



2019-2020 Evaluation Report

Alaska Migrant Education Program



July 2021

2019-2020 Evaluation of the Alaska Migrant Education Program (MEP)

Prepared for:

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Acronyms & Abbreviations

Abbreviations	Meaning
ACCESS for ELLs	Assessing Comprehension and Communication in English State-to-State for English Language Learners
ACEs	Adverse Childhood Experiences
ADP	Alaska Developmental Profile
AK	Alaska
ASD	Anchorage School District
CFR	Code of Federal Regulations
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
CTE	Career and Technical Education
DEED	Alaska Department of Education & Early Development
EL	English Learner
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FAFSA	Free Application for Federal Student Aid
FSI	Fidelity of Strategy Implementation
GPRA	Government Performance and Results Act
HS	High School
ID&R	Identification and Recruitment
IEP	Individual Education Program
IDEA	Individuals with Disabilities Education Act
K-12	Kindergarten through Grade 12
LEA	Local Education Agency
LOA	Local Operating Agency
MEP	Migrant Education Program
MIS2000	The Alaska Migrant Education Program Database
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
OASIS	Online Alaska School Information System
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PEAKS	Performance Evaluation for Alaska's Schools
PFS	Priority for Services
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
STEAM	Science, Technology, Engineering, Arts, and Math

1. Executive Summary

The Migrant Education Program (MEP) is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, as reauthorized in 2015 by the Every Student Succeeds Act (ESSA). The purpose of the MEP is to meet the unique educational and educationally related needs of migratory children and their families to ensure that migratory children reach the same challenging academic standards as all students and graduate from high school. Specifically, the goal of state MEPs is to design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting them from doing well in school and making the transition to postsecondary education or employment [Section 1301(5)]. A migratory child is defined as a child or youth, from birth up to 20 (22 with an IEP), who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher [Section 1309(3)(A)–(B)].

The Alaska MEP assists schools throughout the State in helping migratory children that may be negatively impacted by frequent migration and interrupted schooling meet State achievement expectations. Services are designed to facilitate continuity of instruction to eligible students who migrate within the State of Alaska, between Alaska and other states, and across international borders.

In 2019-20, Alaska had 12,949 eligible migratory children (birth through 21) – 12% of whom were identified as having a disability through the Individuals with Disability Education Act (IDEA), and 38% had a Qualifying Arrival Date (QAD) occurring within 12 months from the last day of the performance period (8/31/20). Of the 11,403 eligible migratory students in grades K-12 and out-of-school youth (OSY), 30% were categorized as having priority for services (PFS), and 14% were identified as being English learners (ELs).

During the performance period, services were provided to 77% of all eligible migratory students/youth, with 24% receiving services during the summer. Reading instruction was provided to 23% of migratory children, math instruction to 14%, and 3% of students in grades 9-12 and OSY received high school credit accrual. Seventy-one percent (71%) of students received support services designed to assist migratory children in participating in education programs.

Projects provided instructional and support services aligned with the State MEP Service Delivery Plan (SDP) and Comprehensive Needs Assessment (CNA) within the four goal areas of: 1) English Language Arts (ELA) and mathematics; 2) school readiness; 3) high school graduation and services for OSY; and 4) support services. Services included supplemental tutoring/instructional support, summer school programs, extended day programming, supplemental reading and mathematics instruction, support services, and graduation enhancement and career education. In addition, districts implemented activities for migratory parents to engage them in the education of their children through parent advisory committee (PAC) meetings, college visits, and parent training/activities/ events. The COVID-19 pandemic impacted the implementation of MEP services and the ability to measure MPOs beginning in March 2020. Some districts were unable to implement planned activities as designed; however, 74% of strategies were continued as planned or modified for remote delivery. MPOs that relied on statewide assessments with an assessment window in March or later were not measured due to the closure of buildings and statewide cancellation of assessments.

The charts below show that six of the 10 (60%) Measurable Program Outcomes (MPOs) identified in the Alaska MEP SDP applicable in 2019-20 were accomplished. Positive results show the benefit of Alaska MEP services on migratory students' reading and math achievement, school readiness skills, secondary credit accrual, graduation, and promotion to the next grade level.

ELA and Mathematics MPOs

Measurable Program Outcomes (MPOs)	MPO Met?	Evidence
1A) Annually beginning in 2019-20, 2% more migratory children identified as PFS, EL, or who score below proficient on the State assessment will receive supplemental language arts instructional services in the regular or summer term as shown in the Mass Withdrawal and Summer Withdrawal reports starting with the baseline 2016-17 reporting period.	Yes	4.6% more at-risk children received supplemental language arts instruction
1B) Annually beginning in 2019-20, 2% more PFS migratory children receiving supplemental ELA instruction will meet individual growth targets on the State assessment in English language arts than PFS migratory children who did not receive these services.	N/A	This MPO was not addressed in 2019-20 due to cancellation of the State assessments.
1C) Annually beginning in 2019-20, 2% more migratory children identified as PFS, EL, or who score below proficient on the State assessment will receive supplemental mathematics instructional services as shown in the Mass Withdrawal or Summer Withdrawal reports starting with the baseline 2016-17 reporting period.	Yes	7.4% more at-risk children received supplemental mathematics instruction
1D) Annually beginning in 2019-20, 2% more PFS migratory children receiving a supplemental math instructional service will meet individual growth targets on the State assessment in mathematics, compared to PFS migratory children who did not receive these services.	N/A	This MPO was not addressed in 2019-20 due to cancellation of the State assessments.
1E) Annually beginning in 2019-20, 2% more EL migratory children who received a supplemental ELA instructional service will successfully meet interim measures of progress or exit criteria on the ACCESS for ELLs, compared to EL migratory children who did not receive these services.	N/A	Insufficient data due to building closures in the middle of the ACCESS for ELLs assessment window.
1F) Annually beginning in 2019-20, 3% more migratory children in districts receiving the Migrant Literacy Grant will receive reading materials as shown in the literacy grant final report and/or the Mass Withdrawal and Summer Withdrawal reports starting with the 2016-17 baseline.	Yes	4.8% more children received Migrant Literacy Grant reading materials
1G) Annually beginning in 2019-20, the percentage of migratory children who participate in a literacy grant district/site literacy activity will increase by 1% as shown on the Mass Withdrawal and Summer Withdrawal reports starting with the 2016-17 baseline.	No	5.8% fewer children participated in Literacy Grant events

School Readiness MPOs

Measurable Program Outcomes (MPOs)	MPO Met?	Evidence
2A) Annually beginning in 2019-20, the percentage of migratory preschool aged children enrolled in early childhood programs will increase by 2% starting with the 2016-17 baseline.	Yes	5.9% more children were enrolled in preschool programs

Measurable Program Outcomes (MPOs)	MPO Met?	Evidence
2B) Annually beginning in 2020-21, 2% more migratory children who received migrant preschool services prior to being assessed with the Alaska Development Profile (ADP) will master skills in Domain 2: Social and Emotional Development.	N/A	MPO is scheduled to be measured in 2020-21
2C) Annually beginning in 2020-21, 2% more migratory children who received migrant preschool services prior to being assessed with the ADP will master skills in 11 of 13 goals.	N/A	MPO is scheduled to be measured in 2020-21

High School Graduation and OSY Services MPOs

Measurable Program Outcomes (MPOs)	MPO Met?	Evidence
3A) By the end of the 2019-20 school year and each year thereafter, the percentage of high school migratory children receiving credit accrual services (credit recovery or dual enrollment including distance delivered courses) will increase by 1% starting with the 2016-2017 baseline.	No	3.2% fewer high school students received credit accrual services
3B) By the end of the 2019-20 school year and each year thereafter, 3% more high school migratory children receiving credit accrual services (credit recovery or dual enrollment including distance delivered courses) or academic success coaching will earn 5 credits per year, compared to the 2016-2017 baseline.	Yes	6.5% more high school students who received credit accrual or academic success coaching earned 5 credits
3C) By the end of the 2019-20 school year and each year thereafter, the percentage of high school migratory children receiving career and technical education (CTE) services will increase by 3% starting with the 2016-2017 baseline.	No	1.0% fewer high school students received CTE instruction
3D) By the end of the 2019-2020 school year, and each year thereafter, the percentage of OSY who re-enroll in school will increase by 2% starting with the 2016-2017 baseline.	No	3.0% fewer OSY re-enrolled in school

Support Services MPOs

Measurable Program Outcomes (MPOs)	MPO Met?	Evidence
4A) By the end of the 2019-20 reporting period, 80% of parents of migratory children will indicate on the Parent Survey that they are aware of services provided through the MEP.	Yes	84.5% of parents reported that they were aware of MEP services
4B) By the end of the 2020-21 reporting period following updating the support services data collection, 2% more migratory children will receive necessary educational resources annually starting with the 2019-20 baseline.	N/A	Baseline set at 45.5% receiving educational resources
4C) By the end of the 2020-21 reporting period following updating the support services data collection, 2% more migratory children will receive health and safety support annually starting with the 2019-20 baseline.	N/A	Baseline set at 23.3% receiving health and safety support

Other key findings/trends revealed in the 2019-20 evaluation follow.

- Alaska emphasizes the provision of services to the most mobile, at-risk children who have PFS. In 2019-20, 90% of children with PFS received MEP services.
- High school graduation is a long-term goal in which MEPs have the potential to influence over time. Migratory children in Alaska consistently graduate at higher rates than non-migratory students, suggesting a long-term impact of services.
- Migratory parents rated the services provided by the MEP highly and described many benefits of services including books through the literacy programs, free lunches, safety

classes related to the migratory lifestyle, summer boxes and classes, family nights, and tutoring programs.

- MEP staff at local projects worked in teams to assign ratings of the implementation of the Strategies contained in the SDP using the Fidelity of Strategy Implementation (FSI) tool. The average rating for all 14 Strategies was 3.7 out of 5.0, with mean ratings for each strategy ranging from 3.0 to 4.3.
- State assessment results were not available for 2019-20 as they were cancelled due to the pandemic; however, assessment results for 2018-19 show that the rate of migratory student proficiency was 18.8 percentage points below the State target in ELA and 13.6 percentage points below non-migratory students. However, the migratory rate was 11.2 percentage points higher than the Alaska Native (including American Indian) comparison group. In mathematics, the migratory student proficiency rate was 16.0 percentage points below the state target, 10.6 percentage points below non-migratory students, and 10.1 percentage points above the Alaska Native comparison group.
- Data collected for the Government Performance and Results Act (GPRA) measures show that 89% of migratory students in grades 7-12 were promoted or graduated in 2019-20, and 46% of migratory students entering the 11th grade had received full credit for Algebra I or a higher math course.
- Support services provided to migratory students helped eliminate barriers that traditionally inhibit school success. Focused on leveraging existing services and resources, support services included health services, advocacy and outreach, literacy programs, nutrition services, educational resources, transportation, academic and non-academic guidance, advocacy, career and technical education, and social work outreach.

In summary, during 2019-20, the Alaska MEP offered individualized, needs-based, student-centered services to migratory students that improved their learning and academic achievement. Districts pivoted quickly to ensure that migratory children received needed services during the pandemic, and they modified instructional support to facilitate access for the students most in need. In addition, parents were provided services to improve their skills and increase their involvement in their child's education; MEP staff were trained to better serve the unique needs of migratory students and their parents; community resources and programs helped support migratory students; and local projects expanded their capacity to meet the needs of Alaska's mobile migratory population by conducting local needs assessments and professional learning activities.

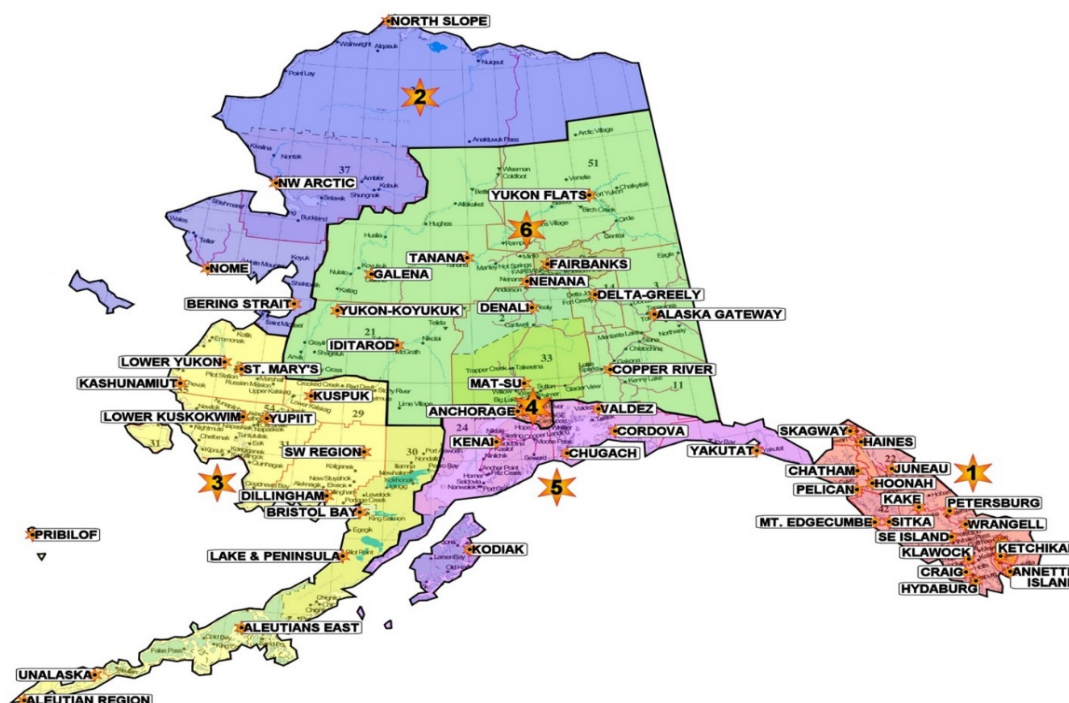
2. Program Context

Migratory children in Alaska often look very similar to their non-migratory peers. In rural Alaska villages, most residents are Alaskan Natives who rely on subsistence. Percentages of migratory children who qualify for the program vary by district and school. Disparities are not due to differing culture, language, or even activities, but rather due to how the definition of migratory child is applied. For example, all families may live off the land for subsistence, but only some families move far enough from their home or for a long enough period to qualify for the program. In other cases, students may move long distances and miss a substantial number of days of school but do not qualify because the move was for hunting or wood gathering rather than fishing.

Qualifying activities in Alaska are almost all related to fishing (94% of Certificates of Eligibility [COEs] include a fishing activity), and qualifying work is most often for subsistence (86% of qualifying activities). Most moves occur during summer months. Migratory activities are seasonal but may take place in all seasons. Different runs of fish occur seasonally throughout the year, and some types of fish may be caught only in the winter through holes cut in the ice.

Migratory children's needs vary by region, and each district completes their own needs assessment to tie services to needs. This evaluation report provides summary information on the accomplishments made by staff and students of local MEPs in Alaska during the 2019-20 performance period. These accomplishments were examined based on progress toward the State Performance Goals 1 and 5, the MEP MPOs as outlined in the Alaska MEP SDP, the GPRA measures, and implementation of the service delivery strategies in the SDP. Forty-one (41) districts provided services to migratory students during 2019-20. The following map shows the six MEP regions and the largest districts with each region.

**Exhibit 1
Map of Alaska MEP Regions and Largest Districts**



Districts provide instructional and support services aligned with the SDP and the needs of migratory students identified in the CNA within the four goal areas of ELA and mathematics, school readiness, graduation/services to OSY, and support services. The primary components of the Alaska MEP include academic services, support services, interstate coordination, identification and recruitment (ID&R), parent involvement, and professional development. These areas are guided by the Continuous Improvement Cycle that includes assessing needs, designing services, implementing services, and evaluating services.

Instructional Services

Migratory students are provided with a wide range of supplemental instructional services during the regular school year and summer including the services listed below. The MEP is a supplemental program whereby all other resources should be exhausted prior to using MEP funds to provide instructional services to migratory students. As a result, local projects coordinate services with schools, other programs, and community service providers.

- Academic success coaching
- Career and technical education
- High school credit accrual
- Language arts by paraprofessional or non-certified staff
- Language arts by teacher
- Literacy support
- Literacy support with instructional service by teacher
- Math by paraprofessional or non-certified staff
- Math by teacher
- Other academic content or study skills support
- Preschool
- Reading by paraprofessional/non-certified staff
- Reading by teacher
- Science
- Social studies

Support Services

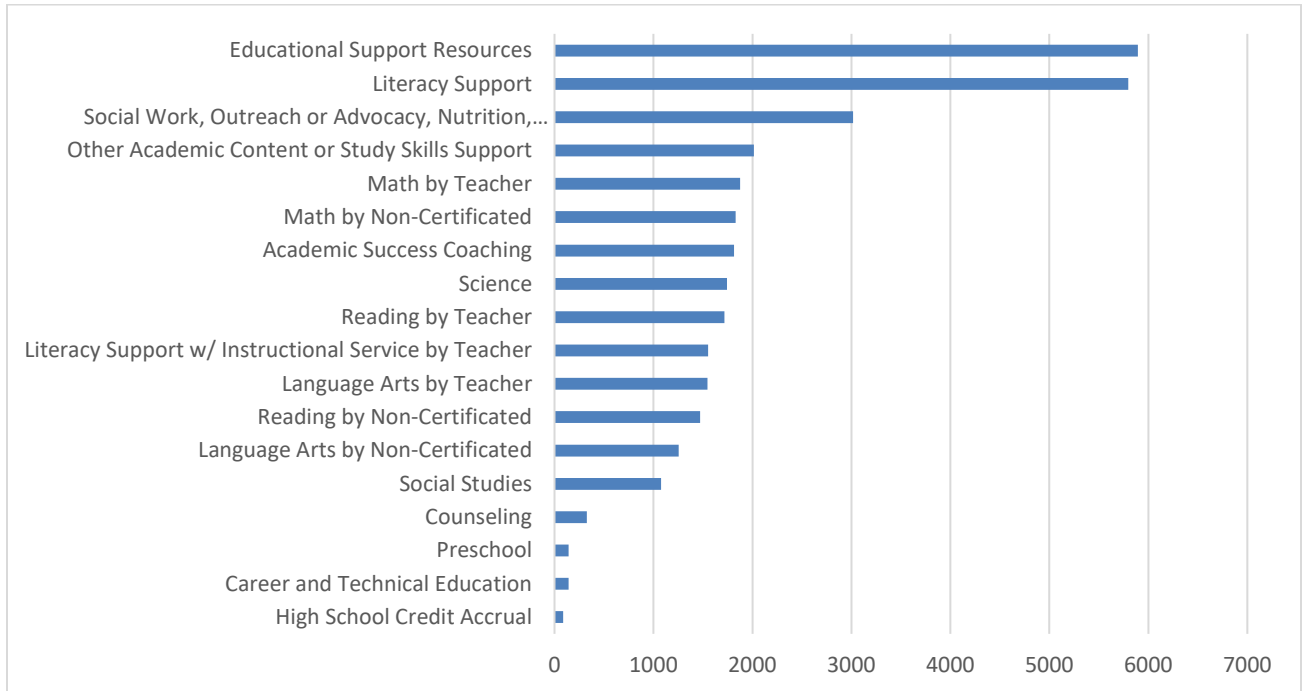
Support services are provided to migratory students to eliminate barriers that traditionally get in the way of school success. Support services include advocacy and collaboration with other programs and agencies to provide migratory students with health services (medical and dental screening and referrals), instructional supplies, information and training on nutrition, outreach, and transportation. The needs-based support services provided to migratory students throughout the year in Alaska are listed below.

- Counseling
- Educational support resources
- Family support services
- Health or safety education
- Nutrition
- Outreach or advocacy
- Social work

Exhibit 2 shows the count of migratory students receiving the different types of instructional and support services. The largest number of students were served with educational support

resources followed by literacy support and social work, outreach or advocacy, nutrition, health/safety education, and family support services.

Exhibit 2
Count of Migratory Students Receiving Instructional and Support Services



Source: MIS2000

As part of the ESSA requirements for Title I, Part C, every State must set its priorities for services; likewise, every MEP in every State is required to maintain a list of eligible migratory students, migratory students served, and migratory students designated as having PFS. Determining which migratory students are PFS is put into place through the SDP. The definition for PFS described below is used to determine if migratory children are considered PFS and serves as the PFS number used in the MEP funding formula. Priority must be given to migratory children who have made a qualifying move within the previous 1-year period **and** who— (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school. [ESEA of 1965, as amended by ESSA of 2015, Title I-C 1304(d)].

One factor from Criteria A and one factor from either Criteria B1 or Criteria B2 must be met in order for a migratory child/youth to be considered PFS in Alaska. Criteria A + (Criteria B1 or Criteria B2) = PFS Student.

Criteria A
A migratory child meets the criteria for making a qualifying move within the previous 1-year period of:
 The QAD of the most recent migrant move was within the previous 1-year period.

AND
(continued on the following page)

Criteria B1

A migratory child meets the criteria for failing, or most at risk of failing, to meet the challenging State academic standards if one of the following criteria exists:

- Any eligible migratory child in grades K-2 who is determined to be at risk of failing, to meet the challenging State academic standards through a district-determined assessment such as the DIBELS, the English language proficiency assessment, or appropriate universal screening assessment; or
- Any eligible migratory child in grades 3-9 who is below proficient in ELA and/or math on the State summative assessment; or
- Any eligible migratory child in grades 10-12 who is determined to be at risk of failing to meet the challenging State academic standards through failing grades – student receiving D grade or below, or an incomplete, in a course during the previous 1-year period.
- Any eligible migratory child in grades 10-12 who is determined to be at risk of failing to meet the challenging State academic standards through retention of grade – student is enrolled in same grade level from one school year to the next.

