

Alaska Title I, Part C Comprehensive Needs Assessment



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Alaska Department of Education & Early Development
333 Willoughby Ave., 9th Floor
P.O. Box 110500
Juneau, AK 99811-0500



education.alaska.gov/ESEA/TitleI-C

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Alaska Needs Assessment Committee (NAC) Membership

Region	District	Name	Role
Statewide	DEED	Aiko Zaguirre	Research Analyst
Anchorage	Anchorage	Annette Donaldson	Student Success Coach (Middle School)
Coastal	Kodiak	Astrid Rose	State PAC Member
Anchorage	Anchorage	Audra Doner	Student Success Coach
Southwest	Lower Yukon	Barbara Bodnar	Title I-C Coordinator and Records Manager
Southwest	Lower Yukon	Bernie Hunt	State PAC Member
Coastal	Kenai	Betsy Vanek	Teacher and Recruiter
Anchorage	Anchorage	Brent Hostetter	Teacher
Southeast	Petersburg	Carlee Johnson McIntosh	Records Manager
Anchorage	Anchorage	Carmela Ramirez	Title I-C Coordinator
Interior	Mat-Su	Chasitie Cork	Title I-C Coordinator
Statewide	DEED	Courtney Preziosi	ESEA Administrator
Anchorage	Anchorage	Elizabeth Howell	Counselor
Statewide	DEED	Jannessa Luerra	Title I-C Data Specialist
Interior	Fairbanks	Johanny McFarlane	State PAC Member
Southeast	Wrangell	Kimberly Powell	Title I-C Coordinator
Interior	Mat-Su	Laci Mattingley	State PAC Member
Southwest	Southwest	Leilani Luhrs	State PAC Member
Southeast	Petersburg	Mara Lutomski	State PAC member
Interior	Delta/Greely	Paul Alsted	Teacher and Recruiter
Southeast	Sitka	Ryan Haug	Title I-C Coordinator
Anchorage	Anchorage	Sapphire Munoz	School Social Work Coordinator
Statewide	DEED	Sarah Emmal	Title I-C Administrator
Anchorage	Anchorage	Sarah Randolph	Early Childhood Coordinator
Northwest	Northwest Arctic	Scott Martin	Title I-C Coordinator

Abbreviations

Abbreviations	Meaning
ADP	Alaska Developmental Profile
AK	Alaska
AK STAR	Alaska System of Academic Readiness
CNA	Comprehensive Needs Assessment
CSPR	Consolidated State Performance Report
DEED	Alaska Department of Education & Early Development
EL	English learner
ELP	English Language Proficiency
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
HS	High School
ID&R	Identification and Recruitment
IEP	Individual Education Program
K-12	Kindergarten through Grade 12
LEA	Local Education Agency
LOA	Local Operating Agency
MEP	Migrant Education Program
MIS2000	The Alaska Title I-C Migratory Child Database
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
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
PFS	Priority for Services
PK	Pre-Kindergarten
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency

Definitions of Terms Related to the CNA

Areas of Concern: A broad area based on the root causes of the unique characteristics of the target group. The Office of Migrant Education has identified **Common Areas of Concern** which are educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services.

Concern Statements: Clear and consistent interpretations of the points that the Needs Assessment Committee discussed that should be used to guide the development of the Comprehensive Needs Assessment (CNA). Concern Statements identify areas that require special attention for migratory children.

Continuous Improvement Cycle: An approach to improving processes and increasing efficiency and effectiveness by identifying a problem, collecting relevant data to understand its root causes, developing and implementing targeted solutions, measuring results, and making recommendations based on the results.

Expert Work Groups: Technical experts who provide input on research and evidence-based strategies that support solutions that contribute to closing the gaps identified during the Needs Assessment.

Management Team: A core group of advisors who may help the State Migrant Education Program (MEP) Director to develop the management plan and oversee the CNA process and development of the Service Delivery Plan (SDP).

Migratory Child: Per Section 1309(3)(A)–(B) of the of the Elementary and Secondary Education Act (ESEA), as amended, migratory child means a child or youth, from birth up to 20 (22 with an Individual Education Plan [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.

Need: The difference between “what is” and “what should be”; may also be referred to as a gap.

Needs Assessment Committee (NAC): Broad-based committee of partners (stakeholders) who provide input and direction throughout the CNA process.

Need Indicator: A measure that can be used to verify that a particular gap/discrepancy exists for migratory children and that sets a parameter to specify the severity of that gap.

Priority for Services: ESEA Section 1304(d) establishes a Priority for Services (PFS) requirement. In accordance with this requirement, MEPs must give PFS to migratory children who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet the state’s challenging academic standards or who have dropped out of school.

Service Delivery Plan: A comprehensive plan for delivering and evaluating MEP-funded services to migratory children. It is based on the results of an up-to-date statewide CNA and is intended to meet the unique needs of migratory children and their families.

Solution Strategy: A strategy that addresses an identified need.

Introduction

The primary purpose of the Alaska Title I, Part C Migrant Education Program (MEP) is to help migratory children and youth overcome challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle, in order that they might succeed in school. Furthermore, the Alaska MEP must give priority for services (PFS) to migratory children and youth who (1) have made a qualifying move within the previous 1-year period and who (2) are failing, or most at risk of failing, to meet the challenging state academic standards; or have dropped out of school.

The term ‘migratory child’ means a child or youth ages birth up to age 20 (up to age 22 with an active IEP) [AS §14.03.070 and AS §14.03.080] who made a qualifying move in the preceding 36 months (A) as a migratory agricultural worker or a migratory fisher; or (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher. [Section 1309(3) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015]

To better understand and articulate the specific services that the Alaska MEP should target to migratory children and youth and their families, a comprehensive assessment of needs was completed as part of a thorough review of the entire statewide MEP.

This document describes the needs of migratory children eligible for the Alaska MEP and proposes solutions and strategies to meet those needs. The Comprehensive Needs Assessment (CNA) was completed with input from a committee of stakeholders from Alaska and a consultant with knowledge of the process and procedures for conducting CNA stakeholder meetings. Stakeholders included Alaska MEP administrative staff; teachers; recruiters; experts in literacy, math, and technology education; and parents/guardians of migratory children (refer to the [committee membership list](#) at the beginning of the report for regions represented).

This CNA report provides an overview of the processes and procedures used for coming to conclusions as well as an action plan with recommended strategies and interventions that aim to close the gaps between where Alaska’s migratory children are now and where the Needs Assessment Committee (NAC) believes they should be.

Organization of the CNA Report

Following this brief introduction, there are six sections to the CNA report.

1. [Comprehensive Needs Assessment \(CNA\) Process](#) describes the procedures used to make decisions and the rationale for committee selection.
2. [Authorizing Statute and Guidance for Conducting the CNA](#) provides legal underpinnings on which Alaska conducts its CNA activities.
3. [Phase I: Exploring “What Is”](#) includes discussion about what is known about migratory children and determination of the focus and scope of the needs assessment.
4. [Phase II: Gathering and Analyzing Data](#) builds a comprehensive understanding of the gaps between Alaska’s migratory children and all other students in the state with a migratory child profile.
5. [Phase III: Making Decisions](#) summarizes needs, solutions, and a research base on which to build the MEP Service Delivery Plan (SDP).
6. [Summary and Next Steps](#) offers evidence-based conclusions and discusses the next steps in applying the results of the CNA to planning services for Alaska’s migratory children. This section sets the stage for the implementation and evaluation of MEP services.

Comprehensive Needs Assessment (CNA) Process

The Comprehensive Needs Assessment Process in Alaska

The most recent CNA was completed in 2018 with data from 2016-17. This report, completed in May 2025, reexamines all sections using the most recent data available from 2023-24. The CNA aligns to the recommendations included in the Office of Migrant Education's (OME) [CNA Toolkit](https://results.ed.gov/cna-toolkit) (results.ed.gov/cna-toolkit) updated September 2018. As such, the concerns and needs have been updated based on changes in the migratory child population, changes to program administration and structure, and seasonal agricultural and fishing activities. The Alaska MEP has taken into account:

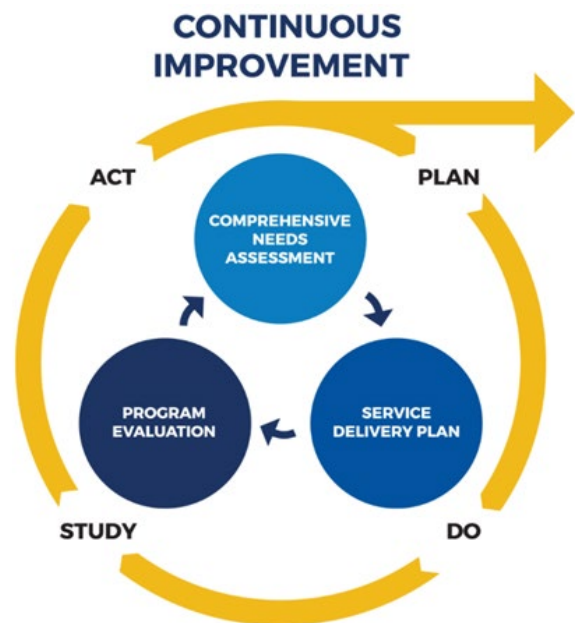
- what has been done in the past to conduct a comprehensive assessment of needs in Alaska as well as the state and local context for assessing and providing comprehensive services to migratory children;
- OME's recommended procedures for conducting a CNA and guidance on successful strategies to incorporate in the Alaska CNA to move the MEP closer to achieving its state goals as well as those required federally;
- the most recent achievement data and outcomes, comparing migratory children with non-migratory children;
- program changes arising from new law and guidance for ESSA;
- the development and refinement of needs assessment systems and tools for collecting statewide survey data locally; and
- the recommendations made by a broad-based NAC that assisted the state in its CNA decision making.

The Alaska CNA will guide future programming and policy decisions to ensure that the program's resources are directed at the most needed and most effective services for migratory children and youth and their families.

The Continuous Improvement Cycle proposed by OME (the graphic to the right) served as a model for the activities conducted through the update to the Alaska CNA. This model illustrates the relationship between the CNA, state plan for the delivery of services through the SDP process, and the evaluation of services.

The Alaska process included both the assessment of needs and the identification of potential solutions at three levels.

- Level #1: *Service Receivers* (i.e., migratory children and parents)
- Level #2: *Service Providers and Policymakers* (i.e., state and local MEP staff)
- Level #3: *Resources* (i.e., the system that facilitates or impedes efforts of MEP staff)



Data Collection Procedures

Various data collection methods were employed to assess needs and identify solutions. These methods included:

- surveys conducted with MEP directors, school administrators and staff, recruiters, and parents/guardians of migratory children;
- reviews of Alaska state assessment results in English language arts (ELA) and mathematics with comparisons made between migratory children and non-migratory children;
- reports on achievement and progress toward high school graduation that were generated through MIS2000; and
- local records of achievement, attendance, and participation.

The Alaska NAC was involved during the entire three phases of the CNA process and were instrumental in formulating the recommendations for program improvement contained in this report. This valid CNA process lays the groundwork for designing a needs-based program of services that will address the complex challenges faced by migratory children and youth and their families.



The Alaska Needs Assessment Committee (NAC) meeting in Juneau on March 25, 2025.

Authorizing Statute and Guidance for Conducting the CNA

Purpose of the CNA

A MEP CNA is required by the U.S. Department of Education under Section 1306 of ESEA, as amended for Title I Part C, Section 1304(b)(1) and b(2). States must address the unique educational needs of migratory children in accordance with a comprehensive state plan that:

- is integrated with other federal programs;
- gives migratory children an opportunity to meet the same challenging state academic standards that all children are expected to meet;
- specifies measurable program goals and outcomes;
- encompasses a full range of services available to migratory children from appropriate local, state, and federal educational programs;
- is the product of joint planning among local, state, and federal programs, including programs under Part A, early childhood programs, and language instructional programs under Part A of Title III; and
- provides for integration of services. (ESEA Section 1306(a)(1)).

The state MEP has flexibility in implementing the CNA through its local education agencies (LEAs) or local operating agencies (LOAs), except that funds must be used to meet the identified needs of migratory children that result from their *migratory lifestyle*. The purpose of the CNA is to focus on ways to permit migratory children with priority for services (PFS) to participate effectively in school and meet migratory children's needs not addressed by services available from other federal or non-federal programs. PFS 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.

Policy guidance issued by OME states that local needs must be identified annually using the best information available with a CNA conducted at least every three years. The needs assessment serves as the blueprint for establishing statewide priorities for local procedures and provides a basis for the state to allocate funds to LOAs. The CNA should take a systematic approach that progresses through a defined series of phases, involving key stakeholders such as parents/guardians of migratory children, migratory children, as appropriate, educators and administrators of programs that serve migratory children, content area experts, and other individuals that are critical to ensuring commitment and follow-up.

Planning Phase of the Alaska CNA and Timelines

The Alaska CNA was designed to develop an understanding of the unique educational and educationally related needs of Alaska's migratory children and their families. Not only does this analysis of needs provide a foundation for the future direction of the Alaska MEP through the SDP, but also it supports the overall continuous improvement and quality assurance processes of the Alaska MEP and the overall state plan. The needs analysis was adapted to the resources and structures available in Alaska.

The preparation phase of the Alaska CNA involved two major objectives:

1. garner a sense of commitment to the needs assessment in all levels of the Alaska MEP; and
2. gain an assurance that decision makers will follow-up by using the findings in an appropriate and timely manner.

The Management Plan defined the structure for the committee, delineated various roles and responsibilities, and scheduled a calendar of meeting dates and timelines for tasks to be completed. The Alaska NAC was charged with the following:

- reviewing existing implementation, student achievement, and outcome **data** on migratory children in Alaska;
- drafting **concerns, needs statements**, and possible **solutions** to inform the SDP committee;
- reviewing the data to determine the elements to include on the final version of the migratory child **profile**;
- recommending **additional data collection** to determine the scope of student needs;
- making **recommendations** to the state on needs and profile data to be included in the CNA Report; and
- reviewing summary materials and the **CNA report** to provide **feedback** to the state.
 - The Project Manager, Sarah Emmal, in collaboration with [META Associates](https://metaassociates.com) (metaassociates.com) implemented the final step in management planning, and the logistical plan. A schedule of meetings was developed specifying the requirements for each meeting, the meeting goals, and anticipated activities. Meetings were held on February 4, 2025, and March 25, 2025. The results for each meeting were compiled in the notes and incorporated in a decisions and planning chart that was revised after each meeting.

Phase I: Exploring “What Is”

Exploring “What is”

The purpose of Phase I was to:

1. investigate what is already known about the unique educational needs of Alaska’s migratory children and youth;
2. determine the focus and scope of the CNA; and
3. gain commitment for all stages of the needs assessment including the use of the findings for program planning and implementation.

The term *unique educational needs* describes educationally related needs that result from a migratory lifestyle that must be met in order for migratory children to participate effectively in school. The CNA process includes:

- both needs identification and the assessment of potential solutions;
- addresses all relevant goals established for migratory children;
- identifies the needs of migratory children at a level useful for program design purposes;
- collects data from appropriate target groups; and
- examines needs data disaggregated by key subgroups.

Activities conducted during this phase include developing an overall management plan (including staff commitments, timelines, and milestones) and identifying major areas of concern within the priorities established by the state (e.g., proficiency in reading, proficiency in math, graduation rates, and other areas that demonstrate the unique needs of migratory children).

CNA Goal Areas and the Alaska Standards

The objectives of the first NAC meeting included:

1. understanding the CNA update process;
2. reviewing data collected through the State MEP CNA;
3. reviewing and revising the CNA goal areas and concern statements; and
4. identifying data sources for concerns and need statements and any additional data needed.

The NAC reviewed the goal areas originally established by OME and indicated how the needs of Alaska’s migratory children fit within these broad categories and combined areas of need as practitioners and content area experts found necessary. The [Alaska Content Standards](http://education.alaska.gov/standards) (education.alaska.gov/standards) provided a guide to delivering challenging and meaningful content to students that prepares them for success in life. The standards represent what all children are expected to know and learn. The MEP works to ensure that all migratory children and youth are given the same opportunities as all children to meet the standards.

Aligned with the Alaska Content Standards, the four goal areas established by the committee are listed below. These four goal areas serve as the organizational structure for establishing concerns, identifying solutions, and will form the basis of the SDP.

- **Goal 1:** ELA and Mathematics
- **Goal 2:** Early Learning and School Readiness

- **Goal 3:** High School Graduation and Out-of-School Youth (OSY) Achievement
- **Goal 4:** Support Services

Prior to the first NAC meeting, a profile of migratory children and youth, demographics, and achievement was compiled from state data sources including the [State Report Card to the Public](https://education.alaska.gov/ReportCard) (education.alaska.gov/ReportCard), data elements from the Consolidated State Performance Report (CSPR) for 2023-24, needs assessment surveys, demographic data, and attendance data. The profile helped the NAC gain an understanding of the characteristics and unique challenges experienced by the migratory child population in Alaska. In addition, the NAC provided information about the context of migratory work in Alaska.

Alaska Context

Alaska is a large and diverse state in terms of geography, wildlife, and people. Alaska encompasses more than 665,000 square miles. This includes 570,641 square miles of land and 94,743 square miles of water (United States Coast Guard). There are 229 federally recognized tribes in Alaska, approximately 40% of all recognized tribes in the U.S. (National Conference of State Legislatures). Additionally, Anchorage, the largest district in the state, is home to a diverse population of students who speak 112 different languages ([Anchorage Daily News](#), 2024). The Alaskan geography, nature of migratory work, and context of Alaskan schools all contribute to the unique needs of migratory children.

Title I, Part C Background

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. Sometimes all, or almost all, children qualify for the MEP, and at other times, some qualify while others do not. Disparities are not due to differing culture, language, or even activities, but rather due to how the definition of a 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 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 rather than fishing.

Migratory activities are seasonal but may take place in all seasons. For example, different runs of fish occur seasonally throughout the year, and some types of fish may be caught only in the winter through holes dug in the ice.

Personal Subsistence

For migratory families engaging in qualifying work, fishing is the primary activity and is done for subsistence: 73% of all qualifying activities in Alaska is for fishing with most of that being subsistence fishing. Subsistence is a necessary food source. Many Alaskan villages can only be reached by boat or plane. Therefore, fresh food is difficult to obtain and prohibitively expensive.

Rural migratory families rely almost exclusively on fishing, gathering (berry picking), and hunting for fresh food, though only fishing and gathering qualify as migratory activities. For the MEP, personal subsistence means the worker and the worker's family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch.

Subsistence fishing and subsistence hunting are important to the livelihoods of many families and communities in Alaska. An estimated 36.9 million pounds of wild foods are harvested annually by rural

subsistence users. Residents of more populated urban areas harvest about 13.4 million pounds of wild food under subsistence (Alaska Department of Fish & Game).

Commercial Fishing

For the MEP, commercial fishing is the catching or initial processing of fish or shellfish or raising or harvesting of fish or shellfish at fish farms for wages. Commercial fishing is a major industry in Alaska and has been for hundreds of years. Alaska resources provide jobs and a stable food supply for the nation, while supporting a traditional way of life for Alaska Native and local fishing communities ([NOAA](https://fisheries.noaa.gov/region/Alaska) (fisheries.noaa.gov/region/Alaska)).

