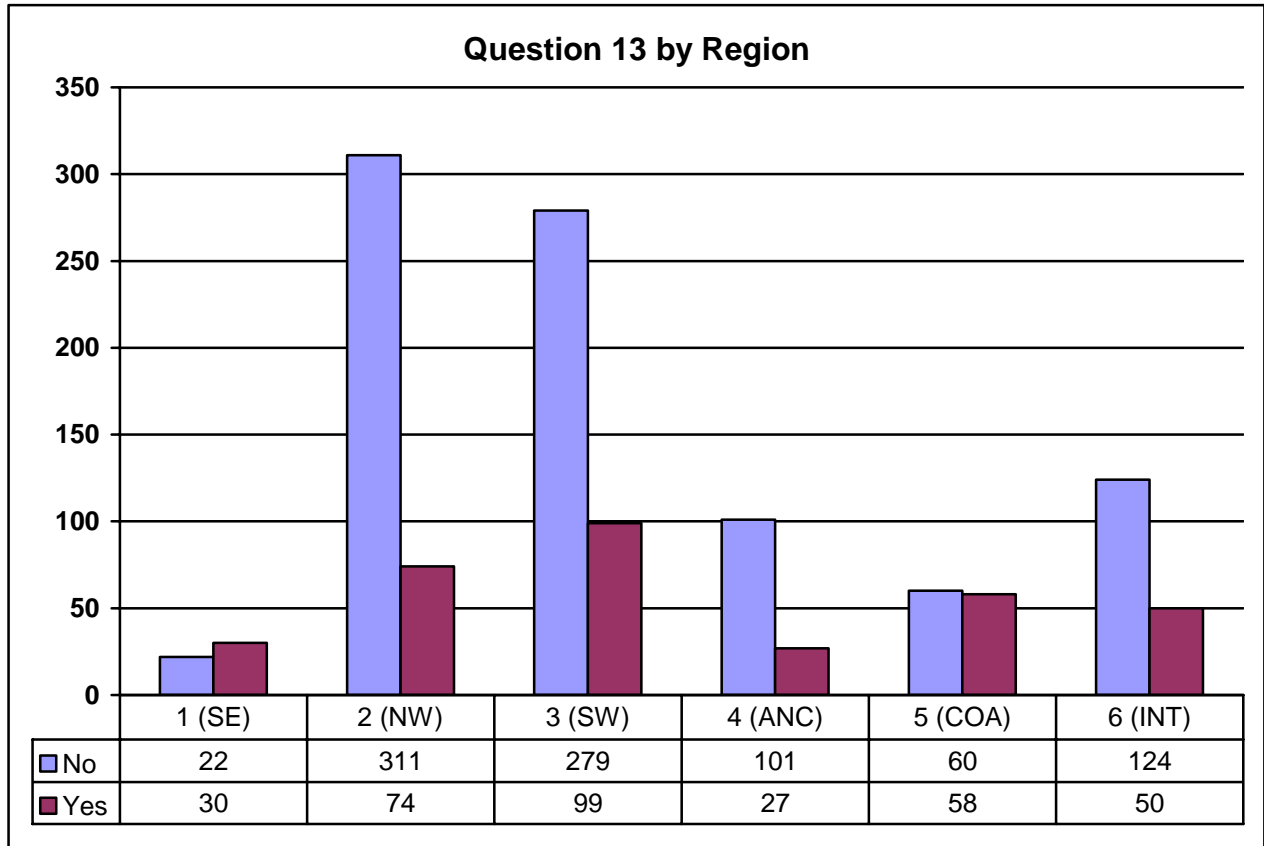


Migrant Education Comprehensive Needs Assessment Report Appendix B.10

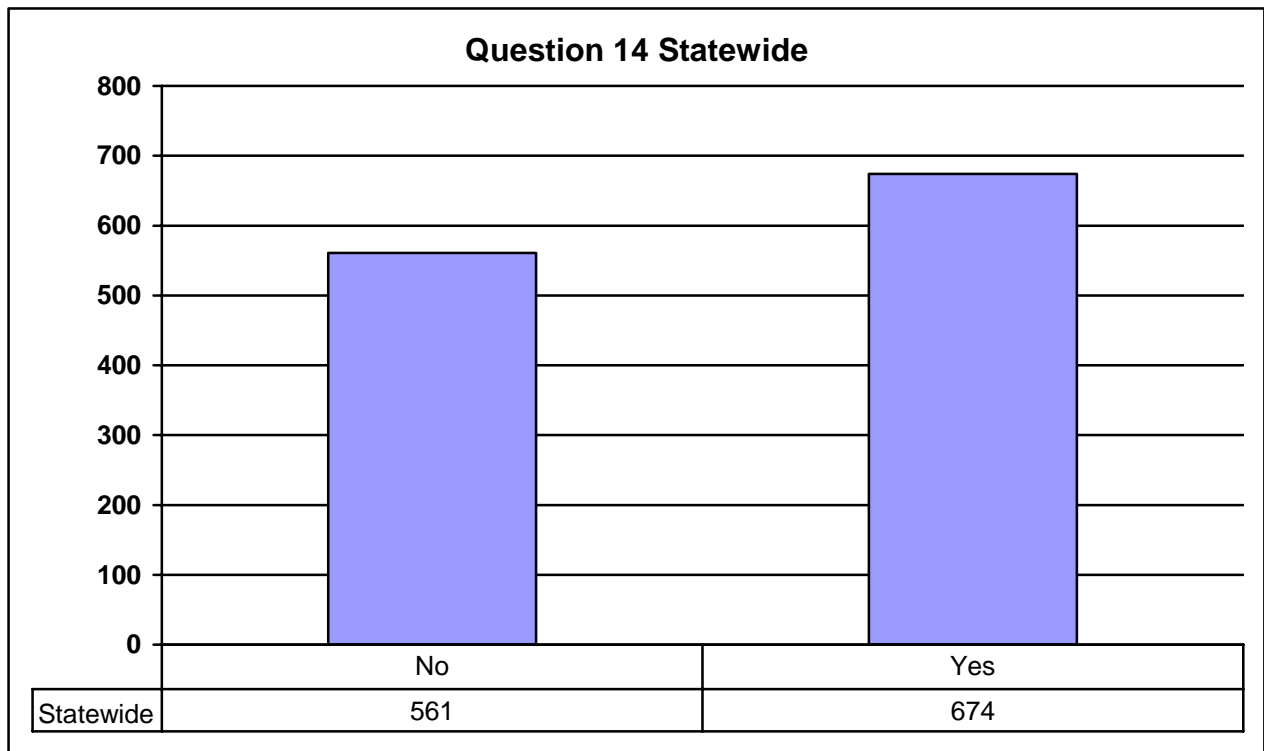
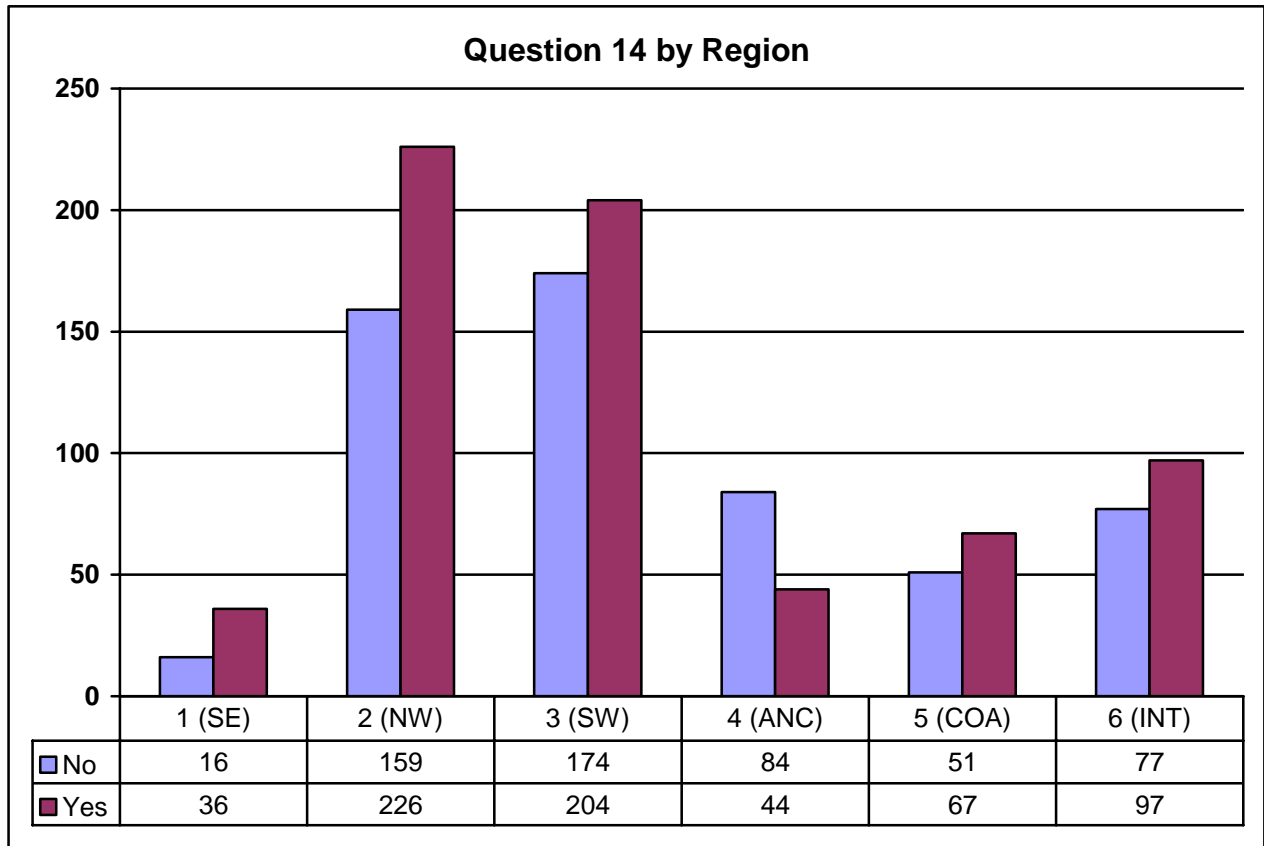
12. In what community activities have you and/or your child(ren) participated during this past year? (Select all that apply.)



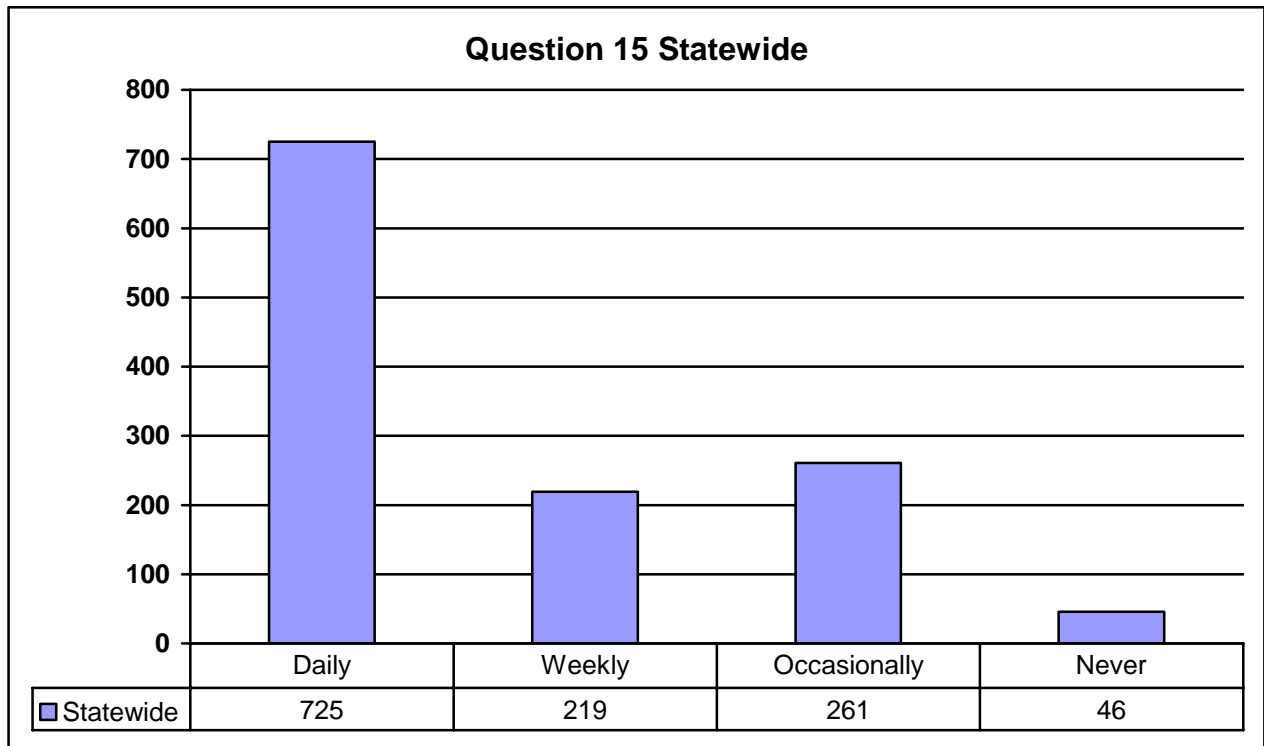
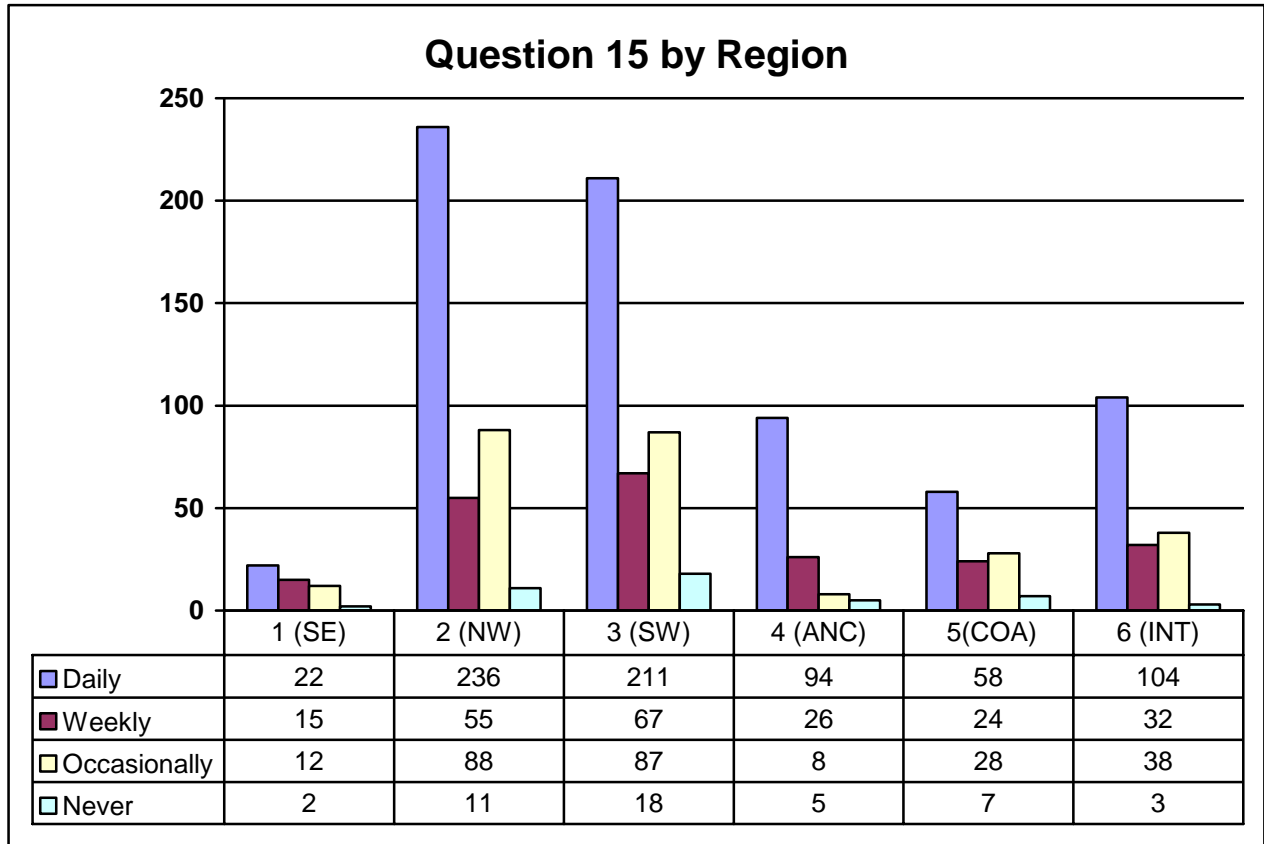
13. Do(es) your child(ren) have duties and or responsibilities that prevent them from attending summer school?