OR

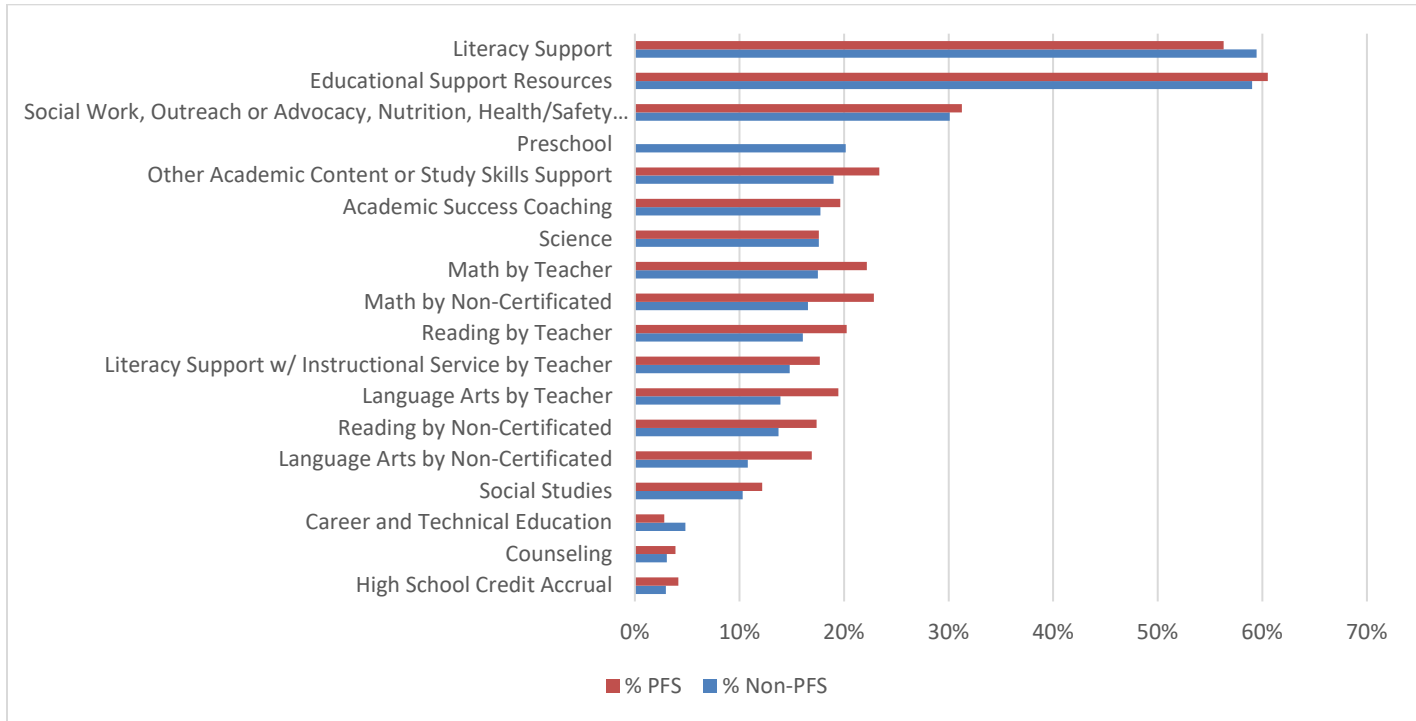
Criteria B2

A migratory child meets the criteria for dropping out of school if:

- The eligible migratory child has dropped out of school.

Services records show that MEPs are targeting services to students who meet the PFS definition first. Overall, 18% more PFS migratory children received services compared to non-PFS children (90% compared to 72%). Exhibit 3 shows the percent of PFS and non-PFS migratory children served by type of service. In general, PFS and non-PFS students received each type of service at similar rates, except for preschool children who are not considered PFS under the Alaska definition. The 18% difference in services between PFS and non-PFS is largely due to an overall lower percentage of preschool children receiving services (61% of children ages 3-5 and 30% of ages 0-2) compared to students in grades K-12 (80% served). (Note that Exhibit 3 shows calculations for services based on the grade level for which the services is appropriate, so high school credit accrual is the percentage of high school students receiving the services rather than the percentage of all students. CTE is also the percentage of high school students and preschool is the percentage of children ages 0-5 and not in kindergarten.)

Exhibit 3 Percent of PFS and Non-PFS Migratory Children Receiving Each Type of Service



Source: MIS2000

Inter/Intrastate Coordination

Because migratory students move frequently, a central function of the MEP is to reduce the effects of educational disruption by removing barriers to their educational achievement. The MEP has been, and continues to be, a leader in coordinating resources and providing integrated services to migratory children and their families. Local projects also have developed a wide array of strategies that enable schools that serve the same migratory students to communicate and coordinate with one another. In Alaska, inter/intrastate collaboration is focused on the following activities (some of which occurred in years past or virtually during the pandemic):

- providing year-round ID&R;
- coordinating with other states for the ID&R of migratory students;
- participating as a partner state in the GOSOSY MEP Consortium Incentive Grant (CIG);
- participating in the Migrant Student Information Exchange (MSIX) and MIS2000 to transfer education and health data to other states; and
- attending inter/intrastate MEP meetings (i.e., Interstate Migrant Education Council meetings, the ID&R Forum, Annual Directors Meetings at the U.S. Department of Education, the National Migrant Education Conference).

Districts receiving Title IC funds are responsible for promoting interstate and intrastate coordination of services for migratory children including:

- providing educational continuity through the timely transfer of pertinent student records, including health records (whether or not the move occurs during the regular school year);

- establishing a procedure to coordinate services and records transfers with surrounding districts or districts that migratory students move to/from; and
- meeting all deadlines for the submission of student records and data in MIS2000.

Alaska migratory high school students participated in a four-day virtual summer camp led by the Pennsylvania MEP that was attended by students in six states. The camp was held July 20-23, 2020. The camp was delivered by Joyce M. Ramos de Avila, CEO of Creating and Facilitating Equality (CAFE, diversity consultant and her team. In all, 61 students participated. The camp offered the following for students:

- Life-affirming experiences that change self-perception, new perspectives on education, and the ability to make virtual connections with peers from across the nation.
- The opportunity to research, lead and conduct Science, Technology, Engineering, Arts, and Mathematics (STEAM) experiments, with the assistance and guidance of Camp Connect Instructional Facilitators.
- Exposure to STEAM careers facilitating students' interest in STEAM vocations.
- Tailored guidance and assistance implementing scientific and engineering ideas - learning to design, evaluate, and refine the completion of a final project.
- Ability to apply the concept that engineering design is influenced by personal characteristics, such as creativity, resourcefulness, and the ability to visualize and think abstractly.
- A chance to practice teamwork and develop leadership skills that can be applied in various family, school, and work situations.

Identification and Recruitment

ID&R in Alaska consists of a well-conceived and well-coordinated process to ensure that the State is making timely and accurate eligibility determinations. Two key documents guide specialists conducting ID&R in the State: the Records Manager Guide and the Recruiter Handbook found on DEED's [Title I-C web page](#).

These are extensive documents that include both general information and specific eligibility rules. They highlight the COE form and migrant web system, offer tips for interviewing and recruitment techniques, include information on records management and reporting, and feature the processes that need to occur for accurate eligibility determinations.

Important roles within ID&R are the recruiter and the records manager. Coordination between these two positions is crucial for a successful ID&R process. In school districts in Alaska, there may be one or more people in each position, depending on the size of the district. The two positions work closely during fall recruitment and collaborate on identification tasks and COE reviews. The recruiter works directly with families and the community. The records manager usually works with records, reports, and the migrant database. The duties are divided between the two positions as follows:

- **MEP Recruiter** – responsible for identification, recruitment, and COE completion; and
- **MEP Records Manager** – responsible to review and verify COEs and submit them through MIS2000 to DEED, conduct enrollment and withdrawal activities, generate migrant lists and reports, and maintain the student records files.

The recruiter also may be responsible for serving as a liaison for migratory children and families, and often initiates communication between the home and the school. They are in a good position to share parent concerns with school staff, refer students to counseling, work with students to encourage school attendance, relay student needs to school staff and parents, and

coordinate with community agencies and businesses to secure outside assistance for migratory families. As such, the recruiter plays a pivotal part in the education of migratory children.

All eligibility determinations are reviewed by SEA-designated reviewers at the district level through the web system, and the SEA Eligibility Specialist provides final approval. No eligibility determination is final until approved by the State reviewer. In addition, every district must submit a random sample of hard copy COEs to ensure the data in the system matches the hard copy with parent signatures.

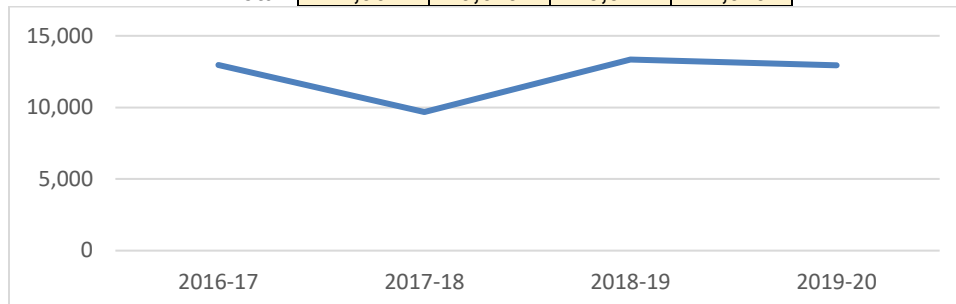
The DEED ID&R and data specialists complete about 10 school district visits (in person or virtually) per year as a part of the State’s technical assistance program. During these technical assistance visits, the ID&R or data specialist conducts a thorough review of the district’s ID&R procedures, migratory child files, and compliance with eligibility guidelines for quality control.

Student Demographics

During 2019-20, there were 12,949 eligible migratory students in Alaska, a slight decrease (-3%) from 2018-19, which is understandable and expected given the impact the global pandemic had on family mobility.

Exhibit 4
Eligible Migratory Students by Grade Level and Year

Grade	2016-17	2017-18	2018-19	2019-20
0-2	465	194	475	395
3-5	1,117	733	1,195	1,151
K	726	525	743	725
1	786	531	830	732
2	899	664	836	902
3	923	690	936	866
4	960	735	984	942
5	916	744	1,011	979
6	970	743	996	996
7	901	782	944	959
8	824	694	966	921
9	892	665	928	944
10	862	626	838	815
11	825	651	751	773
12	797	627	821	757
OSY	101	75	90	92
Total	12,964	9,679	13,344	12,949



Source: CSPR 2016-17 through 2019-20

Exhibit 5 shows that of the 11,403 eligible students in grades K-12 and OSY, 30% were categorized as PFS and 14% were identified as being ELs. Of all 12,949 eligible migratory children and youth, 12% were identified as having a disability through IDEA and 38% were

currently mobile with a QAD occurring within 12 months from the last day of the performance period (8/31/20). Percentages were similar in 2019-20 and 208-19 in these categories.

**Exhibit 5
Performance Period Demographics of Migratory Students**

Grade	Total Eligible	% PFS	% EL	% IDEA	% Currently mobile
Birth-2	395	--	--	<1%	59%
Age 3-5	1,151	--	--	7%	45%
K	725	2%	13%	10%	45%
1	732	28%	14%	11%	44%
2	902	28%	11%	14%	38%
3	866	28%	15%	14%	41%
4	942	34%	15%	13%	40%
5	979	33%	13%	17%	37%
6	996	35%	13%	15%	38%
7	959	36%	15%	13%	38%
8	921	38%	13%	15%	37%
9	944	37%	13%	13%	36%
10	815	33%	15%	13%	36%
11	773	21%	13%	13%	35%
12	757	21%	15%	13%	10%
OSY	92	30%	10%	8%	9%
Total	12,949	30%*	14%*	12%	38%

Source: 2019-20 CSPR

*Percentage of eligible migratory students in grades K-12 and OSY (11,403)

3. Purpose and Methodology of the Evaluation

Purpose

In 1966, Congress included language in the ESEA to help the children of migratory farmworkers and established the Office of Migrant Education (OME) in the U.S. Department of Education. MEPs provide supplemental instructional and support services to children of migratory agricultural workers and fishers in nearly all states. These programs must comply with Federal mandates as specified in Title I, Part C of the ESEA, as reauthorized by ESSA.

The State of Alaska has established high academic standards and provides all students with a high-quality education to allow them to achieve to their full potential. The Alaska standards support Title I, Part C, Section 1301 of the ESEA to ensure that migratory children have the opportunity to meet the same challenging State academic performance standards that all children are expected to meet.

State education agencies (SEAs) are required to evaluate the effectiveness of the State MEP and provide guidance to local MEPs on how to conduct local evaluations. A program's actual performance must be compared to "*measurable outcomes established by the MEP and State performance targets, particularly for those students who have PFS.*"

To investigate the effectiveness of its efforts to serve migratory children and improve those efforts based on comprehensive and objective results, the Alaska MEP conducted an evaluation of its MEP to:

- determine whether the program is effective and document its impact on migratory children;
- improve program planning by comparing the effectiveness of different interventions;
- determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation;
- identify areas in which children may need different MEP services; and
- consider evaluation questions regarding program implementation and results.

This evaluation report follows the guidance found in the OME Evaluation Toolkit (August 2012) with particular emphasis on the revised checklist for State MEP evaluations (2013). The following items from the checklist are identified within this report:

- The State MEP collects performance results data on state performance targets related to Performance Goals 1 and 5 (the percentage of students attaining proficiency in Reading/ Language Arts and Mathematics for each grade, and the percentage of students who graduate from high school), disaggregated for PFS, other migratory (i.e., non-PFS), and non-migratory students (34 CFR Sections 200.83 and 200.84). (see page 38)
- The State MEP collects performance results data on MPOs established in the SDP for all MEP activities and services, disaggregated for PFS and non-PFS migratory students (34 CFR Section 200.83). (see page 44)
- The State MEP collects performance results data on GPRA measures and reports it annually to OME, to be used in the evaluation of the Federal MEP (34 CFR Section 80.40). (see page 43)
- The state MEP documents the evaluation in a written report (34 CFR Section 200.84).
- The state MEP provides specific implementation results that demonstrate the level of fidelity in the implementation of regular year and summer/intersession activities and services contained within the SDP (34 CFR Section 200.84). (see page 19)

- The state MEP provides performance results data for students having PFS and other migratory students compared to all other students and the state's performance targets (34 CFR Section 200.84). (see page 38)
- The state MEP provides implications and recommendations for improvement of services, based upon implementation results and performance results data (34 CFR Section 200.85). (see page 51)
- The state MEP provides a full evaluation report every two to three years and progress on MPOs annually. (see Recommendations page 56)
- The state performs an annual performance and results evaluation in order to inform SEA decision-making. (see Recommendation page 56)
- Upon the results of the full evaluation, the state describes specific changes to the SDP and services that were made based upon the evaluation of implementation results and performance results (34 CFR 200.85). (see Next Steps page 58)

EVALUATION QUESTIONS (IMPLEMENTATION)

OME requires that SEAs conduct an evaluation that examines both program implementation and program (performance) results. In evaluating program implementation, the evaluation of the Alaska MEP addresses the following questions in the [FSI Report](#):

- How many districts provided supplemental language arts instructional services?
- What kinds of supplemental language arts instructional services did districts provide?
- How many districts provided supplemental math instructional services?
- What kinds of supplemental math instructional services did districts provide?
- How many districts provided supplemental ELA services to migratory ELs?
- What kinds of supplemental ELA services did districts provide to migratory ELs?
- How many districts participated in the literacy grant?
- What strategies did sites use during literacy activities?
- What percentage of migratory preschool-aged children received services?
- How many districts run or have access to preschool programs?
- How many migratory preschool children received migrant-funded instructional services?
- What migrant-funded instructional services did districts provide?
- How many districts provided credit accrual or dual credit services to high school migratory children?
- What types of credit accrual or dual credit services did districts offer?
- How many districts provided credit recovery, distance education, or academic success coaching?
- How many districts provided career and technical education services to high school migratory children?
- What career and technical education activities did districts provide?
- What outreach activities for migratory OSY were provided by districts?
- How did the local MEP communicate with parents during the regular term and/or summer?
- How many parents attended informational activities?
- What support materials did the local MEP provide for the home?
- What educational support resources did the local MEP provide?
- What support services did the local MEP provide?
- How did the support services meet the needs of migratory children?

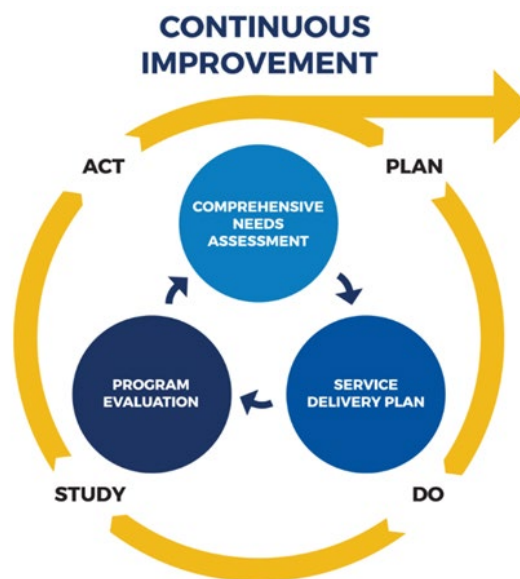
EVALUATION QUESTIONS (RESULTS)

In evaluating program (performance) results, the evaluation of the Alaska MEP addresses the following questions in the [MPO results](#) section:

- What percentage of migratory children identified as PFS, EL, or who score below proficient on the Performance Evaluation for Alaska’s Schools (PEAKS) received supplemental language arts instructional services?
- What percentage of migratory children identified as PFS, EL, or who score below proficient on the PEAKS received supplemental math instructional services?
- What percentage of migratory children received reading materials, such as books or magazines for use in the home?
- What percentage of children participated in a district/site literacy activity?
- What percentage of migratory preschool-aged children are enrolled in preschool programs?
- What percentage of migratory children received credit accrual or dual credit services?
- What percentage of high school migratory children receiving credit recovery, distance education services, or academic success coaching earned five or more credits per year?
- What percentage of high school migratory children received career and technical education services?
- What percentage of migratory OSY re-enrolled in school?

Evaluation Methodology

The Alaska MEP evaluation is part of the State MEP Continuous Improvement Cycle (U.S. Department of Education, 2018), as depicted in the figure below. In this cycle, each step in developing a program, assessing needs, identifying and implementing strategies, and evaluating results, builds on the previous activity, and informs the subsequent activity.



As required, the evaluation of the Alaska MEP includes both implementation and performance results data. It examines the planning and implementation of services based on substantial progress made toward meeting performance outcomes as well as the demographic dimensions of migratory student *participation*; the perceived *attitudes* of staff and parent stakeholders regarding improvement, achievement, and other student outcomes; and the *accomplishments* of the Alaska MEP.

The evaluation uses a mixed methods approach, examining both the achievement of MPOs and the processes used to achieve those results. The end-product is intended to provide information for formative and continuous improvement. The implementation section focuses on processes and outputs such as the scope of strategy implementation, methods used, staff perceptions of success, scope of service delivery, extent of parent engagement, and professional development. The results section examines the extent to which project MPOs (goals) were achieved using the strategies described in the implementation section. In addition, the results section reports about outcomes such as statewide assessments, graduation rates, dropout rates, and Algebra I completion to address statewide and national measures of academic success. The logic model from the Alaska SDP (see the [Logic Model](#)) shows the alignment of inputs and activities to outputs and short-, mid-, and long-term outcomes. The 2019-20 program year is the first year in which Alaska measured progress using this logic model, and this report makes conclusions primarily about short-term outcomes, though the other outcomes are reported as available.

An external evaluation firm (META Associates) was contracted to help ensure objectivity in evaluating Alaska's MEP, to examine the effectiveness of services, and to make recommendations to improve the quality of the services provided to migratory students. To evaluate the services, the external evaluator had responsibility for:

- maintaining and reviewing implementation data collection forms and collecting other anecdotal information;
- summarizing information about project implementation and results; and
- preparing an evaluation report to determine the extent to which progress was made and MPOs were met.

Data analysis procedures used in this report include descriptive statistics (e.g., means, frequencies, and t-tests); trend analysis noting substantial tendencies in the data summarized according to notable themes; and analyses of representative self-reported anecdotes about successful program features and aspects of the program needing improvement. To gather information about the outcomes and effectiveness of the services provided to migratory students in Alaska, formative and summative evaluation data were collected to determine the level of implementation of the strategies contained in the SDP, the extent to which progress was made toward the Alaska State Performance Goals; and the MEP MPOs listed in the Executive Summary and Results Section.

LIMITATIONS

Due to the COVID-19 global pandemic and subsequent school closures and waivers for assessments, strategy implementation was changed somewhat from the original design (see the [FSI report](#) for further information). In addition, because Alaska applied for and received a waiver for the administration of statewide assessments in 2020, some data were unavailable.

While the evaluation logic model that follows shows how activities and outcomes are logically aligned, conclusions about the impact of MEP strategies on statewide and national measures of academic success are limited. As a supplemental program, the MEP does not have primary responsibility for instruction that leads to proficiency on statewide measures of achievement, graduation, or completion of courses such as Algebra I. While the impact of supplemental strategies could be approached using control groups, the MEP regulations do not allow for randomized control groups as all PFS students (recently mobile and at-risk children) must be served first. Other factors such as location and the number of migratory children identified in an area also impact the extent to which children receive services. Because other factors influence which children receive services beyond eligibility for the program, a simple comparison of

results for those receiving services compared to those who do not may show the influence of other factors in addition to the services provided. The MEP has attempted to control these other factors through methods such as comparing PFS children served to PFS children not served and ELs served to ELs not served. However, as more factors are controlled, the number of students in the available samples decrease to such a small amount that results are no longer reliable due to individual differences.