Aquatic Farming

A small subset of commercial fishing activities in Alaska include aquatic farming. Alaska's remote coastal areas and pristine waters make it an ideal place to farm marine shellfish. Pacific oysters, littleneck clams, and mussels make up the majority of Alaska's aquatic farm products. Aquatic farms are located mainly along the vast coastline of the southeast and southcentral regions of Alaska. Alaska's aquatic farming industry is young (Alaska Department of Fish & Game).

Geography and Subsistence Fishing

The geography of Alaska impacts how families live and work. Because of the large area encompassed by the state, there are many distinct geographical regions and various subsistence and commercial activities that occur in each. The [Alaska Department of Fish and Game](https://adfg.alaska.gov) (adfg.alaska.gov) has identified the following areas as important fishing areas: Alaska Peninsula, Bering Sea/Aleutian Islands, Bristol Bay, Chignik, Cook Inlet, Copper River, Kodiak Island, Kotzebue Sound, Kuskokwim River, Norton Sound, Prince William Sound, Southeast Alaska/Yakutat, and Yukon.

Subsistence fishing varies across Alaska based on geography, cultural practices, available fish species, and regulations. Here are the key differences:

Geography and Climate: In remote areas like the Alaska Peninsula, subsistence fishing is influenced by extreme weather and the availability of diverse fish species such as salmon, trout, and char. In Southeast Alaska, the maritime climate and extensive coastline provide ample fishing opportunities, but access is often limited to planes or ferries.

Cultural Practices: Indigenous people across Alaska have engaged in subsistence fishing for millennia integrating fishing into their cultural heritage. For example, in the Kotzebue Sound area, subsistence fishing is part of a mixed subsistence-cash economy, with communities relying on fish and other wild foods for both nutritional and cultural sustenance.

Fish Species: Because species caught for subsistence differ by region, so do the practices surrounding fishing. This impacts identification and recruitment (ID&R) as well as provision of services. In Norton Sound-Port Clarence, Pacific salmon make up two-thirds of the fish harvest, while other species like Dolly Varden, whitefish, and king crab contribute to the remaining third. In Prince William Sound, salmon is the primary focus, but halibut, rockfish, herring, and shellfish are also harvested.

Accessibility: Subsistence fishers often must travel long distances by boat or plane to reach seasonal fishing areas. The time and mobility impact how and when migratory children can participate in instruction.

Community Reliance: Subsistence fishers rely on the food caught during seasonal fishing activities. In Norton Sound-Port Clarence, subsistence-caught fish contribute to more than half of the meat, fish, and poultry consumed by residents. In Kotzebue Sound, subsistence harvests provide approximately 500 pounds of wild food per person annually.

Alaska School District Background

The Alaska MEP operates in a broad mix of school districts from extremely isolated and rural to diverse and urban. However, not all school districts in Alaska operate a local MEP. The following information explores school districts in Alaska in general. Alaska operates 54 school districts. Schools in these districts include brick and mortar schools, correspondence schools, public homeschools, charter schools, and boarding schools.

- In the 2023-24 school year, there were 493 open public schools in Alaska and many of those schools served grades K-12 or PK-12.
- Thirty-eight (38) of the 54 school districts are not connected by road/rail to Anchorage or Fairbanks.
 - An additional 4 school districts are connected to Anchorage or Fairbanks at only one village/school site.
- Three (3) school districts encompass an area larger than Washington state.
- Thirty-three (33) school districts encompass an area larger than Rhode Island.
- Twenty-one (21) of Alaska's 54 school districts have an area greater than 15,000 square miles.
- In the 2023-24 school year, 10 students were enrolled in Alaska's smallest school district, and 42,431 students were enrolled in Alaska's largest school district.

Operating instructional services in a variety of school contexts means that strategies and services need to be flexible to respond to local needs and conditions.

The Title I, Part C, Seven Areas of Concern

There are seven common areas of concern identified by OME in the CNA Toolkit (2018). These Common Areas of Concern served as a focus around which the Alaska NAC developed concern statements. These concern statements, in turn, will be used by Alaska state MEP staff and other key stakeholders to design appropriate services to meet the unique educational needs of migratory children. The seven recommended areas of concern and the Alaska context for these concerns are described below.

1. *Educational Continuity*—Because migratory children often are forced to move during the regular school year and experience interruptions due to absences, students tend to encounter a lack of educational continuity. Alaska's migratory children may move from rural to more urban areas during the year and experience differences in curriculum, expectations, articulation of skills, and other differences in school settings. The cumulative impact of educational discontinuity is daunting. Efforts to overcome this pattern of incoherence are needed to strengthen educational continuity.
2. *Time for Instruction*—Mobility also impacts the amount of time students spend in class and their attendance patterns. Such decreases in the time students spend engaged in learning lead to lower levels of achievement. Identifying methods for ameliorating the impact of family mobility and delays in enrollment procedures is essential.
3. *School Engagement*—Various factors relating to migrancy include subsistence fishing patterns that impact student engagement in school. Students may have difficulty relating the school experience to the experience of day-to-day living involving qualifying moves. Those moving into urban areas in the

winter may encounter cultural misunderstandings and bias because of moving into a community where many do not share their background. Engagement issues may fall into several categories as identified in Fredricks, Blumenfeld, and Paris (2003).

Behavioral engagement focuses on the opportunities for participation, including academic, social, or extracurricular activities. It is considered a crucial factor in positive academic outcomes and preventing school drop-out.

Emotional engagement emphasizes appeal. Positive and negative reactions to school staff including teachers, classmates, academic materials, and school in general determine whether or not ties are created. Such responses influence identification with the school and a sense of belonging and feeling valued.

Cognitive engagement hinges on investments in learning and may be a response to expectations, relevance, and cultural connections. Without engagement, students may be at risk for school failure. Migratory students need avenues that ensure they are valued and have the opportunities that less mobile students have.

4. *English Language Development*—English language development is critical for academic success. While most native Alaskan students speak English, academic language is often underdeveloped. The MEP must find avenues to supplement the difficulties faced by migratory children in the process of learning English due to their unique lifestyle, while not supplanting Title III activities.
5. *Education Support in the Home*—Home environment often is associated with a child’s success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and puzzles. Such resources reflect parent educational background and socio-economic status. While parents of migratory children value education for their children, they may not always know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally rich home environment.
6. *Health*—Good health is a basic need that migratory children often do not possess. The compromised dental and nutritional status of migratory children is well documented. They have higher proportions of acute and chronic health problems and exhibit higher childhood and infant mortality rates than those experienced by their non-migratory peers. Migratory children are at greater risk than other children due to injuries at camp sites, lack of access to health care facilities, and poverty. Migratory families in Alaska often experience great difficulty in traveling to health care facilities that may be hundreds of miles away. Families often need assistance in addressing health problems that interfere with the student’s ability to learn.
7. *Access to Services*—The extreme isolation of Alaskan villages often decreases access to educational and educationally-related services to which migratory children and their families are entitled. Because many villages are not accessible except by plane, migratory families often do not have access to the same programs and learning materials available to most other students in the nation.

Alaska Concern Statements

During the first CNA meeting, the NAC developed concern statements in each of the goal areas and categorized needs according to the common areas of concern. The development of the concern statements followed OME suggestions for developing concerns and included a review of current data in light of the existing concerns. At each meeting, the NAC refined concerns based on additional data and input. The final concern statements, in order of importance as ranked by the committee, are listed below.

Goal Area 1: ELA and Mathematics

Concern Statement	Data Source
1.1) We are concerned that migratory children have a lower proficiency rate on the state summative assessment in mathematics compared to non-migratory children due to the unique needs of migratory children (i.e., chronic absenteeism, language barriers due to EL status, and factors that lead to a PFS determination).	AK STAR Migratory Parent and Staff Needs Assessment Surveys
1.2) We are concerned that migratory children have a lower proficiency rate on the state summative assessment in ELA compared to non-migratory children due to the unique needs of migratory children (i.e., chronic absenteeism, language barriers due to EL status, and factors that lead to a PFS determination).	AK STAR Migratory Parent and Staff Needs Assessment Surveys
1.3) We are concerned that migratory children have a higher chronic absenteeism rate than non-migratory children, which can affect academic success.	Summer Online Alaska School Information System (OASIS)

Goal Area 2: Early Learning and School Readiness

Concern Statement	Data Source
2.1) We are concerned that few migratory children are participating in early learning instruction and district-operated preschool programs, which results in substantially fewer children being prepared for kindergarten than both their migratory peers who attend preschool as well as all children statewide.	MIS2000 Enrollment Records Staff Needs Assessment Surveys Alaska Achievement Records
2.2) We are concerned that migratory children are not ready for the rigor of the state academic standards for ELA and mathematics at the kindergarten level.	Alaska Developmental Profile
2.3) We are concerned that migratory children lack the social-emotional skills to be successful in the kindergarten classroom setting.	Alaska Developmental Profile

Goal Area 3: High School Graduation and OSY Achievement

Concern Statement	Data Source
3.1) We are concerned that migratory children, including OSY, are not prepared to transition to post-secondary opportunities and the workforce due to a lack of life skills and resources to remain engaged and navigate these systems after high school.	Alaska State Report Card to the Public Migratory Parent and Staff Needs Assessment Surveys NAC Expert Opinion
3.2) We are concerned that migratory children are not graduating at the state's long-term target rate due to the large number of migratory children not on track to graduate and the high percentages of high school migratory children with Ds and Fs in ELA and mathematics.	Summer OASIS MIS2000 Course History Data

Goal Area 4: Support Services

Concern Statement	Data Source
4.1) We are concerned that migratory children have limited books, school supplies, and other academic resources in their homes that allow them to effectively participate in school and other educational activities.	Migratory Parent and Staff Needs Assessment Surveys
4.2) We are concerned that migratory children lack adequate culturally relevant opportunities and/or access to academic or enrichment programming that supports their physical, social, and emotional health due to lack of resources.	Migratory Parent and Staff Needs Assessment Surveys Summer OASIS
4.3) We are concerned that parents of migratory children, including preschool migratory children, do not have access to resources, interventions, and related services to provide an academically supportive environment for their children to succeed and to navigate the education system.	Migratory Parent and Staff Needs Assessment Surveys Summer OASIS

Phase II: Gathering and Analyzing Data

In this phase of the CNA process, the key objectives were to build a comprehensive understanding of the gaps between Alaska’s migratory children and all other students in the state and to propose solutions based on data. Three broad categories of data were targeted for Alaska’s migratory children: demographic data, achievement data, and stakeholder feedback. Demographic and achievement data were drawn from the state student database, End-of-Project Performance Reports, the Consolidated State Performance Reports (CSPR), and the State Report Card to the Public. Perception data were collected from MEP staff and parents of migratory children via surveys. A summary of the data collected is found below in the student profile.

Alaska’s Migratory Child Profile

This profile of Alaska’s migratory children and youth includes 2023-24 data except where noted. The data represents the best possible effort to describe a “typical” migratory child in Alaska. However, the NAC made particular notes that migratory children’s needs vary by region, and each site completes their own needs assessment to tie services to needs. Therefore, data should be interpreted in broad strokes and not applied to every migratory child in Alaska. Data sources, tables, charts, and additional analyses are found in the Appendix.

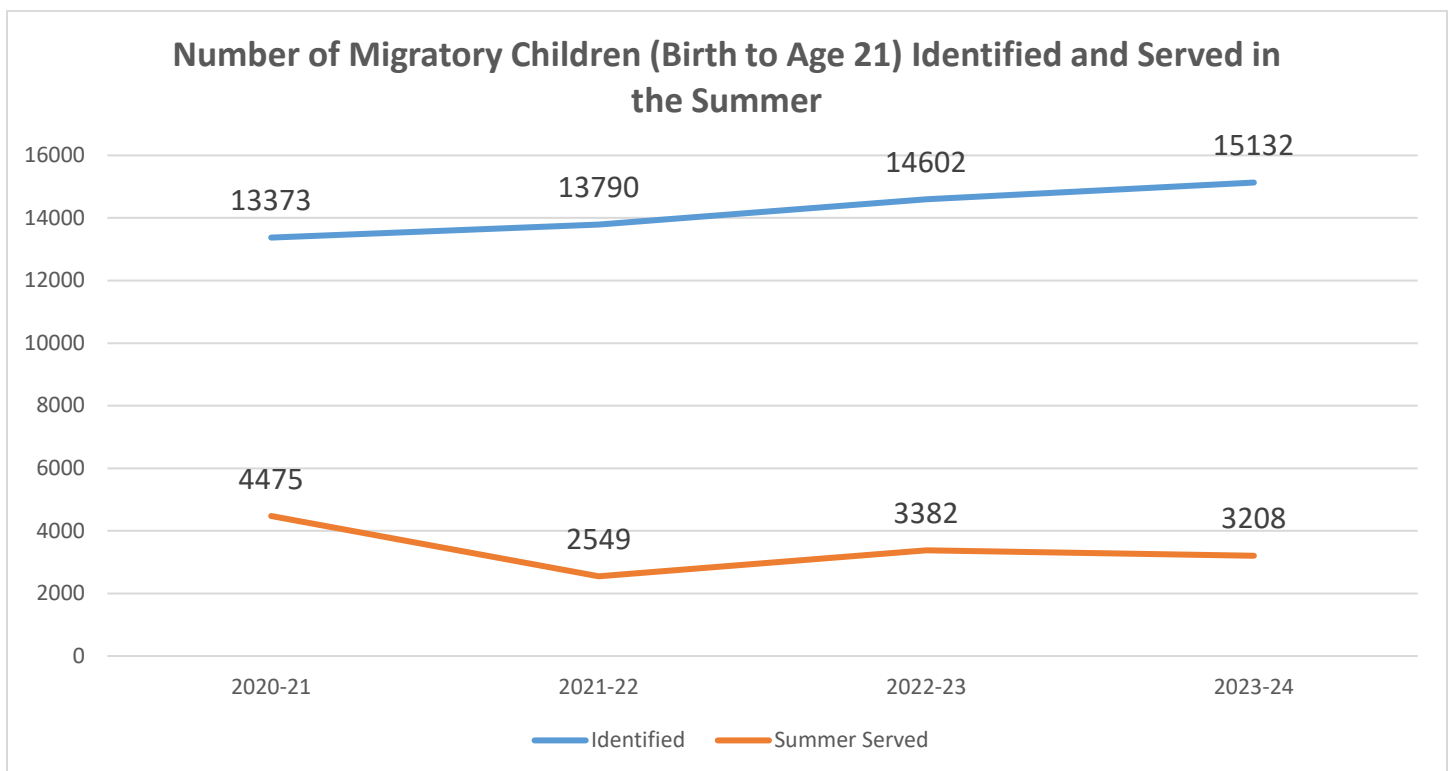
The following table provides a snapshot of the needs data reviewed by the NAC.

Category	Data
Eligible migratory children	All migratory children (birth to age 20): 15,132 Migratory children ages 3-20: 14,702 Percent of the AK school age population identified as migratory: 7.7%
Typical qualifying activities	Fishing: 73.2% of identified Commercial fishing: 14.1% Subsistence fishing: 85.9% Agricultural: 26.8% of identified Berries: 99%
Mobility patterns	38.0% had a Qualifying Arrival Date (QAD) within 2023-24 For all years, the highest percentages of QADs were in July, August, and September (26%, 21%, and 38% respectively).
Geographic distribution	Almost all migratory children move within Alaska. The state has six state Parent Advisory Council (PAC) regions: Southeast, Northwest, Coastal, Southwest, Anchorage, and Interior. The number of migratory students in each region varies by season as children move for fishing and other activities.
Migratory children with PFS	19.5%
English Learners (ELs)	Migratory and EL: 11.0% Non-migratory and EL: 11.0%
Chronic absenteeism	Migratory: 65.6% Non-migratory: 53.8% All: 54.9%
Migratory children served	75.3% of all migratory children birth to age 20 received instructional and/or support services

Category	Data
Summer program attendance	21.2% of eligible children were served in the summer
Proficiency rates on the ELA state assessment (grades 3-9)	24.3% of migratory students scored proficient in ELA, and 4.5% of EL migratory students scored proficient 32.3% of non-migratory students scored proficient in ELA, and 6.9% of EL non-migratory students scored proficient
Proficiency rates on the math state assessment (grades 3-9)	25.6% of migratory students scored proficient in mathematics, and 1.0% of EL migratory students scored proficient 31.8% of non-migratory students scored proficient in mathematics, and 9.0% of EL non-migratory students scored proficient
Proficiency rates on the science state assessment (grades 5, 8, 10)	30.3% of migratory students scored proficient in science, and 8.1% of EL migratory students scored proficient 37.7% of non-migratory students scored proficient in science, and 7.7% of EL non-migratory students scored proficient
Graduates	82.5% of migratory students graduated in four years 77.9% of non-migratory students graduated in four years Long term graduation goal is 90% by 2033

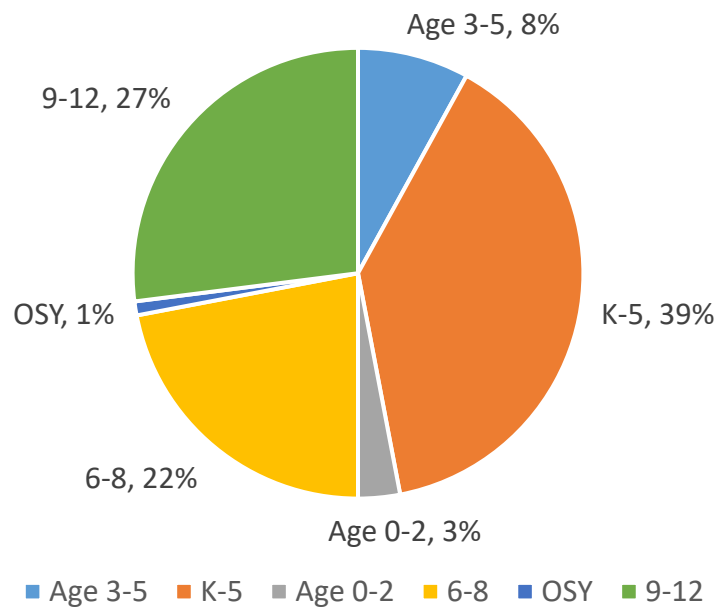
Eligibility

- There were 15,132 eligible migratory children in 2023-24 (migratory children and youth birth to 20).
- The trend since 2020-21 is an overall increase in the number of migratory children identified.
- The number served in summer programs fluctuate from year to year.
- Almost 90% of identified children are in grades K-12.



