

2018-2019 SWRSD Migrant Service Delivery Plan

Our School District will only provide services to eligible migrant students and families participating in programs and projects in accordance with the state comprehensive needs assessment and service delivery plan.

Services to MEP Students

Need Area	Services the district will provide to meet the needs of migrant students
Priority for Service student needs (These needs are addressed first) (Required) if the district has PFS students)	The Federal Programs Director works with site migrant coordinators and/or other school staff to ensure that services for PFS students are a priority. Site migrant coordinators help ensure that services are offered and/or provided to PFS students.
School readiness/Preschool (required)	Parents of birth to pre-school age migrant children will receive information and resources about the use and implementation of the ELGs and other age-appropriate developmental strategies that they can use to help prepare their children for Kindergarten. Parents of school-aged migrant children will receive information and resources on how to support reading and math in the home. These children are also invited to participate in family nights focusing on literacy and other content areas. Parents receive resources supporting early literacy as part of the Literacy in the Home initiative.
Parent involvement (annual consultation with migrant parents in the planning and operation of migrant programs is required)	The SWRS School Board serves as the advisory board for the migrant program. Information about services provided, program requirements, identified needs, program evaluation, etc. is a focus of each board meeting. There are parents of migrant students on the SWRS School Board.
Academic support in reading and mathematics	Southwest's Literacy in the Home Program provides a culturally relevant or Alaska themed literature, an educational game, and to family nights to each migrant student/family. Migrant students receive a subscription to STEAM kits that provide STEAM related projects each month and to encourage parent engagement in student learning. Migrant children receive a summer literacy pack to add to their personal library. Tutoring is available depending on the ability of the school to find personnel to provide tutoring or a specific need directly related to a group of migrant students.
High school graduation or programs to facilitate transition of secondary school students to postsecondary education	Dual credit opportunities for credit accrual will be available for migrant students including various college level courses and a school-to-work course for employment during the summer.
Support services (advocacy and outreach activities for migrant children and their families including helping them to gain access to other education, health, nutrition and social services)	Other services will be available when possible and will include access to additional education, career planning and exploration, health and nutrition, social services, and enrichment opportunities. The district has an MOU with the Bristol Bay Area Health Corporation – Behavioral Health Center for counseling services for migrant children. In addition, site migrant coordinators, migrant parents, and school staff work with the migrant program to identify students that may need the type of services list in the first sentence. These types of services are typically customized based on individuals needs. Information about these services if provided to parents via letters and during recruiting.
Professional development for MEP staff	Recruiters attend annual migrant recruiting training
Family literacy programs	Each site conducts two family nights for migrant education students and their parents. At these family nights, information is presented on how to use the literature that students receive to promote learning and building of reading

	skills. In addition, parents will receive training in strategies to support learning and study skills in the home.
Other unique educational needs of migrant students that result from their migratory lifestyle	Support for OY children has been provided and is a service that is available.
Other needs of migrant students that must be met in order for them to participate effectively in school	<p><i>Alaska Concern Statement Adopted by Southwest Region School District</i></p> <ul style="list-style-type: none"> ● 3.1 We are concerned that as a result of the migrant lifestyle migrant parents lack access to information and/or training regarding evidence-based early literacy strategies for the home. ● 4.1 We are concerned that as a result of the migrant lifestyle migrant parents do not have access to the strategies to provide an academically supportive environment and help migrant students with homework. ● 4.2 We are concerned that as a result of the migrant lifestyle migrant students have limited books and school supplies in their homes and limited access to technology and technology support at home. ● 4.3 We are concerned that, as a result of the migrant lifestyle, migrant students lack access to health and safety instruction. ● 4.4 We are concerned that, as a result of the migrant lifestyle, migrant students do not receive adequate college and career counseling. ● 4.5 We are concerned that, as a result of the migrant lifestyle, migrant parents indicate a need for additional parenting training and methods for helping their children succeed. ● 4.6 We are concerned that as a result of the migrant lifestyle migrant parents, due to a lack of access, are unable to participate in appropriate educational and related services. <p><i>Southwest Region School District Concern Statements</i></p> <ul style="list-style-type: none"> ● SW.1 We are concerned that, as a result of the migrant lifestyle, migrant students, due to lack of access, are unable to receive behavioral counseling that is a barrier to their education. ● SW.2 We are concerned that, as a result of the migrant lifestyle, migrant students, due to lack of access, are unable to participate in enrichment activities (i.e. ANSEP, Student Conservation Association, etc.).
Other (specify)	