Logic Model

Input	Activities	Output	Short-term Outcome	Mid-term Outcome	Long-term Outcome
<p>Systems & Staff:</p> <ul style="list-style-type: none"> • AK MEP funding • Local and State partnerships & MOUs • MEP staff (coordinators, recruiters, records managers, instructors) • Paraprofessionals • Certified staff • Outreach staff • Intrastate collaboration <p>Information:</p> <ul style="list-style-type: none"> • State and local CNA, SDP, and evaluation • PFS determinations • Student records and demographics • Assessment data (ACCESS, PEAKS, DLM, etc.) • Family surveys • Graduation & dropout data • MIS2000 & MSIX records • Mass withdrawal reporting <p>Materials:</p> <ul style="list-style-type: none"> • State Guidelines (ELGs) • Technology • Extended year/day programs • Evidence-based supplemental materials • Educational materials for parents 	<p>Student services:</p> <ul style="list-style-type: none"> • Instructional services (tutoring, after school, summer programs, home-based or site-based) • Literacy grant and literacy events • Book distribution • K-readiness instruction • Culturally responsive, embedded, evidence-based strategies • Credit accrual and recovery • College and career readiness activities • Advising and counseling • Student travel • Health screenings • First aid, water safety training <p>Family services:</p> <ul style="list-style-type: none"> • Parent engagement activities • Technology support at home and school <p>District activities:</p> <ul style="list-style-type: none"> • Staff training & development 	<p>Student outputs:</p> <ul style="list-style-type: none"> • Participation in instructional services • Participation in literacy events • Children served, particularly PFS • Number of books distributed • Enrollment in pre-K programs • Children assessed on the developmental profile • Participation in advising and counseling services • Health screenings completed • Participation in safety/health training <p>Family outputs:</p> <ul style="list-style-type: none"> • Participation in parent engagement activities <p>District outputs:</p> <ul style="list-style-type: none"> • Districts applying for Literacy Grant • Number of staff trained • Use of culturally responsive curriculum 	<p>Student outcomes:</p> <ul style="list-style-type: none"> • Growth on PEAKS and ACCESS • Increased participation in literacy events • Increased number of students receiving books • Skills mastered on developmental profile • Re-enrollment of OSY students • Reduction in rates of students earning Ds or Fs in ELA/Math. • Increased % of high school students receiving credit accrual and career and technical education services <p>Family outcomes:</p> <ul style="list-style-type: none"> • Parents understand the services available • Parents can identify the needs of students and get help <p>District outcomes:</p> <ul style="list-style-type: none"> • Increased staff knowledge of strategies 	<p>Student outcomes:</p> <ul style="list-style-type: none"> • Increased proficiency on PEAKS and ACCESS meeting interim performance targets • Increased number of students enrolled in Algebra I by 9th grade • Dropout rates remain low • Increased rate of students on-track to graduate • Re-enrolled OSY students earning credit towards graduation • Increased school engagement 	<p>Student outcomes:</p> <ul style="list-style-type: none"> • Gap reduction in student performance • Students reading at grade level • Increased English language proficiency • Third grade proficiency in ELA on PEAKS • Increased high school graduation rate • Decrease in high school dropouts • Students leaving high school prepared for postsecondary education and/or careers • Children enter kindergarten with necessary skills

4. Implementation Evaluation Results

Migratory Student Services

Exhibit 6 shows the unduplicated number of participating migratory children who received MEP-funded instructional or support services at any time during the 2019-20 performance period (regular year and summer). Results show that 77% of the 12,949 eligible migratory students (79% of the eligible migratory students ages 3-21) were served during 2019-20. Twenty-six percent (26%) of the students ages 3-21 served had PFS (90% of *all* PFS students). Services varied somewhat by age/grade. Students enrolled in school received services at a higher rate than children and youth not in school: 81% served in K-8 and 78% served in grades 9-12 compared to 61% served ages 3-5 and 57% of OSY served.

Exhibit 6

All Eligible and Subset of PFS Migratory Students Served in the Performance Period

Grade	Total Eligible	% Served	PFS Identified	% PFS Served
Birth-2	395	30%	--	--
Age 3-5	1,151	61%	--	--
K	725	74%	12	75%
1	732	78%	205	93%
2	902	82%	249	95%
3	866	81%	240	90%
4	942	83%	323	92%
5	979	82%	324	93%
6	996	83%	352	92%
7	959	80%	347	86%
8	921	80%	349	87%
9	944	80%	345	88%
10	815	78%	269	90%
11	773	76%	165	83%
12	757	78%	159	84%
OSY	92	57%	28	68%
Total	12,949	77%	3,367	90%

Source: 2019-20 CSPR

Exhibit 7 shows that 24% of all migratory children received services (25% of ages 3-21) during the summer of 2020. Summer services varied somewhat by age/grade with 30% of students in grades K-5 receiving services compared to 26% of students in grades 6-8; 22% of children ages 3-5; 21% of student in grades 9-12; and 7% of OSY.

Exhibit 7

All Eligible Migratory Students Served in the Summer

Grade	Total Eligible	% Served Summer
Birth-2	395	10%
Age 3-5	1,151	22%
K	725	28%
1	732	32%
2	902	30%

Grade	Total Eligible	% Served Summer
3	866	30%
4	942	30%
5	979	30%
6	996	29%
7	959	27%
8	921	22%
9	944	22%
10	815	20%
11	773	20%
12	757	3%
OSY	92	7%
Total	12,949	24%

Source: 2019-20 CSPR

Exhibit 8 shows that 39% of the migratory children and youth identified received instructional services (44% of students in grades K-5, 45% of students in grades 6-8, 33% of students in grades 9-12, 28% of children ages 3-5, and 12% of OSY). Of all eligible migratory children, 23% received reading from a teacher and 14% received math services provided by a teacher. Seventy-one percent (71%) of the migratory children identified received support services. Percentages receiving support services were similar for students in school: 75% of students in grades K-5, 73% of students in grades 6-8, and 74% of students in grades 9-12. Children and youth not in school received services at lower rates: 56% of children ages 3-5 and 50% of OSY. In all, 5,009 children received instruction (with breakouts of 2,949 in reading and 1,876 in math), 86 received credit accrual, and 9,161 received support services.

Exhibit 8
Migratory Students Receiving Instructional and Support Services

Grade	Total Eligible	% Any Instruction	% Reading Instruction	% Math Instruction	Credit Accrual	% Any Support Service
Birth-2	395	8%	7%	<1%		28%
Age 3-5	1,151	28%	17%	8%		56%
K	725	35%	25%	13%		70%
1	732	42%	25%	14%		73%
2	902	46%	30%	19%		76%
3	866	45%	28%	17%		75%
4	942	46%	30%	20%		76%
5	979	45%	31%	22%		77%
6	996	47%	25%	18%		75%
7	959	47%	23%	18%		73%
8	921	42%	21%	13%		71%
9	944	37%	21%	16%	2%	76%
10	815	34%	20%	13%	3%	73%
11	773	32%	17%	12%	2%	71%
12	757	30%	15%	6%	4%	73%
OSY	92	12%	9%	1%	1%	50%
Total	12,949	39%	23%	14%	3%*	71%

Source: 2019-20 CSPR

*Out of 3,381 students in 9-12 and OSY

Strategy Implementation

The determination of the various types of instruction and programs delivered to migratory children is addressed by a focus on the strategies employed during program implementation. The FSI tool is used to evaluate the level of implementation of the strategies in the SDP. District coordinators (and, when available, with MEP staff) were tasked with completing the FSI. The strategies identified in the SDP serve as the anchor indicators for the rubric-based FSI. FSI ratings are based on a 5-point rubric where 1=not evident, 2=aware, 3=developing, 4=succeeding, and 5=exceeding. A rating of succeeding is considered “proficient”. The FSI also includes examples of evidence and ways to implement the strategy and determine ratings of each strategy.

Exhibit 9 shows the mean ratings assigned by the districts for the level of implementation of each of the 14 service delivery strategies in the Alaska SDP. Mean ratings were at the succeeding level on two (14%) of the 14 strategies—strategies 1.4 and 4.3 addressing implementation of the Migrant Literacy Grant and the provision of support services. In addition, five (36%) strategies approached the succeeding level with a mean rating of 3.8 or 3.9. Overall, mean ratings ranged from 3.0 to 4.3. Half (50%) or more of the districts had ratings of succeeding on all strategies. The mean rating for ELA and mathematics strategies was 4.0; the mean rating for school readiness strategies was 3.3; the mean rating for high school graduation and OSY strategies was 3.7; and the mean rating for support services strategies was 3.9.

Exhibit 9
Mean Ratings on the Fidelity of Strategy Implementation (FSI)

ELA and Mathematics Strategies	# Districts Implementing	Mean Rating	% Succeeding or Exceeding
1.1 Deliver targeted supplemental English language arts instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their English language arts needs that were identified through a standards-based assessment.	37	3.9	81%
1.2 Deliver targeted supplemental mathematics instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their mathematics needs that were identified through a standards-based assessment.	36	3.8	78%
1.3 Provide evidence-based, supplemental instruction for migratory children identified as EL that are designed to increase academic skills.	5	3.6	60%
1.4 Implement the Migrant Literacy Grant to 1) increase access to literature in the homes of migratory families, 2) support literacy activities that increase family engagement, and 3) provide parents/ guardians with strategies to support reading in the home.	38	4.3	97%

School Readiness Strategies	# Districts Implementing	Mean Rating	% Succeeding or Exceeding
2.1 Establish partnerships with tribal, local, district, Head Start, and other preschools in the communities to increase the enrollment of migratory children in preschool. This could include home-based visits and playgroups.	16	3.5	56%

School Readiness Strategies	# Districts Implementing	Mean Rating	% Succeeding or Exceeding
2.2 Provide migrant-funded instructional services for preschool-aged children with a focus on social-emotional development (home-based or site-based). Provide professional development in areas such as: working with preschool-aged children, Adverse Childhood Experiences (ACEs) trauma informed practices, and social-emotional development.	8	3.1	50%
2.3 Use culturally responsive, evidence-based curriculum and instruction that support the implementation of the Early Learning Guidelines (ELGs) at migrant-funded preschools. This includes resources and/or training for appropriate staff.	5	3.0	50%

High School Graduation and OSY Services Strategies	# Districts Implementing	Mean Rating	% Succeeding or Exceeding
3.1 In the regular and/or summer terms, provide high school migratory children appropriate credit recovery and/or distance education opportunities for credit accrual.	24	3.7	75%
3.2 In the regular school term, provide middle and high school migratory children with an academic success coach to monitor child progress and provide assistance when a child is at-risk of receiving a D or F in an ELA or math course.	12	3.8	75%
3.3 In the regular and/or summer terms, provide migratory children opportunities to participate in college/career readiness activities and work towards a career path.	24	3.6	67%
3.4 In the regular and/or summer terms, provide outreach activities for migratory OSY to help them re-enroll in school and graduate.	7	3.6	71%

Support Services Strategies	# Districts Implementing	Mean Rating	% Succeeding or Exceeding
4.1 Provide parents of migratory children with access to information through multiple distribution methods (print and electronic) about migrant education events; support materials for reading, writing, math, and homework help; assistance navigating the school system; and additional support services during both regular and summer terms.	33	3.8	76%
4.2 Provide educational support resources such as books for the home, school supplies, and technology support to migratory children as needed. Examples include: 1) Necessary school supplies such as backpacks, pencils, pens, paper etc. 2) Technology support such as computer rental/ borrowing program, Internet access, and education on technology use. 3) Advocacy through community outreach events.	35	3.9	89%

Support Services Strategies	# Districts Implementing	Mean Rating	% Succeeding or Exceeding
4.3 Provide support services to enable migratory children to access educational activities and community-based activities and services. Examples include: 1) Health services such as healthy living assistance, medical/dental/vision health, and mental health. 2) Advocacy for housing, social services, and transportation services. 3) Necessary support services such as clothing (winter coats and boots), nutrition, and transportation. 4) Healthy living instruction such as safety and nutrition.	21	4.0	86%

Source: Alaska MEP FSIs

In addition to FSI ratings, districts provided information about the ways in which the strategies were implemented, how MEP funds were used, and what documentation they maintained about services. In general, districts with ratings of “succeeding” on the FSI implemented strategies with more distance learning options, multiple academic approaches, and more staff training and documentation than projects that rated themselves developing or lower. See the recommendations section for additional discussion. Exhibit 10 displays the implementation methods all projects employed and the methods that were more often employed by projects rating the strategy as succeeding (implementation of these methods was employed in succeeding projects 20%+ more often compared to projects rated “developing” or lower).

Exhibit 10 Scope and Successful Methods of Strategy Implementation

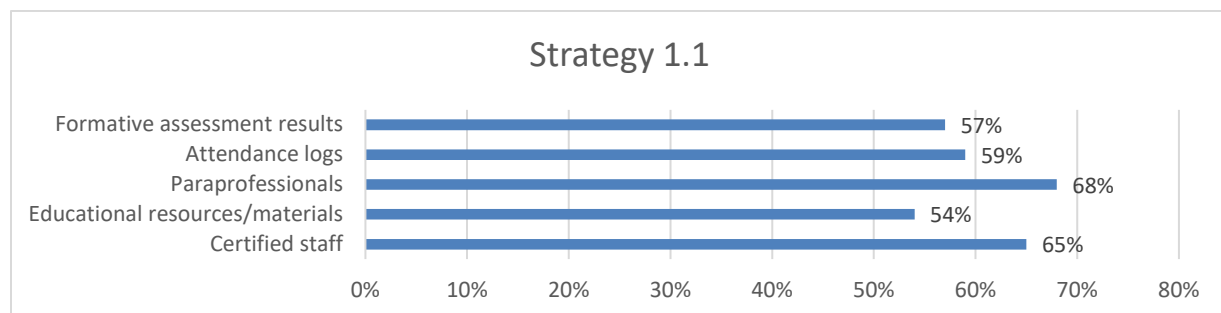
Strategy #	Implementation method employed by 50%+ implementing the strategy	Implementation method employed more often in projects assigning ratings of succeeding or exceeding
1.1	Curriculum/computer-based intervention programs/software Migrant tutor program One-on-one or small group after-school tutoring	Curriculum/computer-based intervention programs/software
1.2	Curriculum/computer-based intervention programs/software Enrichment activities/programs Migrant tutor program One-on-one or small group after-school tutoring	Curriculum/computer-based intervention programs/software Distance/online instruction Enrichment activities/programs
1.3	Enrichment activities/programs Reading group/book studies	N/A (low N implementing)
1.4	Book distribution activities Book distribution plans Book fair vouchers/gift certificates Parent/family literacy nights	N/A (low N for not succeeding)
2.1	N/A (no method employed by 50% or more of projects)	Organize/reach out to home-based preschools and playgroups
2.2	Migrant-funded preschool Professional development	Advocacy Home-based parenting education with parent and child together time Migrant-funded preschool Professional development Site-based preschool State of Alaska Frameworks: "Strengthening Families" and "Pyramid Models"
2.3	Migrant-funded preschool Resources and/or training for appropriate staff	N/A (low N implementing)

Strategy #	Implementation method employed by 50%+ implementing the strategy	Implementation method employed more often in projects assigning ratings of succeeding or exceeding
3.1	Credit Recovery Online courses Dual credit	Summer school program Dual credit
3.2	N/A (no method employed by 50% or more of projects)	Academic success coach program Coordination with parents Interim/school break workshops Periodic progress check-ins during evening classes
3.3	N/A (no method employed by 50% or more of projects)	FAFSA support Job shadow Work-based experiences
3.4	Advocacy Paperwork assistance (i.e., immunizations, transcripts)	N/A (low N implementing)
4.1	Family nights Flyers Local website Social media	Automated notices Math/reading/writing help sheets Social media
4.2	Book distribution School supply distribution	Provide internet access School supply distribution Technology checkout program
4.3	Clothing needed for attending school (e.g., winter clothing) Health and safety class offering (e.g., water safety) Safety gear associated with migratory lifestyle (e.g. life jacket)	Health and safety class offering (e.g., water safety) Safety gear associated with migratory lifestyle (e.g., life jacket)

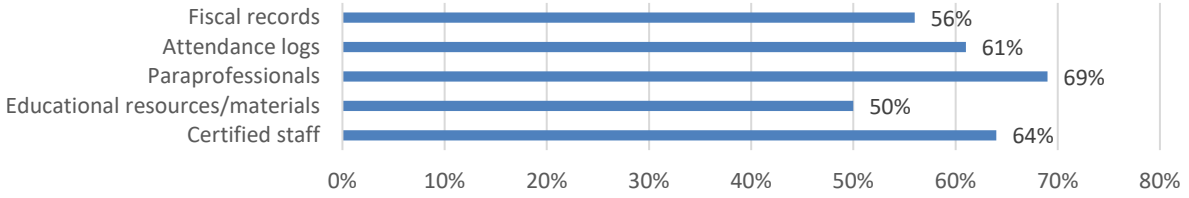
Source: Alaska MEP FSIs

Districts also reported the ways in which MEP funds were used to implement strategies and the types of documentation they maintained. Exhibit 11 displays the percentage of districts implementing the strategy that used MEP funding for the activity/item listed and the percentage of districts maintaining the documentation listed. This information shows how most districts are using MEP funds and what kinds of documentation are kept. In general, funds are used for certified staff, paraprofessionals, and materials and supplies associated with the strategy. Documentation kept is most often about participation, communication, and fiscal records.

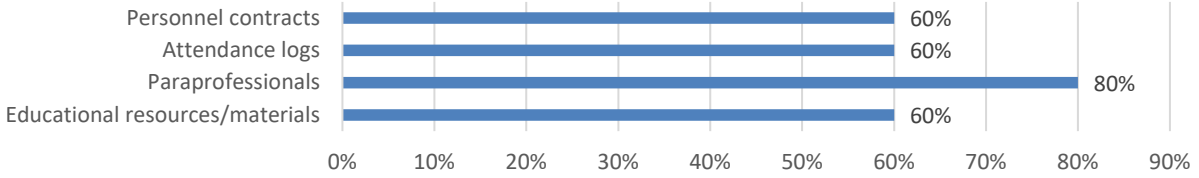
Exhibit 11
Use of Funds and Documentation Kept in the Majority of Districts Implementing Strategies