Source: CSPR Data

Percentage of Migratory Children Identified in 2023-24 by Age/Grade Span

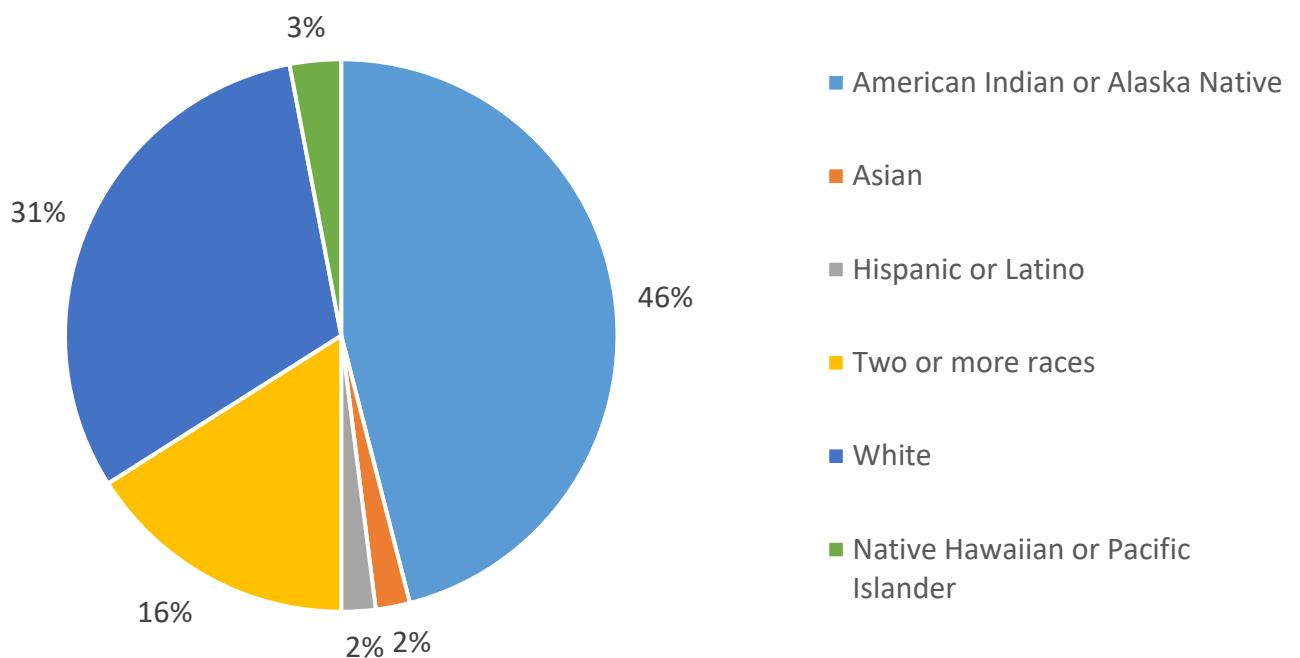


Source: CSPR Data

Ethnicity

- 46% of Alaska’s migratory children were Alaska Native or American Indian.
- 31% were white.
- 16% were two or more races.

Percentage of Identified Migratory Children by Ethnicity in 2023-24

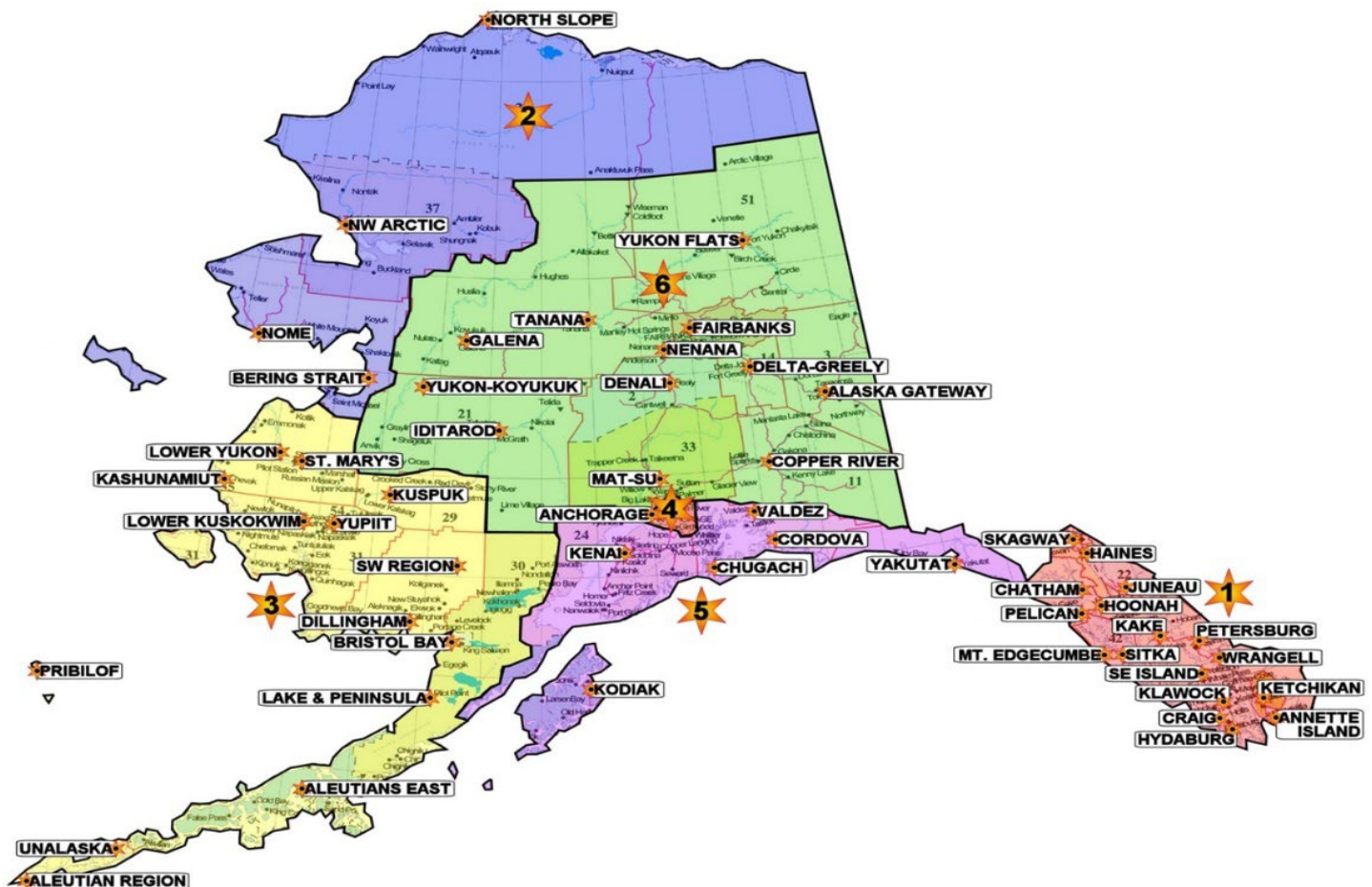


Source: MIS2000

Regions

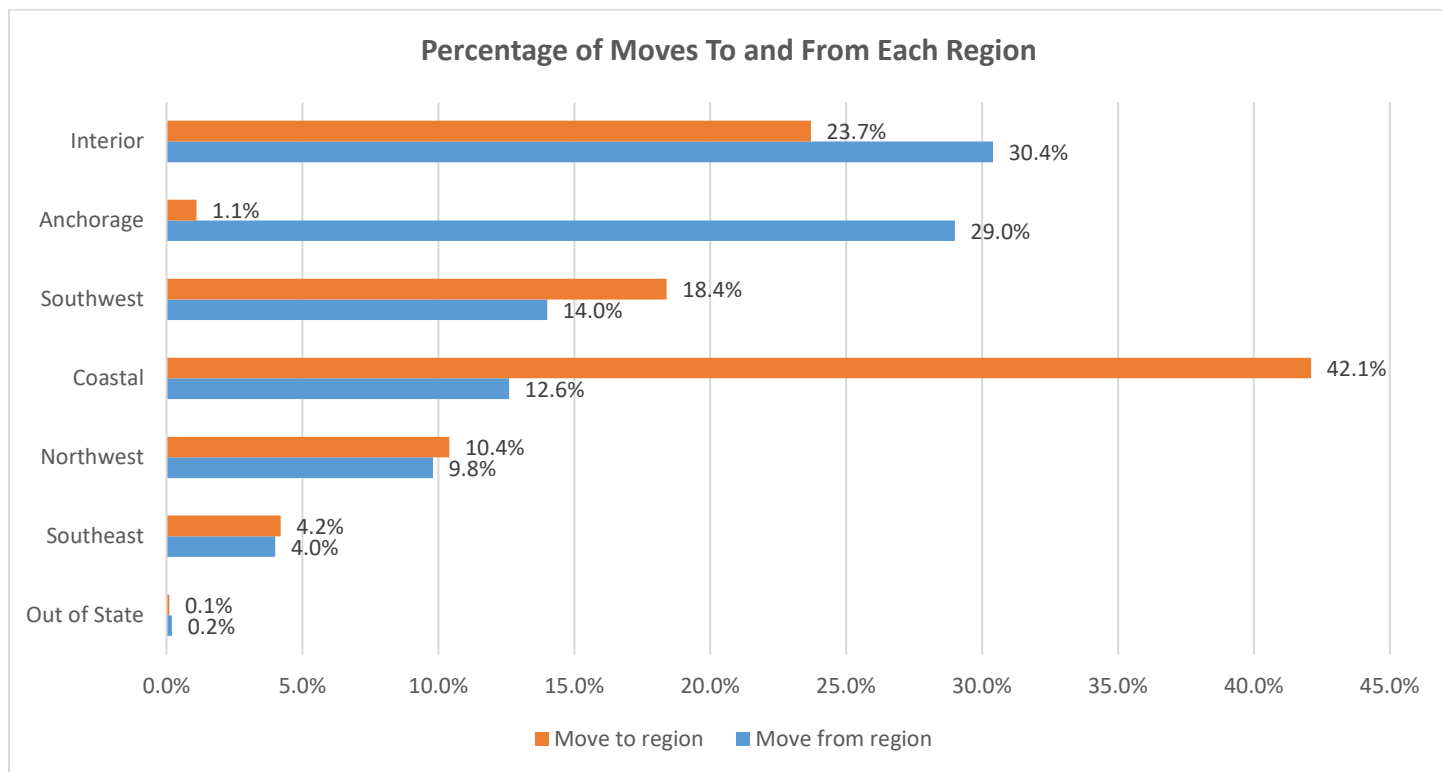
Though the MEP in Alaska is implemented by individual school districts throughout the state, there are distinct regions that the Alaska MEP relies on to analyze data and facilitate the state PAC. Children are recruited for the MEP by trained district staff as they return to their home base districts after completing summer fishing moves. The map on the following page shows the six regions: Southeast, Northwest, Coastal, Southwest, Anchorage, and Interior.

The MEP is a state-operated program which signifies that funds go directly to the state education agency (SEA). The SEA then sub-allocates to LOAs. Alaska funds MEPs across the state with many in rural districts. During 2023-24, 39 of the 54 districts statewide enrolled eligible migratory children, and 26 schools consolidated Title I-C funds into a Title I-A Schoolwide Program. These schools completed an application showing that they were eligible to consolidate according to state and federal guidance.



Regional Mobility

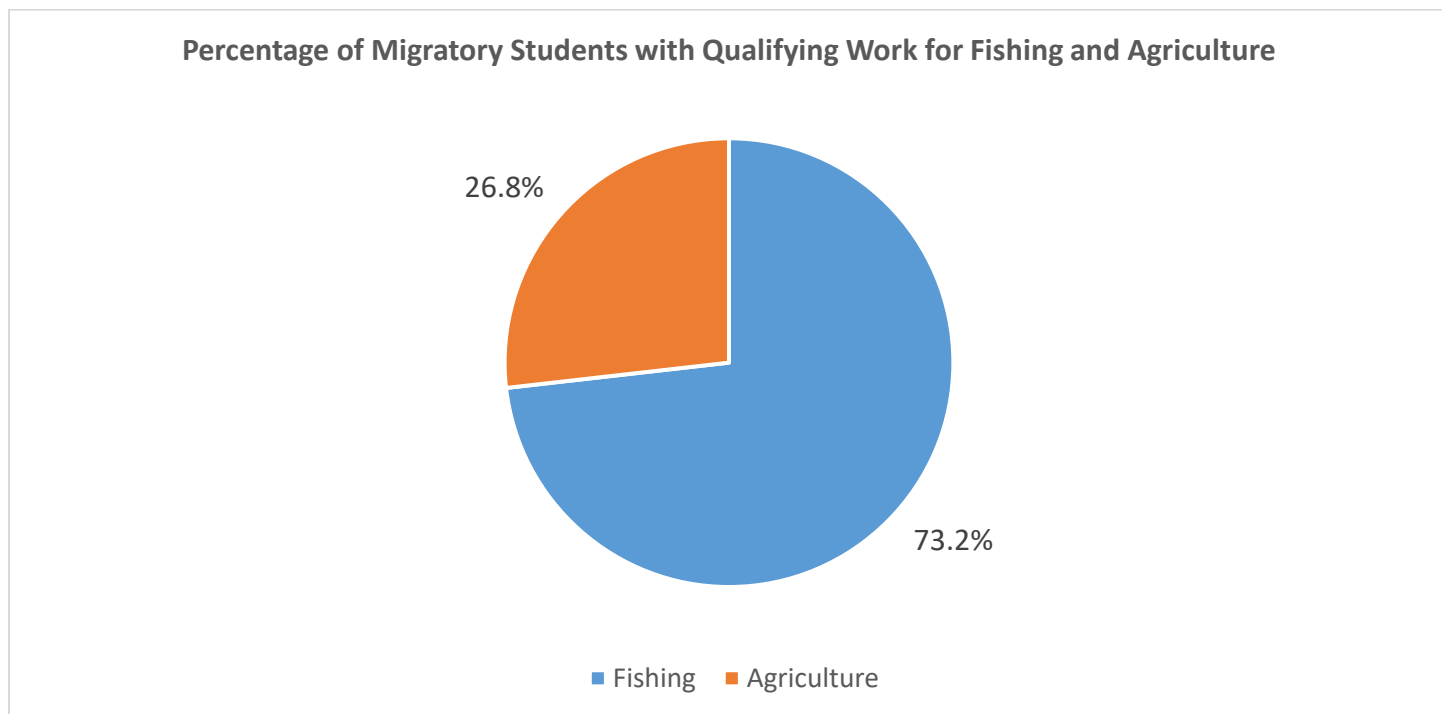
All but a tiny fraction of qualifying moves are within the state of Alaska. The Coastal region is the largest receiving region by percentage of moves, and the Interior region is the largest sending region followed closely by Anchorage.



Source: MIS2000 Enrollment Records

Qualifying Work in Alaska

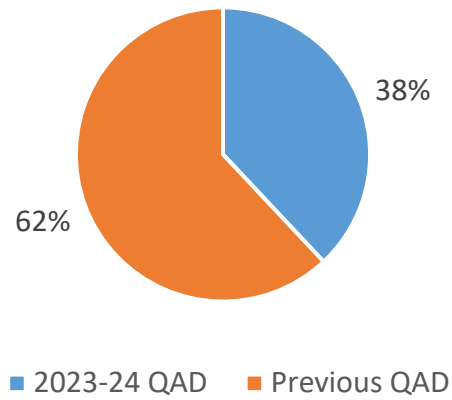
The largest qualifying activity is for subsistence fishing, and seasonal agriculture most often includes subsistence berry picking.



Source: MIS2000 Enrollment Records

- 38% of the 15,132 total eligible migratory children had a QAD during the 2023-24 performance period, and 62% had a QAD in a previous year.
- By month, most QADs occur from June to September.

Percentage of Migratory Children with Qualifying Arrival Dates in the Performance Period

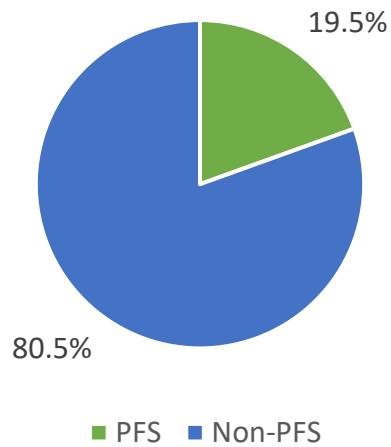


Source: CSPR Data

Priority for Services (PFS) Students

- 19.5% of the 13,458 migratory children eligible to be designated PFS (K-12 and OSY) were identified as being PFS.

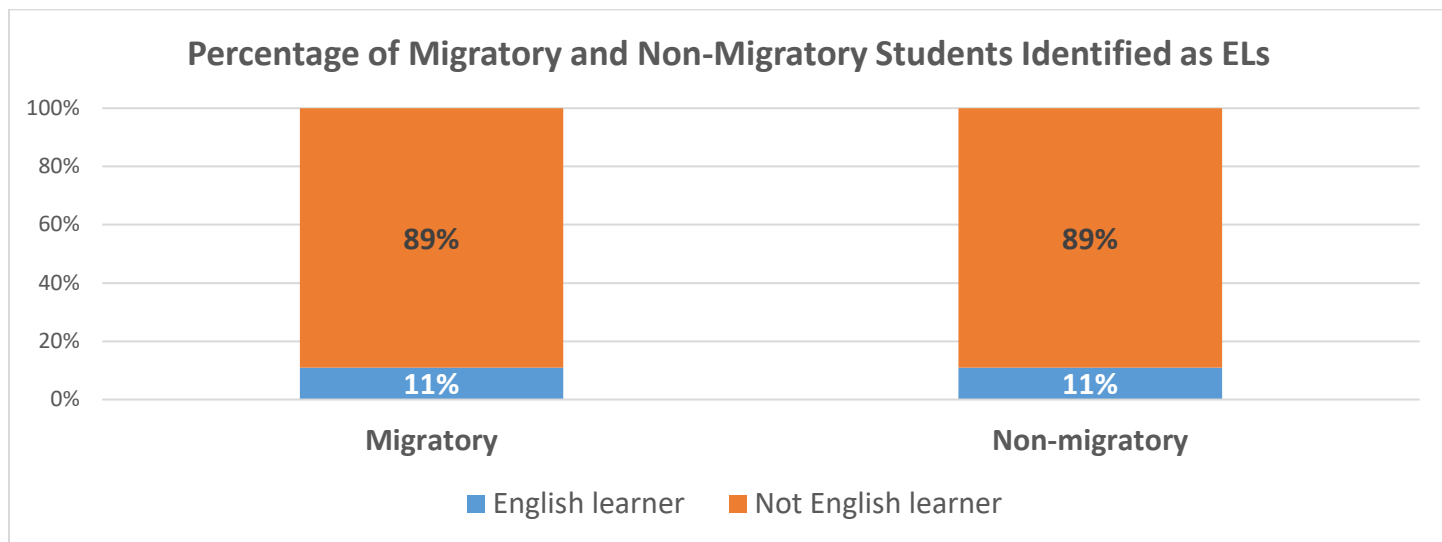
Percentage of Eligible Migratory Students with PFS in 2023-24



Source: CSPR Data

English Language Proficiency

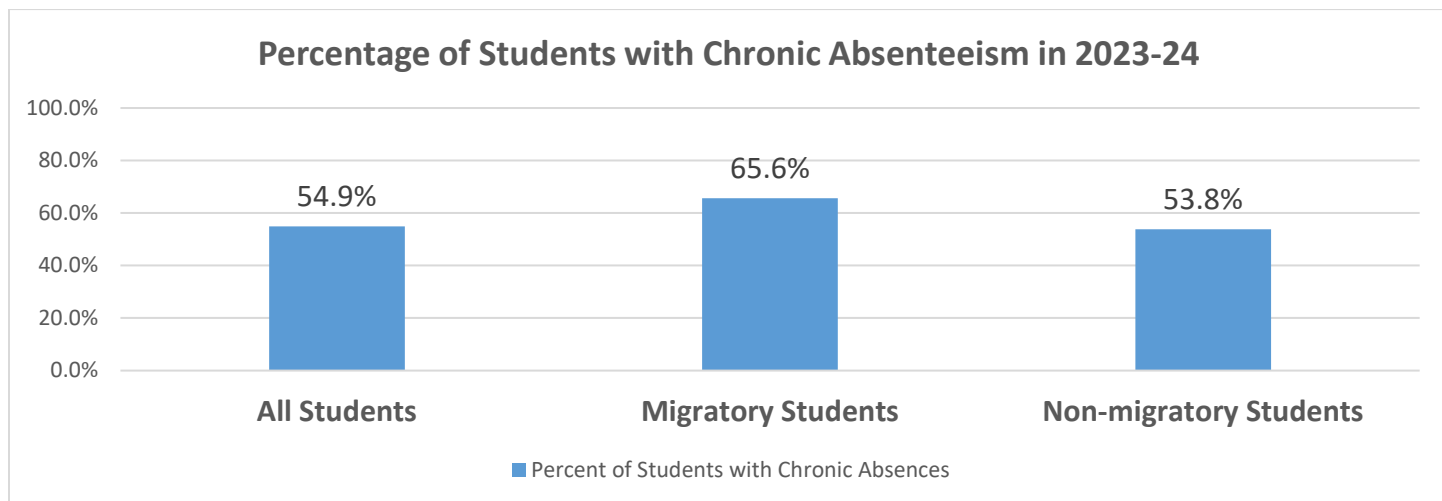
- English learner (EL) refers to a student whose home language is a language other than English and who is not proficient on an approved state assessment of language proficiency.
- Percentages of children identified as EL were the same for migratory and non-migratory children.
- ELs are assessed using the state English Language Proficiency (ELP) assessment: ACCESS for ELLs.