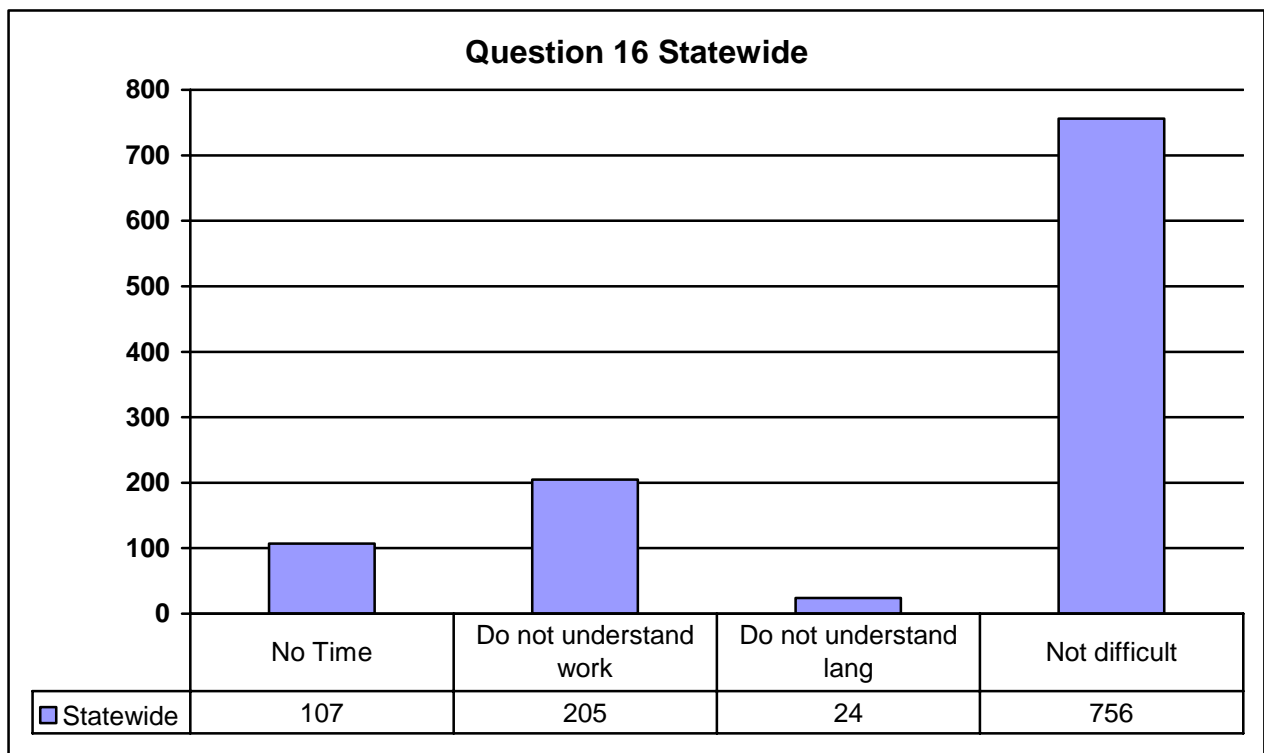
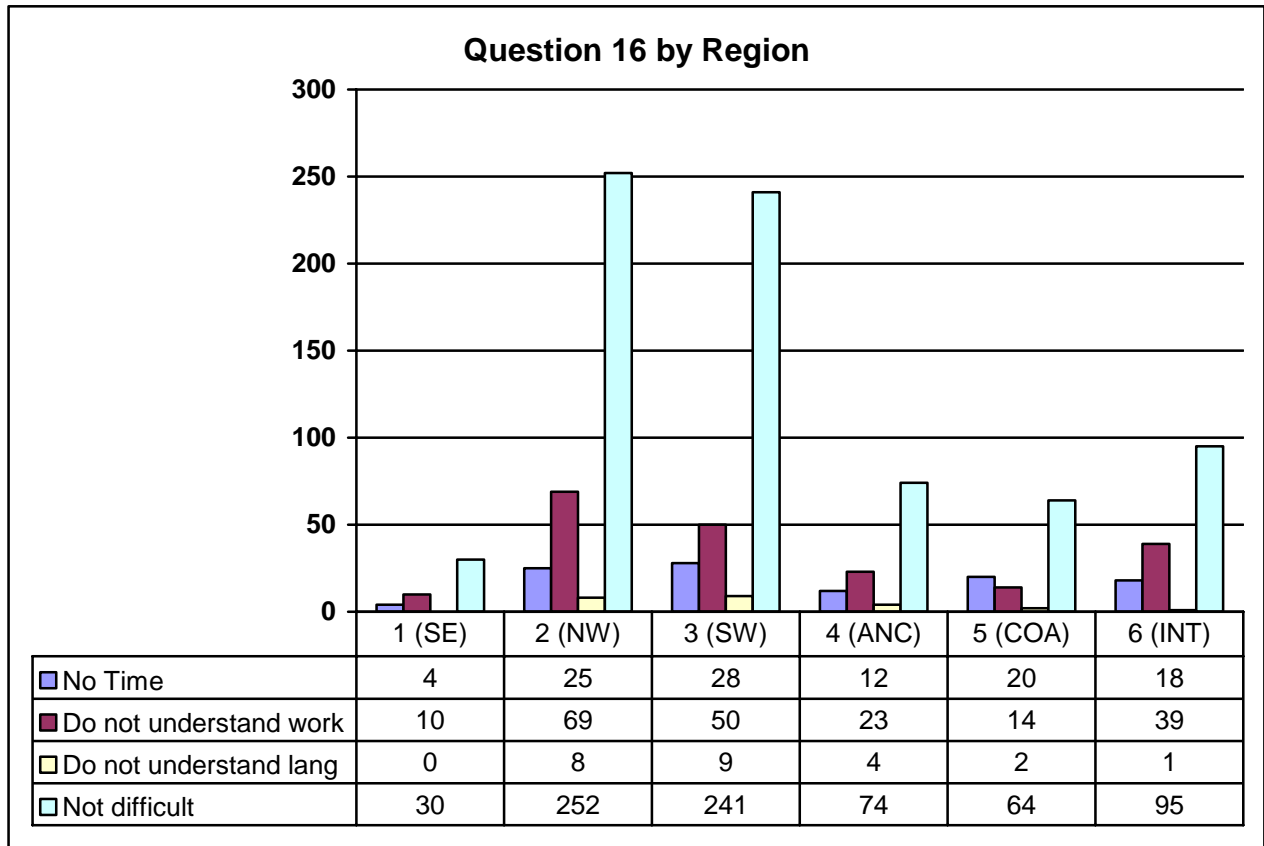
14. Did your child(ren) volunteer in your community during the last year?



15. How many times each week do you or someone in your family help your children with homework?

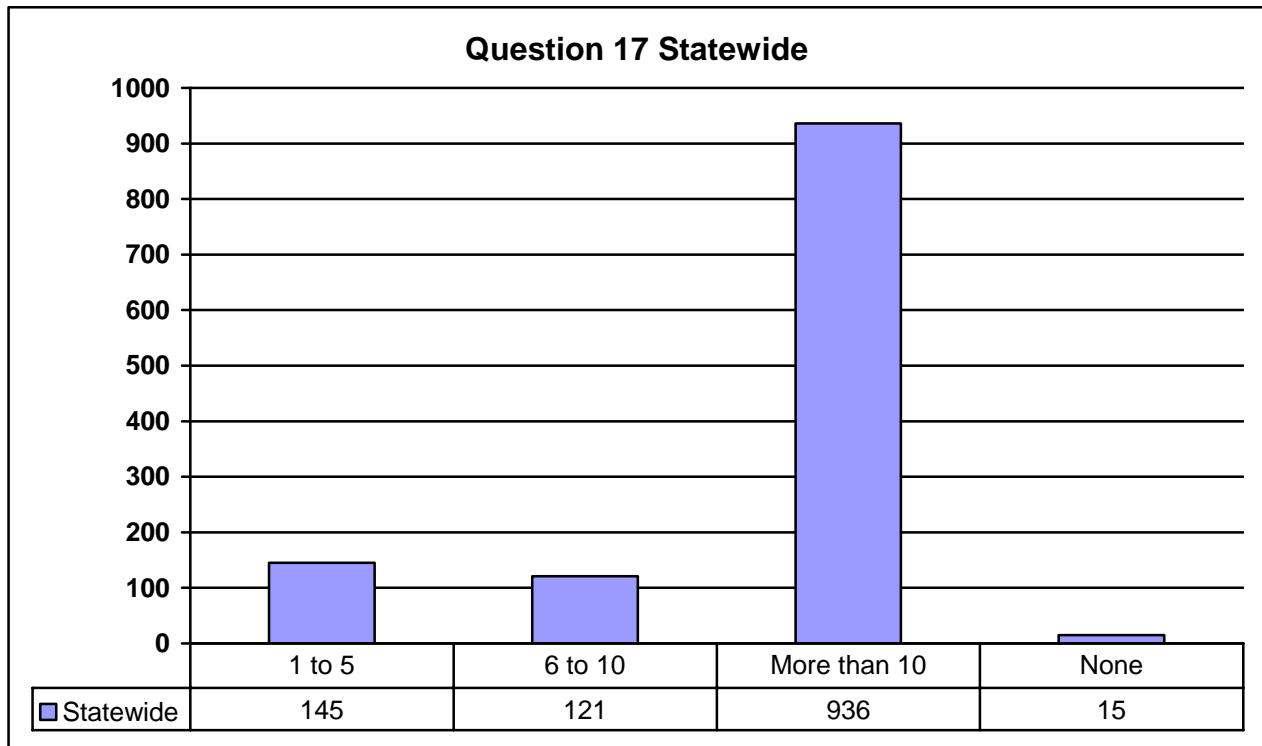
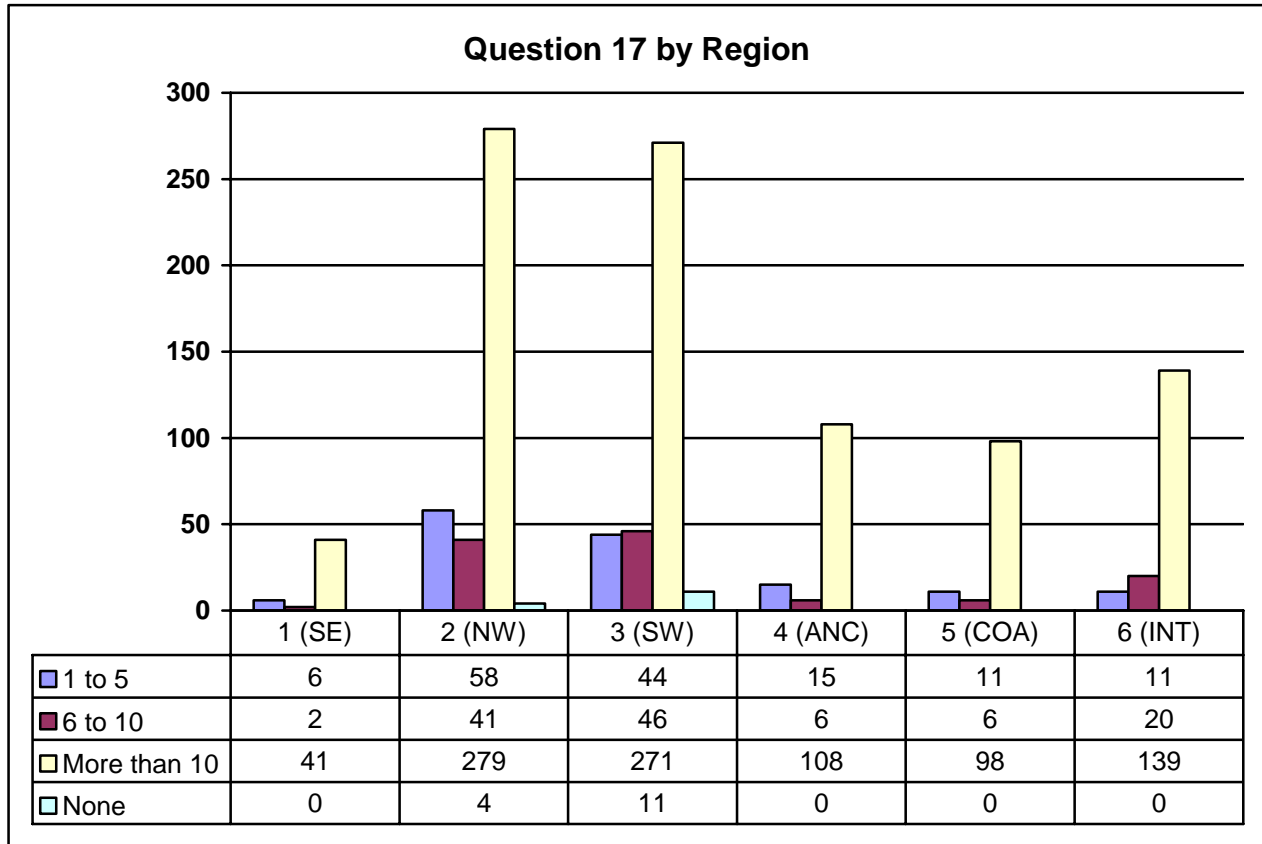