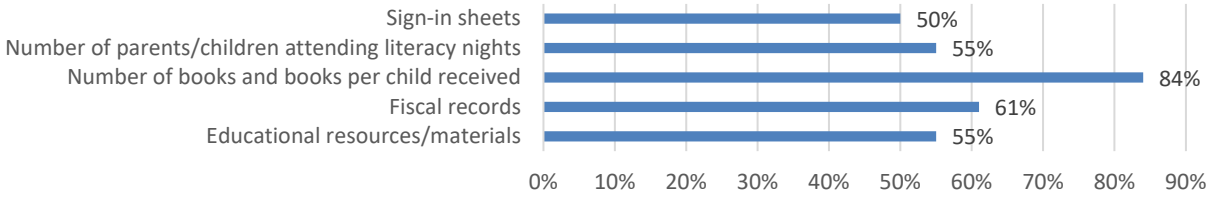
Strategy 1.2



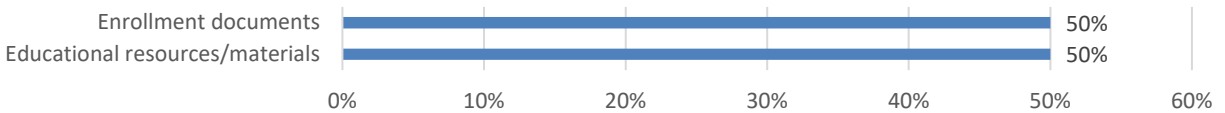
Strategy 1.3



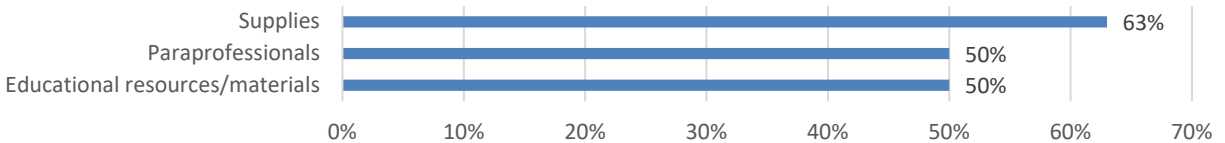
Strategy 1.4

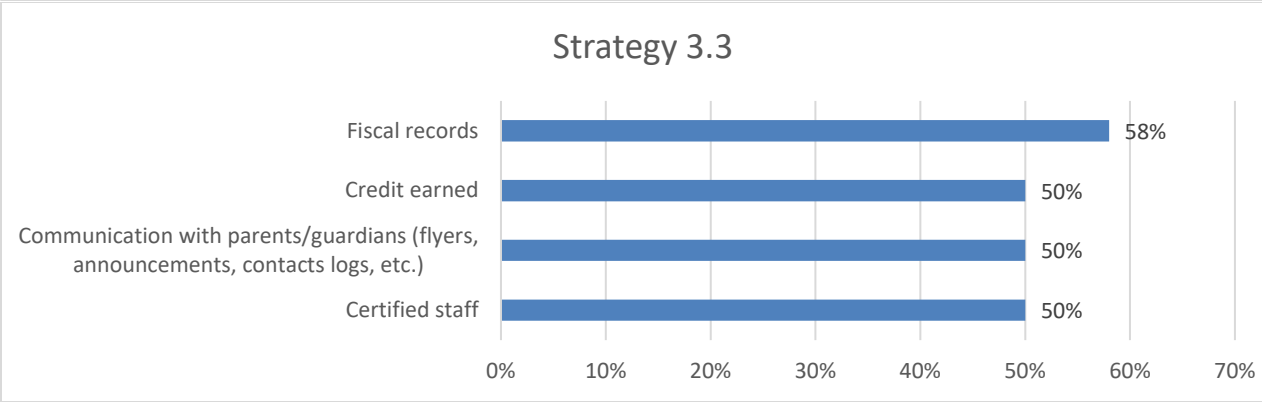
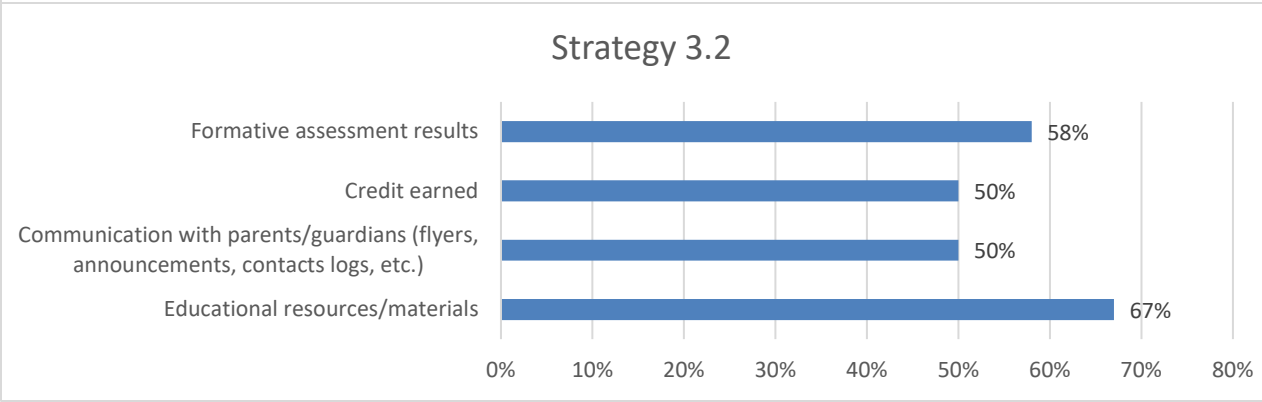
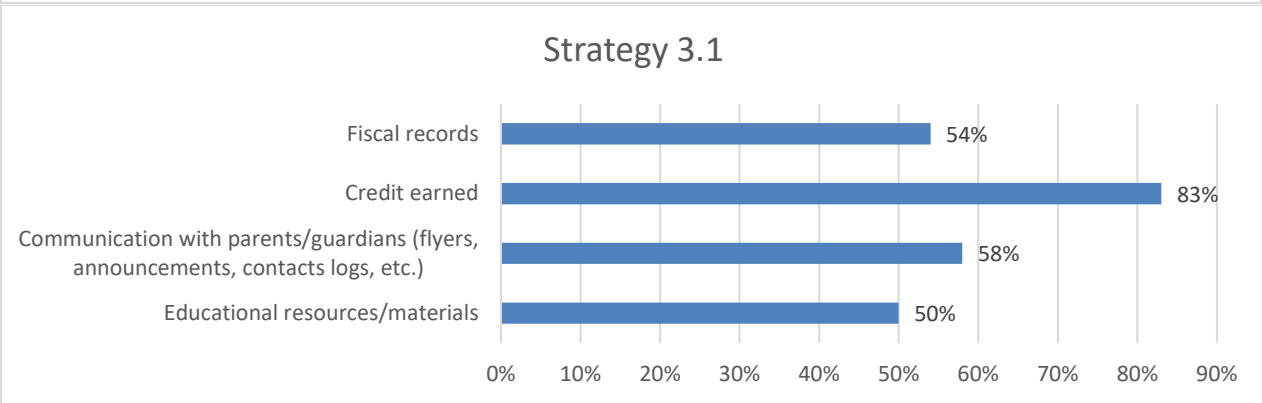
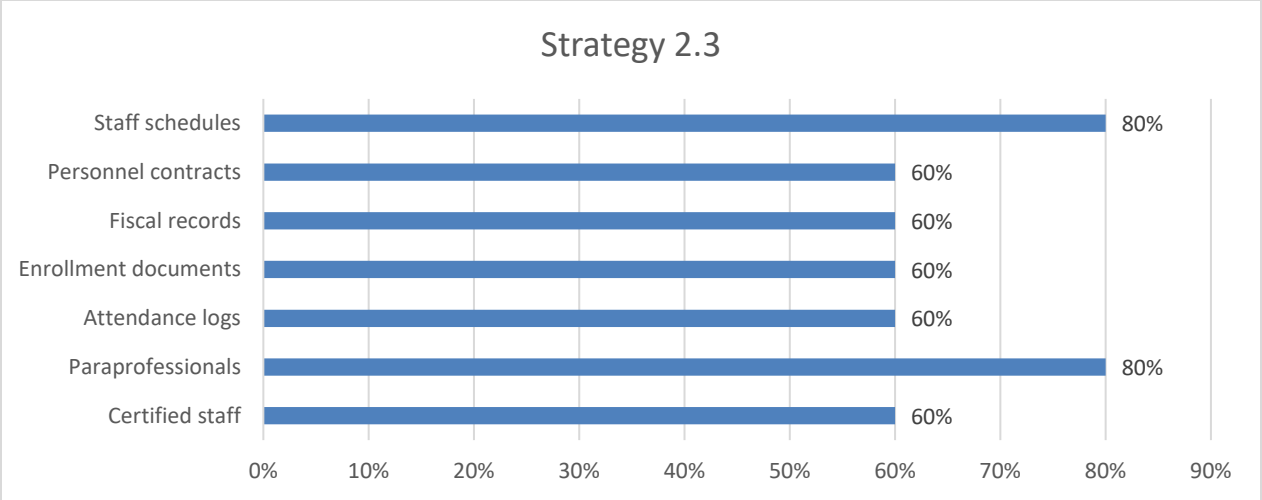


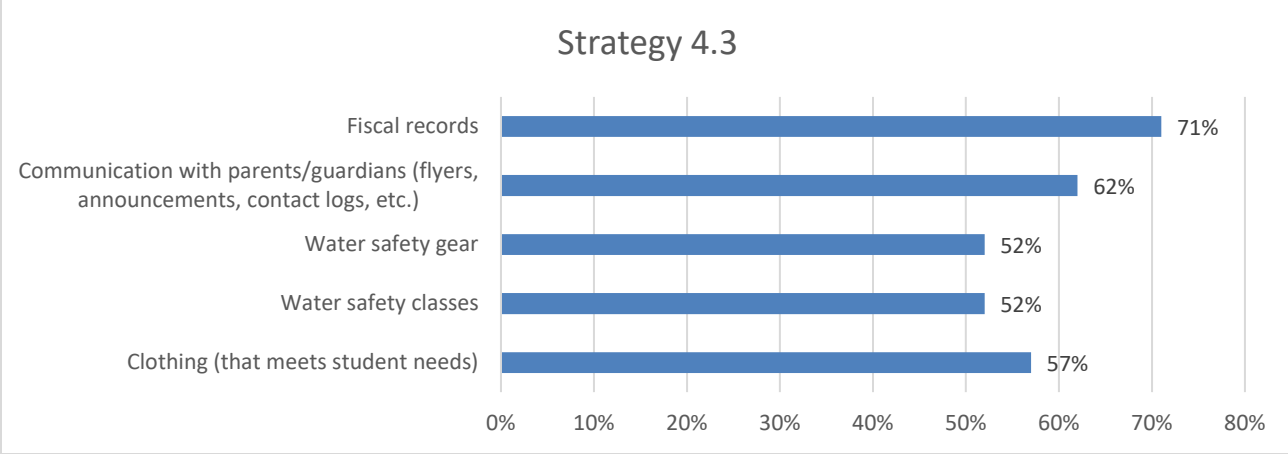
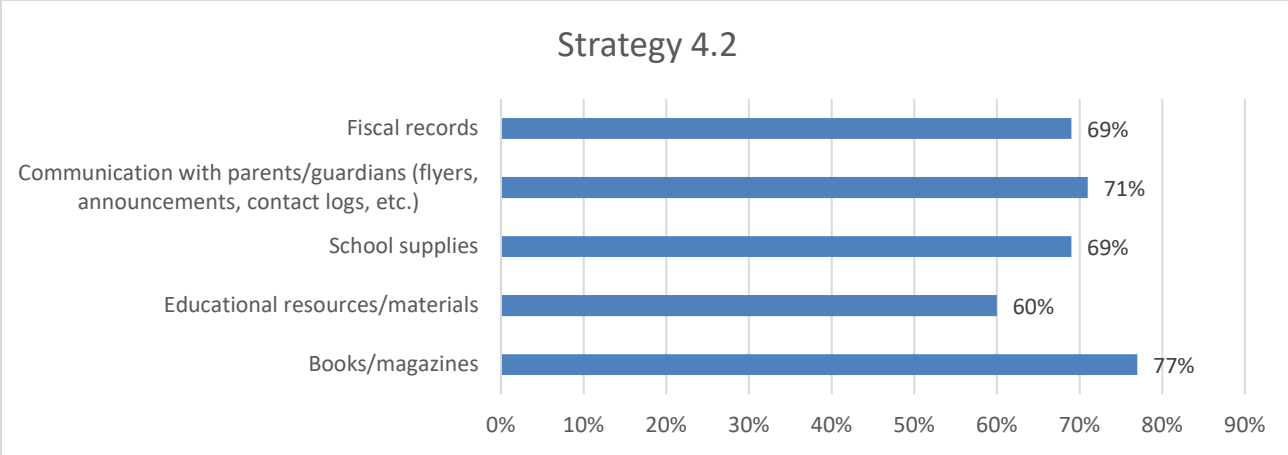
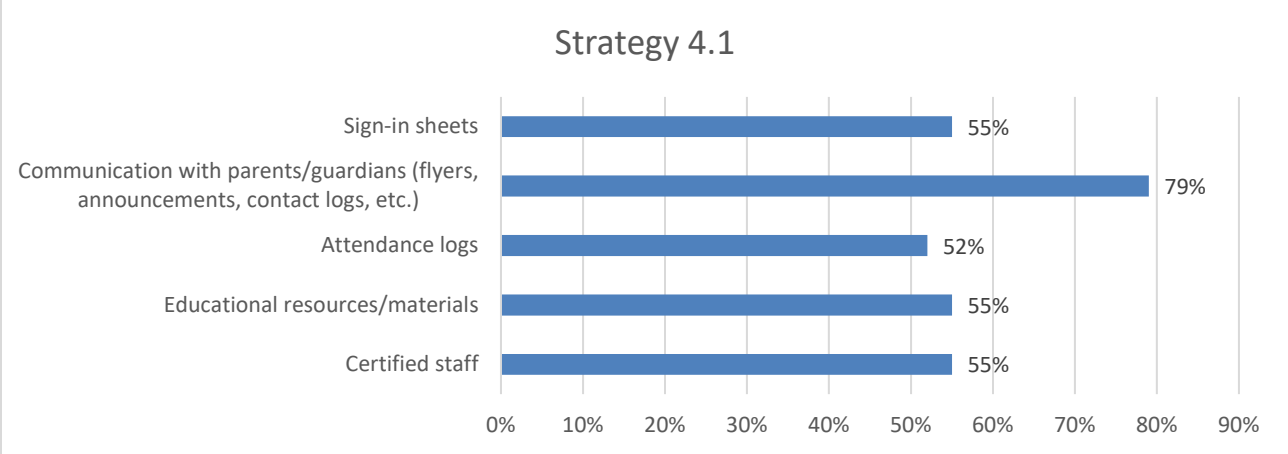
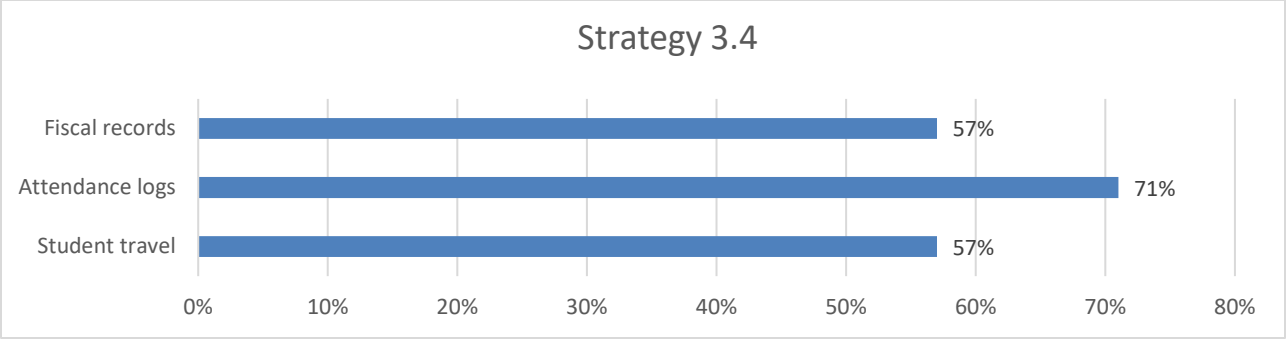
Strategy 2.1



Strategy 2.2







All Alaska school buildings closed in March 2020 and moved to remote learning activities due to the global pandemic. MEP sites sometimes needed to modify or discontinue the implementation of MEP strategies due to local implementation of these measures. All MEP sites completed a supplement to the FSI to describe implementation and any changes needed for the strategies. According to the supplement, 74% of strategies were continued or modified for remote delivery, and 26% were discontinued in March 2020 through the end of the summer. Modifications to strategies included moving instruction and training to remote models, providing additional check-ins for students, and supplying internet connectivity and devices when necessary. The Appendix includes the full summary of the FSI supplement.

Following are the descriptions of the ways in which districts provided support to address the basic needs of migratory students such as meal/food delivery, social-emotional learning, counseling, internet connectivity, and devices.

- *Beginning March 20 to the end of the school year, we provided students with full online distance learning. Internet service was provided for free by AT&T Alaska. Teachers met daily with students. Paraprofessionals checked in and provided IEP support as well as additional homework support for struggling learners. The guidance counselor met with students through Zoom meetings. iPads for distance were provided for students in grade K-2, and computers were provided for grades 3-12. Paper packets were sent home for hands-on, project-based learning in ELA, Math, Science, and Social Studies. School supplies including art supplies, were also provided to families if needed. Books were provided to all migratory students through the Literacy Grant and support was given to families through the Migrant Education Program Coordinator. The continuation of interagency efforts was maintained through the end of the school year. Supplies for water safety were also made available to all students. Summer school was offered to Migrant Education students during the summer of 2020.*
- *To ensure migratory students had the tools at home needed to work on the packets, all PFS students were sent out school supplies and other relevant materials to ensure they could be successful in completion of work.*
- *From March 20, 2020 to the end of the regular school year (2020) and/or during the summer of 2020, things have changed quite a bit due to the current pandemic. Everything shifted from having one-on-one conversations or home-based interviews to communicating mostly online or by phone. However, our MEP desires to encourage reading, parent involvement and continued intellectual, social and emotional learning by giving Migratory families the option of choosing from a Scholastic book order and/or magazine subscriptions. A meeting was held on May 15, 2020 regarding how to improve upon the CTE curriculum and plans were discussed that the MEP would assist migratory students pay for Carpentry, Electrical, Plumbing, Welding, Auto Mechanic, and dual credit classes. A partnership was established with Prince William Sound College and plans were to implement a Wilderness and Survival Safety class. To support the basic needs of migratory families, plans were to financially assist migratory families with associated costs. Lastly, the MEP established communication and plans to pay for swimming lessons for migratory students but these lessons would be located in Valdez, Fairbanks or Anchorage due to the issue of not having a local swimming pool.*
- *From March 2020 to the end of the regular school year our MEP gave parents the option of a 6-month subscription to a Kiwi Crate that was developmentally appropriate for their children. These are projects that parents and children can work on together, and we heard many parents were very appreciative of this offering in terms of having a hands-on and creative project for their children to work on. Other parents have noted the mental health benefits of having a new project*

for their children to look forward to every month.

During the summer of 2020, the MEP distributed a summer mailout of educational/interactive games and books to all migratory families. We also paid the tuition for families to participate in locally taught, distance education art classes. In addition, we worked with the Arts Council to supply migratory families with Art supplies boxes.

- MEP continued to address the opportunity gaps and gaps in access to the conditions and resources that enhance learning and development, and include access to food and nutrition, housing, health insurance and care and financial relief measures. There is a significant digital divide that exists with our many of our families. Assist students and families with access and support to consistent access to the internet and computers. The needs increased during this period of time.
- Attending to school goes beyond math and reading, it is also about developing the social and emotional skills. Personal relationships among students and between students and teachers, after-school activities that support children's mental and emotional well-being and skills development, and a sense of routine, all this was lost when children no longer had in-person contact.
- Unmet needs for MEP children and how it was addressed:
 - Food and access (transportation) to food continues to be the number one concern for children and families. We assist families with securing Anchorage School District (ASD) resources such as free lunch. Free lunch is not available for all students. Students in our schools that typically do not serve lunches do not have access to this service due to Federal regulations. We continue to work with Children's Lunch Box, F.I.S.H. and many other agencies for students that do not have free lunch or are food insecure. Staff will transport items if needed. We have also been able to provide small vouchers for food purchases at Subway and Fred Meyer.
 - Computers: Computer access is still an issue, reasons vary, but include lack of parental follow-through in obtaining an ASD Chromebook, only one ASD device per family (and some families have many children), lack of dependable communication (phone not in service/not able to pay phone bill or new phone number not shared with ASD), lack of reliable transportation to distribution site (thought they had a ride), student/family gets up later in the day. MEP staff assist in breaking down these barriers by working directly with families and assisting them with issues, connecting them to ASD services and/or connecting with agencies that can assist. In March-July, MEP was able to check out computers to some families, we have a limited supply, but ASD only had a very limited amount until October of 2020.
 - Internet Connectivity: MEP was able to provide families with MiFi and assist with completing GCI internet applications for reduced cost internet. Some families could not use GCI so staff looked for alternative carriers to get students connected.
 - Social/Emotional: Staff consistently communicate with families through mail, email, phone and text. SSC's host Zoom social and academic meetings for students. Working with Southcentral Foundation and Alaska Behavioral Health for students and families to access free mental health care has been ongoing since March.
 - Transportation: Staff are able to drop off items to students' homes if needed. We are also able to utilize ASD's "Stuber" which is buses that deliver food and educational materials to families or areas where families live.
 - Staff: Ensuring our staff had the necessary tools, support and knowledge was key in meeting student needs. Ensuring that teachers and support staff have necessary technology and also the PD and support for online instruction or supplemental support

was ongoing with large and small group PD sessions. Frequent one-on-one support was required as well.

- Our role changed from being the sole support of our students in providing our strategies, to advocating for our students regarding the strategies that we could no longer provide via distance. We continued with reaching out to students, continuing education. Our academic and dorm counseling staff also continued to reach out to students. Students took their school issued laptops to their home communities. In communities and for families that did not have adequate internet available, we advocated for our students reaching out to local schools, districts and internet companies requesting service for our student's educational needs. Teachers continued to provide instruction regardless of connectivity. Books and course materials were mailed to students who did not have adequate internet. Our classified staff also contacted every student more than once to check on social/emotional wellbeing. Clinical mental health provider set up phone meetings with students referred from the above check contacts. All contacts were documented by teachers, classified and clinical staff.*
- Through school closure our program continued services for migratory children. This included setting up a Google form online for families to identify individual needs such as winter clothing, hygiene supplies, school supplies, supplemental education materials, tutoring and mental health counseling. We also distributed 3rd and 4th quarter books to all families. We offered a summer reading program with two certified staff members for PFS migratory students. All families received a subscription for magazines and a summer family fun pack.*
- We provided technology and supplies to continue learning through the school year. We also provided safe, face-to-face summer school instruction to assist students with literacy and mathematics instruction. HS students were also given the opportunity for credit recovery, though none participated.*

Parent Involvement

The Alaska MEP values parents as partners with the program/schools in the education of their children. Parent and family consultation in planning the MEP at the State and local level is critical because parents, as the first teachers of their children, know their children best and can provide insight into their children's strengths and weaknesses. As such, parents of migratory children play a pivotal role in planning the educational programs and projects in which their children participate. Involving parents of migratory children in planning the MEP also builds their capacity to assist their children's learning at home.

The State PAC has developed the following mission statement: "We are parents of migratory children whose purpose is to gather and share information on migrant education activities and support migratory families in their endeavors to raise children able to reach personal and academic goals. We make a difference by offering support to the parents of migratory children and encouraging statewide programs that build confidence and skills in our migratory children for their futures."