Source: CSPR Data

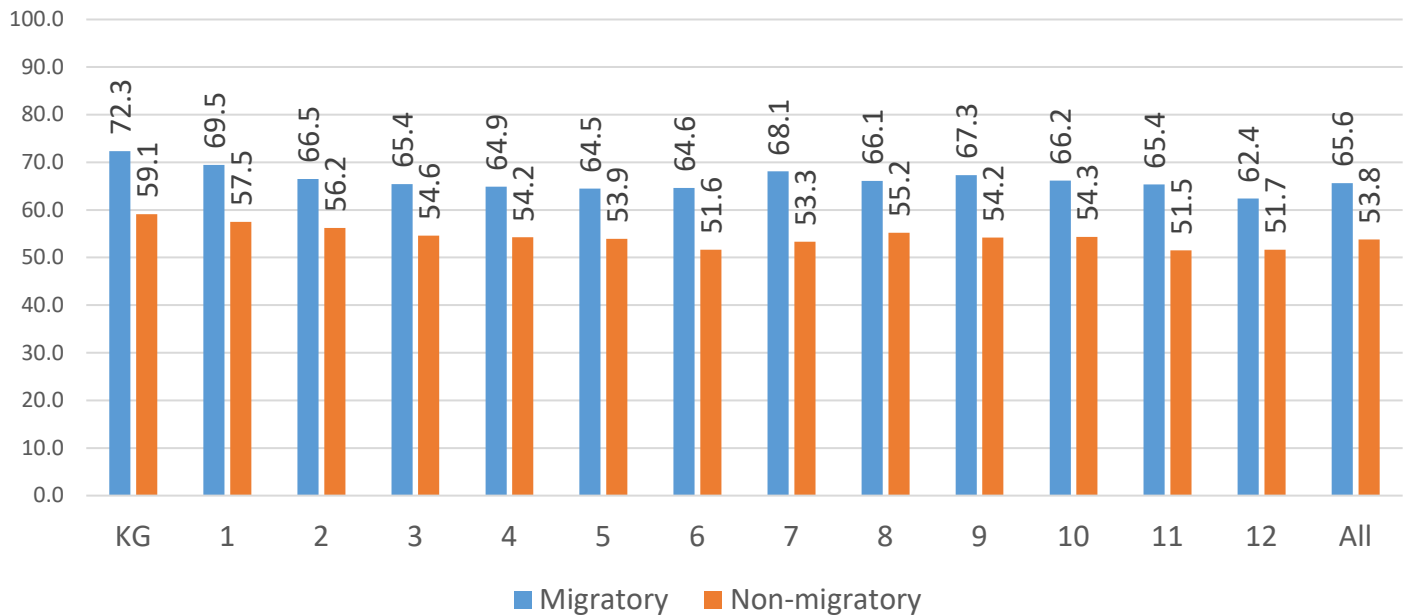
Attendance

- To be considered chronically absent, a student must be absent for 10% or more of their days of membership.
- Chronically absent students may be double counted if they were in more than one school for half of each school's year.
- In the previous CNA (2016-17), the chronic absenteeism gap between migratory and non-migratory was 4.5 percentage points, but that gap has increased to 11.8 percentage points in 2023-24.
- By grade level, the gaps range from 10.3 percentage points in the second grade to 13.9 in the eleventh grade. The highest chronic absenteeism rates are in kindergarten and first grades.



Source: AK State Records

2023-24 Chronic Absenteeism Rates of Migratory and Non-Migratory Students by Grade Level



Source: AK State Records

Preschool

- In 2023-24, Alaska had 1,244 eligible migratory children ages 3-5 who were not in kindergarten.
- 33.7% were enrolled in preschool based on enrollment information listed in the Alaska MEP Database (including district, non-district programs)
- 66.3% were not enrolled in a preschool program

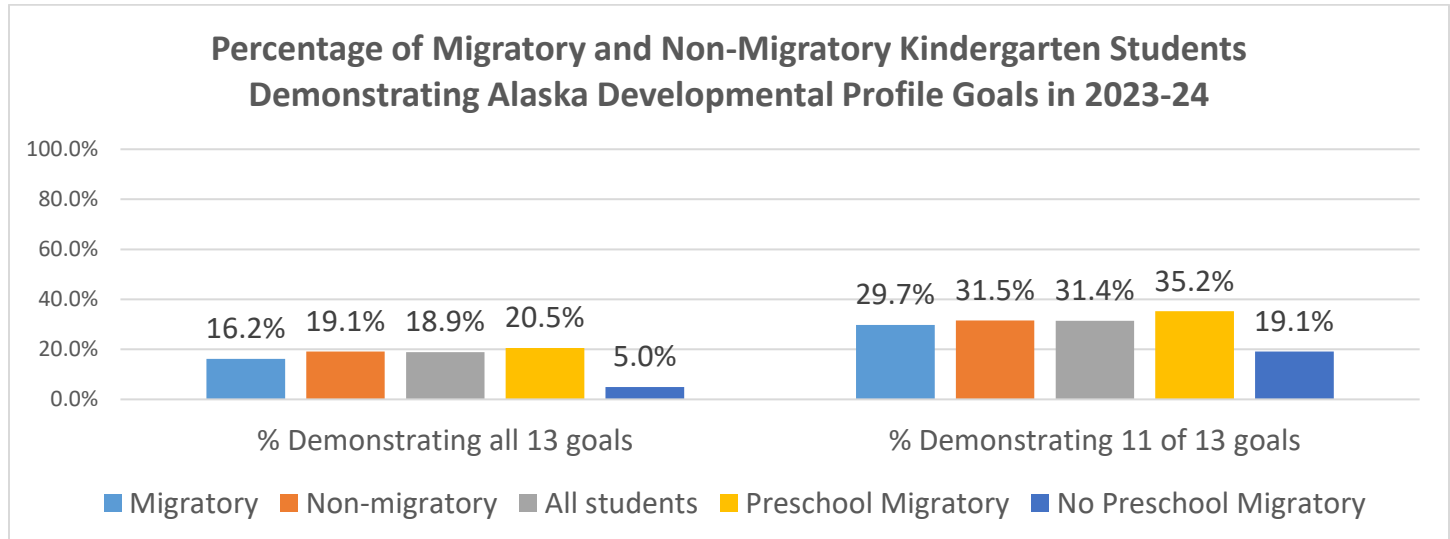
Migratory Children Enrolled in Preschool Programs

Migratory children ages 3-5 and not in kindergarten	% Migratory Children Enrolled in a District Preschool	% Migratory Children Enrolled in a Non-District Preschool (Private, Head Start, etc.)	Total % Migratory Children Enrolled in Any Preschool	% Migratory Children <u>Not Enrolled</u> in Preschool
1,244	24.6%	9.1%	33.7%	66.3%

Source: MIS2000 Enrollment Records

Alaska Developmental Profile (ADP)

- In the fall, all Alaska kindergarten students are assessed on the ADP across five domains of school readiness, subdivided into 13 goals.
- Migratory students who attended preschool programs demonstrated skills expected of entering kindergarten at about the same or slightly higher rates than non-migratory students. However, there were substantial differences in attainment of ADP goals for migratory students not enrolled in a preschool program.



Source: Alaska Achievement Records

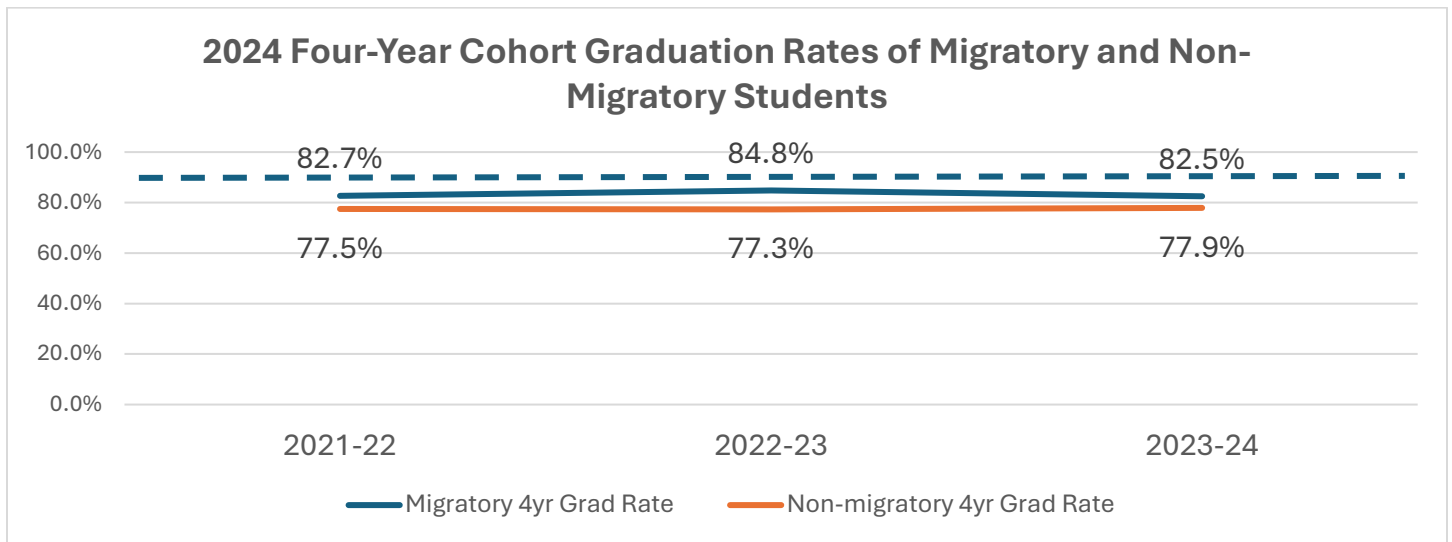
ADP Achievement by Domain

Subgroup	1: Physical Wellbeing, Health, & Motor	2: Social & Emotional Development	3: Approaches to Learning	4: Cognition & General Knowledge	5: Communication, Language, & Literacy
All Students	60.7%	50.5%	50.6%	51.7%	46.9%
Migratory	64.8%	50.8%	50.3%	53.8%	47.6%
Migratory No Preschool	57.5%	45.1%	40.7%	41.8%	32.3%
Migratory Preschool	67.6%	53.0%	54.0%	58.5%	53.5%
Non-Migratory	60.4%	50.5%	50.6%	51.5%	46.8%

Source: Alaska Achievement Records

Graduation and Promotion

- While the migratory child four-year graduation rate is above the non-migratory rate, the percentage of migratory children graduating remains below the target of 90%.

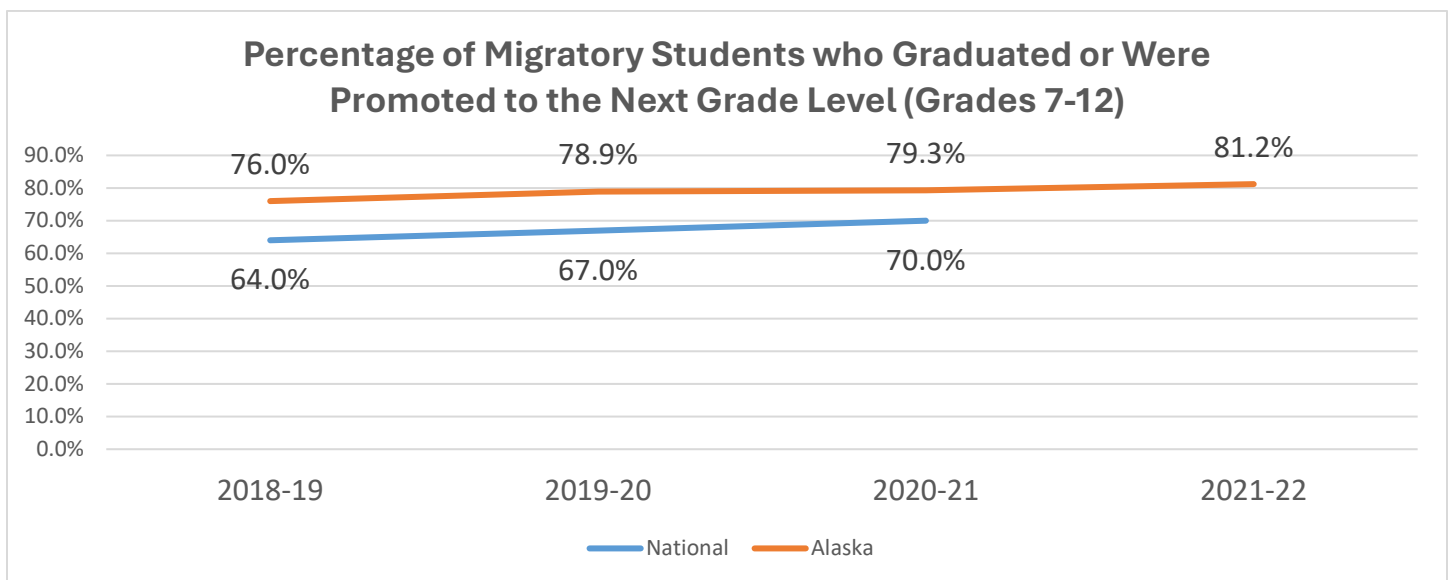


Source: OASIS Data Collection

Long term target: 90% graduation rate for 4-year cohort

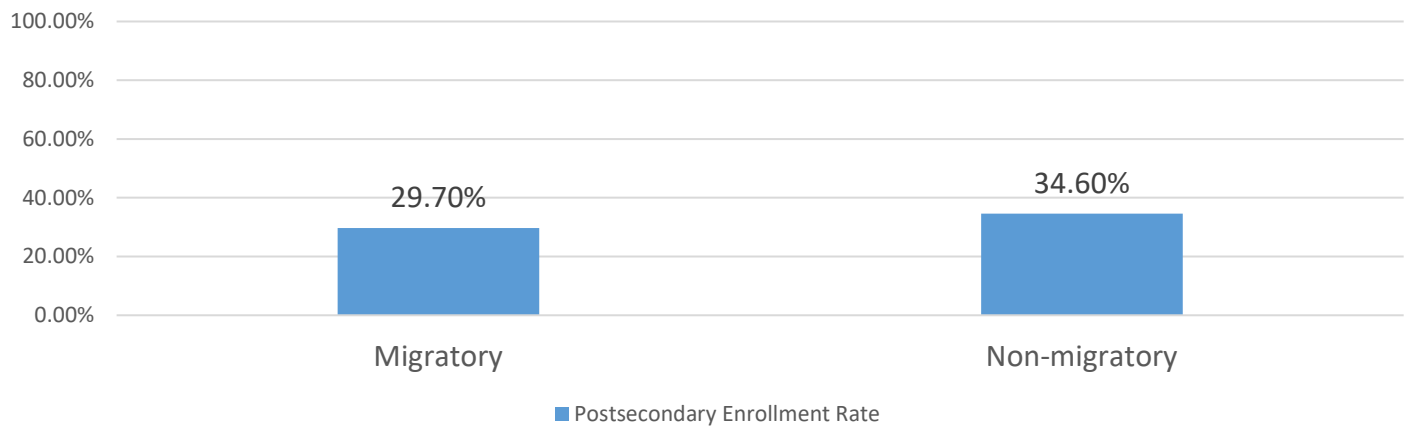
Promotion and Graduation Rates

- The percentage of migratory students in grades 7-12 who were promoted to the next grade level or graduated is on an increasing trend from 2018-19 to 2021-22 (the most recent date for which final data are available).
- Migratory children in Alaska are also promoted or graduated at a higher rate than the national rate.
- Following graduation, migratory students entered post-secondary education at a lower rate than non-migratory students.