16. If helping with your child(ren)'s homework is difficult for you, why?

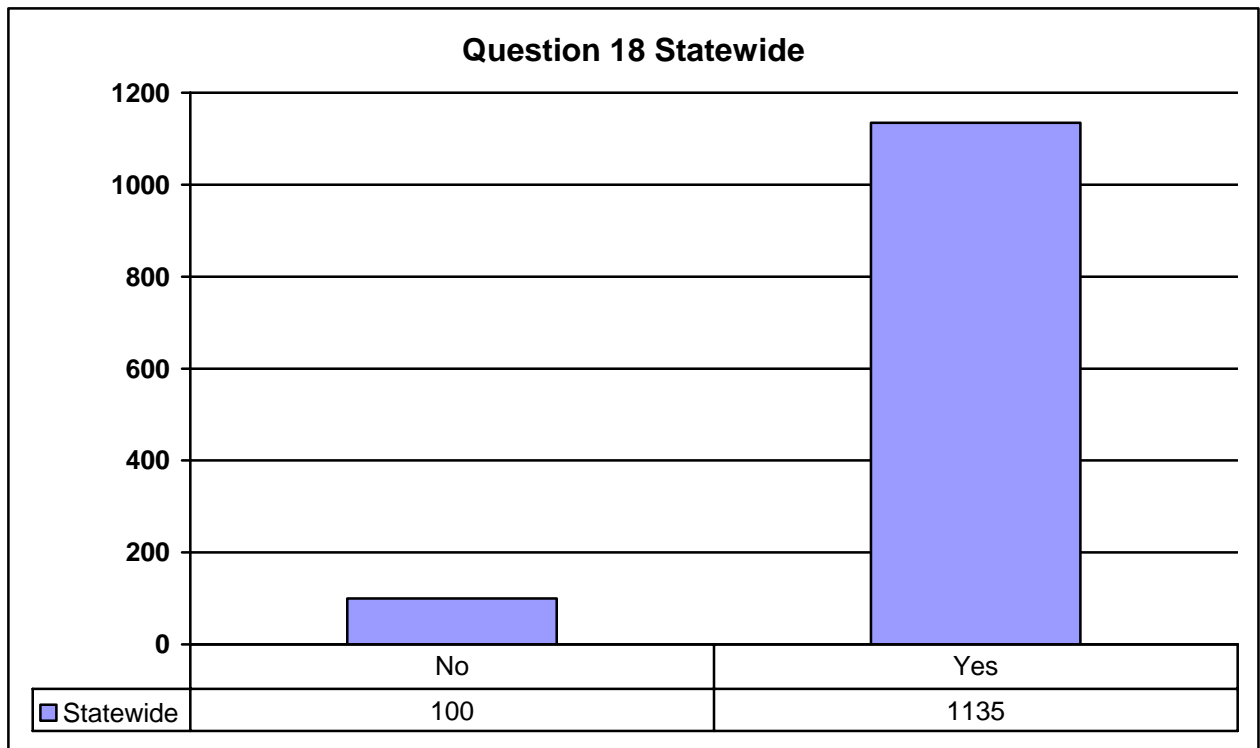
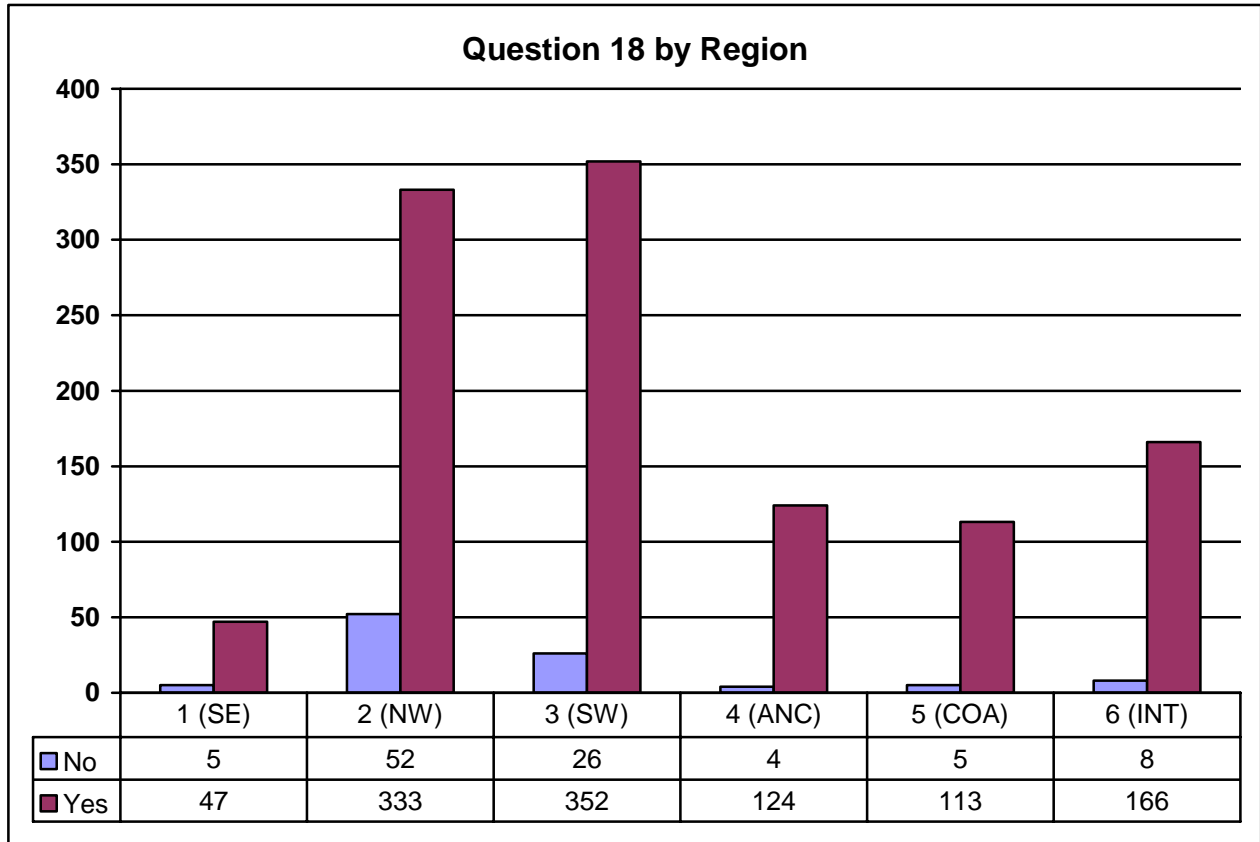


Migrant Education Comprehensive Needs Assessment Report Appendix B.10

17. How many books, magazines, or newspapers are in your home? Books borrowed from the library or another source can be included in this count.

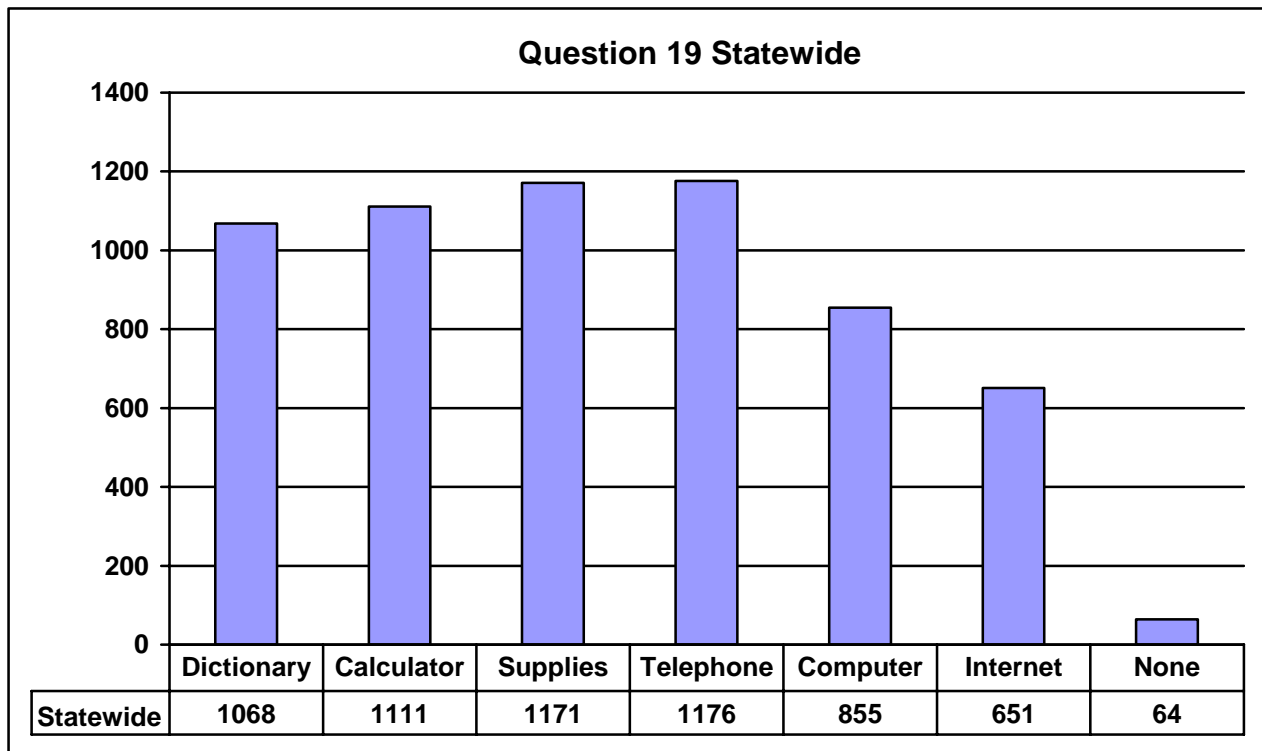
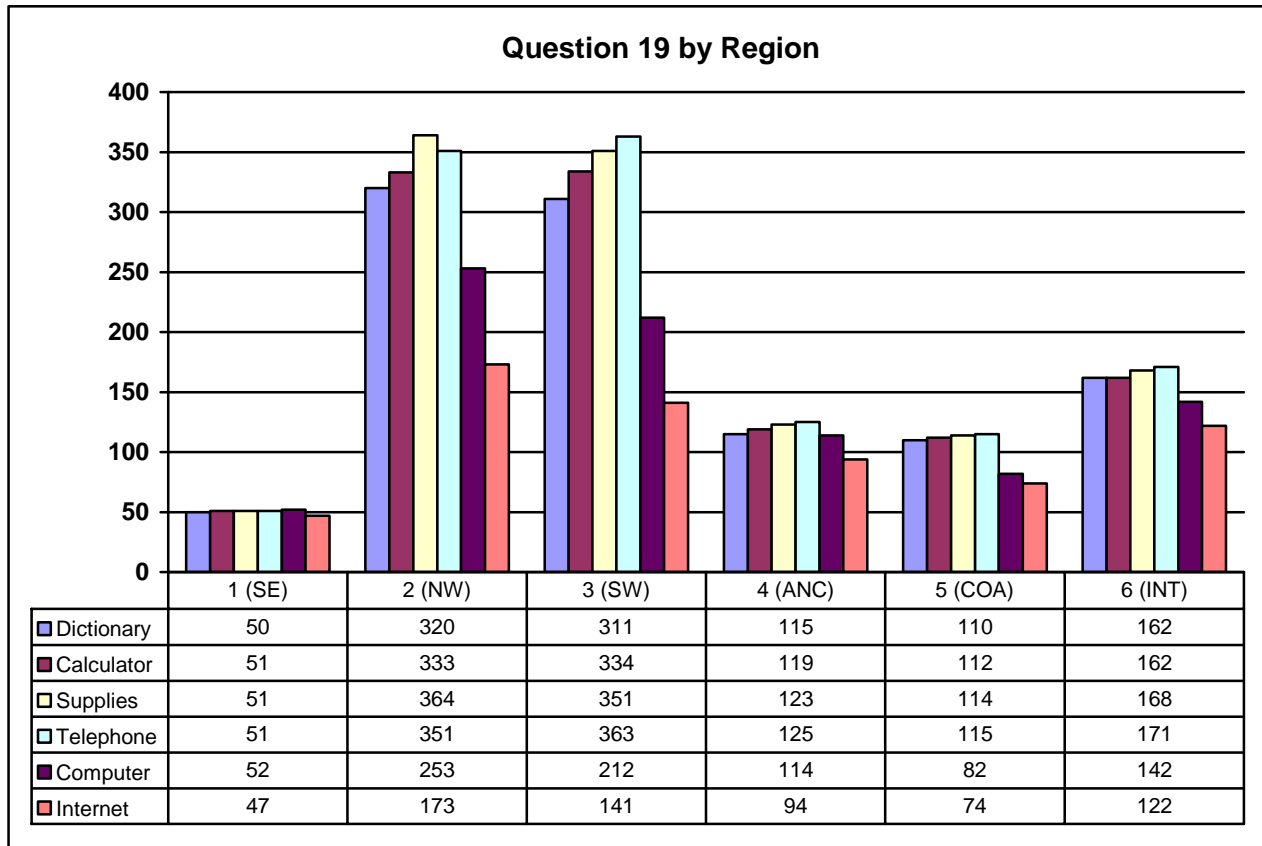


18. Does your household have a reliable personal vehicle or other mode of transportation? (ie. snow machine, boat, bus system, etc.)

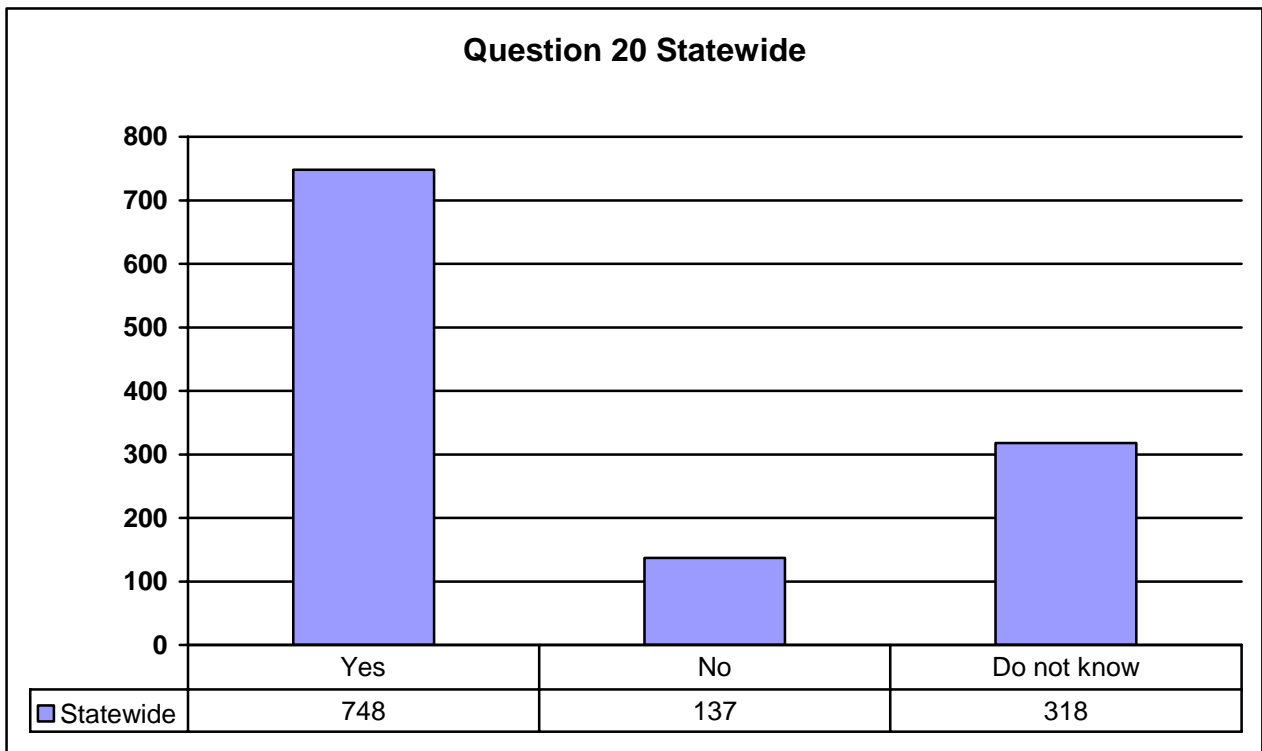
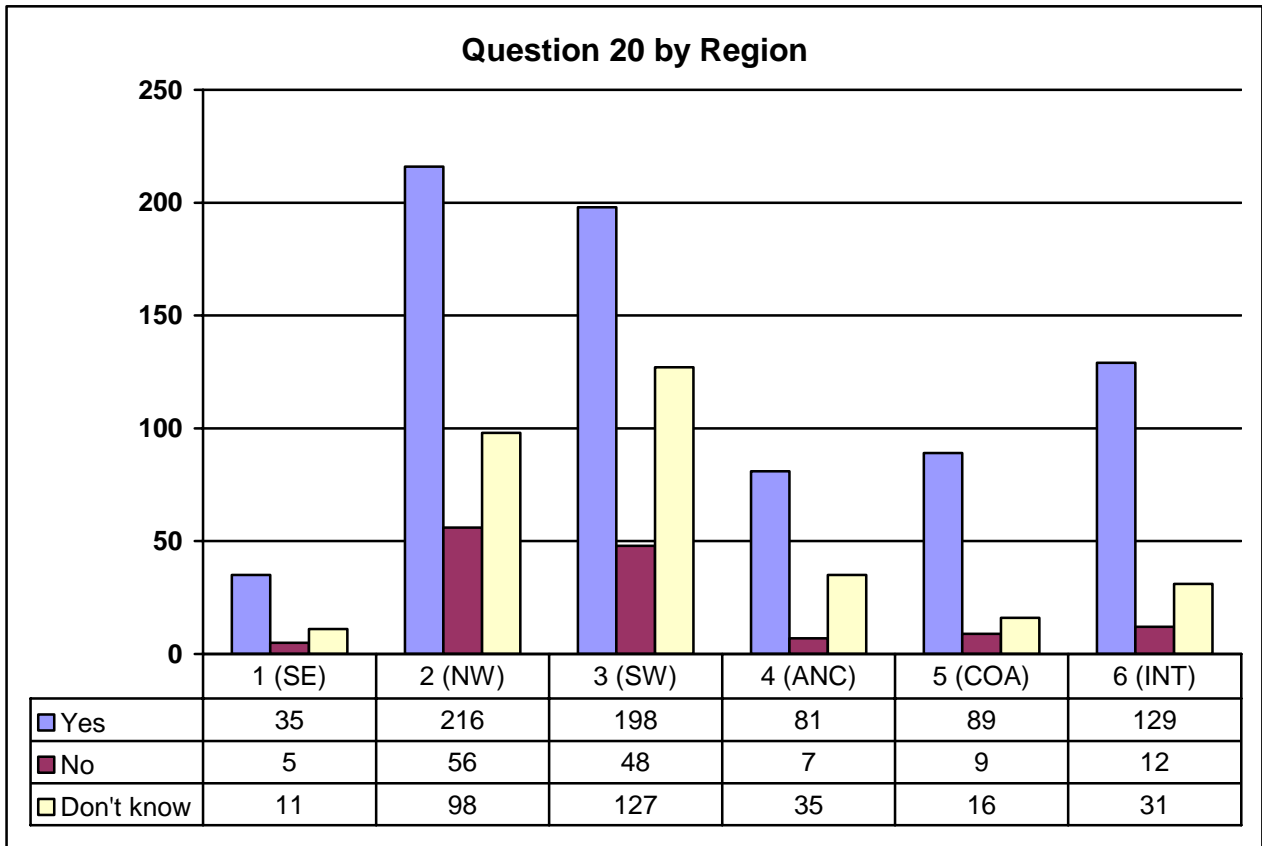