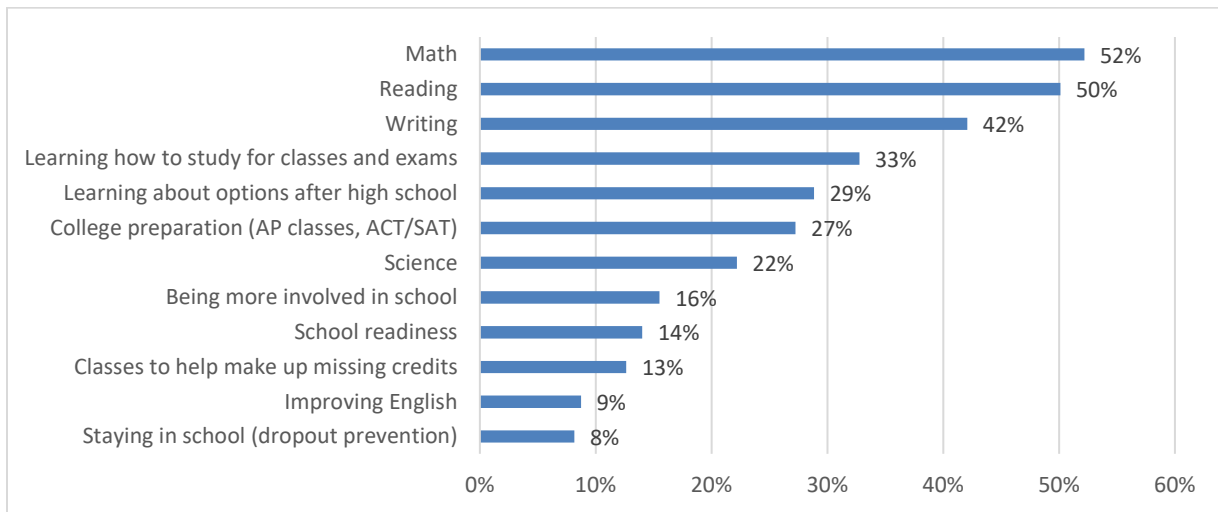
To address the unique needs of migratory families, MEP goals for parent and family engagement include:

- Helping parents understand the impact of mobility on their children's education and consider moving at times when the least disruption occurs, such as at the end of the school year or semester, during breaks, or after grading periods.
- Reinforcing the importance of enrolling their children quickly when they move to a new school or district.

- Helping parents keep their children’s records (birth certificates, immunization records, report cards) in a convenient place so that they can provide them when enrolling their children in a new school.

Parents responded to a survey regarding the needs of their children. When asked about the greatest academic needs, parents (N=870) reported that math (52%), reading (50%), and writing (42%) were the areas in which their children needed the most help. Exhibit 12 shows the percentage of parents identifying each need area.

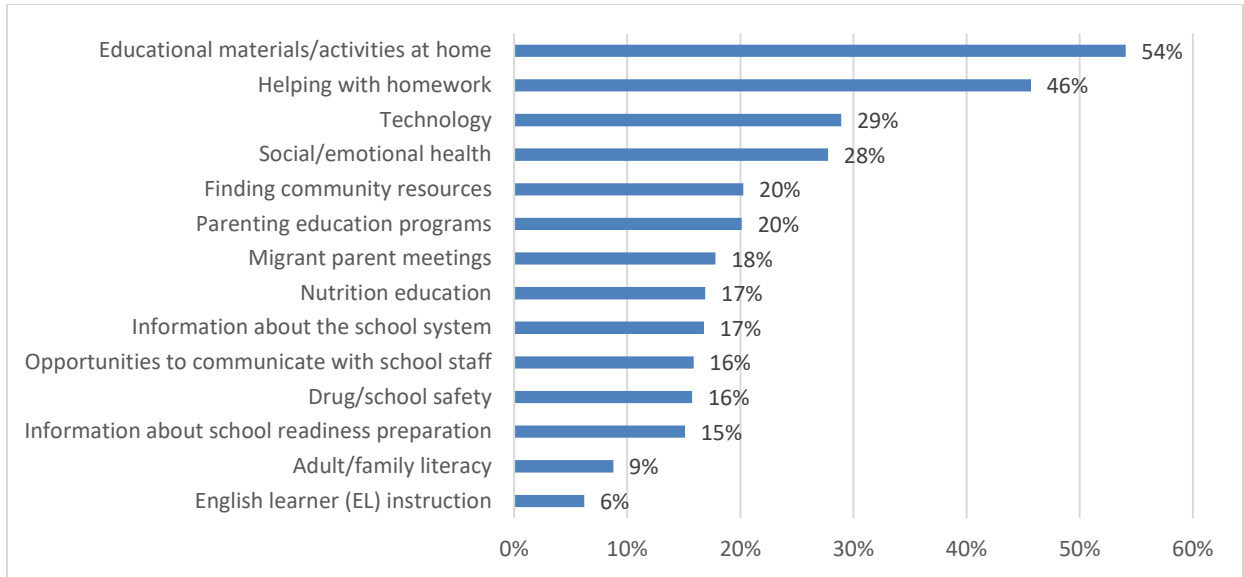
Exhibit 12
Parent Survey Regarding Academic Areas of Need



Source: Parent Survey

The MEP Parent Survey also asked parents to identify the programs or services that would most help them support their children’s education. Exhibit 13 shows programs and services that parents (N=775) identified as most needed including education materials and activities for the home (54%), helping with homework (46%), technology (29%), and social and emotional health (28%).

Exhibit 13
Parent Survey Regarding Supports and Services Areas of Need



Source: Parent Survey

When asked to rate the quality of the MEP services, 95% of parents responding rated services as good (37%) or excellent (58%). Exhibit 14 shows the mean rating on the 4-point scale was high at 3.52.

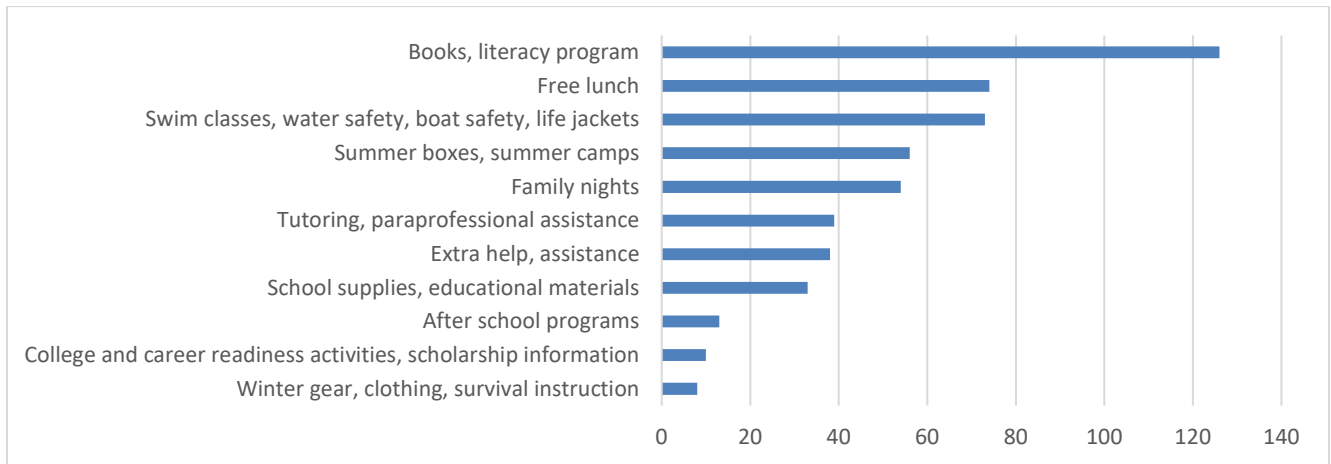
Exhibit 14
Parent Ratings of the Quality of Alaska MEP Services

Item	N	% Poor	% Fair	% Good	% Excellent	Mean Rating
How would you rate the overall quality of the Migrant Education Program services?	597	1%	5%	37%	58%	3.52

Source: Parent Survey

On the parent survey, parents were asked to describe what they found the most helpful about the program. A textual analysis of the 452 responses shows the most common answers were the books and literacy program and free lunches for which migratory students qualify. Exhibit 15 shows the most common responses.

Exhibit 15 Parent Descriptions of Most Helpful Services



Source: Parent Survey

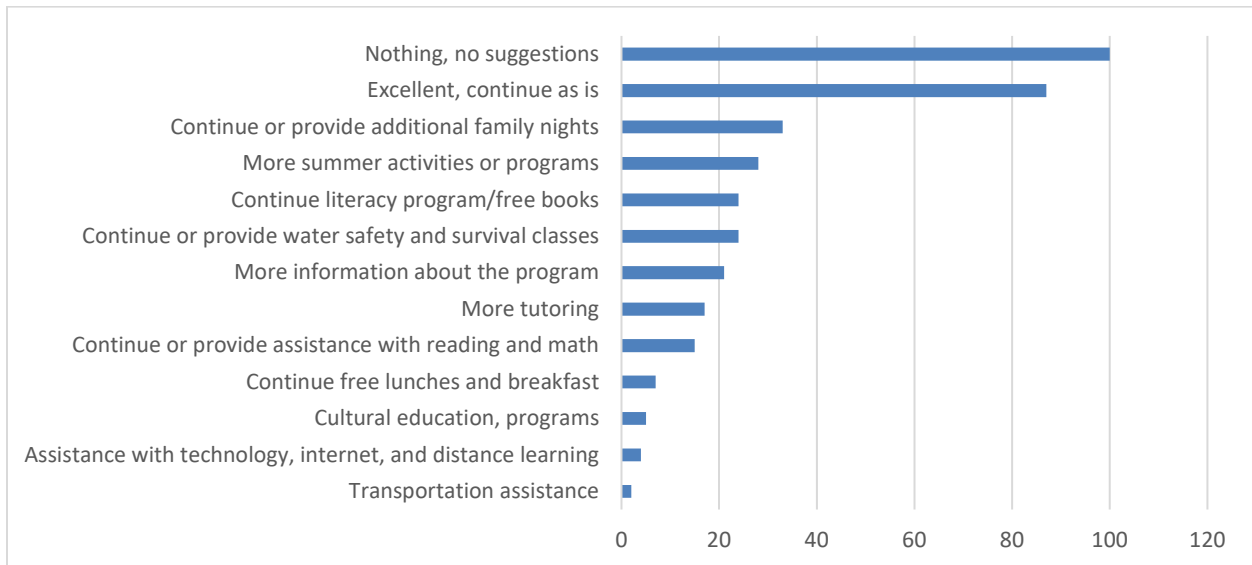
Following are examples of frequent parent responses about the most helpful MEP services.

- *All the events they do to provide literacy opportunities for students and families.*
- *Give my child the opportunity to attend summer camp.*
- *It is a big help for working families and allows my children to learn cool stuff during their summer break.*
- *Giving books to students at no cost*
- *Also providing food for families during events. Thank you! My family appreciates all you do for our families.*
- *All the excellent resources available to children & families. I especially appreciate the camp opportunities.*
- *Children get to pick books from the book fair, swim lessons, kayak lessons and many other programs. Thank you!*
- *College visit because it helps ease the unknown of stepping on to a place that you have never been to all by yourself.*
- *Extra opportunities for learning through field trips outside the school setting and to colleges or other post education area they otherwise wouldn't have visited.*
- *Family Nights are amazing! The MEP is so responsive to our requests for books and magazines. I appreciate having a teacher for RTI for my younger kids. The Migrant program here is top notch. Recruiters know our family and I don't mind their calls anymore. And again, the family nights this year were so fun and engaging.*
- *For us, the breakfast/lunch being provided for has been a big help. I have also seen opportunities for students to go on field trips to secondary education options and I love that those are offered. We haven't been able to take those opportunities so far because of other commitments but I think those are fantastic ways for students to see what choices are available to them.*
- *Helping to make sure kids have nutritious foods to keep their bodies in learning mode. Books to help them to better themselves.*
- *I like all the extra things offered for Migrant Ed students along with our summer boxes. We have been playing so many board games with our son so thank you for supplying us with games.*

- *I love the free swim classes and the breakfast and all the great classes you provide for my children.*
- *I love the idea of teaching my children to be safe on the boat such as first aid and CPR classes.*
- *My girls have gotten tutoring from caring, kind people that they like to learn from.*
- *I love the promotion of education as well as safety opportunities while working outdoors. The lifejacket program and lunch program are both the biggest for me.*
- *Programs that can be applied to a subsistence lifestyle such as the boating safety, swimming classes, culture camp, etc.*
- *Providing life jackets and swimming lessons is very important for our kids that spend lots of time on the rivers.*
- *Summer camps, life vests and the books my children have gotten because of this program.*
- *School supplies and free lunches. It really helps at the beginning of school and during the year.*
- *The kids get great exercise in the winter at the pool. The extra swims are lifesaving! We make lunch every day for our kids but the lunches provided at the school have also been lifesaving.*

When asked about suggestions for improvement, most parents said they either had no suggestions or that the program was good as it is and should be continued. Parents mentioned some specific services they would like continued or provided in their area including family nights, summer activities and programs, literacy program, and water safety and survival training. Exhibit 16 shows the most common suggestions.

Exhibit 16
Parent Suggestions for Program Improvement



Source: Parent Survey

Examples of common parent suggestions follow:

- *It is a great program. The extra books and opportunities provided help my child a lot. I'd like to see these kept up.*
- *I have been happy with the program. I hope that my youngest will continue to get help with her reading as she enters middle school.*
- *Better communication with parents/guardians about programs that are available.*
- *Grants for them to choose activities over summer, rock wall, pottery or art classes, day camps—just various places throughout the valley that cost money to keep kids busy.*
- *Great program, however, I wish we could get more after school programs, such as outdoor survival programs, science- and technology-based programs such as robotics, coding, biology (directing animals maybe?), hunting/fishing education.*
- *I like the summer camp concept, but my children have not participated because they have been fishing in the summer.*
- *I love that this program exists. My family was approved but then did not know where to go from there. I would love information on how to access tutoring for my kids and swim lessons. A next step after getting approved would be very helpful.*
- *I think it would be wonderful to have a fishing water safety class where kids get to clothes and wear hip boots in the swim pool so kids can see what it feels like if you were to fall in the river with hip boots and clothing on. I took a similar type class when I was young and its safety certification I have never forgotten. It was an eye opener for me as a child to what I would need to do if that ever happened to me to stay safe.*
- *I was already familiar with the program when we moved here since my older two children participated in it, but I think getting the information to families in an easy way is very important. Often, people don't know who or what to ask, so the easier it is for families to find information they need, the better.*
- *I would like the students to be in programs during the summer to not interfere with schoolwork.*
- *More after school programs that teach survival.*
- *More cultural activities.*
- *Our family appreciates all the great programs and support we get from Migrant Ed. Especially the assistance with books, pool access, and summer programs/activities.*
- *Technology educational games would be a huge help. Or lessons, apps, info for parents who are not as tech savvy to monitor and be aware of what their children are doing online.*
- *Thank you for all you do! We love the Migrant Ed Program. The breakfast/lunch program is great! And the kids look forward to the Totes on Boats Program. They enjoy the books, and the games provide additional learning and time enjoyed together as a family.*

Professional Development

Professional development is designed to support ID&R and the proper and timely transfer of records. The AK MEP provided four opportunities for professional development for recruiters: in Fairbanks on August 20-21, 2019, in Juneau on September 4-5, 2019, and twice in Anchorage on August 27-28 and September 11-12, 2019. Records manager trainings were held in the same cities on August 22, August 20, September 6, and September 13, 2019. Participants completed a survey following the training and indicated whether the following statements were true for them. The majority of participants said that all statements applied to their experience of the training. Exhibit 17 shows that the recruiter training was rated slightly higher when compared to the records manager training. In particular, there was a 17% gap for “the content was

organized and easy to follow” and a 16% gap for “the materials distributed were relevant and useful”.

Exhibit 17
Percent of Staff Reporting the Statement was True for the Training



Source: Training Survey

When asked to rate the quality of the training, staff attending both trainings provided high overall mean ratings on the five-point scale: 4.66 for the recruiter training and 4.62 for the records manager training. Exhibit 18 shows that more than 90% of participants at both trainings rated them as good or excellent.

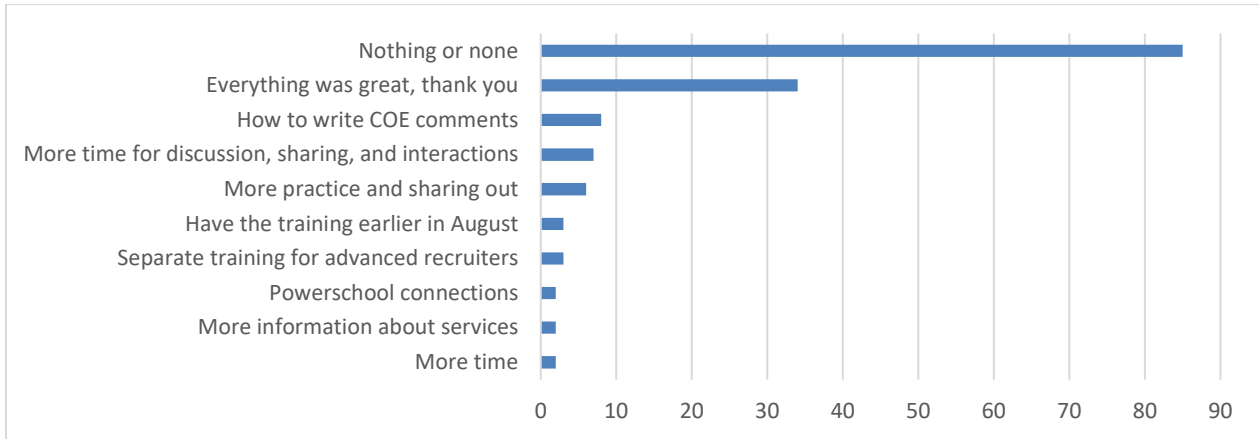
Exhibit 18
Participant Ratings of the Overall Trainings

Training	N	% Very Poor	% Poor	% Average	% Good	% Excellent	Mean Rating
Recruiter Training	82	0%	0%	4%	27%	70%	4.66
Records Manager Training	35	3%	0%	3%	20%	74%	4.62

Source: Training Survey

When asked to provide areas where more information was needed or suggestions, the majority of commenters said “none” or “everything was great.” Exhibit 19 shows the suggestions provided by multiple commenters.

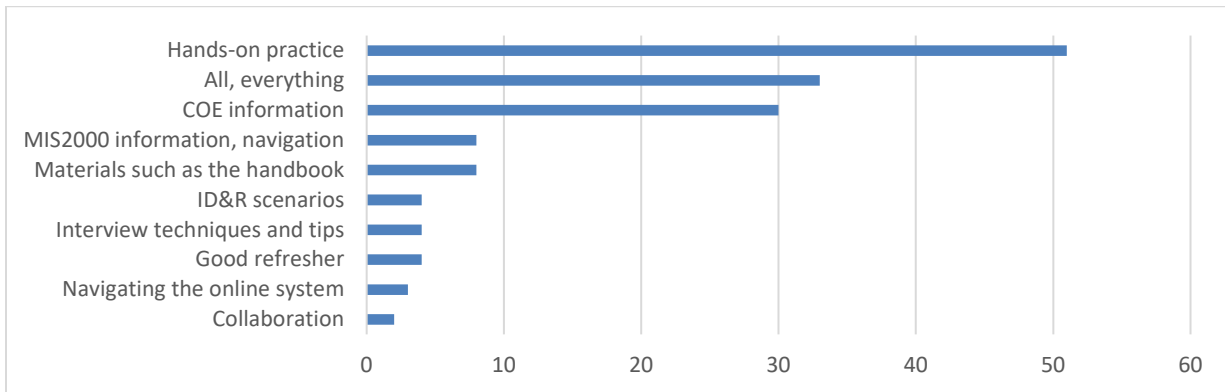
Exhibit 19
Suggestions or Areas Where More Information was Needed During Trainings



Source: Training Survey

When asked what they found most useful from the training, the largest number of respondents said the hands-on practice with the web system and completing COEs. Exhibit 20 shows additional comments provided by multiple respondents.

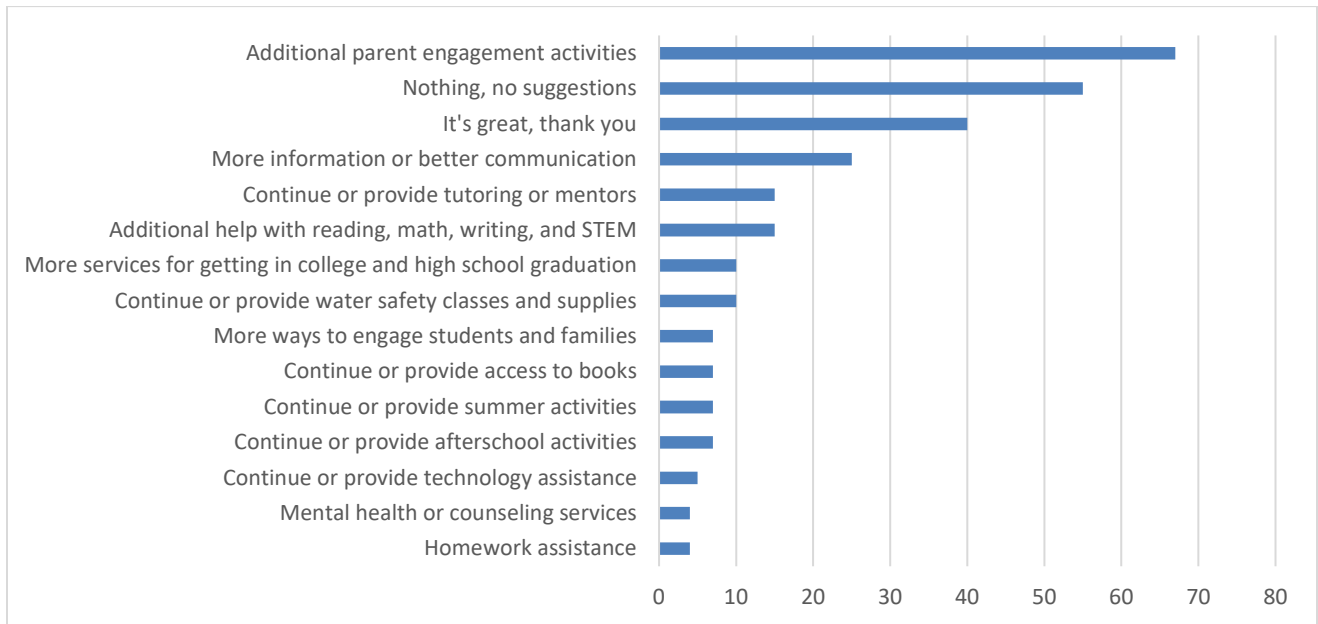
Exhibit 20
Comments Regarding Most Useful Aspects of the Training



Source: Training Survey

Staff also provided suggestions and feedback regarding the MEP. The survey was completed in 2020 just before school buildings were closed nationwide due to the pandemic and suggestions do not reflect new situations or needs arising from this. Exhibit 21 shows the greatest number of respondents suggested additional family/parent engagement activities.