Source: MSIX

Postsecondary Enrollment Rates of Migratory and Non-Migratory Students

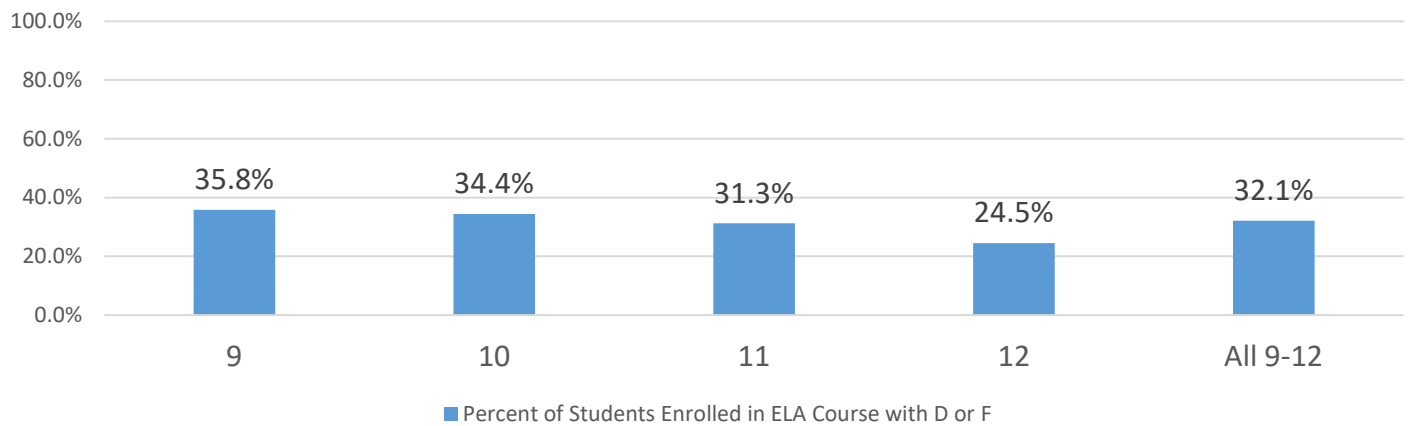


Source: Alaska 2023-24 State Report Card to the Public

Core Subject Progress

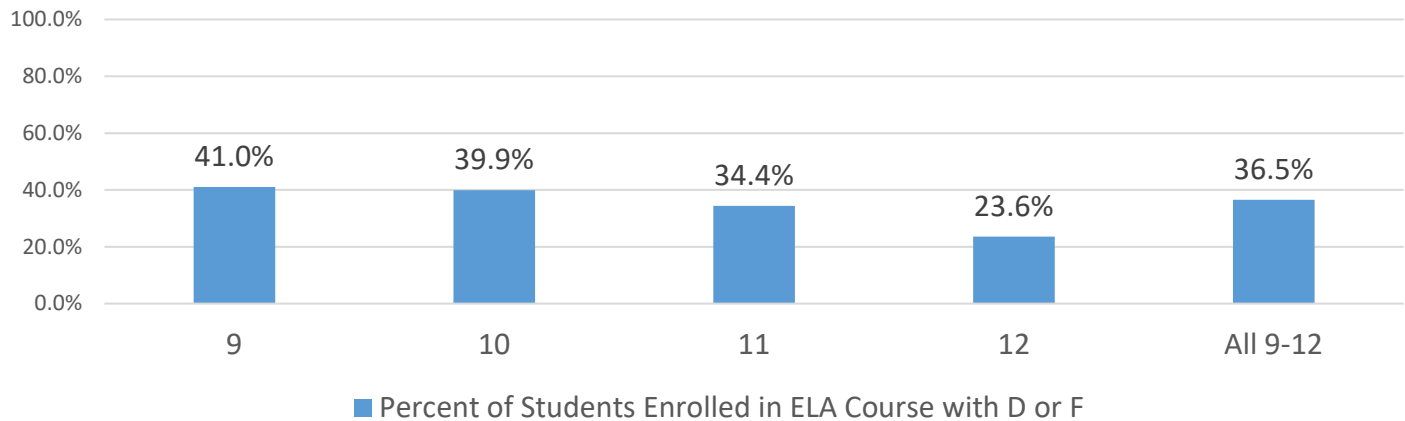
- 32.1% of migratory students enrolled in an ELA course in grades 9-12 had a D or F at the end of the 2023-24 school year, and 36.5% had a D or F in a mathematics course.

Percentage of Migratory Students in Grades 9-12 Enrolled in an ELA Course with a D or F at the end of 2023-24



Source: MIS2000 Course History Records

Percentage of Migratory Students in Grades 9-12 Enrolled in a Math Course with a D or F at the end of 2023-24

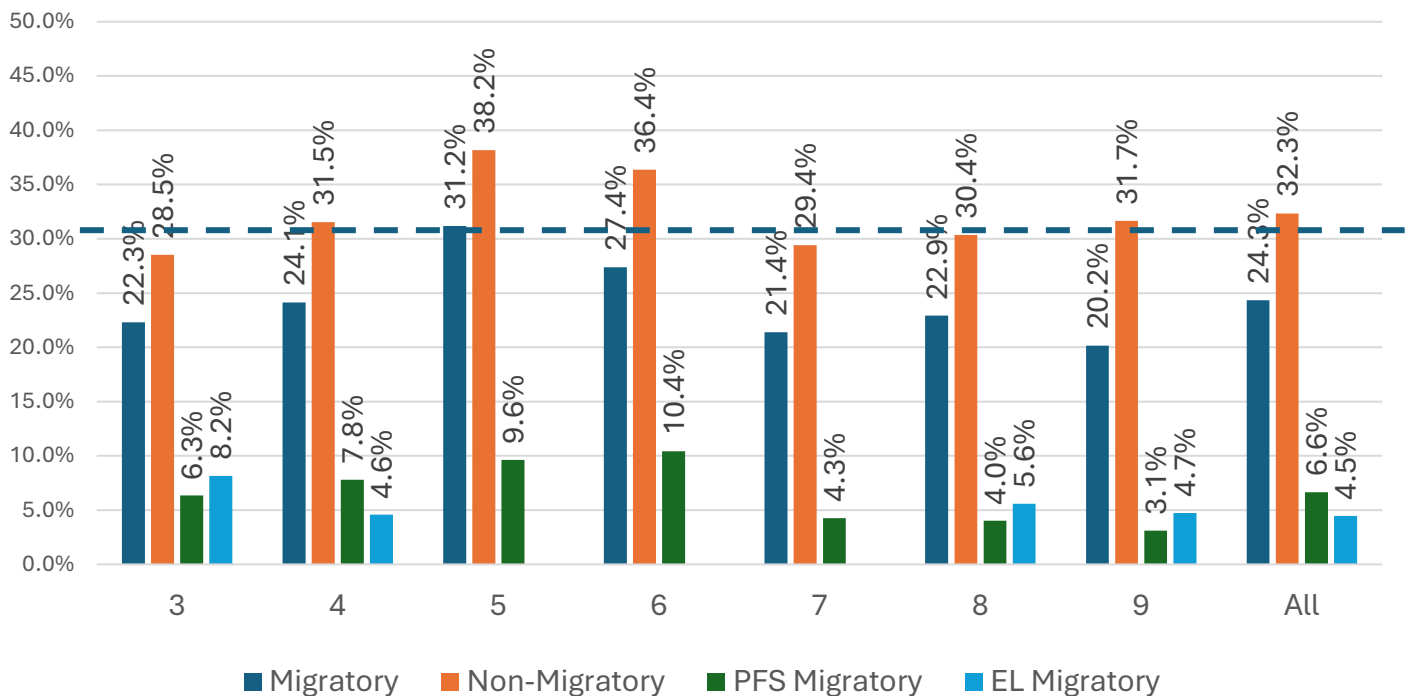


Source: MIS2000 Course History Records

Academic Achievement

On the AK STAR assessment (Alaska System of Academic Readiness) in ELA, the gap in proficiency rates for migratory children compared to non-migratory children was 8.0 percentage points, and in mathematics the gap was 6.2 percentage points. Proficiency rates for PFS migratory students were substantially lower (partially due the fact that part of the definition of PFS is that children are not proficient in one or more subjects). Migratory students scored below the interim target proficiency rate in both ELA and mathematics.

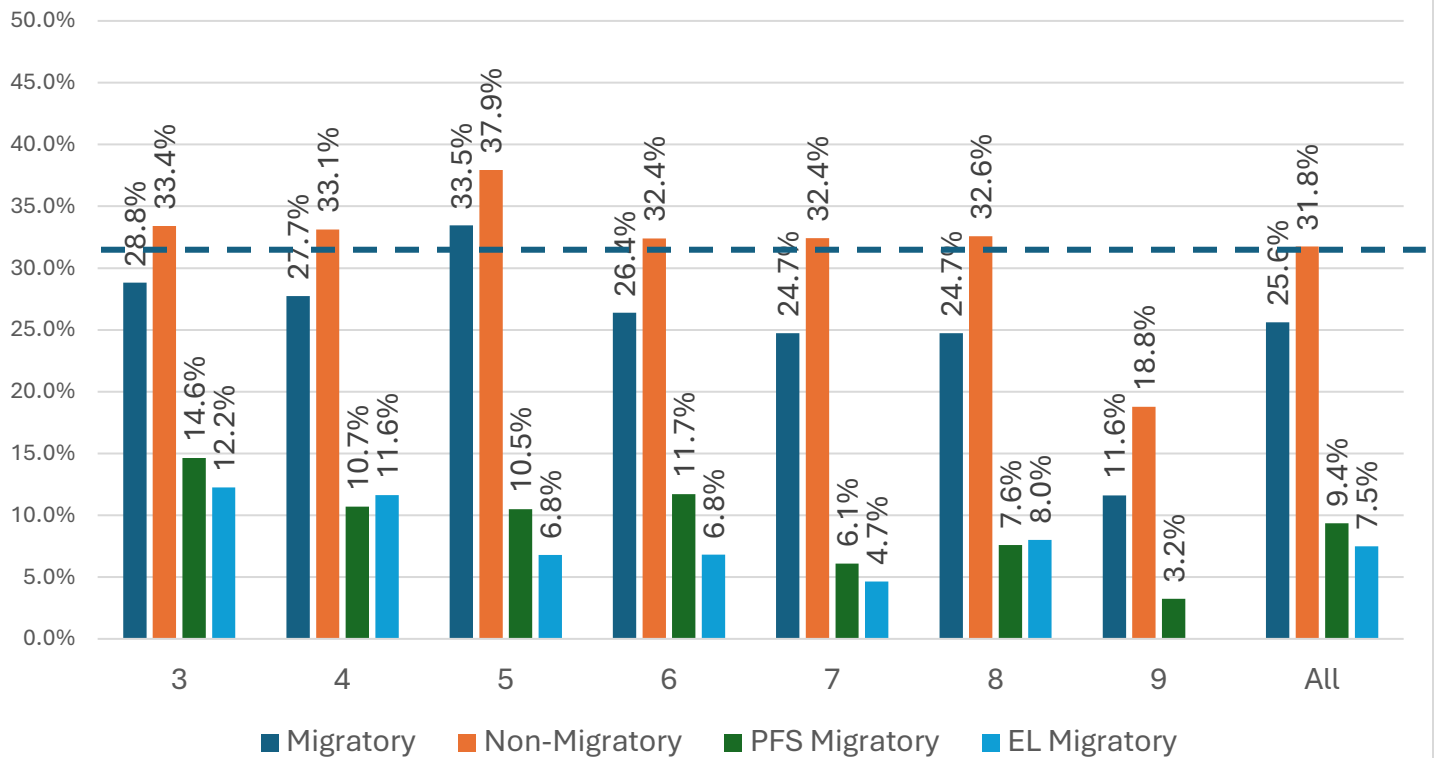
2023-24 Proficiency Rates on AK STAR ELA Assessments



Source: AK State Records

— State Interim Target for All Students: 31.1% proficient

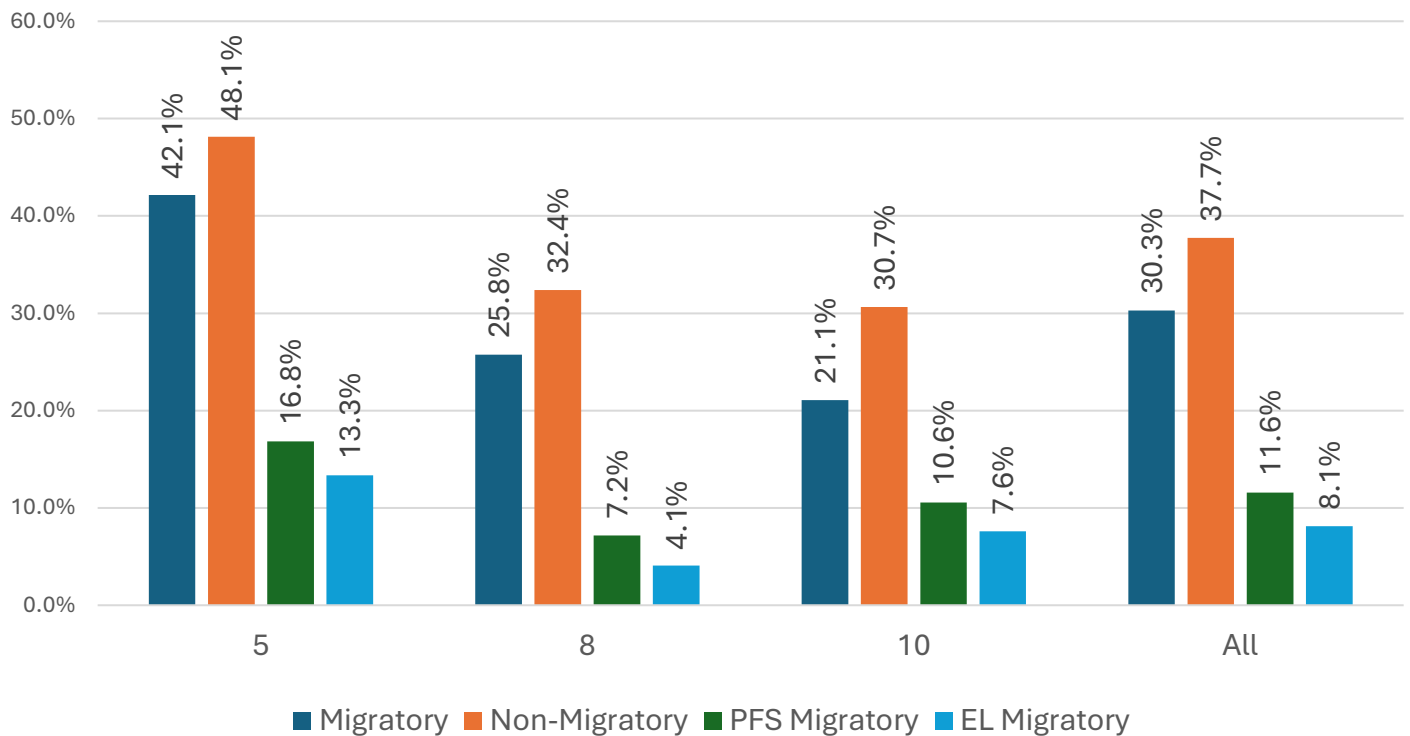
2023-24 Proficiency Rates on AK STAR Mathematics Assessments



Source: AK State Records

— State Interim Target for All Students: 31.7% proficient

2023-24 Proficiency Rates on the AK Science Assessment

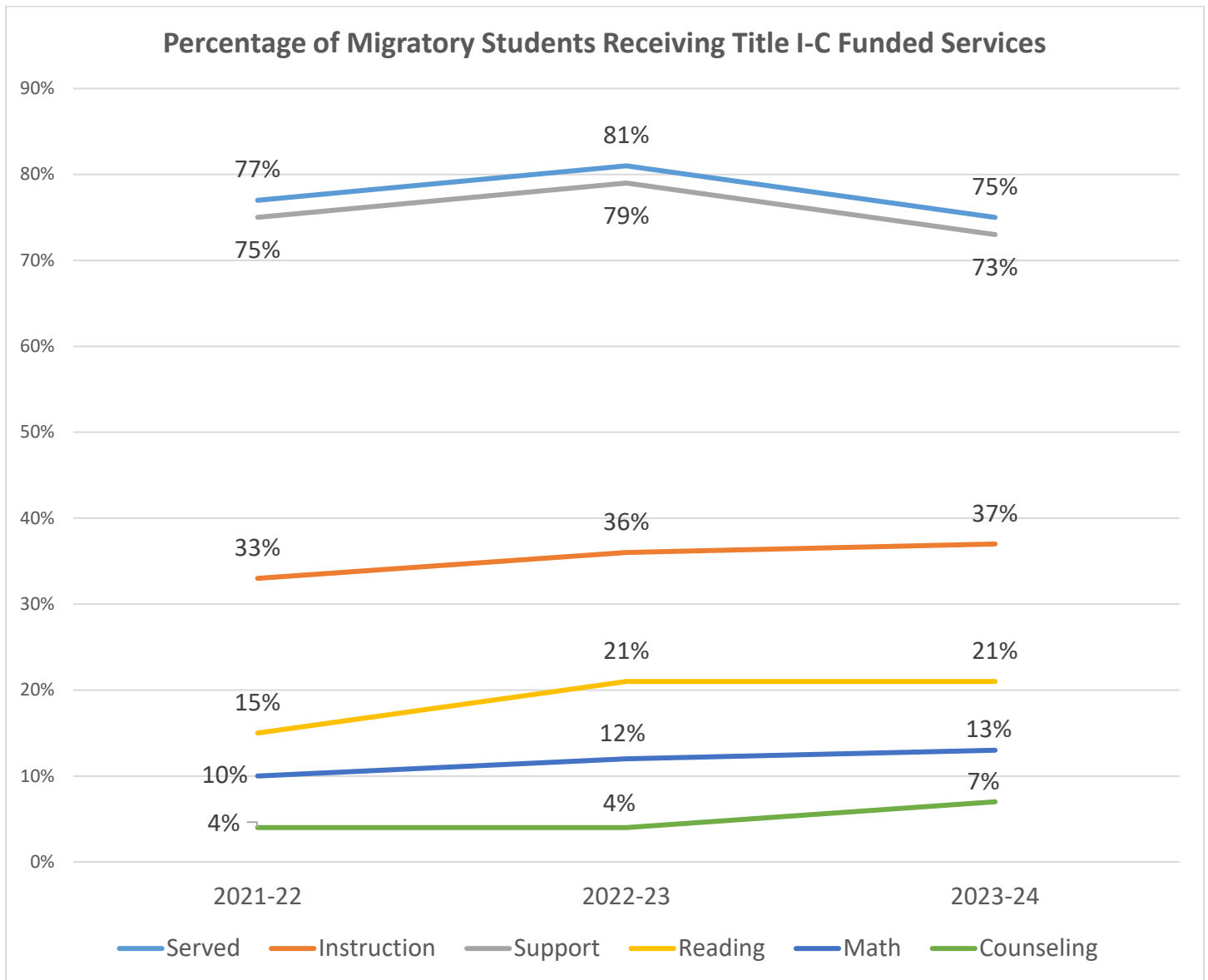


Source: AK State Records

Science does not have an accountability indicator target.

MEP Supplemental Services

- The percentage of migratory children receiving Title I-C funded services by type of service remained relatively the same over the previous three years.
- The percentage of migratory children receiving a support service is the highest of the categories with 73% to 79% of children receiving support annually.
- The percentage of migratory students receiving instructional services has been increasing since 2021-22.