Migrant Education Comprehensive Needs Assessment Report Appendix B.10

19. Which of the following items do you have in your home? (Select all that apply)

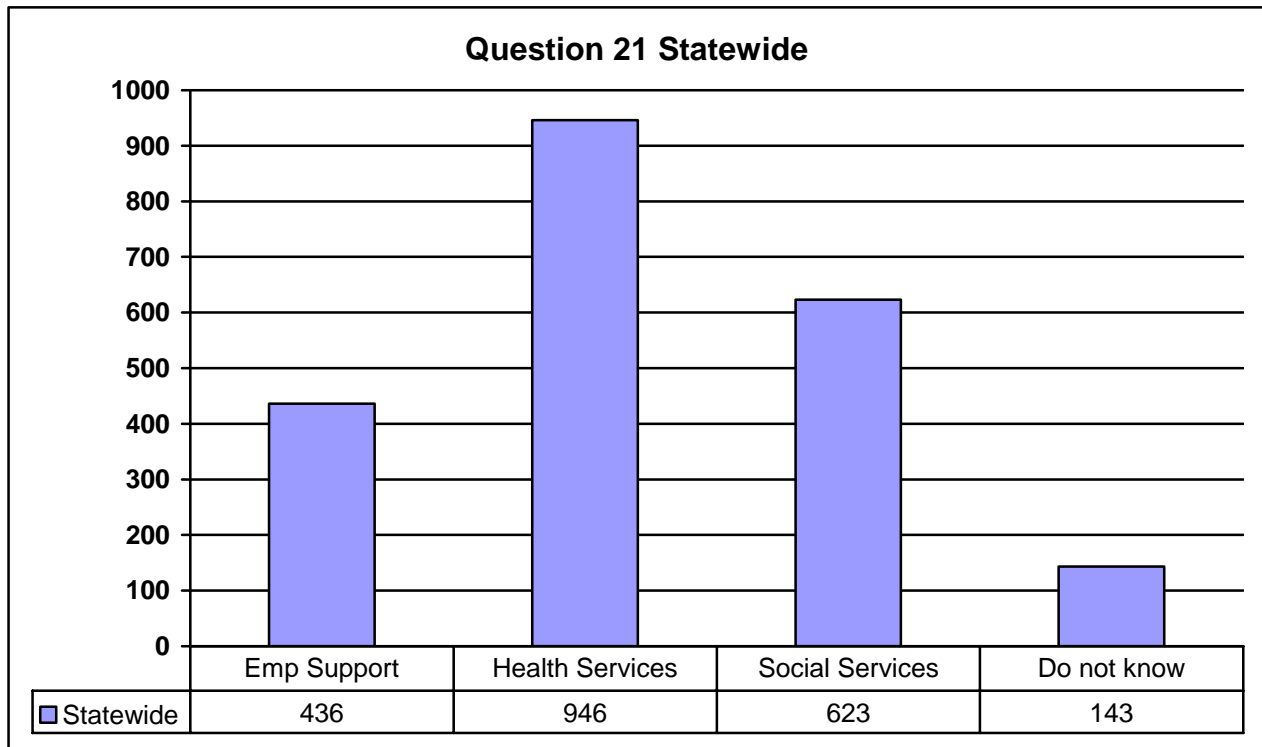
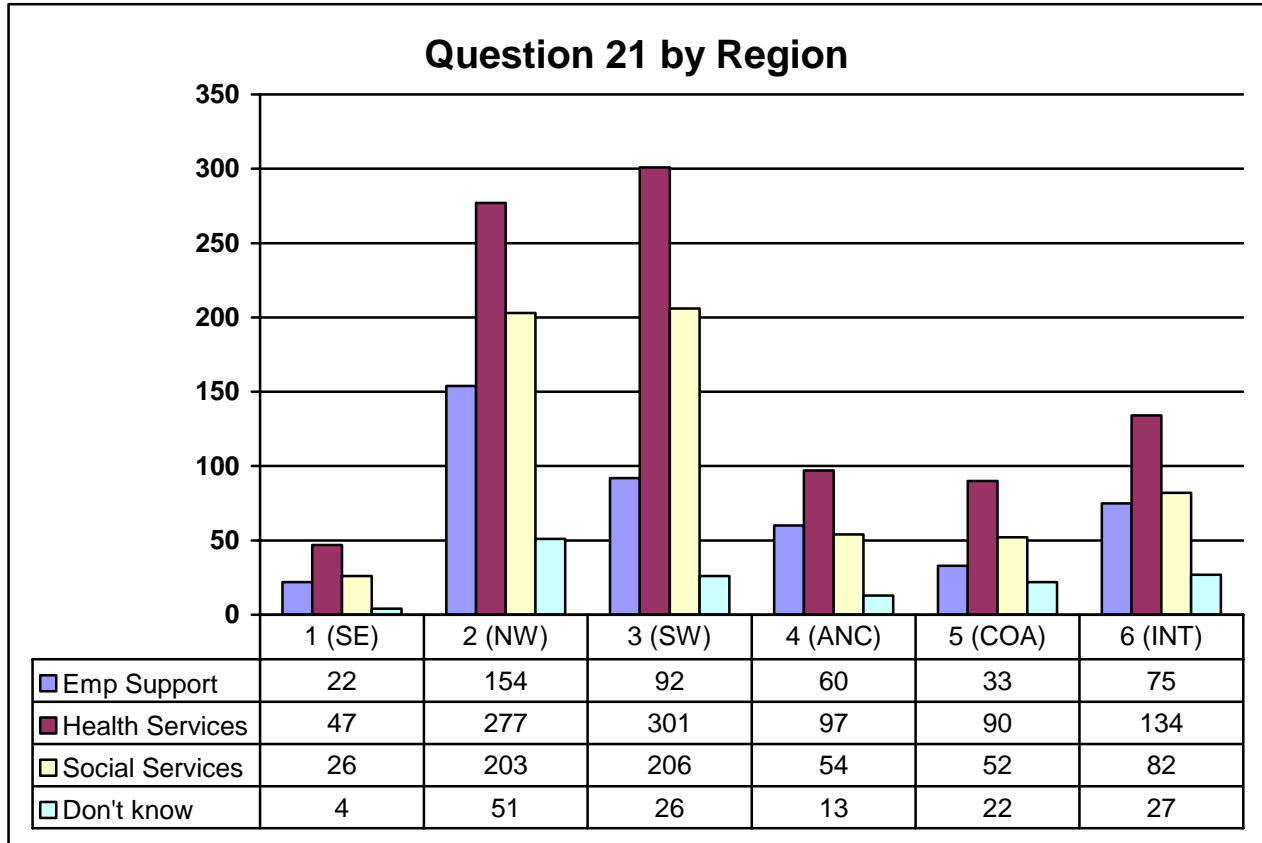


20. Do(es) your child(ren) have access to a school guidance counselor?

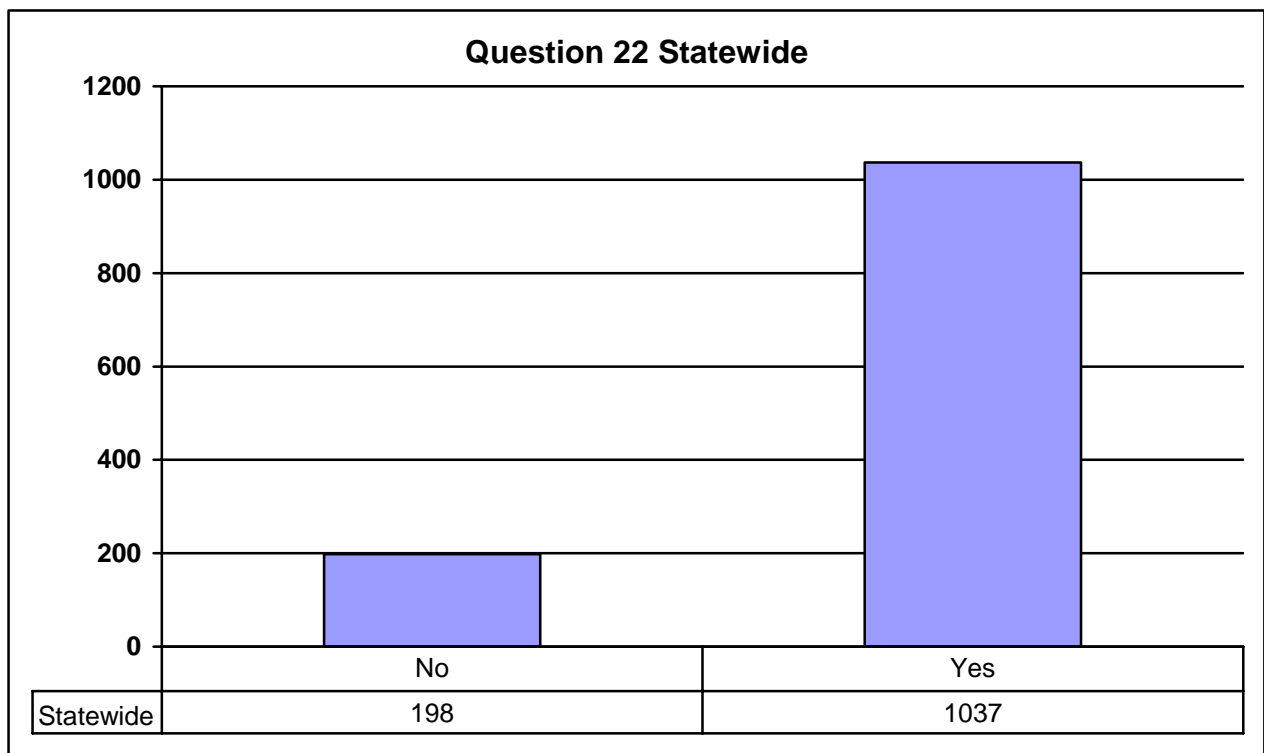
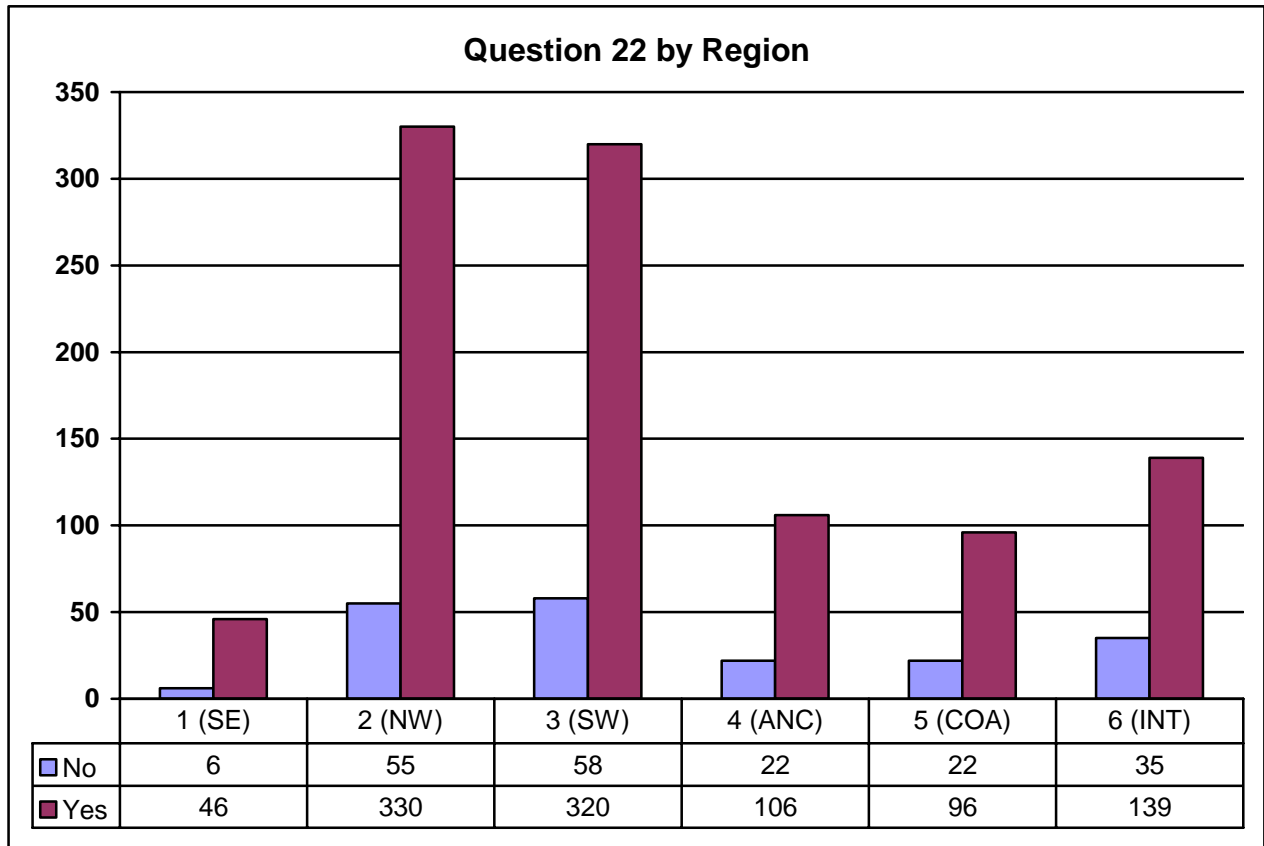