Exhibit 21 Staff Survey Suggestions for the Overall MEP



Source: Staff Survey

Examples of staff suggestions for the MEP follow:

- *I would love to see more parent information and communication. Parent meetings would be great.*
- *More information for the parents on how they can help their child succeed in school.*
- *Most or all of the parents suggested or asked if the Migrant Education Program could provide proper clothing for all the seasons of the year.*
- *My children were also migrant education students, they didn't need material items. Instead they would have benefited from access to mentor support, homework assistance, and healthy choices activities.*
- *A better understanding of how the migrant program helps the migrant families and schools.*
- *The migrant program does an excellent job attracting and signing families up. Awareness is high. However, the tutoring program needs some work so that kids enjoy attending.*
- *Afterschool homework help time is a good resource to provide for the students.*
- *Bring books and other school supplies to the homes.*
- *Continue afterschool activities and tutoring, work with residence life to provide activities, work to increase parent involvement.*
- *Focus on reading.*
- *Improve English reading and writing skills.*
- *Reading practice books need to be of cultural interest and on the specific reading levels of the students.*
- *Engaging students and their parents*
- *Migrant Ed made many smiles on students' faces when providing a bag of books to read in December. The afterschool tutoring program is beneficial for the students to study. The students appreciate the snacks too.*

5. Outcome Evaluation Results

State Performance Goals 1 and 5 Results

For the 2019-20 academic year, Alaska applied for and received a waiver for the provision of State assessments in ELA and mathematics due to the global pandemic. The most recent State assessment information from 2019 is provided for Performance Goal 1.

PERFORMANCE GOAL 1: PROFICIENCY IN READING AND MATH

During 2018-19, academic achievement in reading and math of students attending public school in Alaska was assessed by the PEAKS. The State of Alaska has set measurements of interim progress leading toward long term goals for ELA and math proficiency rates and graduation rates in its ESSA State Plan based on the percentage of students scoring proficient/advanced (P/A). Below are Alaska's long-term goals and measurements of interim progress from 2019 to 2027.

Exhibit 22
Alaska's Measurements of Interim Progress and Long-Term Goals

	2019	2020	2021	2022	2023	2024	2025	2026	2027
ELA	45.5	48.5	51.5	54.6	57.6	60.6	63.6	66.7	69.7
Math	41.9	45.1	48.4	51.6	54.8	58.0	61.3	64.5	67.7
4-year Cohort Graduation	79.4	80.6	81.8	82.9	84.1	85.3	86.5	87.6	88.8
5-year Cohort Graduation	82.5	83.7	84.8	86.0	87.2	88.3	89.5	90.7	91.8

Source: ESSA State Plan Accountability Appendix A, Updated March 2020

Performance Indicator 1.1: The percentage of students at or above the proficient level each year on the state assessment in reading/language.

Exhibit 23
Migratory Students Scoring P/A on 2019 PEAKS ELA Assessments

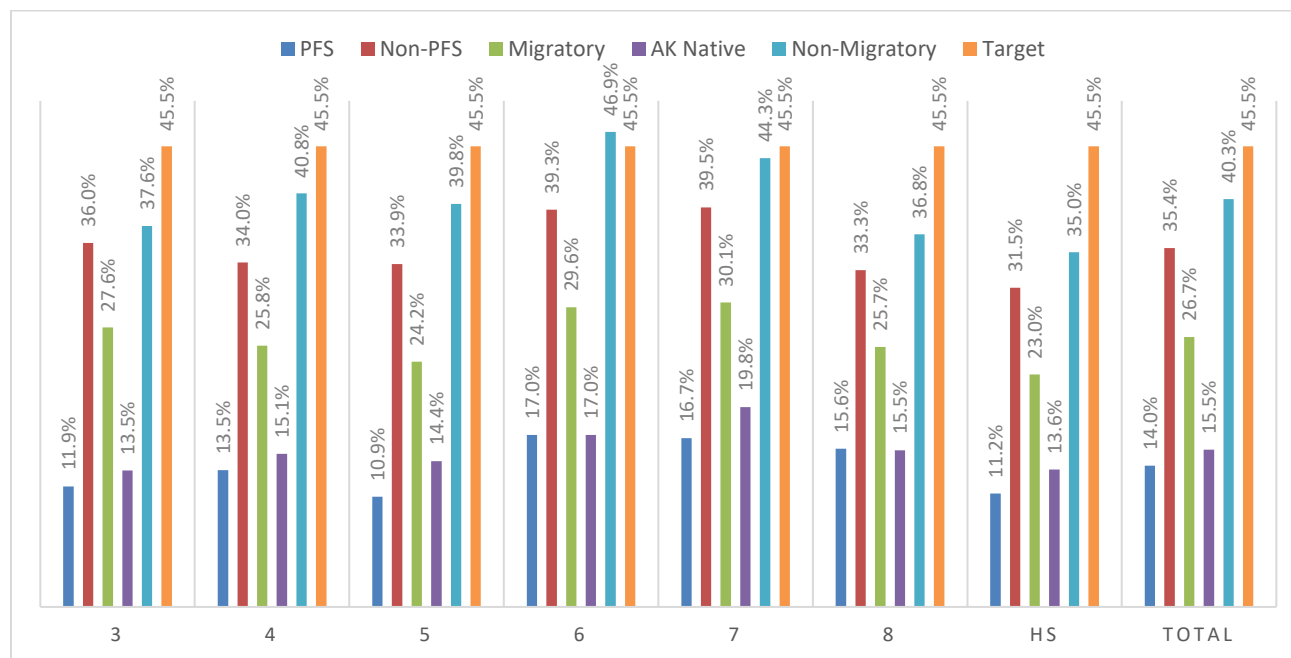
Grade	N Migratory Assessed	% P/A All Migratory	% P/A PFS	%P/A non-PFS	State Target	Diff All Migratory	Diff PFS	Diff non-PFS	% Non-migratory P/A	% AK Native P/A
3	797	27.6%	11.9%	36.0%	45.5%	-17.9%	-33.6%	-9.5%	37.6%	13.5%
4	814	25.8%	13.5%	34.0%	45.5%	-19.7%	-32.0%	-11.5%	40.8%	15.1%
5	830	24.2%	10.9%	33.9%	45.5%	-21.3%	-34.6%	-11.6%	39.8%	14.4%
6	814	29.6%	17.0%	39.3%	45.5%	-15.9%	-28.5%	-6.2%	46.9%	17.0%
7	785	30.1%	16.7%	39.5%	45.5%	-15.4%	-28.8%	-6.0%	44.3%	19.8%
8	790	25.7%	15.6%	33.3%	45.5%	-19.8%	-29.9%	-12.2%	36.8%	15.5%
HS	636	23.0%	11.2%	31.5%	45.5%	-22.5%	-34.3%	-14.0%	35.0%	13.6%
Total	5,466	26.7%	14.0%	35.4%	45.5%	-18.8%	-31.5%	-10.1%	40.3%	15.5%

Source: Alaska DEED

Migratory students were 18.8% short of the Alaska State Performance Target (45.5%) for ELA proficiency. Migratory students with PFS were 31.5% short of the target and non-PFS students were 10.1% short of the target. The 2018-19 target was not met by migratory students for any grade level (differences ranged from -15.4% to -22.5%). Largest differences were seen for high school PFS students (-34.3%). In addition, for all grade levels assessed, fewer PFS migratory students scored P/A than non-PFS migratory students. Compared to non-migratory students,

13.6% fewer migratory students scored P/A. The AK MEP also compares migratory proficiency to Alaska Native (American Indian) proficiency as migratory students are also 58% Alaska Native, and 11.2% more migratory students scored P/A. Below is a graphic display of the differences in the percent of migratory and non-migratory students scoring P/A on the 2019 PEAKS ELA Assessment.

Exhibit 24
Comparison of 2019 PEAKS ELA Assessment Results



Source: Alaska DEED

Performance Indicator 1.2: The percentage of students at or above the proficient level each year on the state assessment in math.

Exhibit 25
Migratory Students Scoring P/A on 2019 PEAKS Math Assessments

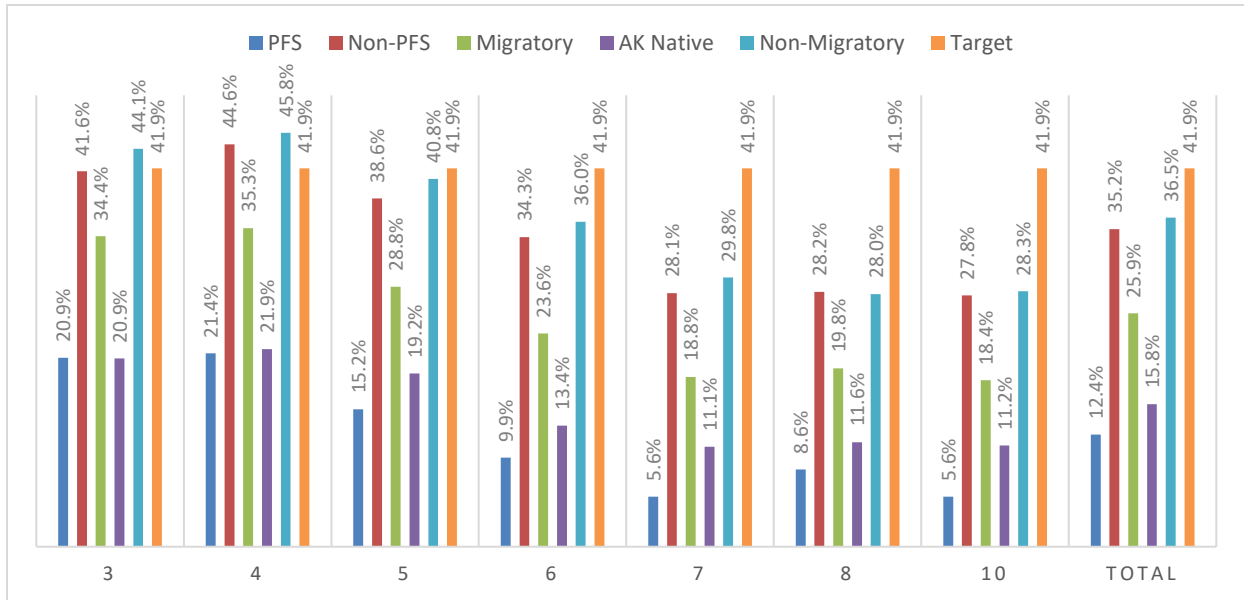
Grade	N Migratory Assessed	% P/A All Migratory	% P/A PFS	%P/A non-PFS	State Target	Diff All Migratory	Diff PFS	Diff non-PFS	% Non-migratory P/A	% AK Native P/A
3	794	34.4%	20.9%	41.6%	41.9%	-7.5%	-21.0%	-0.3%	44.1%	20.9%
4	816	35.3%	21.4%	44.6%	41.9%	-6.6%	-20.5%	2.7%	45.8%	21.9%
5	830	28.8%	15.2%	38.6%	41.9%	-13.1%	-26.7%	-3.3%	40.8%	19.2%
6	813	23.6%	9.9%	34.3%	41.9%	-18.3%	-32.0%	-7.6%	36.0%	13.4%
7	787	18.8%	5.6%	28.1%	41.9%	-23.1%	-36.3%	-13.8%	29.8%	11.1%
8	789	19.8%	8.6%	28.2%	41.9%	-22.1%	-33.3%	-13.7%	28.0%	11.6%
HS	640	18.4%	5.6%	27.8%	41.9%	-23.5%	-36.3%	-14.1%	28.3%	11.2%
Total	5,469	25.9%	12.4%	35.2%	41.9%	-16.0%	-29.5%	-6.7%	36.5%	15.8%

Source: Alaska DEED

Migratory students were 16.0% short of the Alaska State Performance Target (41.9%) for math proficiency. PFS students were 29.5% short of the target and non-PFS students were 6.7% short of the target. The 2018-19 target was not met by migratory students for any grade level assessed (differences ranged from -6.6% to -23.5%). However, non-PFS migratory students in

the fourth grade exceeded the target rate by 2.7%. Largest differences were seen for high school PFS students (-36.3%). In addition, PFS migratory students scored P/A at a lower rate than non-PFS migratory students for all grade levels, and a 10.6% lower P/A rate for migratory students compared to non-migratory students. Compared to Alaska Native students, the migratory student P/A rate was 10.1% higher. Following is a graphic display of the differences in the percent of migratory and non-migratory students scoring P/A on the 2019 PEAKS Math Assessment.

Exhibit 26
Comparison of 2019 PEAKS Math Assessment Results



Source: Alaska DEED

Performance Goal 5: High School Graduation

Performance Indicator 5.1: The percentage of students who graduate from high school each year with a regular diploma.

The 2019-20 Alaska State Performance Target for the four-year cohort graduation rate is 79.4% and the five-year cohort target is 82.5%. In 2019-20, the four-year cohort graduation rate for migratory students was 83.6% (4.2% above the target) and the five-year cohort rate was 4.6% above the target. Because PFS determinations are made annually, a different method is used to look at graduation, and 77.4% of PFS migratory students enrolled in the twelfth grade graduated in 2019-20. For both the four-year and five-year rates, migratory students exceeded the rates for non-migratory students and Alaska Native students.

Exhibit 27
2019-20 Graduation Rates and Dropout Rates

Category	4-year Cohort Graduation Rate	5-year Cohort Graduation Rate	Dropout Rate
All migratory students	83.6%	87.1%	2.7%
PFS migratory students	77.4%**	N/A	0.0%*
Non-migratory students	78.7%	84.7%	2.6%

Category	4-year Cohort Graduation Rate	5-year Cohort Graduation Rate	Dropout Rate
Alaska Native	67.2%	74.1%	4.7%

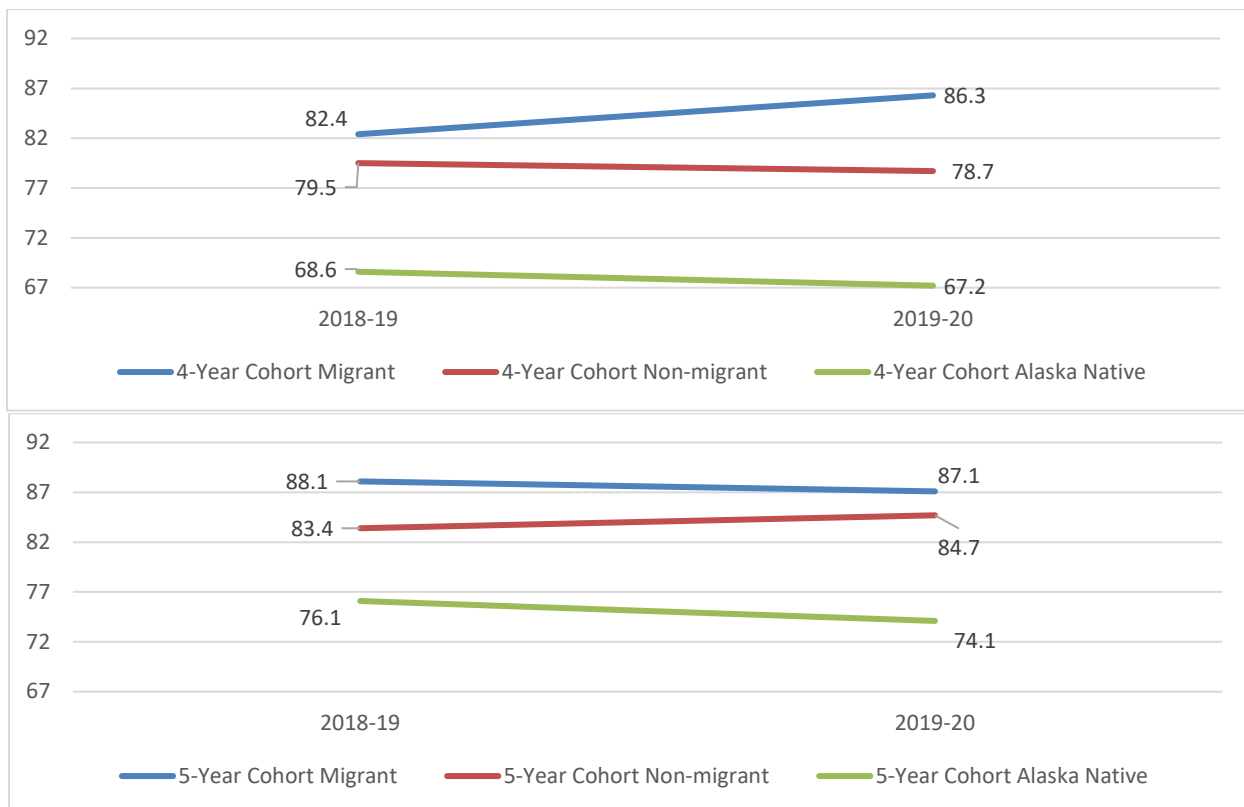
Source: Alaska DEED

* PFS Dropout rate calculated by dividing number of PFS students on Summer OASIS dropout list by the total number of PFS students in grades 7-12 (per federal reporting).

** Note on PFS 4-year graduation rate: PFS graduation rate (%) = [number PFS graduates] divided by [number of PFS in 12th grade] rather than a cohort rate.

Exhibit 28 provides a comparison of migratory student graduation rates to the non-migratory student and Alaska Native rates for the past two years. Results show that migratory students had higher graduation rates than both comparison groups in both years. The four-year cohort graduation rate increased in 2019-20 while the other two groups decreased, and the five-year cohort graduation rate decreased slightly while the non-migratory rate increased slightly.

Exhibit 28
Comparison of 4- and 5-Year Cohort Graduation Rates Over the Years

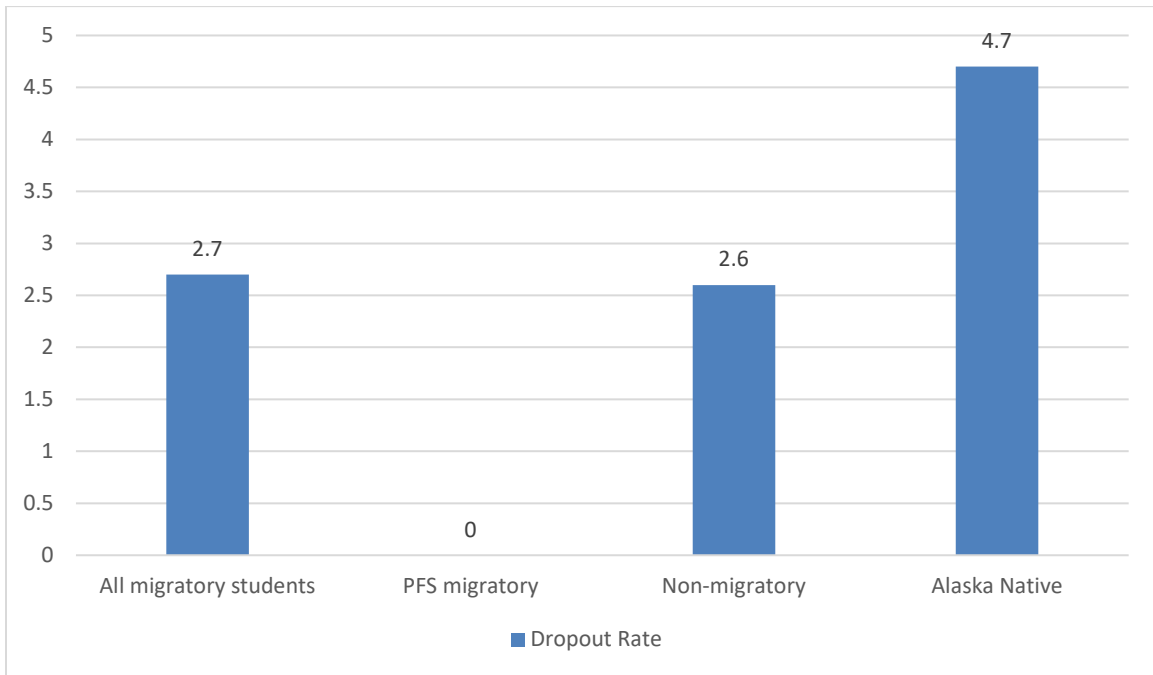


Source: Alaska DEED

Performance Indicator 5.2: The percentage of students who drop out of school each year.

Alaska does not have a performance target for dropout rate. The migratory student dropout rate in 2019-20 was 0.1% higher than the non-migratory rate and 2.0% lower than the Alaska Native rate. No PFS migratory students dropped out in 2019-20.