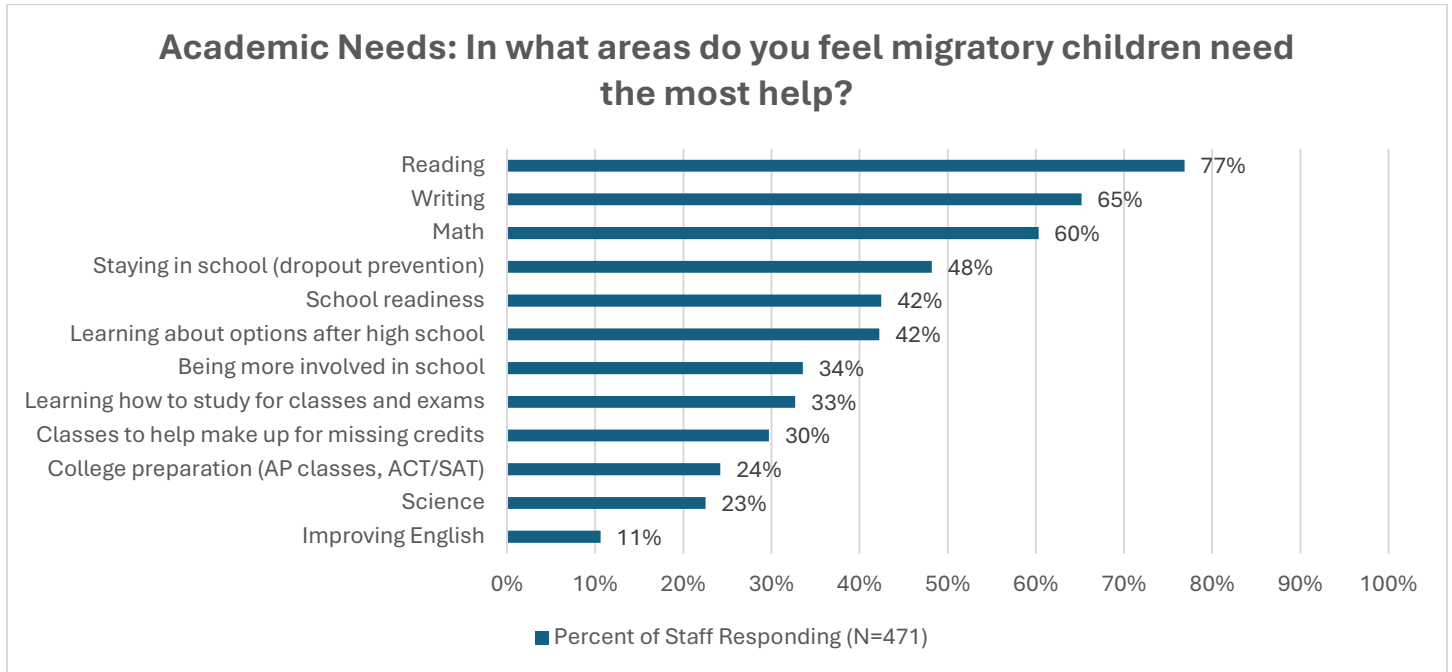


Source: MIS2000 Services Records

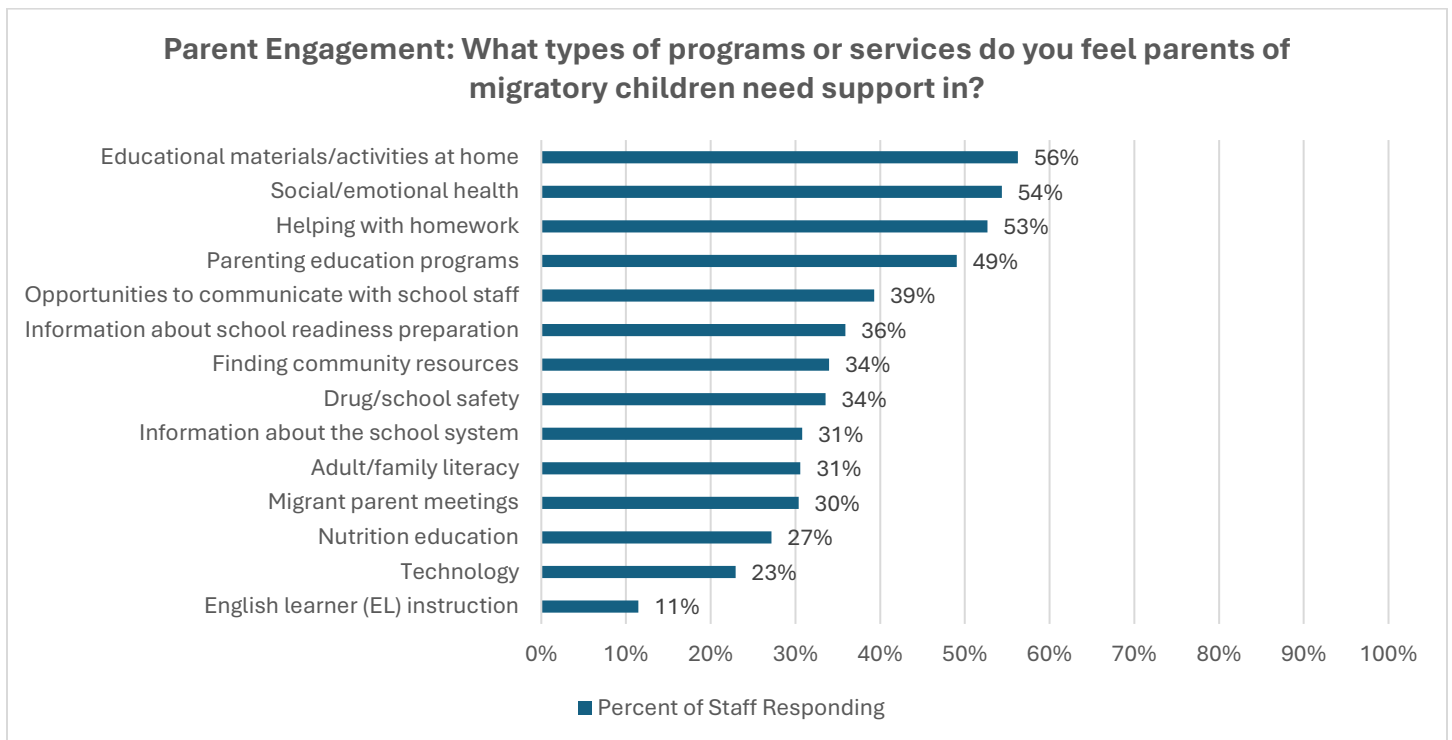
Parent and Staff Input Regarding Needs

Staff Input

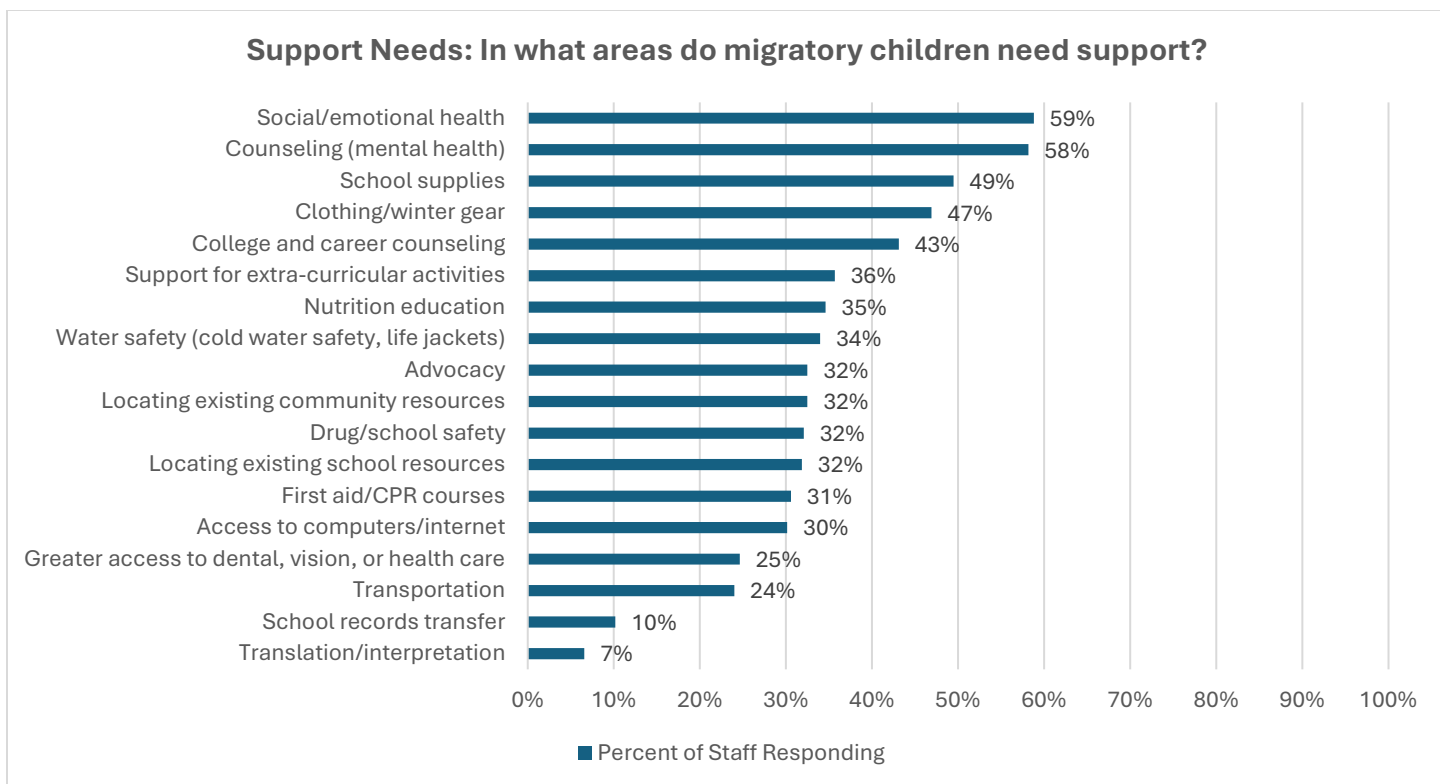
A total of 471 MEP teachers, recruiters, paraprofessionals, records clerks, and administrators who have direct contact with migratory children responded to a survey about students' academic and support service needs, and parent involvement needs. The needs that most staff (over 50%) identified as the most pressing are indicated in each chart below.



Source: AK MEP Staff Needs Assessment Survey 23-24; N=471



Source: AK MEP Staff Needs Assessment Survey 23-24; N=471



Source: AK MEP Staff Needs Assessment Survey 23-24; N=471

Narrative Comments

Staff concerns regarding the ability of children to be successful in school primarily revolve around the following key areas:

- **Attendance:** Many staff members highlight poor attendance as a significant barrier to success, with frequent absences leading to gaps in learning and difficulty catching up.
- **Parental Support and Involvement:** There is a strong emphasis on the need for parental engagement and support at home, which affects students' motivation, homework completion, and overall academic progress.
- **Access to Resources:** Concerns are raised about students' awareness and access to educational tools, resources, and support services, both at school and at home.
- **Motivation and Engagement:** Staff are worried about students' lack of motivation to attend school, complete assignments, and engage in learning activities.
- **Academic Preparedness:** There are concerns about students being unprepared for secondary education and post-secondary planning, as well as meeting grade-level benchmarks in core subjects like reading, writing, and math.
- **Consistency and Stability:** The frequent movement of migratory children leads to inconsistencies in their education, making it challenging to maintain academic progress and stability.
- **Mental Health and Emotional Support:** The need for mental health services, emotional support, and counseling is highlighted as crucial for students' overall well-being and academic success.
- **Cultural and Social Integration:** Some staff members note the difficulty migratory children face in integrating into new school environments and building a sense of community.

Overall, the concerns reflect a multifaceted approach to addressing the barriers that migratory children face in achieving academic success, emphasizing the need for consistent attendance, parental involvement, access to resources, and comprehensive support systems.

Staff Suggestions for Improving the MEP

Staff suggestions for improving the MEP include the following.

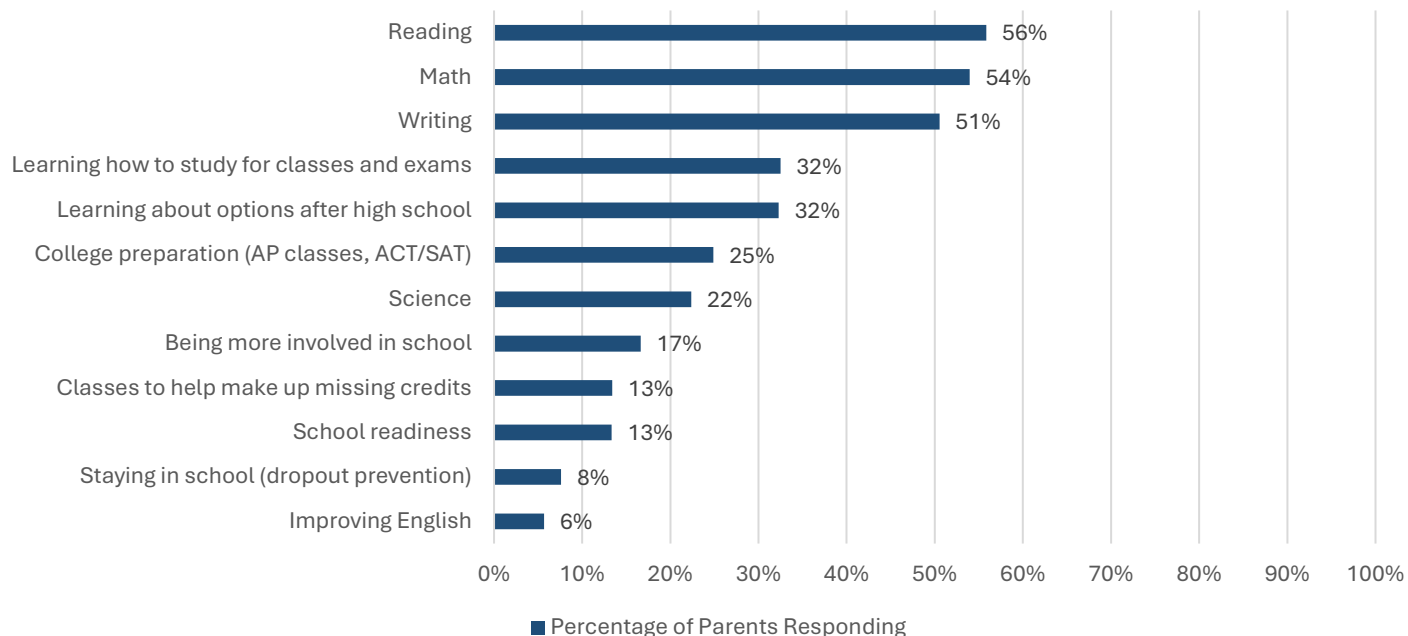
- Enhance access to positive support systems.
- Build resource libraries and focus on providing necessary supplies.
- Employ paraprofessionals specifically for migratory students.
- Increase outreach and engagement opportunities for parents.
- Improve communication with families through newsletters, informational nights, and clear program information.
- Provide more extracurricular and travel support to boost student attendance and engagement.
- Ensure transparency in program implementation, funding, and staff involvement.
- Host community events to foster a culture of learning.
- Offer more training for teachers and paraprofessionals and raise awareness about the program.
- Provide financial support for materials, events, and possibly food cards.
- Focus on teaching life skills, computer skills, and traditional activities.
- Address attendance issues and encourage/provide support to students to stay in school.
- Provide access to mental health workers or school-based psychologists.
- Reduce additional duties for teachers to allow them to focus on student needs.
- Ensure parents are well-informed about the program and its benefits.
- Help students set and achieve short-term and long-term goals.
- Address the lack of internet and computer access for some families.

Source: AK MEP Staff Needs Assessment Survey, 2023-24

Parent Input

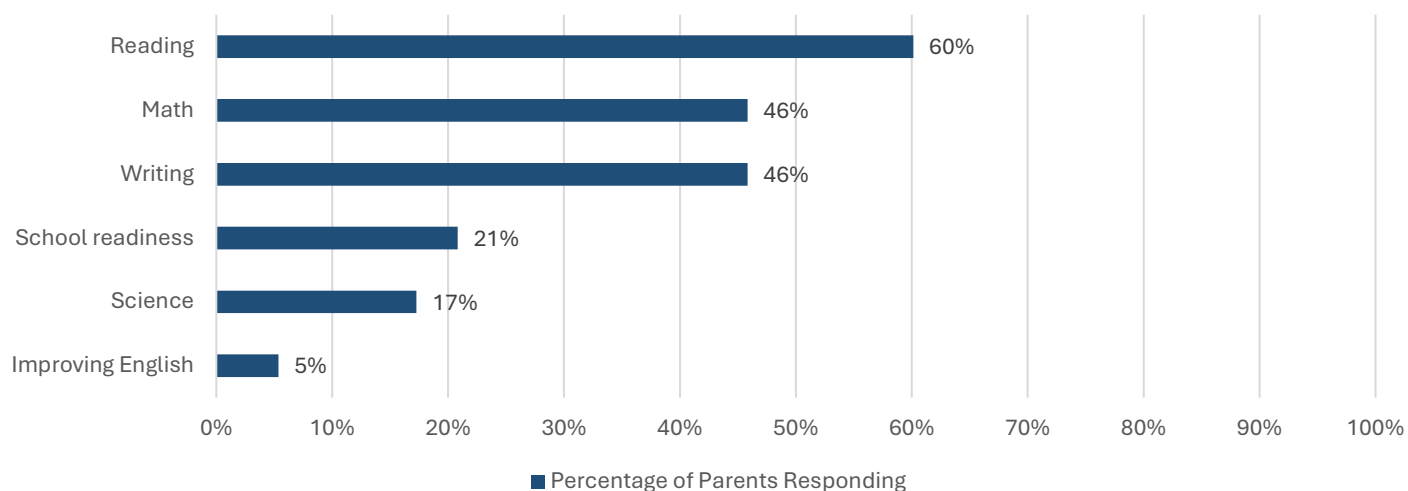
A total of 1,551 parents of migratory children responded to a survey about students' academic and support service needs, and parent involvement needs. The needs identified as the most pressing are indicated in each chart below.

Academic Needs: In what area(s) do you feel your child(ren) need the most help?