Migrant Education Comprehensive Needs Assessment Report Appendix B.10

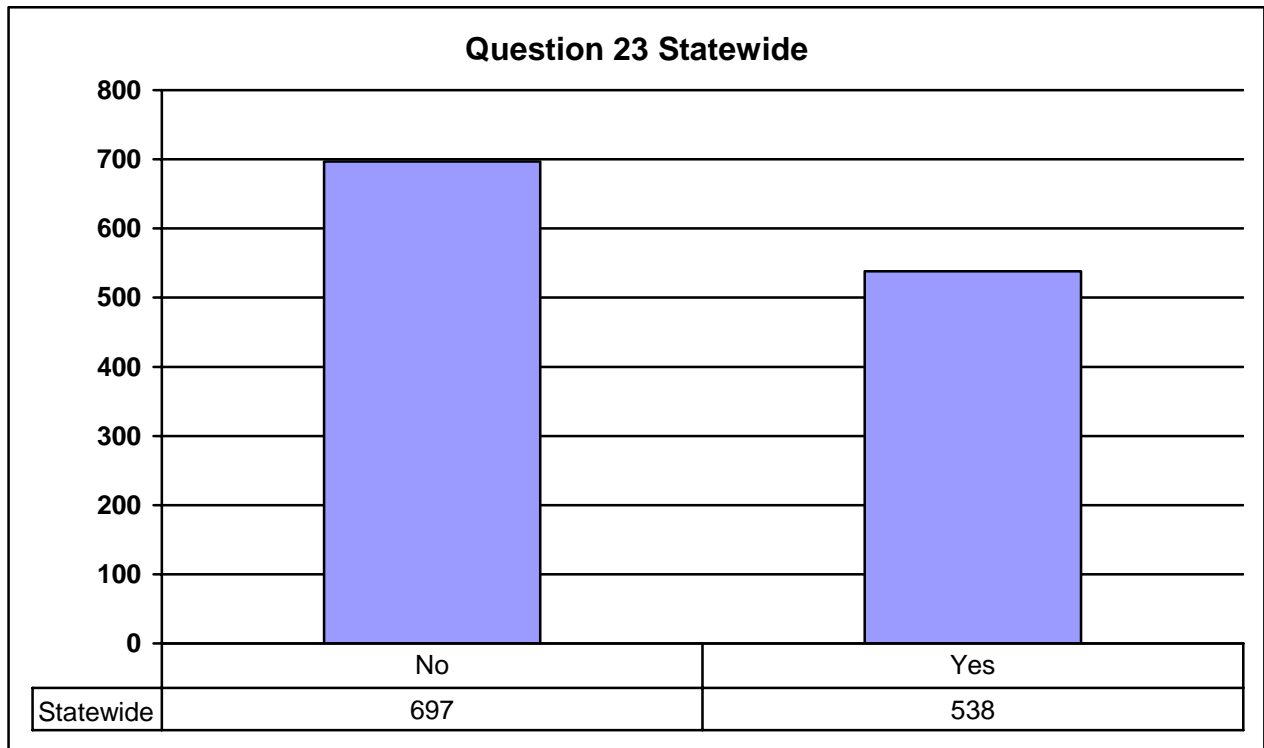
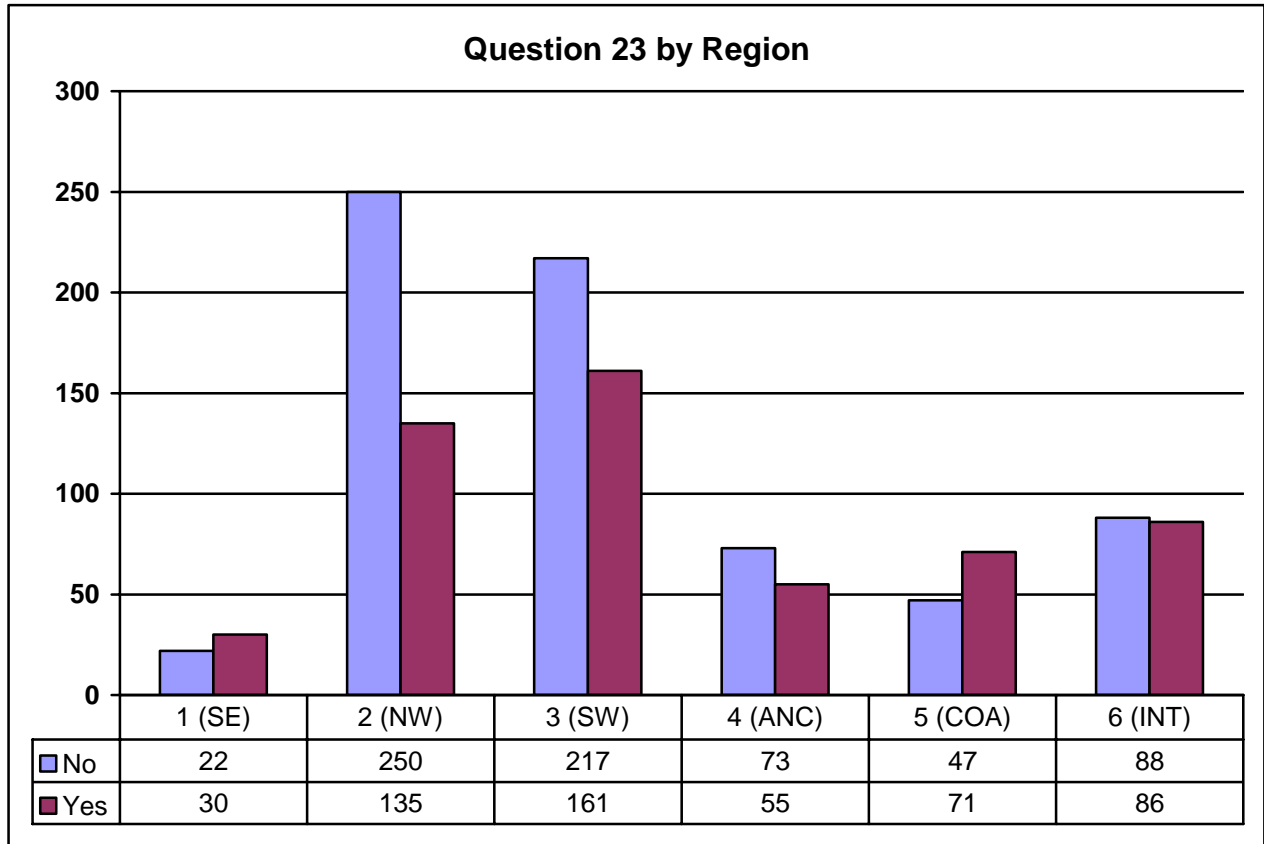
21. Which of the following services are available to you or your family in your community?
(Select all that apply).



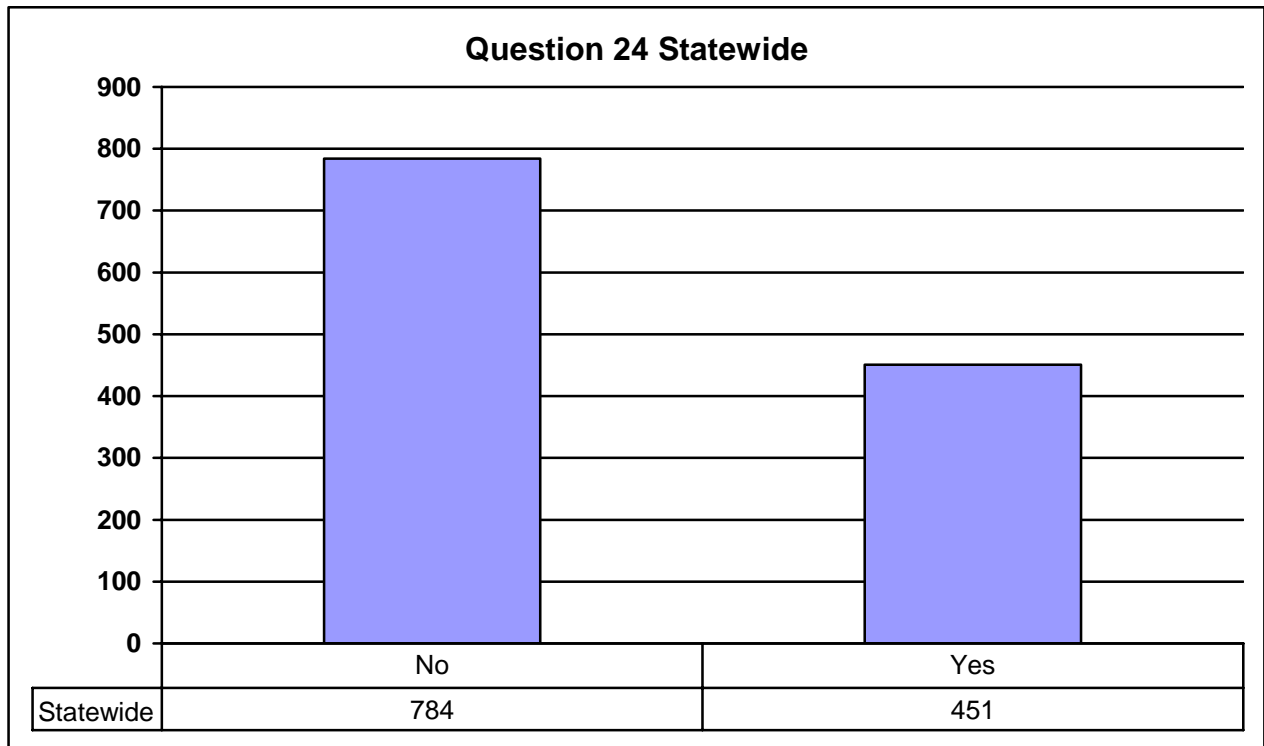
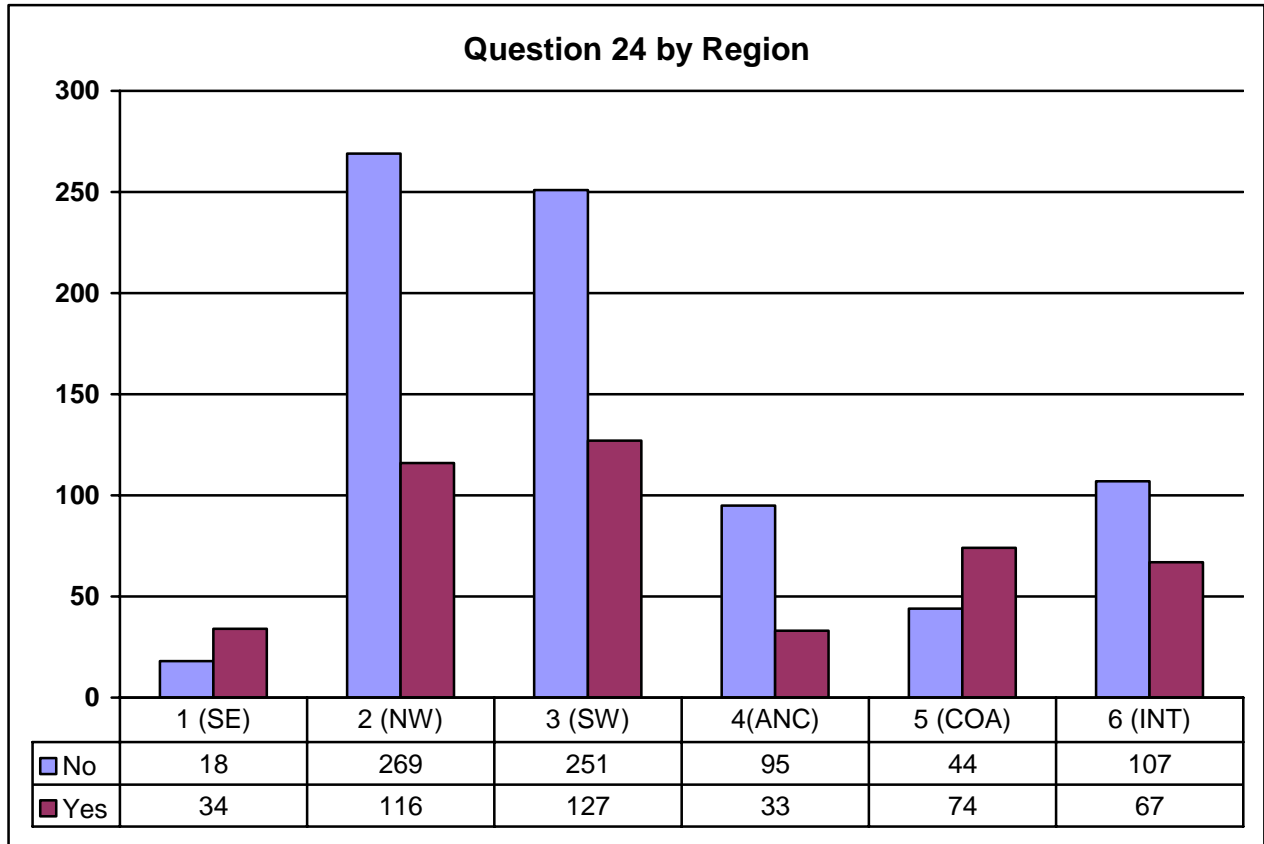
22. Have you or your child(ren) used any local health services?



23. Do you (parent or guardian) have more than one job or other responsibilities to support the household?

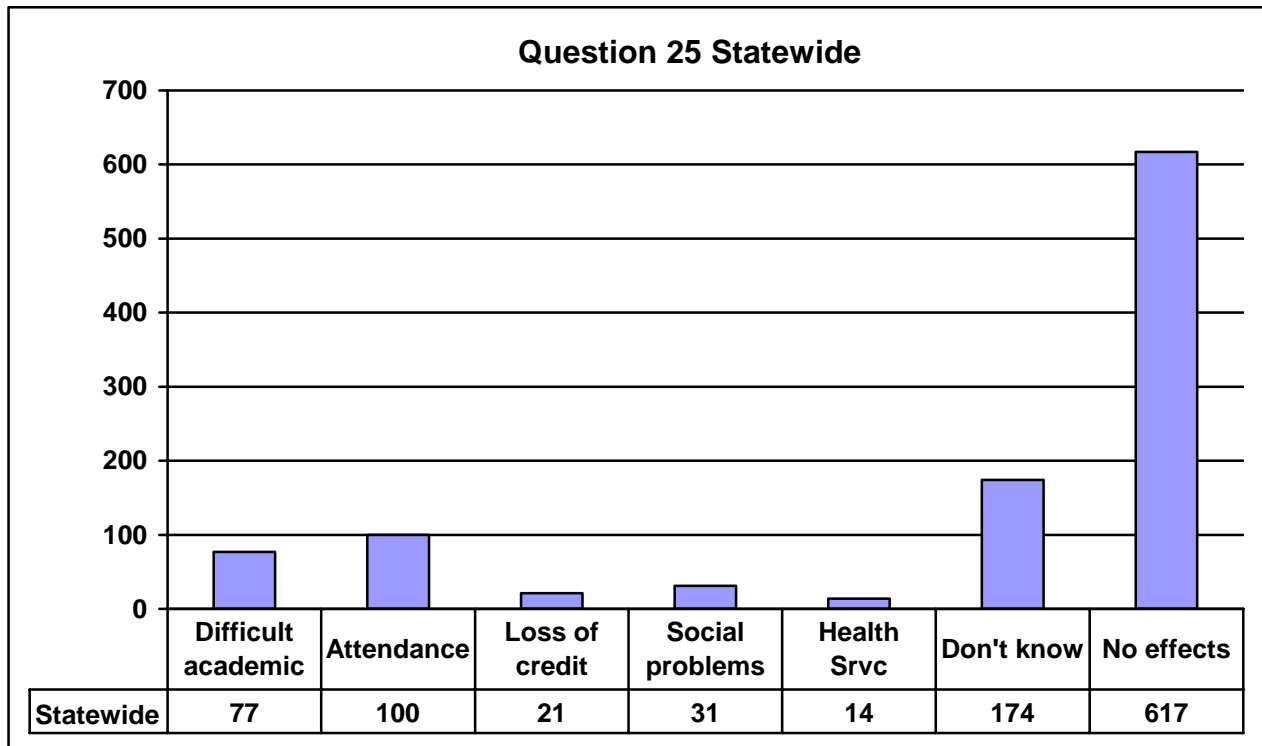
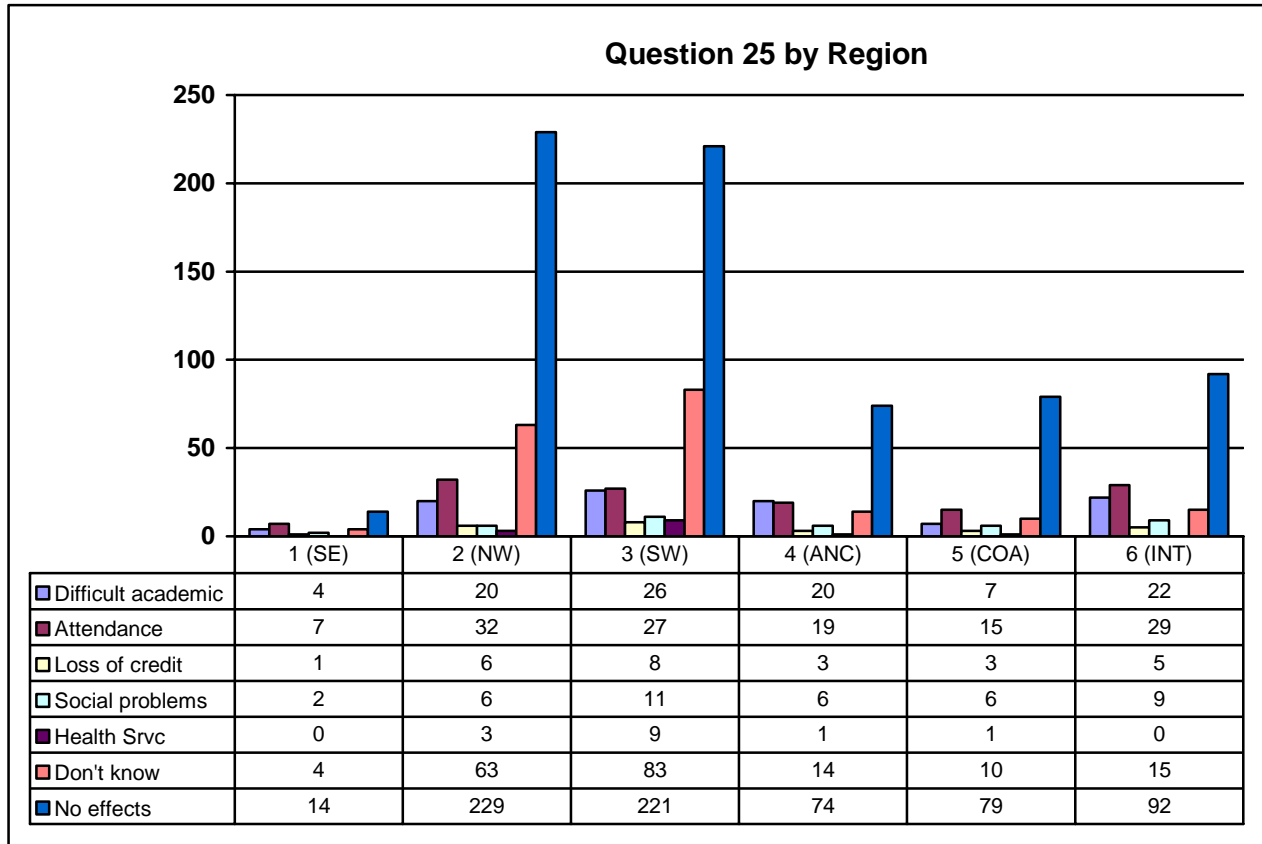