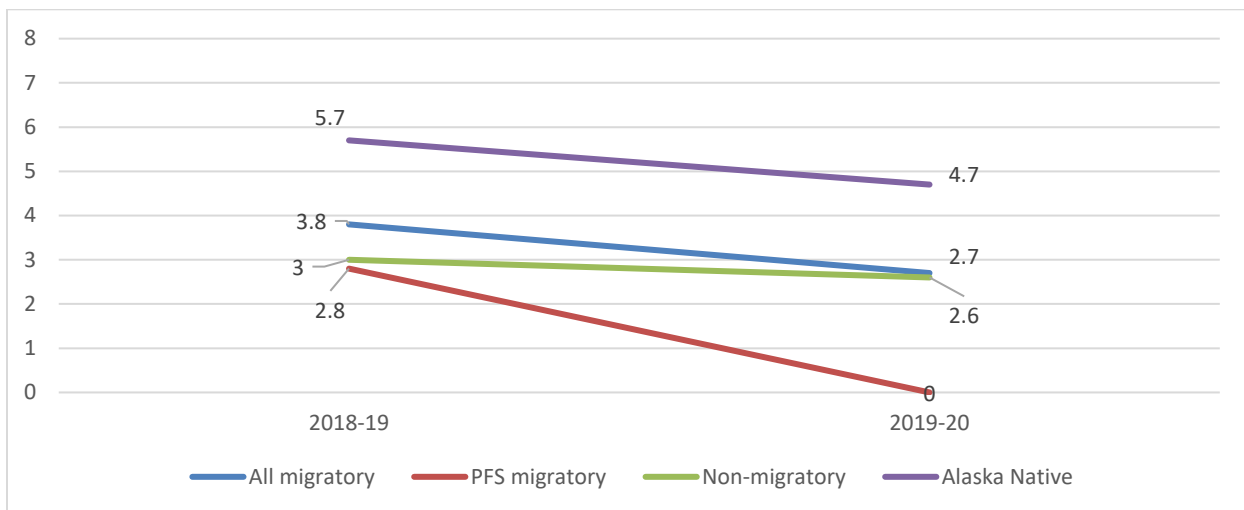
Exhibit 29
2019-20 Dropout Rates for Migratory Students and Comparison Groups



Source: Alaska DEED

Exhibit 30 provides a comparison of migratory student dropout rates for the past two years. Results show that dropout rates for all comparison groups decreased in 2019-20. The dropout rate for PFS migratory children (a single year calculation of number of dropouts divided by number enrolled in grades 7-12) decreased the most, by 2.8 points.

Exhibit 30
Comparison of Migratory Student Dropout Rates Over the Years



Source: Alaska DEED

GPR A Measure Results

This section provides a summary of program results as indicated by the GPR A measures for the MEP. The results for GPR A 1 and 2 (ELA and math state assessment results) are included in the previous section.

GPR A 3: The percentage of migratory students who were enrolled in grades 7-12, and graduated or were promoted to the next grade level.

Exhibit 31 shows that 79% of all Alaska migratory students for whom this information was available graduated or were promoted to the next grade level (93% of PFS students, 72% of non-PFS students).

Exhibit 31
Migratory Students in Grades 7-12 that Graduated in 2019-20 or Were Promoted

Grade	Number enrolled 2018-19	% promoted to the next grade level or graduated in 2019-20	PFS enrolled 2018-19	% PFS promoted to the next grade level or graduated in 2019-20	Non-PFS enrolled 2018-19	% Non-PFS promoted to the next grade level or graduated in 2019-20
7	838	92.2%	335	99.7%	503	87.3%
8	851	91.0%	360	98.3%	491	85.5%
9	794	87.0%	335	93.1%	459	82.6%
10	724	89.4%	314	95.9%	410	84.4%
11	627	89.0%	149	94.0%	478	87.4%
12	821	84.8%	154	80.5%	667	85.8%
Total	4,655	88.9%	1,647	87.5%	3,008	85.6%

Source: Alaska DEED

GPR A 4: The percentage of migratory students who entered 11th grade that had received full credit for Algebra I.

Exhibit 32 shows that 46% of all Alaska migratory 11th grade students in 2019-20 completed Algebra I or a higher math course prior to entering 11th grade (45% PFS students, 47% non-PFS students).

Exhibit 32
Entering 11th Grade Migratory Students Completing Algebra I or a Higher Math Course

PFS Status	Number entering the 11th grade in 2019-20	Percent who have received Algebra I credit
PFS	165	45%
Non-PFS	608	47%
Total	773	46%

Source: Alaska DEED

Measurable Program Outcomes (MPO) Results

This section provides a summary of program results as indicated by the MPOs. Results for two MPOs (1B and 1D) relied on PEAKS results for 2019-20 and could not be reported due to the waiver for assessments in spring 2020. School building closures in 2020 occurred in the middle of the assessment window for the ACCESS for ELLs resulting in partial data being available for MPO 1E; however, the number assessed was less than 10, which is insufficient for determining progress toward the MPO. In addition, progress toward MPOs 2B and 2C is scheduled for reporting in 20-21.

ENGLISH LANGUAGE ARTS (ELA)

1A) Annually beginning in 2019-20, 2% more migratory children identified as PFS, EL, or who score below proficient on the State assessment will receive supplemental language arts instructional services in the regular or summer term as shown in the Mass Withdrawal and Summer Withdrawal reports starting with the baseline 2016-17 reporting period.

Exhibit 33 shows that the Alaska MEP **met MPO 1A** with an increase of 4.6% in the percentage of migratory students who were PFS, EL, or below proficient on the 2019 State assessment in ELA (at-risk migratory students). In all, 31.3% of students with one or more of the at-risk designations received supplemental reading or other language arts instruction from a teacher or paraprofessional in 2019-20. This was an increase over the 2016-17 baseline. By group, services for students below proficient on the State ELA assessment increased by 6.3%, services for PFS students increased by 6.2%, services for non-PFS students increased by 2.0%, and services for ELs increased by 1.7%, just short of the target.

Exhibit 33
Percent of At-risk Migratory Students Receiving Language Arts Instruction

Sub-Group	N	Percent served language arts	All PFS, EL, and below proficient baseline (2016-17)	Diff (+/-)	MPO met?
PFS	1,108	32.9%	26.7%	+6.2%	Yes
EL	441	28.4%	26.7%	+1.7%	No
Below Proficient	1,172	33.0%	26.7%	+6.3%	Yes
All At-risk	1,721	31.3%	26.7%	+4.6%	Yes

Source: MIS2000

Some students who are EL or below proficient do not meet the criteria for PFS if they have not made a recent move. There were 613 of these non-PFS students in 2019-20, and 28.7% were served, a 2% increase over the baseline.

1C) Annually beginning in 2019-20, 2% more migratory children identified as PFS, EL, or who score below proficient on the State assessment will receive supplemental mathematics instructional services as shown in the Mass Withdrawal or Summer Withdrawal reports starting with the baseline 2016-17 reporting period.

Exhibit 34 shows that the Alaska MEP **met MPO 1C** with an increase of 7.4% in the percentage of migratory students who were PFS, EL, or below proficient on the 2019 State assessment in mathematics. In all, 29.4% of students with one or more of the at-risk designations received supplemental mathematics instruction from a teacher or paraprofessional in 2019-20. This was an increase over the 2016-17 baseline. By group, services for students below proficient on the State mathematics assessment increased 10.2%, services for PFS students increased by 8.9%, served for non-PFS students increased by 5.2%, and services for ELs increased by 4.6%.

**Exhibit 34
Percent of At-risk Migratory Students Receiving Mathematics Instruction**

Sub-Group	N	Percent served math	All PFS, EL, and below proficient baseline (2016-17)	Diff (+/-)	MPO met?
PFS	1,040	30.9%	22.0%	+8.9%	Yes
EL	413	26.6%	22.0%	+4.6%	Yes
Below Proficient	1,162	32.2%	22.0%	+10.2%	Yes
All At-risk	1,630	29.4%	22.0%	+7.4%	Yes

Source: MIS2000

Some students who are EL or below proficient do not meet the criteria for PFS if they have not made a recent move. There were 590 of these non-PFS students in 2019-20, and 27.2% were served, a 5.2% increase over the baseline.

1F) Annually beginning in 2019-20, 3% more migratory children in districts receiving the Migrant Literacy Grant will receive reading materials as shown in the literacy grant final report and/or the Mass Withdrawal and Summer Withdrawal reports starting with the 2016-17 baseline.

Exhibit 35 shows the MEP **met MPO 1F** by providing literacy materials and/or literacy support to 4.8% more migratory children in 2019-20 compared to the 2016-17 baseline. Students with PFS had an even larger increase with 6.1% more receiving support/materials. However, non-PFS students had 1.9% increase, which was short of the 3% target. In all, 6,896 migratory children received literacy support and/or materials in 2019-20.

**Exhibit 35
Change in Percent of Children Served with Literacy Grant Activities and Materials**

Group	Number of children in districts participating in the Literacy Grant (2019-20)	Percent of children receiving literacy materials (2019-20)	Baseline percent of children receiving literacy materials (2016-17)	Diff (+/-)	MPO met?
PFS	3,357	62.3%	56.2%	+6.1%	Yes
Non-PFS	9,556	50.3%	48.4%	+1.9%	No
All	12,913	53.4%	48.6%	+4.8%	Yes

Source: MIS2000

1G) Annually beginning in 2019-20, the percentage of migratory children who participate in a literacy grant district/site literacy activity will increase by 1% as shown on the Mass Withdrawal and Summer Withdrawal reports starting with the 2016-17 baseline.

Exhibit 36 shows the MEP **did not meet MPO 1G** with 5.8% fewer migratory children participating in Literacy Grant events in 2019-20 compared to the 2016-17 baseline. Students with PFS also had a 5.8% decrease and non-PFS students had 6.9% decrease. In all, 1,553 migratory children participated in literacy events in 2019-20. Note that some districts were unable to provide planned events due to the closure of schools in March 2020 through the end of the school year.

**Exhibit 36
Change in Percent of Children Served with Literacy Grant Events**

Group	Number of children in districts participating in the Literacy Grant (2019-20)	Percent of children participating in Literacy Grant events	Baseline percent of children participating in Literacy Grant events (2016-17)	Diff (+/-)	MPO met?
PFS	3,357	15.9%	21.7%	-5.8%	No
Non-PFS	9,556	10.8%	17.7%	-6.9%	No
All	12,913	12.0%	17.8%	-5.8%	No

Source: MIS2000

SCHOOL READINESS

2A) Annually beginning in 2019-20, the percentage of migratory preschool aged children enrolled in early childhood programs will increase by 2% starting with the 2016-17 baseline.

Exhibit 37 shows the MEP **met MPO 2A** with an increase of 5.9% in the percentage of migratory children enrolled in preschool programs in 2019-20 compared to the 2016-17 baseline. Migratory children were enrolled in MEP funded preschools and non-MEP preschools such as district preschools and Head Start programs. Migratory staff are instrumental in ensuring that mobile migratory children have access to preschool programs by advocating for children not present during enrollment windows and coordinating with preschool programs regarding the unique needs of migratory children. Note: These data are not disaggregated by PFS as children ages 3-5 do not qualify for PFS in Alaska.

**Exhibit 37
Change in Percent of Migratory Children Enrolled in a Preschool Program**

Number ages 3-5 and not in Kindergarten 2019-20	Percent of children enrolled in a preschool program 2019-20	Baseline percent of children enrolled in a preschool program 2016-17	Diff (+/-)	MPO met?
1,151	44.4%	38.5%	+5.9%	Yes

Source: MIS2000

HIGH SCHOOL GRADUATION AND OSY SERVICES

3A) By the end of the 2019-20 school year and each year thereafter, the percentage of high school migratory children receiving credit accrual services (credit recovery or dual enrollment including distance delivered courses) will increase by 1% starting with the 2016-2017 baseline.

Exhibit 38 shows the MEP **did not meet MPO 3A** with 3.2% fewer migratory students in grades 9-12 receiving high school credit accrual in 2019-20 compared to the 2016-17 baseline. Students with PFS had a 4.4% decrease and non-PFS students had a 3.6% decrease. In all, 85 migratory students received credit accrual services in 2019-20. Note that due to the closure of in-person summer programs in 2019-20, there were fewer opportunities to provide high school credit accrual than in years past.

Exhibit 38
Change in the Percent of Students Receiving High School Credit Accrual

Group	Migratory students enrolled in grades 9-12	Percent receiving high school credit accrual 2019-20	Baseline percent receiving high school credit accrual 2016-17	Diff (+/-)	MPO met?
PFS	938	3.6%	8.0%	-4.4%	No
Non-PFS	2,351	2.2%	5.8%	-3.6%	No
All	3,289	2.6%	5.8%	-3.2%	No

Source: MIS2000

3B) By the end of the 2019-20 school year and each year thereafter, 3% more high school migratory children receiving credit accrual services (credit recovery or dual enrollment including distance delivered courses) or academic success coaching will earn 5 credits per year, compared to the 2016-2017 baseline.

Exhibit 39 shows the MEP **met MPO 3b** with an increase of 6.5% in the percentage of migratory students who received MEP credit accrual services or academic success coaching who also earned five credits (from any source) in 2019-20. Academic success coaching for high school students was a new strategy and new data element added with the SDP, and the only comparison data available from the baseline year was the percentage of students who received credit accrual and earned five credits in the year. In the baseline year, the number of PFS students receiving high school credit accrual and earning five credits was low and was suppressed following DEED data reporting rules. Secondary suppression was applied to non-PFS students because simple subtraction would otherwise have allowed for the determination of percentages. In all, 465 migratory students who received MEP credit accrual or academic success coaching earned five credits in 2019-20.

Exhibit 39
Change in Percent of Students Earning Five Annual Credits

Group	Migratory students enrolled in grades 9-12 and receiving MEP credit accrual services or academic success coaching 2019-20	Percent receiving high school credit accrual or academic success coaching and earning 5 credits 2019-20	Baseline percent receiving high school credit accrual and earning 5 credits 2016-17	Diff (+/-)	MPO met?
PFS	600	21.8%	**<=20%	N/A	N/A
Non-PFS	1,237	27.0%	**	N/A	N/A
All	1,837	25.3%	18.8%	+6.5%	Yes

**Suppressed due to low N
Source: MIS2000

3C) By the end of the 2019-20 school year and each year thereafter, the percentage of high school migratory children receiving career and technical education (CTE) services will increase by 3% starting with the 2016-2017 baseline.

Exhibit 40 shows the MEP **did not meet MPO 3C** with 1.0% fewer migratory students in grades 9-12 receiving CTE services in 2019-20 compared to the 2016-17 baseline. Students with PFS had a 1.5% decrease and non-PFS students had 0.7% decrease. In all, 108 migratory students received CTE services in 2019-20. Note that due to the closure of in-person summer programs in 2019-20, there were fewer opportunities to provide CTE services than in years past.

Exhibit 40
Change in the Percent of Students Receiving CTE Services

Group	Migratory students enrolled in grades 9-12	Percent receiving CTE 2019-20	Baseline percent receiving CTE 2016-17	Diff (+/-)	MPO met?
PFS	938	2.5%	4.0%	-1.5%	No
Non-PFS	2,351	3.6%	4.3%	-0.7%	No
All	3,289	3.3%	4.3%	-1.0%	No

Source: MIS2000

3D) By the end of the 2019-2020 school year, and each year thereafter, the percentage of OSY who re-enroll in school will increase by 2% starting with the 2016-2017 baseline.

Exhibit 41 shows the MEP **did not meet MPO 3D** with 3.0% fewer migratory youth re-enrolling in school in 2019-20 compared to the 2016-17 baseline. Students with PFS had a 35.4% decrease; however, the N was less than 10 in 2016-17 and this result should be interpreted with caution as individual differences may impact results. Non-PFS students had 2.6% decrease in re-enrollment. In all, 63 migratory students who dropped out in 2018-2019 re-enrolled in school in 2019-20.

**Exhibit 41
Change in the Percent of OSY Re-enrolling in School**

Group	Number eligible who dropped out in a prior year 2019-20	Percent enrolled in school on October 1, 2019	Baseline percent re-enrolling in school 2016-17	Diff (+/-)	MPO met?
PFS	48	39.6%	75.0%	-35.4%	No
Non-PFS	116	37.9%	40.5%	-2.6%	No
All	164	38.4%	41.4%	-3.0%	No

Source: MIS2000

4A) By the end of the 2019-20 reporting period, 80% of parents of migratory children will indicate on the Parent Survey that they are aware of services provided through the MEP.

Exhibit 42 shows the MEP **met MPO 4A** with 84.5% of migratory parents responding to a survey indicating that they were aware of services available to their children through the MEP. Awareness of services available assists parents in being advocates for their children to receive needed services. MEPs provided parent activities, informational flyers, and direct communication with parents to inform them of the services available in their district.

**Exhibit 42
Parent Awareness of MEP Services Available**

Item	N	% No	% Yes	MEP met?
Do you know what services are available to your child(ren) through the MEP?	696	15.5%	84.5%	Yes

Source: Parent Survey

4B) By the end of the 2020-21 reporting period following updating the support services data collection, 2% more migratory children will receive necessary educational resources annually starting with the 2019-20 baseline.

Results for this MPO will be reported following the provision of services during the 2020-21 performance period as the supply of necessary education resources is a new data collection element. During 2019-20, the MEP set a baseline for the provision of these services. Exhibit 43 shows that 45.5% of the 12,949 migratory children received needed educational resources, 54.2% for children with PFS, and 42.5% for non-PFS. A total of 5,893 migratory children received educational resources.

**Exhibit 43
Baseline Percent of Migratory Children Receiving Needed Educational Resources**

Group	Number identified in 2019-20	Percent receiving educational resources	2020-21 target for receiving educational resources
PFS	3,367	54.2%	56.2%
Non-PFS	9,582	42.5%	44.5%
All migratory	12,949	45.5%	47.5%

Source: MIS2000

4C) By the end of the 2020-21 reporting period following updating the support services data collection, 2% more migratory children will receive health and safety support annually starting with the 2019-20 baseline.

Results for this MPO will be reported following the provision of services during the 2020-21 performance period as health and safety support is a new data collection element. During 2019-20, the MEP set a baseline for the provision of these services. Exhibit 44 shows that 23.3% of the 12,949 migratory children received health and safety support (28.0% children with PFS, and 21.7% for non-PFS). A total of 3,018 migratory children received health and safety support.

Exhibit 44
Baseline Percent of Migratory Children Receiving Health and Safety Support

Group	Number identified in 2019-20	Percent receiving educational resources	2020-21 target for receiving educational resources
PFS	3,367	28.0%	30.0%
Non-PFS	9,582	21.7%	23.7%
All migratory	12,949	23.3%	25.3%

Source: MIS2000

6. Implications and Recommendations

This section of the report provides progress on recommendations from the previous evaluation and recommendations for action based on the data collected for the evaluation of the Alaska MEP. Recommendations are summarized based on the data reported in this report. Recommendations are provided for program implementation as well as for improving services to achieve the State's MPOs.

Progress on Previous Recommendations

Because of the length of time between the previous evaluation and the current one, and changes to the SDP, it would not be productive to address previous recommendations. However, the new evaluation design will annually review implementation of the strategies and progress toward the MPOs and has a process in place for determining progress made toward their attainment. This component should be included in the 2020-21 Evaluation Report for results.

2019-20 Summary and Implications - Program Implementation

MEP Instructional Services: Migratory students received comprehensive instructional services in order to reduce barriers to academic success including math, science, social studies, and reading/language arts, and other academic or study skills support from teachers and/or paraprofessionals. High school migratory students also received CTE instruction, academic success coaching, STEAM summer learning opportunities, and high school credit accrual. Preschool children received early childhood education. Of all eligible migratory children, 39% received supplemental instruction (53% of PFS migratory children). The Alaska SDP contains eight strategies for providing instruction:

- 1.1 Deliver targeted supplemental English language arts instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their English language arts needs that were identified through a standards-based assessment.
- 1.2 Deliver targeted supplemental mathematics instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their mathematics needs that were identified through a standards-based assessment.
- 1.3 Provide evidence-based, supplemental instruction for migratory children identified as EL that are designed to increase academic skills.
- 2.2 Provide migrant-funded instructional services for preschool-aged children with a focus on social-emotional development (home-based or site-based). Provide professional development in areas such as: working with preschool-aged children, ACEs-trauma informed practices, and social-emotional development.
- 2.3 Use culturally responsive, evidence-based curriculum and instruction that support the implementation of the ELGs at migrant-funded preschools. This includes resources and/or training for appropriate staff.
- 3.1 In the regular and/or summer terms, provide high school migratory children appropriate credit recovery and/or distance education opportunities for credit accrual.
- 3.2 In the regular school term, provide middle and high school migratory children with an academic success coach to monitor child progress and provide assistance when a child is at-risk of receiving a D or F in an ELA or math course.

3.3 In the regular and/or summer terms, provide migratory children opportunities to participate in college/career readiness activities and work towards a career path.

Overall, instructional services strategies were rated at the succeeding level 74% of the time with a mean rating of 3.7 on the 5-point scale. Methods of implementation across half or more of the projects implementing these strategies included the following:

- Credit recovery
- Curriculum/computer-based intervention programs/software
- Dual credit
- Enrichment activities/programs
- Migrant tutor program
- Migrant-funded preschool
- One-on-one or small group after-school tutoring
- Online courses
- Professional development
- Reading group/book studies
- Resources and/or training for appropriate staff

The projects that reported more successful implementation engaged in activities distinct from projects that rated the implementation of strategies lower. The more successful implementation included the following:

- Academic success coach program
- Advocacy
- Coordination with parents
- Curriculum/computer-based intervention programs/software
- Distance/online instruction
- Dual credit
- Enrichment activities/programs
- FAFSA support
- Home-based parenting education with parent and child together time
- Interim/school break workshops
- Job shadow
- Migrant-funded preschool
- Periodic progress check-ins during evening classes
- Professional development
- Site-based preschool
- State of Alaska Frameworks: "Strengthening Families" and "Pyramid Models"
- Summer school program
- Work-based experiences

MEP Support Services: Migratory students received comprehensive support services designed to increase access to and participation in academics. Students received social work, outreach or advocacy, nutrition, health/safety education, family support services, educational support resources, and literacy support for the home. Of all eligible children, 71% received supplemental support services. Note that the services provided for PFS migratory children was very high at 90% demonstrating that the MEP is appropriately targeting the highest need children with services first. The Alaska SDP contains four strategies for providing support services:

2.1 Establish partnerships with tribal, local, district, Head Start, and other preschools in the communities to increase the enrollment of migratory children in preschool. This could include home-based visits and playgroups.