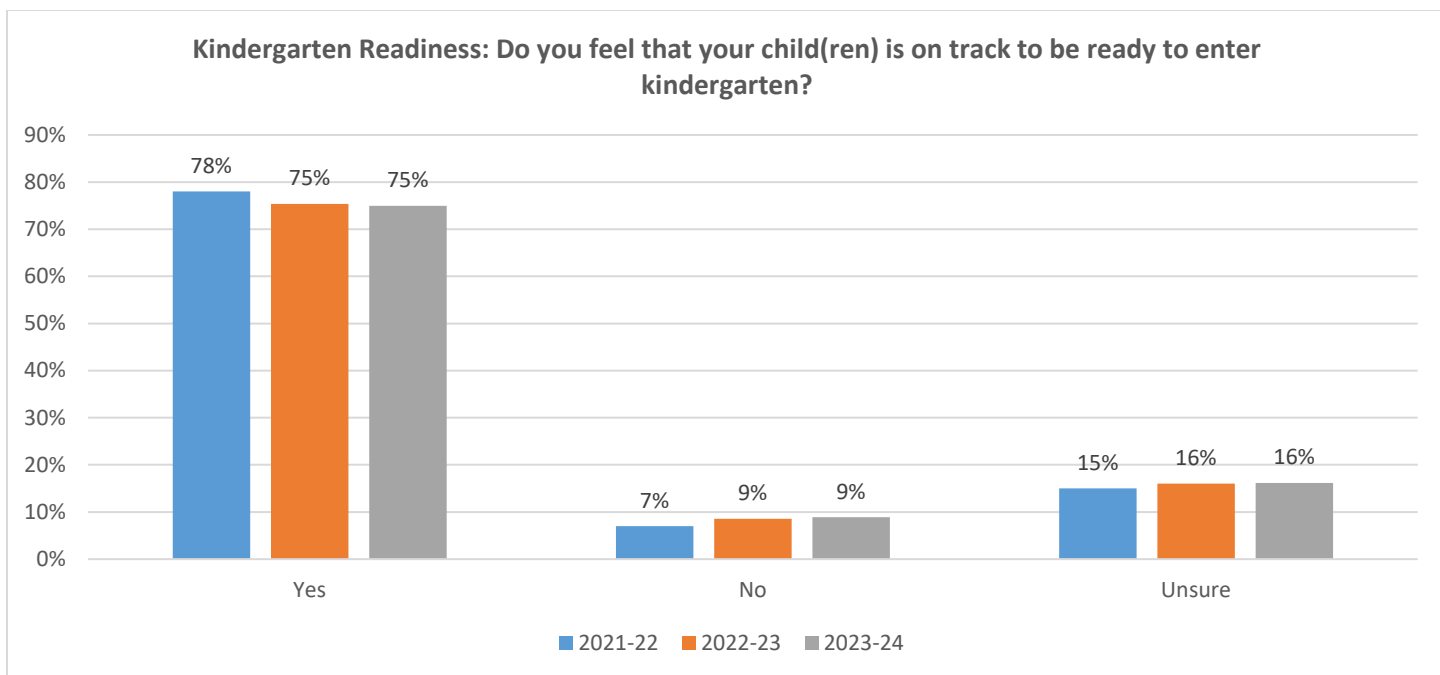


Source: AK MEP Parent Needs Assessment Survey, Total number of responses 1,551

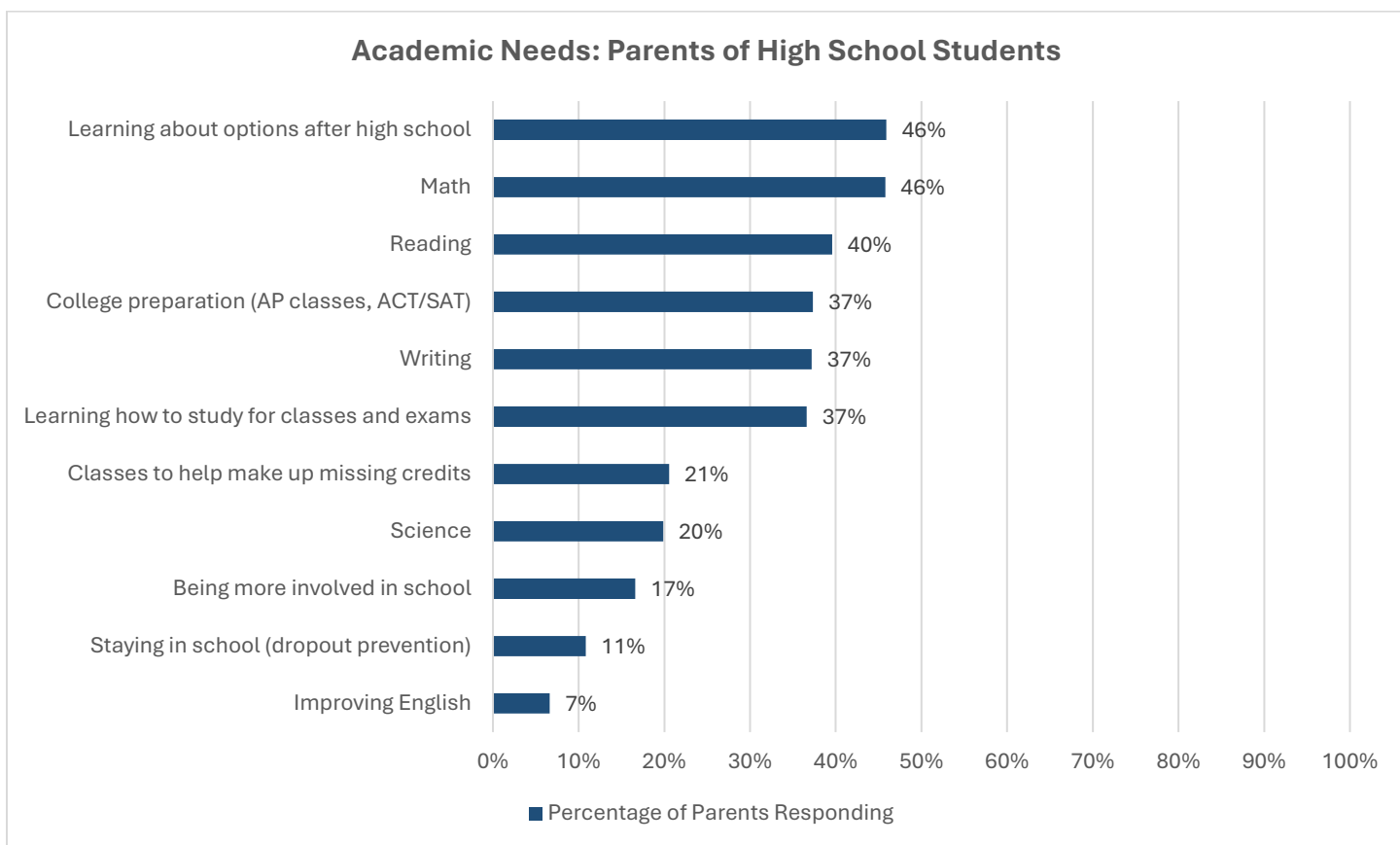
Academic Needs: Parents of Preschool Children



Source: AK MEP Parent Needs Assessment Survey, Disaggregated by PK Parents, Total number of responses 168

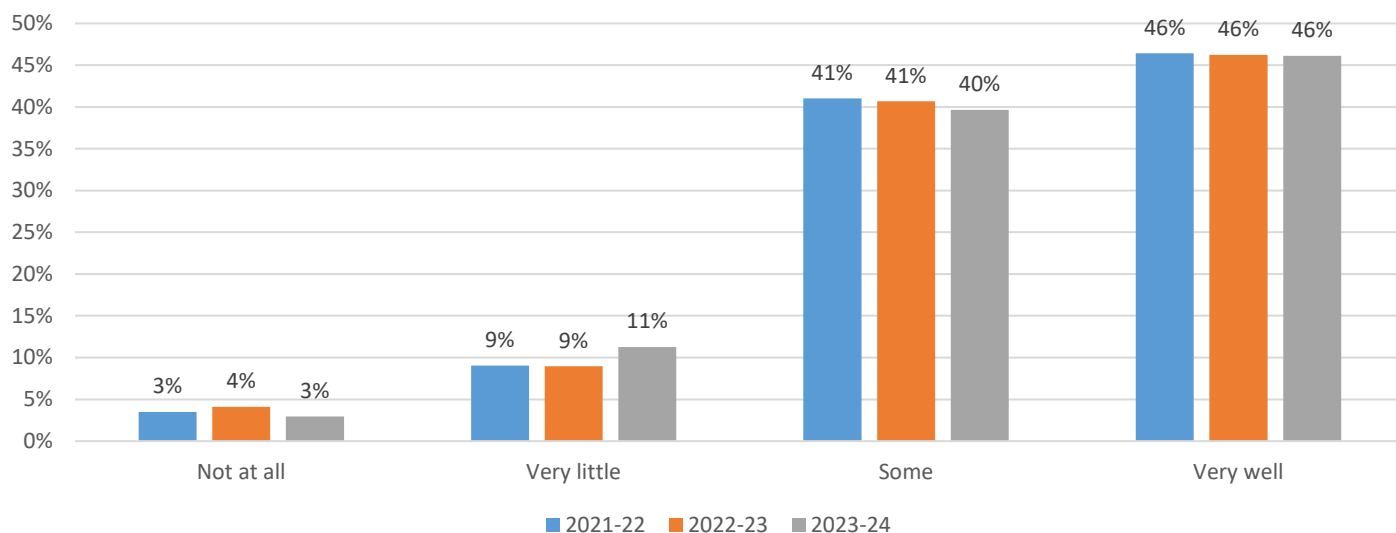


Source: AK MEP Parent Needs Assessment Survey, Disaggregated by PK Parents, Total number of responses 168



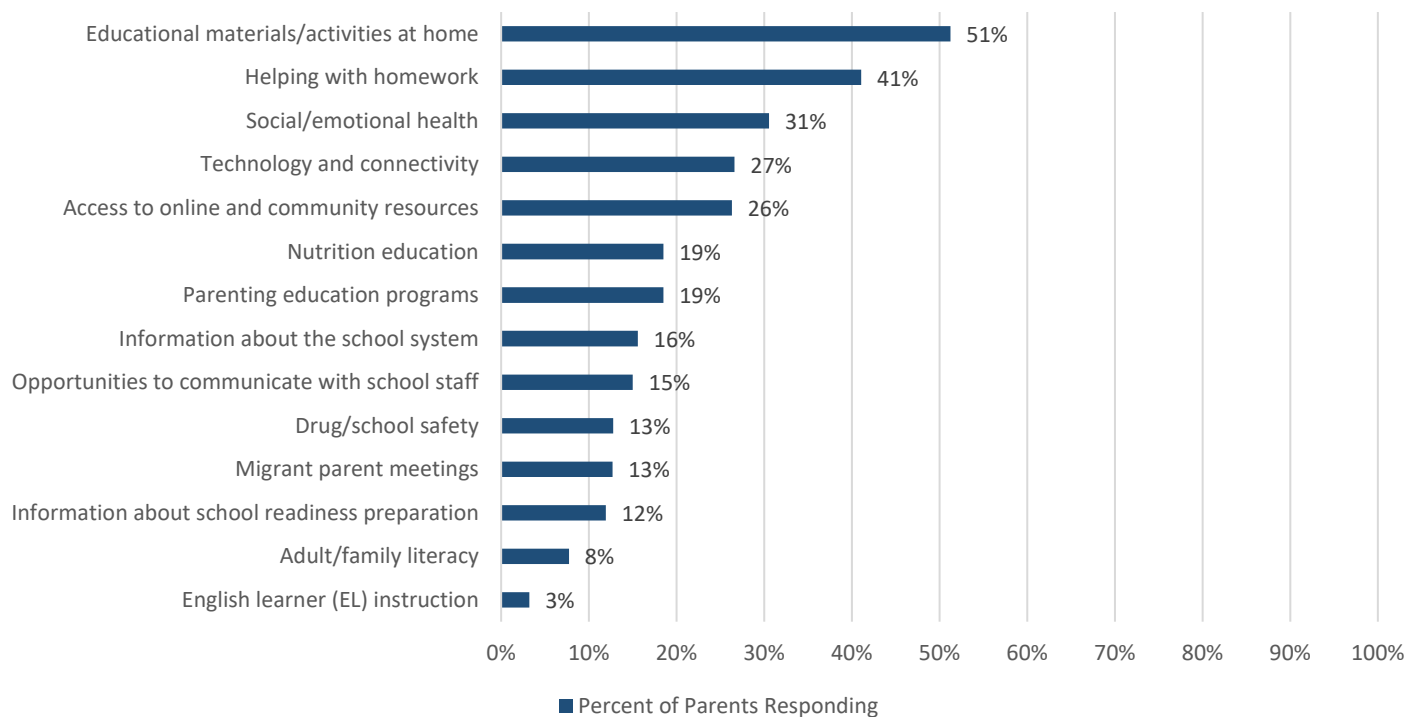
Source: AK MEP Parent Needs Assessment Survey, Disaggregated by High School Parents, Total number of responses 710

Graduation Requirements: How well do you understand your child(ren)'s graduation requirements?



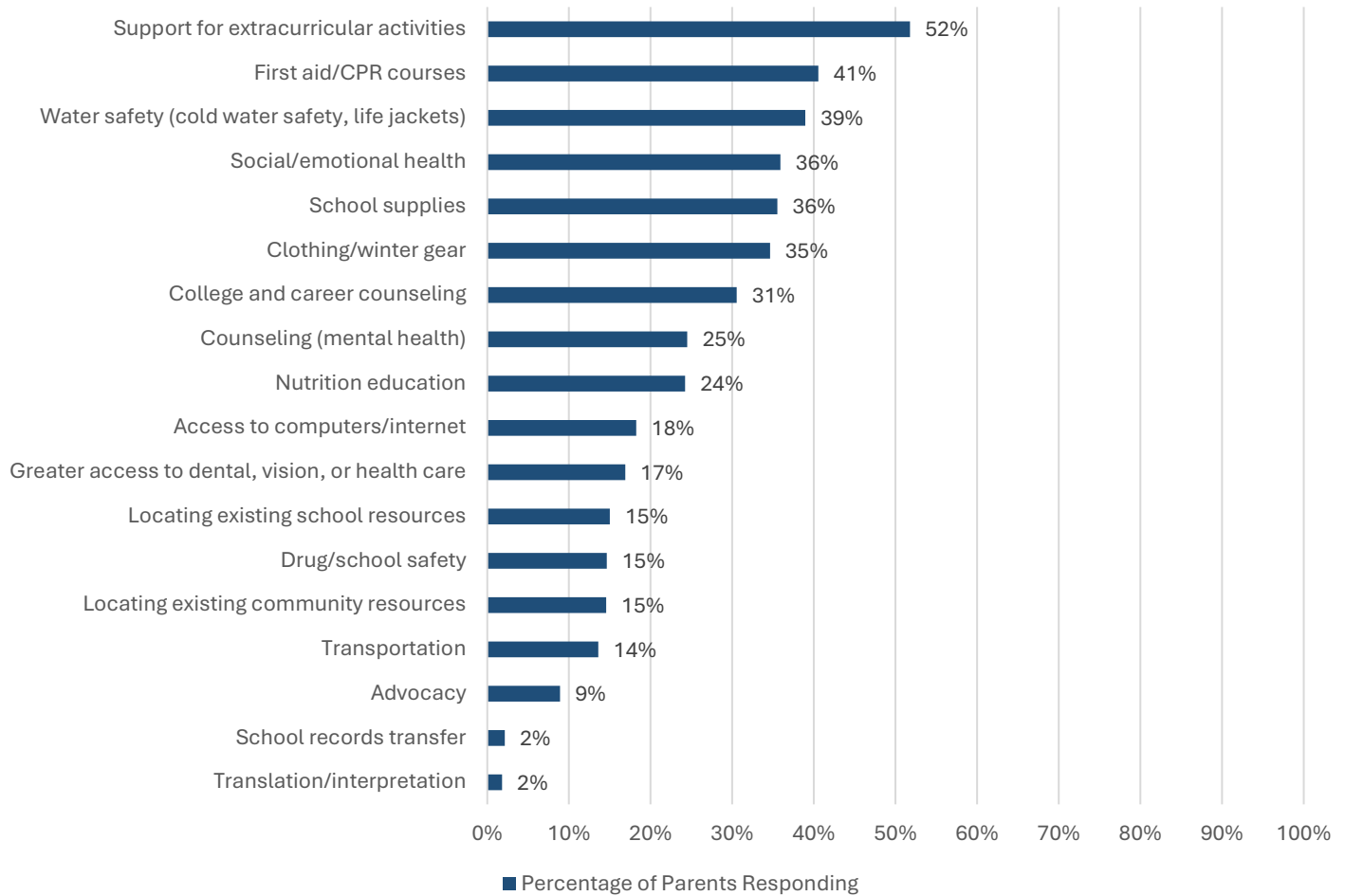
Source: AK MEP Parent Needs Assessment Survey, Disaggregated by High School Parents, Total number of responses 710

Parent Engagement: What types of programs or services would most help you support your child(ren)'s education?



Source: AK MEP Parent Needs Assessment Survey, Total number of responses 1,551

Support Services: What types of services do your child(ren) need?



Source: AK MEP Parent Needs Assessment Survey, Total number of responses 1,551

Narrative Comments

Parents have a wide range of concerns regarding their children's success in school, including:

- **Classroom Environment:** Concerns about large class sizes, disruptive behavior, and social-emotional health and skills of their children and peers.
- **Quality of Education:** Worries about the quality of teaching, teacher turnover, and the adequacy of educational resources and support staff.
- **Academic Challenges:** Issues with children being challenged appropriately, staying focused, and keeping up with coursework, especially in reading, math, and writing.
- **Special Services:** The need for additional tutoring, special education services, and resources for children with learning disabilities or those who are behind academically.
- **Technology and Testing:** Concerns about the over-reliance on electronic testing and the impact on learning and handwriting skills.
- **Social and Emotional Well-being:** Bullying, peer pressure, and the need for emotional support and counseling services.
- **Extracurricular Activities:** The importance of access to sports, arts, and other extracurricular activities to keep children engaged and motivated.

- School Regulations and Curriculum: Frustration with changing regulations, curriculum choices, and the focus on standardized testing.
- Parental Involvement and Communication: The need for better communication between teachers and parents and ensuring that parents are informed and involved in their children's education.
- Access to Education: Challenges related to transportation, internet access, and the availability of after-school programs and activities.

These concerns highlight the multifaceted nature of ensuring children's success in school, encompassing academic, social, emotional, and logistical aspects. Comments from parents that are representative of several respondents follow.

- *Class sizes are too big, and teachers don't have enough support staff. The sub shortage is affecting schools, teachers, and students when they have to combine classes due to a lack of subs.*
- *The classes they take through TV, no teacher in the village. Sometimes kids have a hard time keeping up, don't stay on task, don't really learn.*
- *My 6-year-old struggles with reading a bit. The more exciting books the better!*
- *Getting quality education and not being distracted by unruly students.*
- *All of the changing regulations about what the teachers and children have to meet.*
- *My biggest concern is if there's a certain subject one of our children struggles with that there isn't going to be resources available to them to help get them comprehend and get caught up with their peers.*
- *Kids taking electronic testing and utilizing it for school work. They are not accurately testing as kids just click through the lessons and testing so scores are not reflecting what kids truly know.*
- *Behavioral issues that make learning hard.*
- *The lack of time spent with each individual child from teachers worry me.*
- *I feel that more often than not, teachers do not communicate with parents when a student is missing work or failing classes. They do not reach out with tutoring options or offer help.*

Beneficial Services

The following are the services provided by the MEP that parents find most beneficial:

- Extracurricular activities including field trips, experiential learning activities, zoo days, and summer camps.
- Educational support such as after-school tutoring, homework help, and GED study guides.
- Free meals and reduced/free sports fees
- Books and educational materials including book fairs, educational kits, and school supplies.
- Family activities including family nights, social gatherings, and community events.
- Communication and support such as regular check-ins from program coordinators and success coaches.
- Free preschool programs and early learning resources.
- Safety and survival gear including life vests, helmets, winter gear, and survival kits.
- Programs and activities that incorporate cultural education and enrichment opportunities.

These services collectively support the educational and personal development of children, while also providing essential resources and support to families. Representative comments from parents follow.