Performance Targets and Measurable Outcomes

Alaska has measurable program outcomes (MPOs) and statewide service delivery strategies in the four areas of academic support, high school graduation, school readiness, and support services. They were designed to guide the planning, implementation, and evaluation of the migrant education program. The MPOs and key strategies in academic support are listed below. Note that for all four areas, all strategies are optional; however, sites approved for funding must select from this list the strategies they will implement based on local needs. Please delete any strategies that your district is not supporting, and provide specific district measurable outcomes for the strategies you are supporting.

Goal Area	Migrant Strategies (should correlate with strategies checked in the ESEA Application, Title I-C Program Details) [delete the strategies the district is not using]	District Measurable Outcomes (how will you know the migrant students successfully achieved this goal?)
Academic Support	<ul style="list-style-type: none"> 1.3-Provide instructional and support services and/or activities to address the impact of missing school and support student engagement 	<p>1.3 By the end of the 2018-19 school year, the migrant program will have place to mid-year teacher graduates into two of our schools to tutor, provide interventions, enrichment, etc. with specifically identified migrant students.</p> <p><u>Not Met - Recruiting efforts were substantial but no migrant tutors were hired.</u></p>
High School Graduation	<ul style="list-style-type: none"> 2.1-Provide migrant high school students appropriate credit recovery and/or distance education options for credit accrual. 	<p>2.1 - By the end of the 2018-19 school year 90% of high school migrant students seeking credit accrual opportunities, will participate in those opportunities.</p> <p><u>N/A - there were not migrant students seeking credit accrual opportunities.</u></p>
School Readiness (Preschool)	<ul style="list-style-type: none"> 3.1-Provide the Alaska Early Learning Guidelines and parent education regarding the ELGs to parents of migrant preschoolers 	<p>3.1 By the end of the 2018-19 school year, 95% of migrant parents with children ages 0-5 (pre-school) will receive information on the ELGs and other age-appropriate developmental information or attend a training on such.</p> <p><u>Met - 100% of migrant parents with children ages 0-5 received the ELG's and age-appropriate milestone literature.</u></p>
Support Services	<ul style="list-style-type: none"> 4.1-Provide parent involvement events and/or materials 4.2-Provide educational support resources to migrant students as needed 	<p>4.1 By the end of the 2018-19 school year 80% of migrant parents who received information or training on homework/study support will report on a parent survey that the activities</p>

	<ul style="list-style-type: none"> ● 4.4-Provide/initiate referrals and/or resource lists regarding community service providers for migrant families ● 4.5-Provide information or activities designed to facilitate parent involvement ● 4.6-Provide transportation services to enable migrant students to access educational activities/services ● 4.7-Provide information and activities to migrant parents and/or school staff regarding migrant program instruction and support services available to migrant families during the regular term and/or summer. 	<p>increased their ability to help their children with homework.</p> <p><u>Not Met - 66.7% of parents indicated that the information they received increased their ability to help their child with homework or studying.</u></p> <p>4.2 By the end of the 2018-19 school year 90% of migrant students will receive age-appropriate literature and other resources as outlined in the literacy in the home initiative.</p> <p><u>Met - 100% of students received age-appropriate literature and educational games as outlined in the literacy at home initiative.</u></p> <p>4.2 By the end of the 2018-19 school year 80% of migrant parents whose children received “literacy in the home” related resources will report on a parent survey that they used the resources to support literacy and math in the home.</p> <p><u>Met - 90% of parents said they read books or talked to their children about the books provided.</u></p> <p>4.4 By the end of the 2018-19 school year 80% of migrant students or parents seeking a support service will receive a referred service from migrant staff.</p> <p><u>N/A - did not collect data on this objective.</u></p> <p>4.5 By the end of the 2018-19 school year 50% of migrant parents will participate in training regarding methods to helping their children succeed.</p> <p><u>Not Met - data was not gathered for this objective but the migrant program did not coordinate specific training for migrant parents.</u></p> <p>4.6 By the end of the 2018-19 school year transportation will be offered to migrant parents and students to attend migrant-sponsored activities at Manokotak School and Togiak School because of the distance from the main villages to the schools prohibit easy access to the school.</p> <p><u>Met - transportation, to and from, migrant activities at Manokotak and Togiak was provided.</u></p>
--	---	--