3.4 In the regular and/or summer terms, provide outreach activities for migratory OSY to help them re-enroll in school and graduate.

4.2 Provide educational support resources such as books for the home, school supplies, and technology support to migratory children as needed.

Examples include: 1) Necessary school supplies such as backpacks, pencils, pens, paper, etc. 2) Technology support such as computer rental/ borrowing program, internet access, and education on technology use. 3) Advocacy through community outreach events.

4.3 Provide support services to enable migratory children to access educational activities and community-based activities and services.

Examples include: 1) Health services such as healthy living assistance, medical/dental/vision health, and mental health. 2) Advocacy for housing, social services, and transportation services. 3) Necessary support services such as clothing (winter coats and boots), nutrition, and transportation. 4) Healthy living instruction such as safety and nutrition.

Overall, support services strategies were rated at the succeeding level 80% of the time with a mean rating of 3.8 on the 5-point scale. Methods of implementation across half or more of the projects implementing these strategies included the following:

- Advocacy
- Book distribution
- Clothing needed for attending school (e.g., winter clothing)
- Health and safety class offering (e.g., water safety)
- Paperwork assistance (i.e., immunizations, transcripts)
- Safety gear associated with migratory lifestyle (e.g. life jacket)
- School supply distribution

The projects that reported more successful implementation engaged in activities distinct from projects that rated the implementation of strategies lower. The more successful implementation included the following:

- Health and safety class offering (e.g., water safety)
- Organize/reach out to home-based preschools and playgroups
- Provide internet access
- Safety gear associated with migratory lifestyle (e.g. life jacket)
- School supply distribution
- Technology checkout program

Family Engagement: Parents participated in a variety of family engagement opportunities, including activities and materials provided through the Literacy Grant, throughout Alaska according to FSIs and parent surveys. There were two SDP strategies related to family engagement:

1.4 Implement the Migrant Literacy Grant to 1) increase access to literature in the homes of migratory families, 2) support literacy activities that increase family engagement, and 3) provide parents/ guardians with strategies to support reading in the home.

4.1 Provide parents of migratory children with access to information through multiple distribution methods (print and electronic) about migrant education events; support materials for reading, writing, math, and homework help; assistance navigating the school system; and additional support services during both regular and summer terms.

The family engagement strategies were rated at the succeeding level 87% of the time with a mean rating of 4.1 on the 5-point scale. Most MEPs implementing strategies 1.4 and 4.1 provided book distribution activities and plans, book fair vouchers/gift certificates, family nights, flyers, a local website for parent support, and social media engagement. The projects that reported more successful implementation engaged in activities distinct from projects that rated the implementation of strategies lower. The more successful implementation included the following:

- Automated notices
- Math/reading/writing help sheets
- Social media

On the parent survey, parents described the services most helpful to them. Services mentioned most often included the following:

- Books, literacy program
- Free lunch/breakfast
- Swim classes, water safety, boat safety, life jackets
- Summer activity boxes, summer camps
- Family nights
- Tutoring, paraprofessional assistance
- Extra help, assistance
- School supplies, educational materials
- After school programs
- College and career readiness activities, scholarship information
- Winter gear, clothing, survival instruction

Professional Development: MEP staff were provided with ongoing and varied professional learning opportunities throughout the year embedded in instructional services, support services, and family engagement activities. Statewide professional development concentrated on training for recruiters and records managers. In addition, professional development typically included attendance at national, State, and regional conferences and meetings (with many being virtual after March 2020), local training and workshops, and coaching and mentoring. Participants in statewide trainings rated them highly on the training survey. The survey also asked participants to describe the most useful aspects of the training. The most common responses follow:

- Hands-on practice
- COE information
- Materials such as the handbook
- MIS2000 information, navigation
- Interview techniques and tips
- ID&R scenarios

- Navigating the online system
- Collaboration

2019-20 Summary and Implications - Program Results

Reading and Mathematics: Projects provided extensive reading and math instruction to migratory students during the regular school year and summer. The Alaska MEP addressed the following four MPOs from the SDP related to ELA and mathematics services and achievement:

1A) Annually beginning in 2019-20, 2% more migratory children identified as PFS, EL, or who score below proficient on the State assessment will receive supplemental language arts instructional services in the regular or summer term as shown in the Mass Withdrawal and Summer Withdrawal reports starting with the baseline 2016-17 reporting period.

1C) Annually beginning in 2019-20, 2% more migratory children identified as PFS, EL, or who score below proficient on the State assessment will receive supplemental mathematics instructional services as shown in the Mass Withdrawal or Summer Withdrawal reports starting with the baseline 2016-17 reporting period.

1F) Annually beginning in 2019-20, 3% more migratory children in districts receiving the Migrant Literacy Grant will receive reading materials as shown in the literacy grant final report and/or the Mass Withdrawal and Summer Withdrawal reports starting with the 2016-17 baseline.

1G) Annually beginning in 2019-20, the percentage of migratory children who participate in a literacy grant district/site literacy activity will increase by 1% as shown on the Mass Withdrawal and Summer Withdrawal reports starting with the 2016-17 baseline.

During 2019-20, three of the four MPOs were met. Supplemental instructional services in ELA and math for at-risk migratory children increased over the baseline year, and more children received literacy materials and support through the Migrant Literacy Grant. However, fewer children participated in Literacy Grant events compared to the baseline year. This result may have been impacted by the closure of buildings and cancellation of planned events due to the COVID-19 pandemic.

Early Childhood Education: Local projects provided direct instruction to migratory preschool children and collaborated with preschool service providers to ensure that migratory children received quality preschool services. The Alaska MEP was able to address one MPO from the SDP related to school readiness:

2A) Annually beginning in 2019-20, the percentage of migratory preschool aged children enrolled in early childhood programs will increase by 2% starting with the 2016-17 baseline.

The MPO was met with a 5.9% increase of migratory children ages 3-5 enrolled in a pre-kindergarten program (from 38.5% in 2016-17 to 44.4% in 2019-20). Progress on MPOs related to direct instruction of MEP children will need to be measured when ADP results are available.

High School Graduation and Services for OSY: Secondary students and OSY are provided with services and resources designed to support their efforts to graduate from high school. The Alaska MEP SDP includes four MPOs related to graduation and services to OSY.

3A) By the end of the 2019-20 school year and each year thereafter, the percentage of high school migratory children receiving credit accrual services (credit recovery or dual

enrollment including distance delivered courses) will increase by 1% starting with the 2016-2017 baseline.

3B) By the end of the 2019-20 school year and each year thereafter, 3% more high school migratory children receiving credit accrual services (credit recovery or dual enrollment including distance delivered courses), or academic success coaching will earn 5 credits per year, compared to the 2016-2017 baseline.

3C) By the end of the 2019-20 school year and each year thereafter, the percentage of high school migratory children receiving career and technical education services will increase by 3% starting with the 2016-2017 baseline.

3D) By the end of the 2019-2020 school year, and each year thereafter, the percentage of OSY who re-enroll in school will increase by 2% starting with the 2016-2017 baseline.

The MEP met one of the four MPOs. More high school students who had received credit accrual or academic success coaching were able to earn five credits in 2019-20 compared to the baseline year. However, the percent of migratory students who received credit accrual and CTE services decreased, and the percent of OSY who re-enrolled in school decreased. The decrease in services may be impacted by the pandemic as the closure of buildings left fewer opportunities to provide services in 2019-20 compared to previous years. Though the MPO for re-enrollment in school was not met, the number of students who re-enrolled represents a substantial effort by MEP staff. Sixty-three more students are on the path toward a high school diploma because of these efforts. Note that the MEP set the bar high for increasing services, but migratory students are consistently graduating at higher rates than non-migratory students and other comparison groups suggesting that additional services are having a long-term impact over the course of children's education.

Support Services: The Alaska MEP provided substantial efforts to ensure that migratory children had access to and could participate in their education through support services. The Alaska MEP SDP addressed one MPO related to support services.

4A) By the end of the 2019-20 reporting period, 80% of parents of migratory children will indicate on the Parent Survey that they are aware of services provided through the MEP.

Awareness of services available to their children helps parents of migratory children advocate for needed services, and 84.5% of parents responding to the parent survey indicated they were aware of the services available. In addition, the MEP set baselines for new data elements related to education resources services and health and safety support.

Recommendations

The Alaska MEP is commended for meeting six of the 10 (60%) MPOs in 2019-20. The Alaska MEP also is commended for substantial efforts to ensure needed services are provided to PFS migratory students and providing assistance toward graduation such that migratory students graduate at a higher rate than non-migratory students and exceed state performance targets. FSI results show that projects made substantial efforts to meet the needs of migratory children and made great strides in collaborating with partners serving similar populations. Efforts that led to these successes should be continued. Recommendations for continued improvement based on implementation and performance results evaluations are provided below.

1. **Put in place procedures for an annual results evaluation.** The 2019-20 performance period was the first year in which the new SDP was implemented and the first year that

results were available for the new MPOs. However, due to circumstances beyond the control of the program, there were five MPOs that the program was unable to address, and three MPOs that were not met that may have been impacted by the pandemic. Establishing procedures for an annual evaluation would help the state determine progress going forward, measure the results of changes to the SDP evaluation plan, and report on MPOs that could not be measured in 2019-20.

2. **Target underserved populations to meet MPO targets.** MPO 1G regarding increasing the percent of students involved in Literacy Grant events was not met. Analysis of services by grade level shows that 8% fewer preschool-aged children (ages 3-5) received summer services compared to children in school and 19% fewer preschool-aged children received services overall. OSY also were substantially underserved compared to the in-school population (though due to the small number of OSY it is unlikely that an increase in percent served would impact the overall percent served much). A confounding factor is the impact of the COVID-19 pandemic on the provision of Literacy Grant events. While these events could have been scheduled between September 2019 and March 2020, events scheduled after March 2020 may have been cancelled. The State should maintain this MPO while expanding services to the extent possible to underserved populations and measure progress again in 2020-21.
3. **Provide incentives for districts to implement school readiness strategies.** Lower levels of service provision for migratory children ages 3-5 were present in reporting and FSI reports. An average of 9.6 districts implemented school readiness strategies compared to 29.0 for ELA and math; 16.8 for high school graduation and OSY services; and 29.7 for support services. The mean rating for implementation of the school readiness strategies also was the lowest of the four goal areas at 3.3 on the five-point scale. Providing incentives, similar to the Literacy Grant, for the provision of school readiness strategies may help improve implementation ratings and services provision by providing more a of a focus on this population.
4. **Continue Literacy Grant activities.** The strategy related to the implementation of the Literacy Grant was the highest rated of all strategies on the FSI with a mean implementation rating of 4.3 and a succeeding rate of 97%. In addition, both parent and staff surveys mentioned Literacy Grant activities very often as useful for migratory children. The procedures and types of activities for this grant may help inform possible implementation methods for other strategies as appropriate.
5. **Adjust the evaluation plan and MPOs in the SDP based on 2019-20 evaluation results.** The following changes to the evaluation plan are recommended:
 - a. MPOs with baselines from 2016-17 should be adjusted with 2019-20 baselines to gauge annual progress.
 - b. MPO 3D addressing increasing the percentage of OSY re-enrolling in school should be adjusted to a flat rate rather than an increase. The 38.4% of OSY re-enrolling in school in 2019-20 is very high compared to other states, but that percentage did not meet the target for increase. A flat rate (based on an average across at least three years of data) would allow the State to determine if reenrollment continued at a high rate and be a more achievable MPO.
 - c. Adjust the parent survey question regarding awareness of MEP services to focus more on the services rather than the MEP providing services. The current question states "Do you know what services are available to your child(ren) through the Migrant Education Program?" Respondents are given the options of "yes", "no", and "unsure." A question that would place more emphasis on the services available would be "Which of the following MEP services are you aware

of in your district?” Then provide a list of services the MEP provides. This would have the benefit of showing with which services parents were familiar without the confounding issue of whether or not they knew the MEP provided those services.

Next Steps

The following steps should be taken in the continuous improvement process.

1. Convene the Evaluation Planning Team to make changes to the evaluation plan in the SDP and update any necessary SDP elements based on the evaluation report. This will comply with 34 CFR 200.85 as described in the OME Evaluation Checklist: “Upon the results of the full evaluation, the state describes specific changes to the SDP and services that were made based upon the evaluation of implementation results and performance results.”
2. Share evaluation results with stakeholders including district MEP directors/coordinators and Migrant PACs. Sharing evaluation results helps to build awareness of strategies and MPOs and ensure that those responsible for services and the design of services are aware of changes that need to be made and can provide feedback.
3. Begin the process for updating the CNA. The existing CNA was finalized in January 2019 and is due for a three-year update in 2022. In addition, the substantial changes brought about by school closures during the COVID-19 pandemic and additional funds available to districts that are creating additional services mean that there are likely elements in the existing CNA that need updating.

In summary, during 2019-20, the Alaska MEP offered individualized, needs-based, student-centered services to migratory children and youth that improved their learning and academic skills and helped them earn high school credits. In addition, migratory parents were provided services that improved their skills and increased their involvement in their child’s education; MEP staff were trained to better serve the unique needs of migratory students; and community agencies and programs helped support migratory students by providing direct supportive and instructional services. Even during the global pandemic, the Alaska MEP continued to provide services to migratory students and families and positively impact student learning and achievement.

Appendix: FSI Supplement Summary

Reading/ELA and Mathematics

Strategy	Discontinued after 3/15/20	Continued after 3/15/20	Changes to the strategy (representative responses)
<p>1.1 Deliver targeted supplemental English language arts instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their English language arts needs that were identified through a standards-based assessment.</p>	28%	72%	<ul style="list-style-type: none"> • After schools closed in March, we developed supplemental activity kits to continue building language arts skills of migratory students from home. Teachers conducted a bi-weekly check-in. • All PFS students were sent out care packages that provided school related supplies in order to assist them in working on student packets that were sent home to all students during school closures. • Our classes continued, the tutorial support was also available via phone/email/zoom and dorm staff also assisted by reaching out to students, especially those whose grades and/or participation lowered in the distance setting.
<p>1.2 Deliver targeted supplemental mathematics instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their mathematics needs that were identified through a standards-based assessment.</p>	32%	68%	<ul style="list-style-type: none"> • Migrant staff worked with regular classroom teachers to offer additional instructional support to migratory students. This additional support was varied per each individual student's needs (examples include supplemental education materials sent home, additional tutoring and support via phone calls or zoom for identified students). • Due to school closure in response to covid 19 instructional support was delivered online if students had an internet connection. Otherwise, a paper packet was provided.
<p>1.3 Provide evidence-based, supplemental instruction for migratory children identified as EL that are designed to increase academic skills.</p>	25%	75%	<ul style="list-style-type: none"> • The services were continued, but due to a COVID-19 shutdown of the community, limited resources were available for migratory children and school children. • Paraprofessionals delivered materials to student homes and had ZOOM meetings to support additional understanding.
<p>1.4 Implement the Migrant Literacy Grant to 1) increase access to literature in the homes of migratory families, 2) support literacy activities that increase family engagement, and 3) provide parents/guardians with strategies to support reading in the home.</p>	22%	78%	<ul style="list-style-type: none"> • Books were sent home after buildings closed and during the summer months. • Summer fun packs were sent home to all migratory families that included literacy and family game activities. • Literacy events were held virtually. • Although schools were closed, we provided families with Fish Camp Backpacks in June. The backpacks included age-appropriate books and word games. We also included a deck of playing cards and a family/child friendly book of card game rules.

School Readiness

Strategy	Discontinued after 3/15/20	Continued after 3/15/20	Changes to the strategy
2.1 Establish partnerships with tribal, local, district, Head Start, and other preschools in the communities to increase the enrollment of migratory children in preschool. This could include home-based visits and playgroups.	41%	59%	<ul style="list-style-type: none"> • After schools closed, PreK students received a backpack filled with supplies, supplemental activities, games, etc. to increase engagement and learning. • Although students were not in person, curriculum packets were sent home to all students.
2.2 Provide migrant-funded instructional services for preschool-aged children with a focus on social-emotional development (home-based or site-based). Provide professional development in areas such as: working with preschool-aged children, ACEs-trauma informed practices, and social-emotional development.	36%	64%	<ul style="list-style-type: none"> • Although students were not in person, curriculum packets were sent home to all students. • We transitioned to an at-home, online learning environment.
2.3 Use culturally responsive, evidence-based curriculum and instruction that support the implementation of the ELGs at migrant-funded preschools. This includes resources and/or training for appropriate staff.	44%	56%	<ul style="list-style-type: none"> • Although students were not in person, curriculum packets that included culturally relevant materials were sent home to all students. • We transitioned to an at-home, online learning environment.

High School Graduation and Services for OSY

Strategy	Discontinued after 3/15/20	Continued after 3/15/20	Changes to the strategy
3.1 In the regular and/or summer terms, provide high school migratory children appropriate credit recovery and/or distance education opportunities for credit accrual.	29%	71%	<ul style="list-style-type: none"> • Worked online with students during the summer to help prevent more summer learning loss. • Credit recovery programs continued virtually through this time period and were offered in-person during the month of June. • Most homes in our communities do not have internet, therefore, distance education opportunities were not able to continue. Instead, instruction was adapted to a packet and telephonic delivery method when necessary for students to complete work.

Strategy	Discontinued after 3/15/20	Continued after 3/15/20	Changes to the strategy
			<ul style="list-style-type: none"> MEP Wednesday night courses which offer credit recovery opportunities in a variety of subjects for high school students were canceled for the fourth quarter of the 19-20 school year. MEP was able to provide supplemental support during ASD summer school by hiring tutors to work with students during breakout sessions in Zoom or during schedule tutoring times virtually. In addition, MEP was able to offer an additional summer program that extended to the end of July for students who need more supports academically, socially and emotionally and often had multiple credits to recover.
<p>3.2 In the regular school term, provide middle and high school migratory children with an academic success coach to monitor child progress and provide assistance when a child is at-risk of receiving a D or F in an ELA or math course.</p>	25%	75%	<ul style="list-style-type: none"> Worked with at-risk students during the late spring and summer months to successfully complete their classes and avoid repeating them. Assignments were altered due to the online platform. Services provided through distance delivery and homework packets
<p>3.3 In the regular and/or summer terms, provide migratory children opportunities to participate in college/career readiness activities and work towards a career path.</p>	35%	65%	<ul style="list-style-type: none"> We did not have the ability to travel to UAF/AVTEC or other CTE sites to expose students to these activities. We started full career-readiness activities again in August 2020. Services were limited during the pandemic months of mid-March - May, due to many of our families having very limited Internet connectivity. During the school shutdown, students were contacted weekly by their career counselors and were provided with career activities they could complete at home. Seniors only were assisted with applications for scholarships, jobs, college/career opportunities. All actual and virtual travel and site visits were cancelled.
<p>3.4 In the regular and/or summer terms, provide outreach activities for migratory OSY to help them re-enroll in school and graduate.</p>	10%	90%	<ul style="list-style-type: none"> The counselor and secondary administrator worked with some students to go over graduation plans and sign up for classes that would put them on the fastest track for graduation. Outreach activities continued virtually

Support Services

Strategy	Discontinued after 3/15/20	Continued after 3/15/20	Changes to the strategy
<p>4.1 Provide parents of migratory children with access to information through multiple distribution methods (print and electronic) about migrant education events; support materials for reading, writing, math, and homework help; assistance navigating the school system; and additional support services during both regular and summer terms.</p>	21%	79%	<ul style="list-style-type: none"> • We continued to use social media and email to reach out to parents with information and services available such as the Fish Camp Backpack. • Distance learning has been implemented recently due to a city-wide lockdown of the community. • No parent involvement events took place. However, print and electronic materials were shared to assist parents with home instruction and support in student learning outcomes. • The teachers supported the online learning to help familiarize students with using their devices more effectively.
<p>4.2 Provide educational support resources such as books for the home, school supplies, and technology support to migratory children as needed. Examples include: 1) Necessary school supplies such as backpacks, pencils, pens, paper etc. 2) Technology support such as computer rental/borrowing program, Internet access, and education on technology use. 3) Advocacy through community outreach events</p>	7%	93%	<ul style="list-style-type: none"> • We increased our community outreach. We contacted parents, offered support, and delivered resources from the Family Resource Center to students' homes. • Services provided through distance delivery and mail service. • Students took their laptops home with them. We worked with other districts, advocating for our students who needed internet in their hometowns, asking districts and schools to allow our students internet use. We also solicited assistance from the local internet companies of the towns the students live in. • Students learning from home were provided school supplies, STEAM materials and kits, and several book mail outs, and access to digital libraries through kindles, Amazon, and Audible.

Strategy	Discontinued after 3/15/20	Continued after 3/15/20	Changes to the strategy
<p>4.3 Provide support services to enable migratory children to access educational activities and community-based activities and services. Examples include: 1) Health services such as healthy living assistance, medical/dental/vision health, and mental health. 2) Advocacy for housing, social services, and transportation services. 3) Necessary support services such as clothing (winter coats and boots), nutrition, and transportation. 4) Healthy living instruction such as safety and nutrition.</p>	<p>28%</p>	<p>72%</p>	<ul style="list-style-type: none"> • Support services continued and a request form was developed via Google forms for families to communicate individual needs. With the help of families, the migrant program identified specific students who needed mental health intervention. School counselors were made aware of these students and provided weekly counseling through this time period. • We offered water safety opportunity but there hasn't been any opportunity to fund this since the pools closed. We are still planning on offering water safety lessons when the lessons become available. • Created online training course for proper PFD use. Distributed PFD's for students to use as they went fishing over the summer.