- *I love the diverse program options! There are always a variety of fun opportunities for my kids. They feel loved and cared for a little extra by our MEP ladies!*
- *I like the communication from the program coordinators. I also like the extra curriculum my child receives with after school tutoring.*
- *The breakfast/lunch program, the books from Barnes and Noble, the spring break activities, the GED study guide we got for free, etc. We LOVE the MEP!"*
- *Free preschool, free books, assistance for summer camps.*
- *The academic support and resources (books, Chromebook, tutors, etc.).*
- *The activities and support for my children.*
- *The support to our family to continue with our daughter's education and future.*
- *The educational services and materials provided, especially for those that may need support or lack access to those services.*
- *The opportunities and supplies.*

Source: AK MEP Parent Needs Assessment Survey, 2023-24

Phase III: Making Decisions

In the third phase of the CNA process, the key objective was to review data and develop viable conclusions and recommendations that are used as a foundation for the SDP. During the second meeting on March 25, 2025, the NAC met to develop comprehensive recommendations to ensure that the recommended solutions:

- are feasible and can be effectively implemented;
- have a strong possibility of impacting the current achievement gap and address the causes of the current achievement gap;
- are acceptable to all stakeholders involved (e.g., parents/guardians of migratory children, MEP staff, district administrators).

The NAC finalized recommendations with the following objectives.

- Finalize concerns and solutions for the CNA report;
- Identify possible resources and evidence-based strategies to meet migratory children needs; and
- Decide on next steps for completion of the CNA.

The following section offers the final recommendations for need indicators, solutions, and evidence-based materials made by the NAC. The data summaries and need statements are cited below for the goal areas of academic support in ELA and mathematics, school readiness, graduation and services for OSY, and support services. Data sources for the need indicators are included in the preceding MEP profile.

Goal Area 1: Academic Support in English Language Arts (ELA) and Mathematics

Concern	Data Source	Need Indicator/Need Statement	Possible Solution
1.1) We are concerned that migratory children have a lower proficiency rate on the state summative assessment in mathematics compared to non-migratory children due to the unique needs of migratory children (i.e., chronic absenteeism, language barriers due to EL status, and factors that lead to a PFS determination).	AK STAR (2023-24) Migratory Parent and Staff Needs Assessment Surveys (2023-24)	Need Indicators: <ul style="list-style-type: none"> 25.6% of migratory children are proficient in mathematics compared to 31.8% of non-migratory students 54% of parents report that their child needs support with mathematics 60% of MEP staff report that students need support with mathematics Need Statement: The percentage of migratory children who are proficient in mathematics on the AK STAR needs to increase at least 6.2 percentage points to eliminate the gap between migratory and non-migratory students.	1.1a) 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 the state summative assessment.
1.2) We are concerned that migratory children have a lower proficiency rate on the state summative assessment in ELA compared to non-migratory children due to the unique needs of migratory children (i.e., chronic absenteeism, language barriers due to EL status, and factors that lead to a PFS determination).	AK STAR (2023-24) Migratory Parent and Staff Needs Assessment Surveys (2023-24)	Need Indicators: <ul style="list-style-type: none"> 24.3% of migratory children are proficient in ELA compared to 32.3% of non-migratory students 56% of parents report that their child needs support with ELA (56% reading/51% writing) 77% of MEP staff report that students need help with ELA (77% reading, 65% writing) Need Statement: The percentage of migratory children who are proficient in ELA on the AK STAR needs to increase at least 8.0 percentage points to eliminate the gap between migratory and non-migratory students.	1.2a) Deliver targeted supplemental ELA instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their ELA needs that were identified through the state summative assessment.
1.3) We are concerned that migratory children have a higher chronic absenteeism rate than non-migratory children, which can affect academic success.	Summer OASIS (2023-24)	Need Indicator: <ul style="list-style-type: none"> 65.6% of migratory students are chronically absent from school, compared to 53.8% of non-migratory students Need Statement: The chronic absenteeism rate of migratory students needs to decrease by 11.8 percentage points to eliminate the gap between migratory and non-migratory students.	1.3a) Enhance school connections through training, mentorship, and advocacy for parents, students, school staff, and stakeholders and implement engagement activities that will promote the removal of barriers for improved communication, attendance, and ongoing participation.

Supporting Evidence for Solutions

The NAC reviewed the practice guides from the What Works Clearinghouse and identified evidence-based practices that address the needs and align with solutions. The guides and relevant recommendations are listed in the following exhibit.

Guide	Recommendation from the Guide
Preparing Young Children for School (ies.ed.gov/ncee/WWC/PracticeGuide/30)	<ul style="list-style-type: none">• Intentionally plan activities to build children’s vocabulary and language.
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (ies.ed.gov/ncee/WWC/PracticeGuide/21)	<ul style="list-style-type: none">• Teach students to decode words, analyze word parts, and write and recognize words.
Providing Reading Interventions for Students in Grades 4–9 (ies.ed.gov/ncee/WWC/PracticeGuide/29)	<ul style="list-style-type: none">• Build students' decoding skills so they can read complex multisyllabic words.• Provide purposeful fluency-building activities to help students read effortlessly.
Preparing Young Children for School (ies.ed.gov/ncee/WWC/PracticeGuide/30)	<ul style="list-style-type: none">• Provide intentional instruction to build children’s understanding of mathematical ideas and skills.
Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades (ies.ed.gov/ncee/WWC/PracticeGuide/26)	<ul style="list-style-type: none">• Provide systematic instruction during intervention to develop student understanding of mathematical ideas.

Goal Area 2: Early Learning and School Readiness

Concern	Data Source	Data Summary/Need Statement	Possible Solution
2.1) We are concerned that few migratory children are participating in early learning instruction and district-operated preschool programs, which results in substantially fewer children being prepared for kindergarten than both their migratory peers who do attend preschool as well as all children statewide.	MIS2000 Enrollment Records (2023-24) Staff Needs Assessment Surveys (2023-24) Alaska Achievement Records (2023-24)	Need Indicators: <ul style="list-style-type: none"> 33.7% of migratory children attended a preschool program (district-funded, Title I-C funded, or otherwise-funded) 42% of staff indicate that there is a need for preschool programs 9.1% of migratory children not attending preschool consistently demonstrate 11 out of 13 of the school readiness indicators on the ADP, compared to 35.2% of migratory children attending preschool, and 31.1% of children statewide Need Statement: For 100% of migratory children to be prepared for kindergarten, the percentage of migratory children enrolled in early education programs needs to increase by 66.3 percentage points.	2.1a) Provide Title I-C funded home-based or site-based instructional services for preschool-aged children and/or early learning resources for the home. 2.1b) Provide family outreach that draws awareness to available preschool programs in the community. 2.1c) Establish partnerships with tribal, local, district, Head Start, and other early learning programs in the communities to increase the enrollment of migratory children in early learning programs.
2.2) We are concerned that migratory children are not ready for the rigor of the state academic standards for ELA and mathematics at the kindergarten level.	Alaska Developmental Profile (2023-24)	Need Indicators: <ul style="list-style-type: none"> 47.6% of all migratory children mastered skills in Domain 5: Communication, Language, and Literacy on the ADP 53.8% of all migratory children mastered skills in Domain 4: Cognition and General Knowledge on the ADP Need Statement: For 100% of migratory children to be ready for the rigor of state academic standards for ELA and mathematics at the kindergarten level, the percentage of migratory children mastering skills needs to increase in Domain 5 by 52.4 percentage points, and by 46.2 percentage points in Domain 4.	2.2a) Provide parents with academic resources that include developmentally appropriate milestones. 2.2b) Implement early child development supports in classroom and home-based settings. 2.2c) Adopt screening tools to identify ELA and mathematics needs.

Concern	Data Source	Data Summary/Need Statement	Possible Solution
2.3) We are concerned that migratory children lack the social-emotional skills to be successful in the kindergarten classroom setting.	Alaska Developmental Profile (2023-24)	Need Indicators: <ul style="list-style-type: none"> 53.0% of migratory children who attended a preschool program consistently regulate their feelings and impulses compared to 45.1% of migratory children who did not attend a preschool program Overall, 50.8% of migratory children regulate their feelings and impulse control as shown on the ADP, Domain 2: Social and Emotional Development. Need Statement: The percentage of migratory children able to regulate their feelings and impulses needs to increase 49.2 percentage points to ensure that all students are prepared for kindergarten.	2.3a) Provide teachers with professional development in social-emotional development and parents with strategies to use in the home.

Supporting Evidence for Solutions

The NAC reviewed the practice guides from the What Works Clearinghouse and identified evidence-based practices that address the needs and align with solutions. The guides and relevant recommendations are listed in the following exhibit.

Guide	Recommendation from the Guide
Preparing young children for school (ies.ed.gov/ncee/wwc/PracticeGuide/30)	<ul style="list-style-type: none"> Readiness skills for early learning, executive skills, exposure to letters/sounds, knowledge of the world.
Social Skills Training (ies.ed.gov/ncee/WWC/Docs/InterventionReports/wwc_socialskills_020513.pdf)	<ul style="list-style-type: none"> Social skills training practices are intended to promote positive interactions among children and between children and their teachers. To implement the social skills training approach, teachers use modeling, role-playing, and specific instruction on social skills.
First Step to Success Children Identified With Or At Risk For An Emotional Disturbance (ies.ed.gov/ncee/WWC/Docs/InterventionReports/wwc_firststep_030612.pdf)	<ul style="list-style-type: none"> Identify children early on with behavioral issues that may affect learning. A behavior coach works with the teacher while the teacher observes and learns the techniques necessary to implement behavioral change strategies.
Does an Activity-Based Learning Strategy Improve Preschool Children's Memory for Narrative Passages? (ies.ed.gov/ncee/wwc/Study/90103)	<ul style="list-style-type: none"> Engaging in text-relevant activity while listening to a story will enhance memory for enacted story content.
Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades (ies.ed.gov/ncee/WWC/PracticeGuide/26)	<ul style="list-style-type: none"> Provide systematic instruction during intervention to develop students' understanding of mathematical ideas.

Goal Area 3: High School Graduation and OSY Achievement

Concern	Data Source	Data Summary/Need Statement	Possible Solution
3.1) We are concerned that migratory children, including OSY, are not prepared to transition to post-secondary opportunities and the workforce due to a lack of life skills and resources to remain engaged and navigate these systems after high school.	Alaska State Report Card to the Public (2023-24) Migratory Parent and Staff Needs Assessment Surveys (2023-24) NAC Expert Opinion	Need Indicators: <ul style="list-style-type: none"> 29.7% of migratory students enrolled in post-secondary education following high school, compared to 34.6% of all students 46% of parents of high school migratory children indicated that their students need help with learning about options after high school and 37% report that they need college preparation, including Advanced Placement (AP) classes and ACT/SAT preparation Analysis of staff and parent comments on needs assessment surveys showed high school students lacked necessary life skills, goal setting abilities, and social-emotional learning skills to succeed following high school. The NAC noted that though dropout rates are officially low in the data, this does not always reflect reality because students do not always enroll or continue in programs following a move. Need Statement: The percentage of migratory children prepared to transition to post-secondary opportunities and the workforce needs to increase 4.9 percentage points. The percentage of OSY receiving services leading to re-enrollment in school or to a diploma needs to increase.	3.1a) During the regular school term, meet with migratory children to introduce the MEP, resources offered, and create an individualized roadmap (futures planning) to achieve their short- and long-term goals. 3.1b) During the regular and/or summer terms, provide migratory children opportunities to participate in college/career readiness activities and work towards a career path. 3.1c) During the regular and/or summer terms, provide strategic outreach for migratory OSY to help them re-enroll in school and connect them within their communities.
3.2) We are concerned that migratory children are not graduating at the state's long-term target rate due to the large number of migratory children not on track to graduate and the high percentages of high school migratory children with Ds and Fs in ELA and mathematics.	Summer OASIS (2023-24) MIS2000 Course History Data (2023-24)	Need Indicator: The migratory children 4-year graduation rate is 82.5% compared to the state's long-term target rate of 90%. Need Statement: The 4-year graduation rate of migratory children needs to increase by 7.5 percentage points. Need Indicator: 32.1% of migratory children enrolled in ELA courses and 36.5% enrolled in mathematics courses earned a D or F in the course Need Statement: The percentage of migratory children earning a C or better in ELA and mathematics courses needs to increase 32.1 and 36.5 percentage points respectively.	3.2a) During the regular and/or summer terms, provide high school migratory children with appropriate credit recovery and/or distance education opportunities for credit accrual. 3.2b) During the regular school term, provide middle and high school migratory children with an academic success coach to monitor progress and help when a child is at-risk of receiving a D or F in an ELA or mathematics course.

Supporting Evidence for Solutions

The NAC reviewed the practice guides from the What Works Clearinghouse and identified evidence-based practices that address the needs and align with solutions. The guides and relevant recommendations are listed in the following exhibit.

Guide	Recommendation from the Guide
Preventing Dropout in Secondary Schools (ies.ed.gov/ncee/WWC/PracticeGuide/24)	<ul style="list-style-type: none">• For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.
Helping Students Navigate the Path to College: What High Schools Can Do (ies.ed.gov/ncee/WWC/PracticeGuide/11)	<ul style="list-style-type: none">• Monitor the progress of all students and proactively intervene when students show early signs of attendance, behavior, or academic problems.• Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified

Goal Area 4: Support Services

Concern	Data Source	Need Indicator/Need Statement	Possible Solution
4.1) We are concerned that migratory children have limited books, school supplies, and other academic resources in their homes that allow them to effectively participate in school and other educational activities.	Migratory Parent and Staff Needs Assessment Surveys (2023-24)	Need Indicators: <ul style="list-style-type: none"> 51% of parents and 56% of staff responding identified a need for educational materials and activities at home 27% of parents and 23% of staff responding identified a need for technology and connectivity as a concern 35% of parents and 47% of staff responding identified a need for clothing/winter gear Need Statement: Access to appropriate resources and materials that allow children to fully participate in their education needs to increase.	4.1a) Provide educational support resources to migratory children as needed (e.g., books for the home, school supplies, technology support, advocacy, and/or clothing not provided by the school to all children). 4.1b) Provide supplemental transportation services to enable migratory children to access educationally related activities and services.
4.2) We are concerned that migratory children lack adequate culturally relevant opportunities and/or access to academic or enrichment programming that supports their physical, social, and emotional health due to lack of resources.	Migratory Parent and Staff Needs Assessment Surveys (2023-24) Summer OASIS (2023-24)	Need Indicators: <ul style="list-style-type: none"> 52% of parents responding identified a need for support around extracurricular curriculum, 41% identified a need for support in first aid/CPR courses, 39% identified a need for instruction in water safety, and 36% identified a need for social-emotional health 65.6% of migratory children are chronically absent Need Statement: Opportunities and access to programming that support physical, social, and emotional health needs to increase.	4.2a) Provide migratory children with direct services (e.g., instruction, materials) and advocacy regarding physical, social, and emotional health. 4.2b) Provide parents, teachers, and appropriate program staff with professional development in social-emotional development and culturally relevant opportunities.

Concern	Data Source	Need Indicator/Need Statement	Possible Solution
4.3) We are concerned that parents of migratory children, including preschool migratory children, do not have access to resources, interventions, and related services to provide an academically supportive environment for their children to succeed and to navigate the education system.	Migratory Parent and Staff Surveys (2023-24) Summer OASIS (2023-24)	Need Indicators: <ul style="list-style-type: none"> 41% of parents and 53% of staff responding identified a need for strategies to help children with homework 49% of staff and 19% of parents responding identified a lack of access to parent education programs as a concern 65.6% of migratory children are chronically absent 36% of staff feel that parents need support in information about school readiness preparation 25% of parents responding shared that their children were not on track, or they did not know if their children were ready to enter kindergarten Need Statement: The percentage of parents that have received resources, including early learning resources, and interventions needs to increase.	4.3a) Provide parents/guardians of migratory children with access to and information about resources, interventions, and related services during regular and/or summer terms to assist children with reaching the state's academic standards and early learning milestones. 4.3b) Provide activities to parents of migratory children regarding Title I-C instruction and support services, including but not limited to navigating the school system during the regular term and/or summer.

Supporting Evidence for Solutions

There is a need for additional research regarding evidence-based strategies for supplemental support services. However, both MEP staff and parents have indicated on surveys that support is needed for children to participate fully in their education. In addition, the Alaska MEP has evaluation results showing the positive impact of supportive services listed in the solutions.

Evaluation Evidence of Impact of Support Services	# Districts Implementing	% Assigning Ratings of "Succeeding" or "Exceeding"
Provide parents of migratory children with access to information through multiple distribution methods about MEP 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.	28	82%
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.	34	91%
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; and 4) healthy living instruction such as safety and nutrition.	23	91%

Source: AK MEP Fidelity of Strategy Implementation Local Evaluation (2023-24)

Summary and Next Steps

The Alaska plan for the delivery of services to meet the unique educational needs of its migratory children identified in this CNA report will serve as the basis for the use of all Title I-C funds in the state. The SDP is essential to help the Alaska MEP develop and articulate a clear vision of the needs of migratory children on a statewide basis, the MEP's measurable program outcomes (MPOs) and how they help achieve the state's performance targets; the services the MEP will provide on a statewide basis, and how to evaluate whether and to what degree the program is effective.

The Alaska MEP will include the following components in its comprehensive SDP.

1. *Performance Targets.* The plan should specify the performance targets that the state has adopted for all children and migratory children if applicable for: (1) reading; (2) math; (3) high school graduation; (4) the number of school dropouts; (5) school readiness; and (6) any other performance target that the state identifies.
2. *Needs Assessment.* The plan must include identification and an assessment of: (1) the unique educational needs of migratory children that result from the children's migratory lifestyle; and (2) other needs of migratory children that must be met in order for them to participate effectively in school.
3. *Measurable Program Outcomes.* The plan must include the MPOs that the MEP will produce through specific educational or educationally related services. MPOs allow the MEP to determine whether and to what degree the program has met the unique educational needs of migratory children that were identified through the CNA. The MPOs should also help achieve the state's performance targets.
4. *Service Delivery Strategies.* The plan must describe the MEP's strategies for achieving the performance targets and MPOs described above. The state's service delivery strategies must address: (1) the unique educational needs of migratory children that result from the children's migratory lifestyle, and (2) other needs of migratory children that must be met in order for them to participate effectively in school.
5. *Evaluation.* The SDP must describe how the state will evaluate whether and to what degree the program is effective in relation to the performance targets and MPOs.

The Alaska MEP *may* also include the policies and procedures it will implement to address other administrative activities and program functions, such as the following.

- *Priority for Services.* A description of how, on a statewide basis, the MEP will give priority 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.
- *Parent and Family Engagement.* A description of the MEP's consultation with parents (or with the State PAC, if the program is of one school year in duration) and whether the consultation occurred in a format and language that the parents understand.
- *Identification and Recruitment.* A description of the state's plan for identification and recruitment activities and its quality control procedures.
- *Student Records.* A description of the state's plan for requesting and using the records of migratory children and transferring the records of migratory children to schools and projects in which migratory children enroll.

In addition, Alaska will:

1. update the CNA as needed to reflect changing demographics and needs;
2. change performance targets and/or MPOs to reflect changing needs; and
3. use evaluation data to change services that the MEP will provide and the evaluation design to reflect changes in needs.

As part of the Alaska MEP Continuous Improvement Cycle, the next step for the Alaska MEP is to use the information contained in this CNA report to inform the comprehensive state service delivery planning process. The state has begun planning for this activity and will use the OME toolkit, [Migrant Education Service Delivery Plan Toolkit: A Tool for State Migrant Directors](https://results.ed.gov/sdp-toolkit) (results.ed.gov/sdp-toolkit) last updated September 2018 to guide this process.