24. Do(es) your child(ren) have jobs or other responsibilities outside of school that contribute to the family?



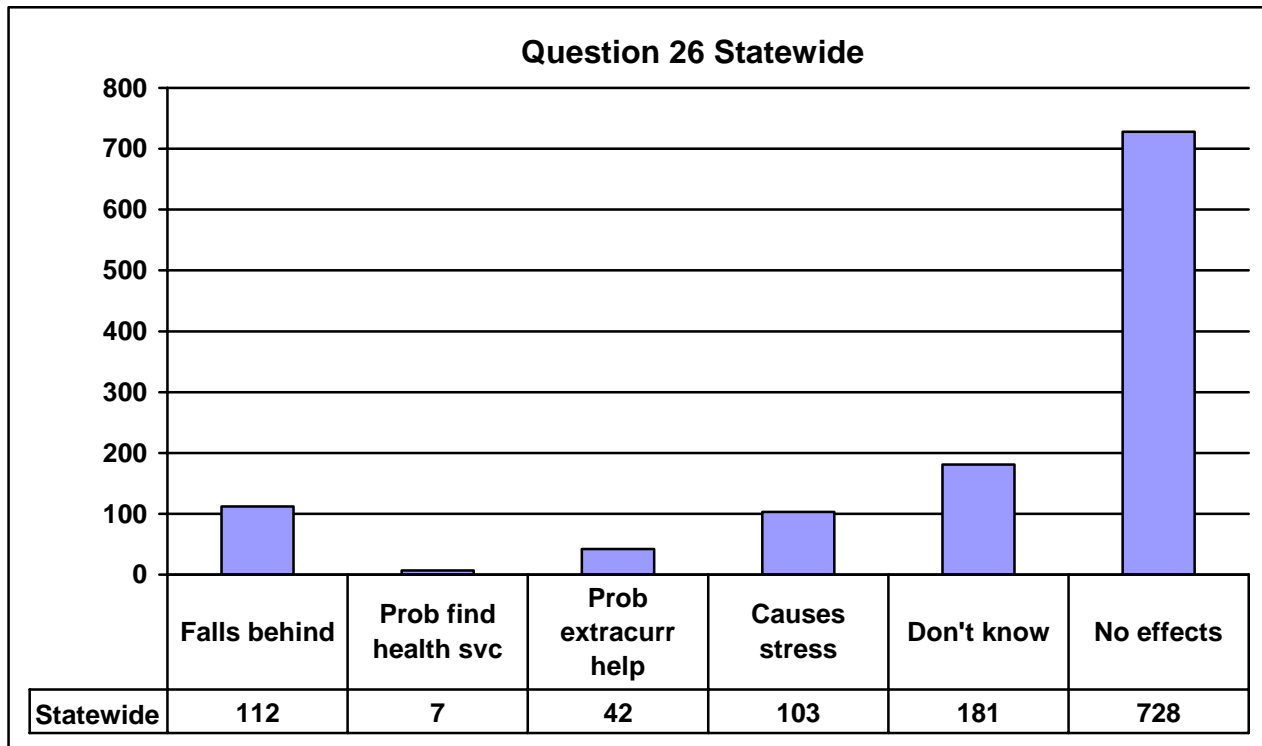
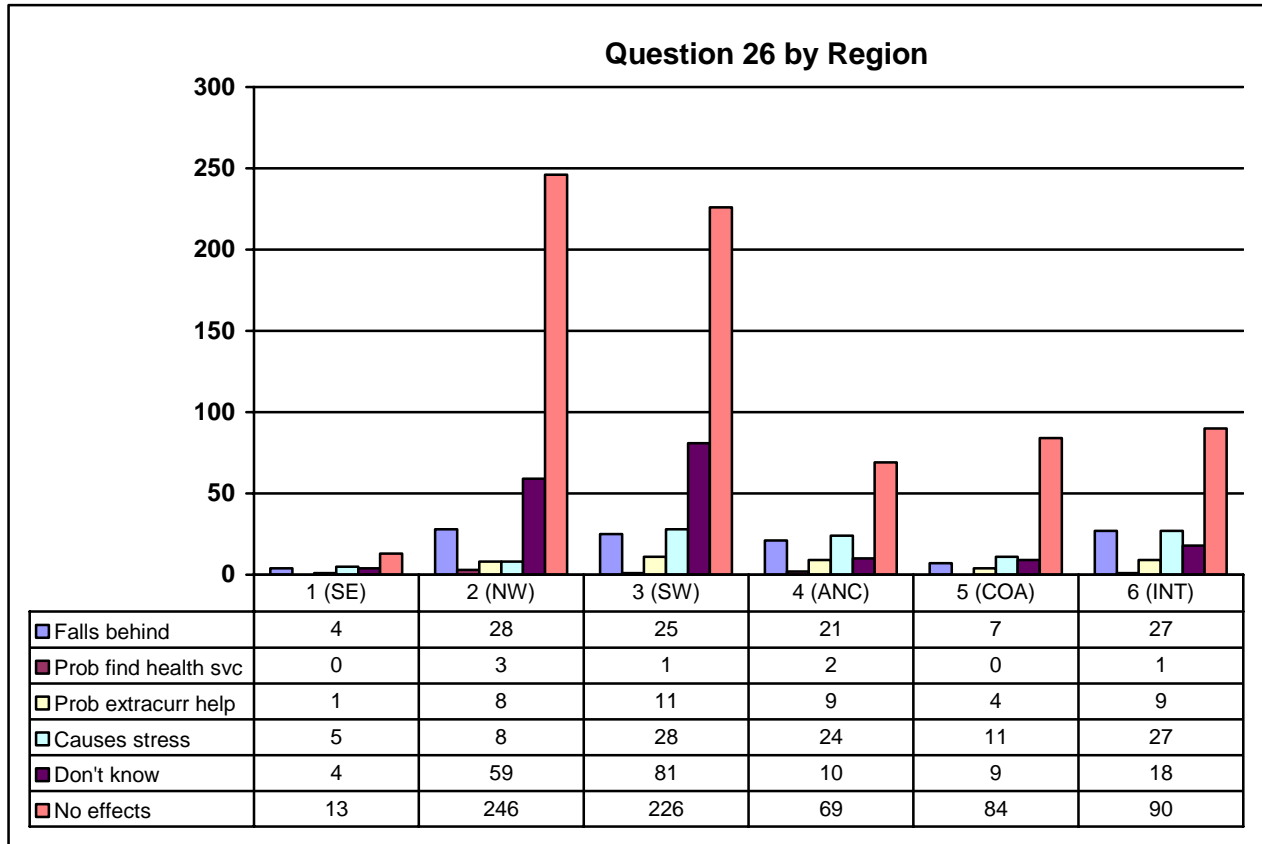
Migrant Education Comprehensive Needs Assessment Report Appendix B.10

25. How has transitioning in and out of school affected your child(ren)? (Select all that apply.)

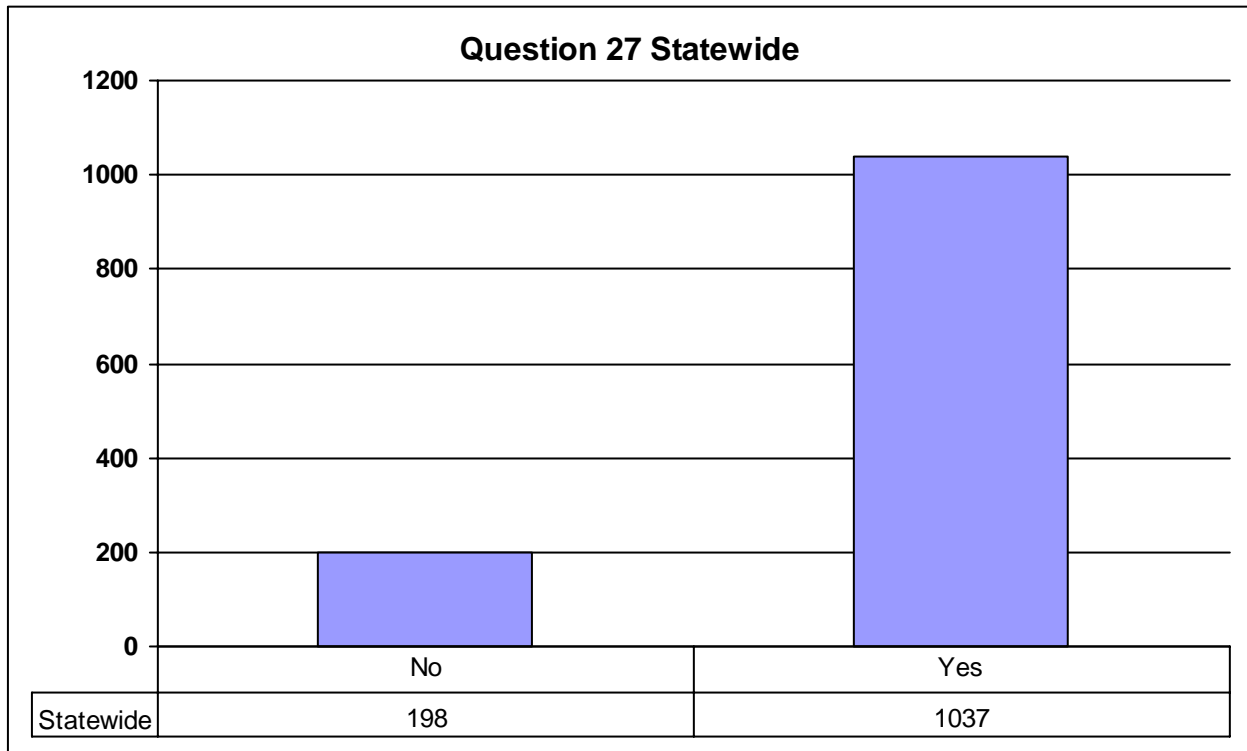
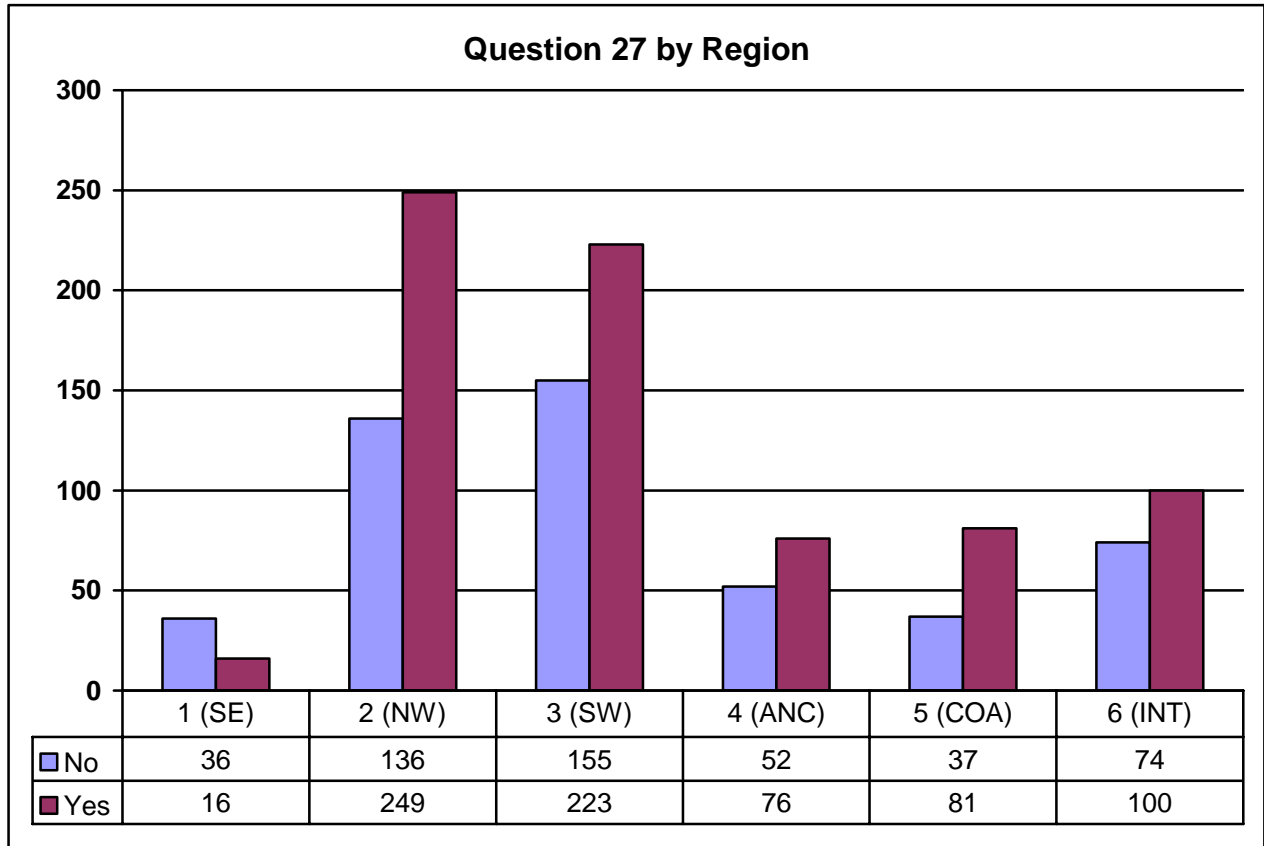