<p>Other district-identified migrant student need areas (specify)</p>	<p>SW.1 We are concerned that, as a result of the migrant lifestyle, migrant students, due to lack of access, are unable to receive behavioral counseling that is a barrier to their education</p>	<p>SW.1 By the end of the 2018-19 school year, we will continue the partnership with a behavioral health organization to provide behavior counseling to migrant students in need.</p> <p><u>Not met - A MOU was not signed between the migrant program and BBAHC based on guidance that this was not an allowable use of funds.</u></p> <p>Other - There will be a 50% return rate for parent surveys for the 2018-19 school year.</p> <p><u>Not Met - 18.6% (24 of 129) family units completed the survey.</u></p>
---	--	---

Priority for Service Student Policy

Priority for Service students are students who have been determined to be failing or at risk of failing to meet state academic content and achievement standards and whose education has been interrupted during the regular school year due to a qualifying migrant move.

Priority for service is given to Priority for Service Students.

Identification of K-2 PFS students

- The MEO will send a list of students who had a school year interruption.
- The Migrant Program Specialist, Federal Programs Director and Records Manager will check **universal screening data** (MAP, or other screeners) to identify students who are failing or at risk of failing.
- The Records Manager will send the list back with notes of any students who are failing or at risk of failing to meet the content and achievement standards by October 15.

Identification of 3-12 PFS students

The MEO will provide the district with a list of students in grades 3-12 who are considered Priority for Services Students.

Policy to ensure that school year moves are captured

Year round recruiting is achieved by: **Annual emphasis on recruiting every student by contacting every parent in the district. All recruiters work through list of all students and their parents, based on the community of residence in order to identify and recruit as many children as possible. It is during this time SWRSD completes as many interviews, COE's and ARC's as possible by the November 15. The SWRSD Migrant Team works with site migrant coordinators, secretaries, parents, principals, and other school districts when the possibility of a child being eligible is brought to our attention The Migrant Program Specialist will contact parents and complete interviews. In addition, site migrant coordinators are also migrant liaisons that provide information about the migrant program during family nights. Weekly enrollment reports are reviewed as well.**

School year interruption moves are entered into MIS2000 by this process: The recruiting process happens year-round at all schools. Newly enrolled students complete a questionnaire to determine whether they should be contacted by a recruiter. Additionally, all families in the district are provided information on how to contact a Migrant Education recruiter after their initial interview in the fall if they believe that their status may have changed.

Continuation of Services Provision

MEO Policy - A migrant child who ceases to be a migratory child during a school term is eligible for services until the end of such term. A child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

SWRS Policy - For students that cease to be a migratory child during a school term, the Southwest Region School District Migrant Program will provide services that child for the remainder of the school term. Continuation of Services after the additional year allowed by MEO, will be determined on a case-by-case basis.

Parent Involvement

Local Migrant Parent Advisory Council/Parent Meetings

Local Migrant Parent Advisory Council meetings are held **during the public SWRS School Board meetings. The SWRS School Board serves as the migrant parent advisory council. Several of the SWRS School Board members are parents of migrant children.**