Migrant Education Comprehensive Needs Assessment Report Appendix B.10

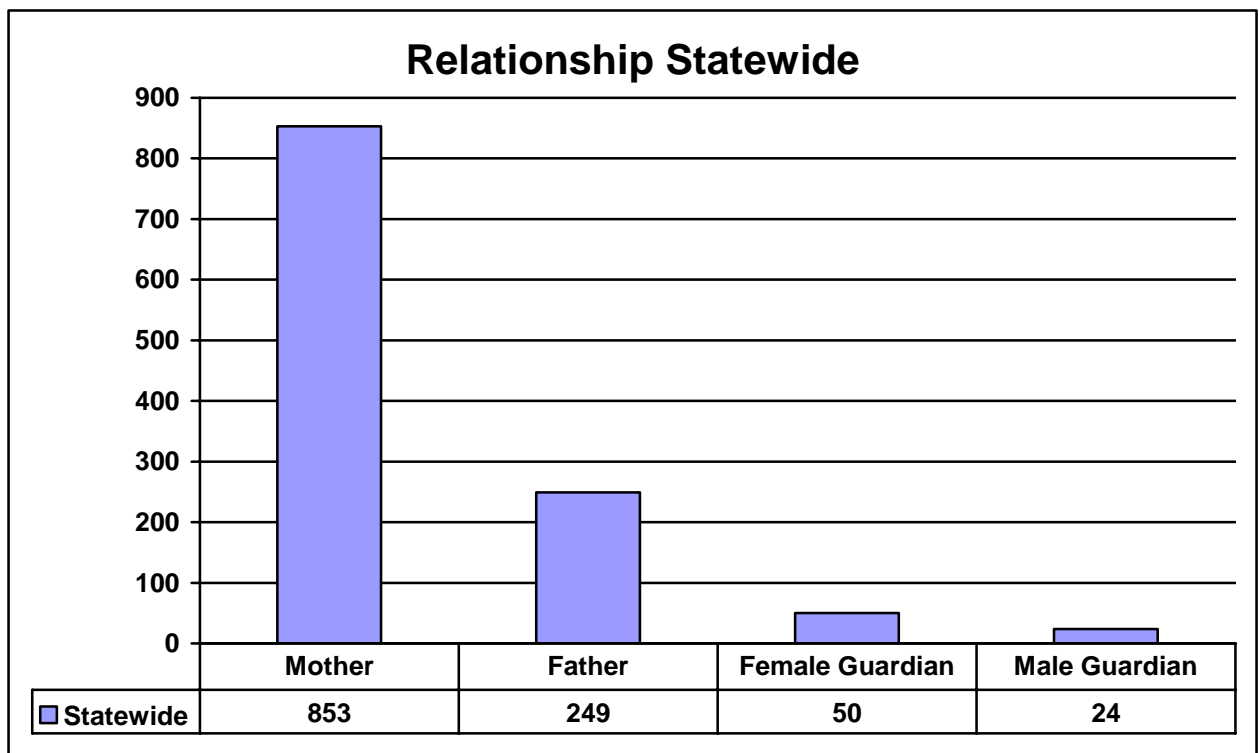
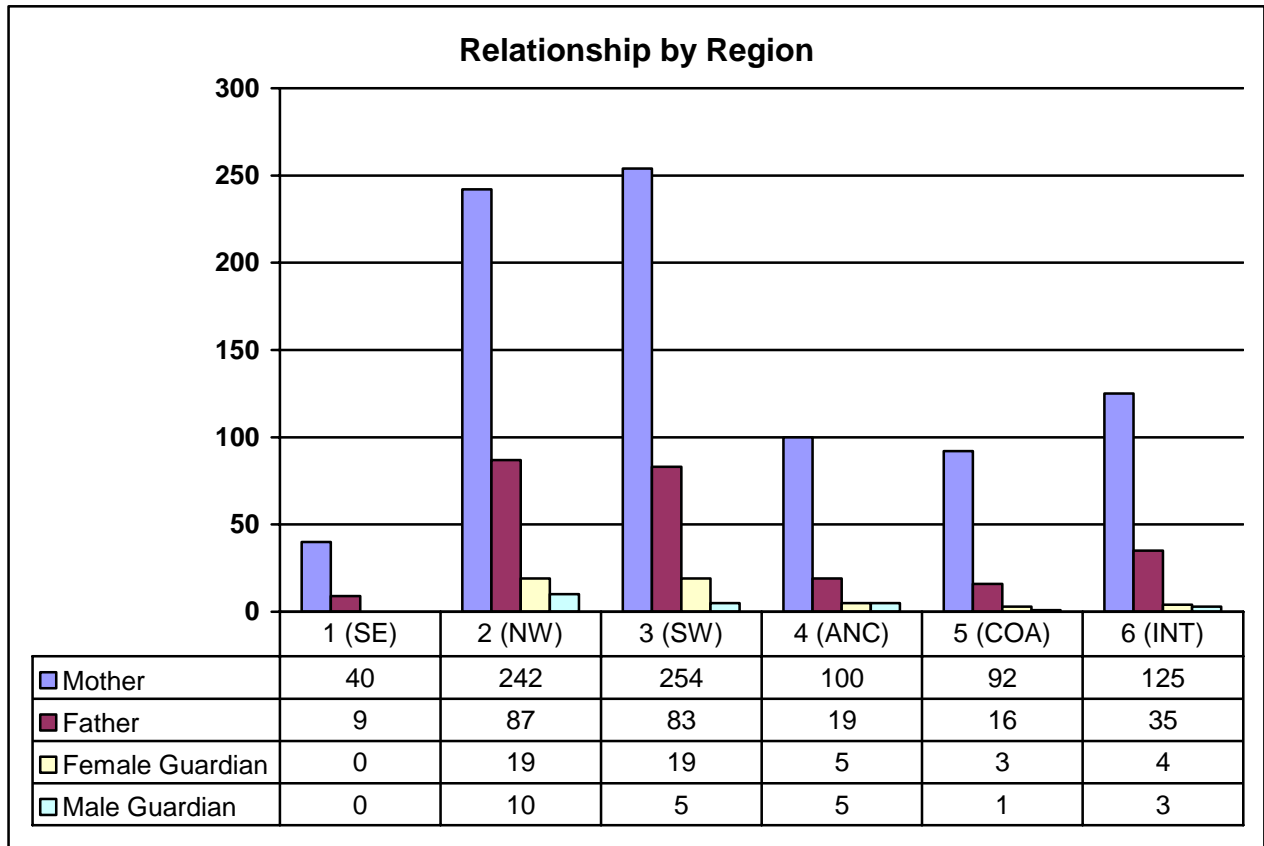
26. How has transitioning in and out of school affected your household? (Select all that apply.)



27. Do you (parent or guardian) feel the schools are working to lessen the effect of transitioning in and out of school on your household?



Relationship of Person Completing Survey



REVISED CONCERN STATEMENTS AND NEED INDICATORS

A. Educational Continuity

We are concerned that as a result of their lifestyle, migrant students...

Concern Statement	Need Indicators	Goal Area	Data	Need shown?
A.1.Lack continuity in courses and curriculum due to absences from school and/or changes between schools	a. The average number of absences for migrant students compared to the average number of absences of non-migrant students.	Academic HS graduation	Have	Yes Statewide Migrant 17.3 & non Migrant 11.4. Six days difference. Migrant students have a 52% higher absence rate than non-migrant students.
	b. The average number of school enrollment changes per year for migrant students compared to the average number for non-migrant students.	Academic	Could analyze summer oasis. But labor intensive	Maybe
	c. The percentage of migrant students who drop out of school compared to the percentage of non-migrants.	HS graduation	Have?	Yes 2.84% non-migrant vs 2.87% migrant drop out rate? The statewide dropout rate is 4.9% and the AK Native rate is 8.1%.
	d. The graduation rate of migrant students compared to the graduation rate of non-migrant students.	HS graduation	Have? Will have migrant vs. all students	Yes
	e. The high school credit accrual in core subjects required for graduation by the end of the 9 th grade, 10 th grade, 11 th grade, and 12 th grade for migrant students compared to non-migrant students.	HS graduation	None yet Data would be hard to gather.	Yes Anecdotal data available but more hard data needs to be gathered.
	f. The number of migrant students who enrolled in a new district as an 11 th or 12 th grader and did not graduate by the end of the 12 th grade due to different graduation requirements in the new district.	HS graduation	None yet	No
A.2. Have low proficiency rates on state assessments	a. % of migrant students scoring below or far below proficient on the state assessments compared to % of non-migrant students.	Academic	Have	Yes 03-04 data shows: CAT-LA 5% more migrants not prof. CAT-MA 3% more migrants not prof CAT-RE 8% more migrants not prof BM-RE 8% more migrants not prof BM-WR 5% more migrants not prof BM-MA 9% more migrants not prof

Concern Statement	Need Indicators	Goal Area	Data	Need shown?
	b. % of migrant students scoring at proficient or above on all sections of the HSGQE in 10 th grade as compared to non-migrant students.	Academic HS graduation	Have	Yes WR – 5% more migrants not prof RE – 10% more migrants not prof MA – 2% more migrants not prof
	c. % of migrant students passing HSGQE as 11 th or 12 th graders as compared to non-migrant students.	Academic HS graduation	Have?? Not analyzed yet	Yes
	d. % of migrant students receiving a certificate of completion as compared to non-migrant students.	Academic HS graduation	Have?? Summer Oasis not analyzed yet	Yes
A.3. Have difficulty mastering skills, standards and classroom material	a. average grade point average or class grades of migrant students compared to non-migrant students	Academic	None yet	Maybe Districts could use this to determine priority for service
	b. rate of retention in grade for migrant students compared to non-migrant students	Academic HS graduation	Have?	Maybe Districts could use this to determine priority for service

B. Student Instructional Time

We are concerned that as a result of their lifestyle, migrant students...

Concern Statement	Need Indicators	Goal Area	Data	Need Shown?
B.1. Ability to establish and maintain membership within an educational community is hampered by late enrollment and re-enrollment dates.	a. % of migrant students entering school after the first day of the year compared to non-migrant students.	Academic	Have? Summer oasis but not analyzed yet Membership days	Yes Should also include those students who leave early.
B.2. Are not getting all the subject content because they are not in school.	a. The average number of absences for migrant students compared to the average number of absences of non-migrant students.	Academic	Have	See A1a
	b. % of migrant students scoring below or far below proficient on the state assessments compared to % of non-migrant students.	Academic	Have	See A2a&b

C. School Engagement

We are concerned that as a result of their lifestyle, migrant students...

Concern Statement	Need Indicators	Goal Area	Data	Need Shown?
C.1. And their families experience the trauma of transitions into multiple schools and/or communities	a. percentage of migrant students who report problems related to transitions in school.	Academic HS graduation School readiness	None?	
	b. percentage of migrant parents who report problems related to transitions in school.	Academic HS graduation School readiness	Parent survey	Yes PS 25-27 19% of the parents reported that their students are affected. Lots of anecdotal comments on #27
C.2. At the high school level are choosing non-school options (marriage, drugs, dropping out, jail or work) in lieu of graduating from high school	a. Percentage of migrant students who leave high school without a diploma. DELETE	HS graduation	Drop-out rates (OASIS?)	A2d & A1c&d
	b. percentage of migrant students who leave high school to engage in non-academic life choices compared to non-migrant students	HS graduation	have?? (This information could be gained through the use of withdrawal codes, exit interviews, etc.)	Maybe – no data really available
C.3. Experience culturally biased assessment, curriculum, materials and instructional practices.	a. percentage of migrant students who report feeling not welcome at school.	Academic HS graduation School readiness	Parent survey	Maybe/Yes Less than 5% reported not feeling Welcome.
	b. percentage of migrant parents who report feeling not welcome at school.	Academic HS graduation School readiness	Parent survey	Maybe/Yes Less than 7% reported not feeling welcome.
	c. percent of curriculum, assessments and instructional practices found to be biased when reviewed by professional educators trained to identify cultural bias.	Academic HS graduation	Research Data	Maybe
C.4. Lack of options for non-core courses (voc-tech, fine arts, etc) that would keep them engaged in school.	a. number or percentage of non-core courses available to migrant students compared to those available to non-migrant students.	HS graduation	None yet CTE Data All in one report	Yes

	b. Percentage of migrant students participating in non-core courses compared to the percent of non-migrant students.	HS graduation	None yet CTE Data All in one report	Yes
C.5. Fail to see the relevance of school to future plans	a. percent of migrant students that report importance of education to future plans.	HS graduation	Parent survey 1-3	Less than 1% parents said that it was not important

D. English Language Development

We are concerned that as a result of their lifestyle, migrant students who are LEP...

Concern Statement	Need Indicators	Goal Area	Data	Need Shown?
D.1. are not being taught by professionals specially trained to address their needs.	a. % of LEP migrant students in grades K-12 who receive instruction in core content areas by teachers who have a degree/certification in ESL or Bilingual Education	Academic	None yet – Will not be gathered at this point.	
	b. % of LEP migrant students in grades K-12 who receive instruction in core content areas from teachers who have received specialized training in teaching LEP students (minimum of X hours via in-service, workshops, college courses, etc.	Academic	None yet – Will not be gathered at this point.	
D.2. do not have proficient academic English language skills.	a. % of migrant LEP students in grades 3-10 who scored below the proficient level on the ELP assessment during the 2004-2005 school year.	Academic	Could obtain	Yes
	b. % of LEP migrant students who passed the HSGQE in 2004-2005.	HS graduation	Could obtain	
	c. % of LEP migrant students who scored proficient or above on the SBA's during the 2004-2005 school year.	Academic	Could obtain	

E. Education support in the home

We are concerned that as a result of their lifestyle, migrant students...

Concern Statement	Need Indicators	Goal Area	Data	Need Shown?
E.1. Have limited opportunities for involvement in asset-building activities.	a. % of migrant students that participate in extra-curricular and other asset-building activities (ie. Music, scouting, etc.)	Academic HS graduation	Parent survey	Maybe a regional issue Q#10 - 15% of survey respondents said no participation in any of the activities listed.

	b. % of migrant students that have additional jobs or duties out side of school, preventing them from attending summer school	Academic HS graduation	Parent survey	Yes Q#13 - 27% said yes. Also 27% of the 9-12 graders
	c. % migrant households do not have a mode of transportation preventing them from attending activities.	Academic HS graduation	Parent Survey	Maybe 8% said no transportation but of the 92% who said yes, was the question specific enough to show that the transportation issue could be use of the transportation.
E.2. have parents that have a limited academic background	a. % of parents that do not have a high school education.	Academic	Parent Survey	No Not as much of an issue as we thought.
E.3. have parents who do not value the importance of education as it relates to the student’s future	a. % of parents who value education for student’s future	Academic HS graduation School readiness	Parent Survey	Maybe What is the definition of successful?
E.4. have limited books and school supplies in their homes.	a. % of migrant households that have books or supplies and computer.	Academic School readiness	Parent survey	Yes 21% no books, 31% no computers in the home
E.5. a home environment that does not provide an atmosphere that is conducive to homework, study and learning.	a. % of migrant students have additional jobs or duties outside of school	HS graduation	Parent Survey (see E.1.b)	Yes 36% said yes, 45% of 9-12 graders
	b. % of migrant parents that have additional jobs or duties to support the household	Academic School readiness	Parent survey	Yes 43% of the parents
E.6. are distracted by additional responsibilities at home	a. % of migrant students have additional jobs or duties outside of school preventing them from having time to complete school work.	Academic HS graduation	Parent survey (See E.1.b)	Maybe Not really addressed in the survey.

F. Health

We are concerned that as a result of their lifestyle, migrant students...

Concern Statement	Need Indicators	Goal Area	Data	Need Shown?
F.1. have limited access to health care, including dental and vision.	a. types of services available in the community - names addresses and phone numbers of local health care professionals and services.	Academic School readiness	None yet	Maybe – Regional issue? Q21 – 77% have access
	b. % of migrant parents who access local health care professionals and services.	Academic	Parent Survey	Not really – possibly regional 84% use the local services

F.2. have inadequate health care and miss instructional time.	a. % of days migrant students missed at school due to sickness (including the sickness of other family members), as reported by the parent during an interview or in the note accompanying the student back to school, compared to the same measure of local non-migrant students to determine if migrant students are at a disadvantage.	Academic	??? (trying to measure two things? Is F.1 enough?)	How do you really measure this? Might be too difficult to get information. Not specific to migrant but it is an issue statewide.
F.3. lose focus when someone well-known to them gets chronically ill or passes on.	a. school and/or community mental health and/or educational professionals' assessments of migrant students in this category compared to assessments of local non-migrant students in this category	Academic	None yet	How do you really measure this? Might be too difficult to get information. Not specific to migrant but it is an issue statewide
F.4. Suffer from, or suffer the effects of family members relating to Drugs/ Alcohol/ FAS/ FADE/Mental Health	a. the % of migrant students/families who suffer from or from the effects of family members impacted by drugs/alcohol/FAS/FADE/mental health issues, based on the evaluations of trained behavioral health professionals, to the same measure of local non-migrant students/families.	Academic School readiness	None yet	How do you really measure this? Might be too difficult to get information. Not specific to migrant but it is an issue statewide

G. Access to Services

We are concerned that as a result of their lifestyle, migrant students...

Concern Statements	Need Indicators	Goal Area	Data	Need Shown?
G.1. Have difficulty meeting prerequisites for support services.	??		None yet	No Data
G.2. Have not gained the necessary communication skills in order to advocate for themselves.	a. % of migrant students who sign-up for school activities and school services (ie. - work study, academic decathlon, etc.) for the 2004-2005 school year.		???? (See G.5.a)	Q10 - 28% sign up for school activities
	b. % of migrant students who apply for scholarships for summer and post-secondary programs/schooling for the 2004-2005 school year		???? (See G.5.b)	No Data
	c. % of migrant students who participate in summer school and after school tutorial programs for the 2004-2005 school year		???? (See G.5.c)	25% attended summer school, 22% tutorial programs but we don't know when.

	d. % of migrant students who volunteer to perform community-based services during the 2004-2005 school year.		???? (See G.5.d)	Not really a need shown 55% volunteer
G.3. Do not have role models to show them how to maneuver through the educational system.	a. % of migrant students whose parents have a high school diploma or post secondary education (college, technical, vocational, military.)	Academic HS graduation	Parent survey (see E.2)	Not really a need shown 88.6% have a diploma or higher
	b. % of migrant students whose parents are involved in school sponsored activities	Academic	Parent survey	48% have parents involved in an activity Q9
	c. % of migrant students who have access to and utilize the services of a counselor	Academic HS graduation	Parent Survey	Yes #20, 37% said no or don't know
G.4. Lack of transportation hinders or prohibits participation in educational opportunities.	a. % migrant households that do not have a mode of transportation.	Academic HS graduation	Parent survey (See E.1.c)	92% yes, no need or question was not specific enough
G.5. Do not participate in appropriate educational and related services.	a. % of migrant students who sign-up for school activities and school services (ie. - work study, academic decathlon, etc.) for the 2004-2005 school year.	Academic HS graduation	Parent survey	Same as G2
	b. % of migrant students who apply for scholarships for summer and post-secondary programs/schooling for the 2004-2005 school year	HS graduation	Parent survey	No data
	c. % of migrant students who participate in summer school and after school tutorial programs for the 2004-2005 school year	Academic	Parent survey	
	d. % of migrant students who volunteer to perform community-based services during the 2004-2005 school year.	HS graduation	Parent survey	
G.6. Do not have consistent quality of education and related services due to staff turnover and lack of qualified staff.	a. % of migrant students in classrooms with highest and lowest "educational staff turnover" compared to the % non-migrant students in the same classrooms	Academic	None yet	
	b. % of migrant students in classes with highly qualified teacher as compared to % of non-migrant students	Academic	None yet	
	c. % of migrant students in classrooms with the most experienced and educated teachers (seniority, degrees, specialized training, etc.?) compared to the % non-migrant students in the same classrooms.	Academic	None yet	

Migrant Education Comprehensive Needs Assessment Report Appendix B.12

NEEDS STATEMENTS WITH RESEARCH ASSIGNMENTS

Program Goals:

- A. An additional x% of migrant students need to score proficient or above on statewide assessments in grades 3 – 10.
- B. An additional x% of migrant students will pass the HSGQE.
- C. An additional x% of migrant students will graduate with a diploma.

Needs Statements:

<p>Julia Marsha Kim Everybody</p>	<p>1. An additional x% of migrant students will have academic support that maximizes their achievement.</p> <p>CAUSES: Absences, transitions, tardies, time on task, lack of flexibility in scheduling, school calendar, credit accrual, access to summer school, after school support, lack of supplies and technology, lack of libraries, curriculum not relevant to student.</p>
<p>Kim Everybody</p>	<p>2. An additional x% of migrant students who need them, will have supportive services (e.g. social, counseling, special education, health, transportation, vocational etc.) as necessary.</p> <p>CAUSES: Not enough funds, distance, resources, isolated location, logistics, can't find the specialists, transportation, not knowing how to navigate the system, vast and complex system.</p>
<p>Amy Diane G.</p>	<p>3. An additional x% of migrant students will have additional literacy resources (e.g. books, magazines, school supplies, computers, internet access, etc.) in their homes & community.</p> <p>CAUSES: Cost, availability, distance, storage, role models, don't know what is needed, don't recognize the importance, parental awareness of student needs.</p>
<p>Walter Eva</p>	<p>4. 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, independent study).</p> <p>CAUSES: Lack of funding, lack of personnel, logistics, size of school, size of district, system not flexible, lack of resources, lack of facilities, can't pay the fees, pushed to the back because of focus on proficiency in core courses.</p>
<p>Mike Diane G. Julia Pam</p>	<p>5. An additional x% of migrant LEP students will make adequate progress in learning and attaining English.</p> <p>CAUSES: Lack of funding, lack of family support, lack of qualified personnel, lack of knowledge of the system, lack of ESL specialists, lack of teacher support, lack of cultural awareness.</p>
<p>Darlene Marsha Julia</p>	<p>6. An additional x% of migrant students will have access to preschool.</p> <p>CAUSES: Lack of funding, not meeting prerequisites for established preschools, lack of parental awareness of early childhood education needs, lack of administrative awareness of need.</p>

Migrant Education Comprehensive Needs Assessment Report Appendix B.13

PROPOSED SOLUTION TEMPLATE

CNA Member: _____

Region: _____

Goal or Need Addressed (Please note letter or number from Program Goals & Needs sheet)	
Possible Solution	
Research or evidence to support that proposed solution has a strong possibility of impacting current achievement gap or need addressed	
What causes of the need will the solution address?	
Will it be acceptable to the stakeholders?	
How feasible is it? How effectively and realistically can it be implemented? What issues arise regarding implementation?	
What information or data would be needed to evaluate the results of the implemented solution?	

PRIORITY FOR SERVICE (PFS) DEFINITION

ALASKA DEFINITION OF PRIORITY FOR SERVICE MIGRANT STUDENTS
RECOMMENDATION FROM MIGRANT COMPREHENSIVE NEEDS ASSESSMENT COMMITTEE
AMENDED JUNE, 2007

NCLB Section 1304(d): In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.

A. A PFS student meets one of the following criteria for failing, or being at risk of failing, to meet academic content and achievement standards:

1. Any eligible migrant student in grades 3-10 who is below proficient in any content area on SBA's;
2. Any eligible migrant student in grades 11-12 who has not passed all sections of the HSGQE; or
3. Any eligible migrant student in grades K-2 who is determined to be at risk of failing to meet content and achievement standards through a district-determined assessment such as the DIBELS, the IPT assessment for English language proficiency, or other appropriate assessment.

and

B. Had a school interruption meeting one or more of the following criteria:

1. The Qualifying Arrival Date (QAD) of the most recent migrant move was during the current or prior school year;
2. An additional move related to the migrant lifestyle was made during the current or prior school year; or
3. A school interruption related to the migrant lifestyle occurred during the current or prior school year.

ALASKA MIGRANT CNA RECOMMENDED SOLUTIONS

Migrant Program Goals

- A. An additional x% of migrant students will score proficient or above on statewide assessments in grades 3 – 10.
- B. An additional x% of migrant students will pass the HSGQE
- C. An additional x% of migrant students will graduate with a diploma.

1) Academic Support: An additional x% of migrant students will have academic support that maximizes their achievement.

Proposed Solutions	Priority	Research	Evaluation
<p>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.</p>	<p>High</p>	<p>“Reach for the Stars” by Joan Richardson, National Staff Development Council, Tools for Schools, February 2002, http://www.nsd.org/library/publications/tools/tools2-02rich.cfm</p> <p>“More Schools Adopt Individual Learning Plans” by Craig Colgan, National School Boards Association, September 2002, http://www.nsba.org/site/doc_sbn.asp?TRACKID=&VID=58&CID=312&DID=8224</p> <p>“When Students Don’t Succeed: Shedding Light on Grade Retention,” Northwest Sample, page 29, ILPs for all students, Northwest Regional Educational Laboratory, July 1999 http://www.nwrel.org/request/july99/dontsucceed.pdf</p>	<p>SBAs & HSGQE Time in programs</p>
<p>b) Provide reading instruction in the key components of phonemic awareness, phonics, fluency, vocabulary, and text comprehension for students below proficient in reading and for LEP students.</p>	<p>High</p>	<p>Resources About English Language Literacy, National Clearinghouse for English Language Acquisition and Language Instruction Education Programs: http://www.ncela.gwu.edu/resabout/literacy/2_academic.htm</p> <p>“Improving the Reading Achievement of America’s Children: 10 Research-based Principles,” Center for the Improvement of Early Reading Achievement (CIERA), University of Michigan School of Education, Summer 1998: http://www.ciera.org/library/instresrc/principles/index.html</p> <p>What Works Clearinghouse, US Department of Education, www.whatworks.ed.gov</p> <p>National Reading Panel website – resources and research: http://www.nationalreadingpanel.org/Publications/publications.htm</p> <p>The Florida Center for Reading Research website: http://www.fcrr.org/</p> <p>“Big Ideas in Beginning Reading,” University of Oregon, http://reading.uoregon.edu/index.php</p> <p>Vaughn Goss Center for Reading and Language Arts, The University of</p>	<p>Number of students receiving services in correlation with SBAs. Progress monitoring data. Measure time and/or amount of instruction received.</p>

		<p>Texas at Austin, http://www.texasreading.org/utclra/default.asp</p> <p>Oregon Reading First website, University of Oregon, http://oregonreadingfirst.uoregon.edu/</p> <p>Reading Rockets website: http://www.readingrockets.org/</p>	
<p>c) Provide research-based academic interventions with appropriate progress monitoring and adjustments for migrant students below proficient in a content area. Services could be provided during the school day, extended day programs or summer services.</p>	High	<p>What Works Clearinghouse, US Department of Education, www.whatworks.ed.gov</p> <p>“Formative Assessment in the Classroom,” Dr. Margaret Heritage, EED Winter Conference presentation, January, 2007 http://www.eed.state.ak.us/nclb/2007wc/heritage_formative_assessment.ppt</p> <p>“Professional Development Strategies that Encourage and Support Formative Assessment,” Dr. Margaret Heritage, EED Winter Conference presentation, January, 2007 http://www.eed.state.ak.us/nclb/2007wc/heritage_ak_pd_for_form_asses_breakout.ppt</p> <p>“A Framework for Thinking: New Ways of Thinking about Instruction, Assessment and Intervention for All Kids,” Dr. David Tilly, EED Winter Education Conference presentation, January, 2007 http://www.eed.state.ak.us/nclb/2007wc/tilly_framework.ppt</p> <p>“Response to Intervention On the Ground: Three Phases of School Implementation,” Dr. David Tilly, EED Winter Education Conference presentation, January, 2007 http://www.eed.state.ak.us/nclb/2007wc/tilly_3phases_of_implementation_breakout.ppt</p> <p>“Response to Intervention: Blistering Questions, Searing Answers,” Dr. David Tilly, EED Winter Education Conference presentation, January, 2007 http://www.eed.state.ak.us/nclb/2007wc/tilly_blistering_questions_breakout.ppt</p>	<p>Number of students receiving academic services in correlation with SBAs. Progress monitoring data.</p>
<p>d) Provide statewide access to resources in order to share curriculum, strategies, and tools that work. (Example: link the EED website to Netrekker, AIMS Web CBM, NWEA.org, etc.</p>	Medium	<p>“Sharing What Works, Academic Intervention Newsletter,” New York City Department of Education, issues available online at http://schools.nyc.gov/Offices/TeachLearn/OfficeCurriculumProfessionalDevelopment/DepartmentofInterventionInitiatives/Newsletter/default.htm</p> <p>AIMSweb, Lisa Langell, EED Winter Education Conference presentation, January, 2007 http://www.eed.state.ak.us/nclb/2007wc/aimsweb_breakout.ppt#354,2,OVERVIEW_OF_CURRICULUM-BASED_MEASUREMENT_AS_A_GENERAL_OUTCOME_MEASURE</p>	<p>Number of hits on the website and/or number of districts using the resources.</p>

2) Student support services: An additional x% of migrant students, who need them, will have supportive services (e.g. social, counseling, special education, health, transportation, vocational etc.) as necessary.

Proposed Solutions	Priority	Research	Evaluation
a) Collaborate with other funding sources to include migrant students in supportive programs.	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 appropriate services when student records are transferred.	High	“Kids Mobility Project,” Family Housing Fund, March 1998, http://www.fhfund.org/dnld/reports/kids.doc	Data records & district surveys.

3) Family Literacy: An additional x% of 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	Research	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 supporting reading strategies for the parents. (Applies to students of all ages, not just pre-school. If possible, use parent meetings or in-service to model reading strategies to parents.)	Medium	<p>Chapters/articles from the book <i>Early Childhood Development and Learning: New Knowledge for Policy (2001)</i>, Commission on Behavioral and Social Sciences in Education</p> <p>“From Neurons to Neighborhoods: The Science of Early Childhood Development,” by Committee on Integrating the Science of Early Childhood Development, National Research Council and Institute of Medicine http://books.nap.edu/openbook.php?record_id=10067&page=1</p> <p>“Preventing Reading Difficulties in Young Children” by Catherine Snow, Susan Burns, & Peg Griffin, National Research Council, March, 1998 http://books.nap.edu/readingroom/books/prdyc/ch4.html</p> <p>“Computers and Student Learning: Bivariate and Multivariate Evidence on the Availability and Use of Computers at Home and at School” by Thomas Fuchs, 2004, Brussels Economic Review, University of Brussels http://ideas.repec.org/p/ces/ceswps/1321.html</p> <p>“The Parents as Teachers Program: its impact on school readiness and later school achievement,” Judy Pfannensteil & Edward Zigler, Parents as Teachers National Center, April, 2007 http://www.parentsasteachers.org/site/pp.asp?c=ekIRLcMZJxE&b=272091</p>	<p>Student reading scores.</p> <p>Number of literacy resources provided.</p> <p>Number of parent trainings provided.</p> <p>Scores from school readiness inventories such as Kindergarten Developmental Profile, Informal Reading Inventories, and Peabody Picture Vocabulary Test (PPVT).</p>

4) 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, independent study.)

Proposed Solutions	Priority	Research	Evaluation
<p>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.</p>	<p>Medium</p>	<p>“The Arts Make a Difference” by Rabkin & Redmond, Educational Leadership, February 2006</p> <p>VSA arts Research weblink: www.vsarts.org/x954.xml</p> <p><i>Arts with the Brain in Mind</i> by Eric Jensen, Association for Supervision and Curriculum Development, May, 2001</p> <p><i>Third Space: when learning matters</i>, Lauren Stevenson & Richard J. Deasy, Arts Education Partnership, 2005</p>	<p>Track fine arts and industrial arts courses or curriculum integration.</p> <p>Number of students participating in integrated curriculum correlated to academic success and graduation rate.</p>
<p>b) Provide concrete experiences to expose students to broader educational opportunities; for example field trips to Job Corps, AVTEC, UAA, college fairs, etc.</p>	<p>Medium</p>	<p>“The Educational, Social, and Economic Value of <i>Informed and Considered Career Decisions</i>,” America’s Career Resource Network Association Research-based Policy Guidance, Scott Gillie and Meegan Gillie Isenhour, Fall 2003</p> <p>http://www.acrnetwork.org/viewdoc.aspx?ID=600048</p> <p>“Quality Work-Based Learning and PostSchool Employment Success,” Richard Luecking and Meredith Gramlich, National Center on Secondary Education and Transition (NCSET), Issue Brief September 2003</p> <p>http://www.ncset.org/publications/viewdesc.asp?id=1192</p>	<p>Participation numbers and correlation with assessment scores and graduation rate.</p> <p>Number of migrant students that go on to post-secondary education.</p>
<p>c) Provide awareness of and options for vocational, non-core courses, as well as opportunities outside the regular curriculum through available resources; for example, distance delivery and job shadowing.</p>	<p>Low</p>	<p>Career Academies, <i>What Works Clearinghouse</i>, US Department of Education, http://www.w-w-c.org/InterventionReportLinks.asp?iid=321&tid=06&ReturnPage=InterventionAll.asp</p> <p>“School-Based Career Development: A Synthesis of the Literature,” America’s Career Resource Network, http://www.acrnetwork.org/viewdoc.aspx?ID=600059</p> <p>“Alaska Work Based Learning Guide”, Alaska Department of Education & Early Development, September, 2003</p> <p>http://www.eed.state.ak.us/tls/cte/docs/wbl/chaptersall.pdf</p>	<p>Carl Perkins data related to Career & Technical education programs.</p> <p>Number of students participating in experiences.</p> <p>Correlate student participation to graduation rate.</p>

5) LEP student support: An additional x% of migrant LEP students will make adequate progress in learning and attaining English.

Proposed Solutions	Priority	Research	Evaluation
a) Provide classroom teachers and paraprofessionals with training, coaching and/or mentoring in English language development strategies for teaching migrant LEP students.	Medium	Resources About English Language Literacy, National Clearinghouse for English Language Acquisition and Language Instruction Education Programs, http://www.ncela.gwu.edu/resabout/literacy/1_english.htm	Number of teachers and paraprofessionals receiving training. Correlation between teachers attending training and scores of students on SBA’s and IPT (English language proficiency 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	Resources About English Language Literacy, National Clearinghouse for English Language Acquisition and Language Instruction Education Programs, http://www.ncela.gwu.edu/resabout/literacy/1_english.htm	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: An additional x% of migrant students will have access to preschool.

Proposed Solutions	Priority	Research	Evaluation
a) Provide a preschool experience for migrant students based on the proposed State of Alaska Early Learning Guidelines.	Medium	“Research on Early Childhood Education” by Cotton & Conklin for Northwest Regional Educational Lab, January, 1989 http://www.nwrel.org/scpd/sirs/3/topsyn3.html	School readiness assessments such as Developmental Profile and PPVT. Number of students participating matched with long term data.