

2022-2023 Service Delivery Plan and Measurable Program Objectives

Below is the initial SDP and MPO's for the migrant program next year and in the future. It is a cut and pasted from the blue document.

Title I-C Supplemental Services to Migratory Children and Youth

Describe the supplemental services that the district will provide migratory children and youth with Title I-C funds to address the identified need areas.

A district may do some or all of these services.

Need Area	Title I-C Funded Supplemental Services
Priority for Services (PFS) (required)	Targeted intervention support for specifically identified students at sites with a migrant academic interventionist in the areas of ELA and mathematics. Providing age-appropriate literature, educational games, and family night activity to support academic support at home.
Academic support in ELA	Southwest's Literacy in the Home Program provides culturally relevant or Alaska themed literature, an educational game, and two family nights (January & March) to each migrant student/family. 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. Targeted intervention support for specifically identified students at sites with a migrant academic interventionist. Summer school to support ELA and mathematics intervention dependent on funding and certified teacher availability.
Academic support in mathematics	Targeted intervention support for specifically identified students at sites with a migrant academic interventionist in the areas of ELA and mathematics. 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. Summer school to support ELA and mathematics intervention dependent on funding and certified teacher availability.
Homework, school support, and parent academic involvement	Parents of school-aged migrant children will receive information, training, and resources on how to support reading and math in the home. All school migratory children will receive a backpack with grade appropriate school materials, parents will receive homework posters and reading journals for use in the home to encourage reading in the home and staying involved in the child's education.
School readiness	Parents of birth to preschool age migrant children will receive information, training and resources about the use and implementation of the ELGs and other age-appropriate developmental strategies that they can use to help prepare their child(ren) for Kindergarten.
High school graduation and dropout support	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. Migrant summer school for credit recovery will be an option at sites where it is a need and staff is available to provide that support. Support for OY children has been provided and is a service that is available.
Preparation for the workforce and postsecondary opportunities	Migratory children in grades 10, 11, 12 will be given the opportunity to attend a weeklong Life Readiness Academy that focuses on mental health, independent life skills, and career interests.
Mental health	Migratory children in grades 10, 11, 12 will be given the opportunity to become Mental Health First Aid certified every year.

Other unique educational needs of migratory children that result from their migratory lifestyle	Each site conducts two family nights between December and the end of March 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.
Support 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. 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.
Vision Program	Flyers are sent to every Migrant family indicating that the Migrant Program will purchase two pairs of prescription glasses to stay at the school for any Migrant student with a current prescription. Glasses will be kept in the classroom of the students' homeroom teacher. Glasses will be sent home with the student at the end of the school year.
School Preparedness Gear	Migrant students who need winter gear (coat, pants, boots, gloves, hats, etc.), tennis shoes, or alarm clocks can receive them upon request by site-based migrant coordinators or school leadership. Coordinators/leadership need to explain how the requested items support the Migrant child's participation in school.
Other needs of migratory children 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> <p>3.1 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 after their freshman year and the high percentages of Ds and Fs in ELA and mathematics for all high school migratory children.</p> <p>3.2 We are concerned that migratory children (including out -of-school youth [OSY]) are not prepared to transition to postsecondary opportunities and the workforce.</p> <p>4.1 We are concerned that parents of migratory children do not have access to the strategies, training, and related services to provide an academically supportive environment for their children to succeed and need additional support to navigate the school system.</p> <p>4.2 We are concerned that migratory children have limited books, school supplies, and access to technology and technology support in their homes.</p> <p>4.3 We are concerned that migratory children do not have access to transportation services.</p> <p><i>Southwest Region School District Concern Statements</i></p> <p>SW.1 We are concerned that migratory children have limited access to participate in enrichment activities (i.e. ANSEP, Student Conservation Association, Student Government, etc.).</p>
Other (specify)	

Title I-C Activities

Describe the activities the district will do with Title I-C funds to address the identified need areas. A district may do some or all of these activities.

Need Area	Title I-C Funded Activities
Parent and Family Engagement (required)	The Federal Programs Department will develop a timeline to conduct local migrant parent meetings and to establish a district Migrant Parent Advisory Committee. The purpose will be to seek feedback about the program, identify needs based on the unique migratory lifestyle, and take comment on the planning and implementation of program services. There are two migrant family nights between December and March at each of our communities where engagement opportunities can occur. Official invitations are sent out to every migratory family, attendance is recorded, and a report is written and published on SWRSD website.
Identification & Recruitment (required)	Training is provided to all recruiters and the district migrant team members. Support to recruiters is provided by the Records Analyst, Migrant Program Specialist, and Federal Programs Director. All parents, regardless of previous migrant status, will be contacted at least three times, to maximize the number of migrant students identified. Recruitment and eligibility materials will be sent home at the beginning of the year and prior to the busy migratory season to all families to support recruitment and eligibility requirements.
Professional development for MEP staff	Site coordinators will receive training on program goals and needs and how to support these needs through family nights.
Literacy Program	The district will continue to implement the Literacy in the Home initiative which includes age-appropriate student selected books, age-appropriate culturally relevant or Alaska themed books, an educational game, and a family night focusing on literacy and supporting literacy in the home.
Administration	Funds will be designated to support the administration, coordination, and implementation of the migrant program.
Academic Intervention Program	Targeted intervention support for specifically identified students, PFS first priority, at sites with a migrant academic interventionist in the areas of ELA and mathematics.
School Supplies	School-aged migratory students will receive a backpack and school supplies at the beginning of each school year.
School Readiness	Parents of Preschool aged children will be provided information, resources, and training to help their child meet the skills necessary to be ready for Kindergarten.
Parent Academic Involvement	Parents of school-aged migratory children will receive resources, training, and information on how to support their child(ren) academically through reading and homework journals and a family homework poster.
10th/11th/12th Grade Life Ready Academy	Migratory children in grades 10, 11, & 12 will be given the opportunity to become Mental Health First Aid certified every year. During a week long camp they will be taught independent and healthy life skills necessary for after high school. Goal setting and college and career readiness.
PK-5th Grade Summer Slide Program	Materials sent home to support continuous summer learning in reading, writing, and math
Migrant Summer School	Summer school to support ELA and mathematics intervention dependent on funding and certified teacher availability.
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.

Delete any strategies that the district is not supporting, and provide specific district measurable outcomes for the strategies the district is supporting*.

*Strategies were not deleted as described above in order to ensure a continued review of all possible strategies for the future.

Goal Area: Academic Support in English Language Arts and Mathematics

Migrant Strategy (Should correlate with strategies checked in ESEA Consolidated Application)	State Measurable Program Outcomes	District Measurable Program Outcomes
<p>1.1 Deliver targeted supplemental English language arts instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their English language arts needs that were identified through a standards-based assessment.</p>	<p>1.A Annually beginning in 2019-20, 2% more migratory children identified as PFS, EL, or who score below proficient on the State assessment will receive supplemental language arts instructional services in the regular or summer term as shown in the Mass Withdrawal and Summer Withdrawal reports starting with the baseline 2016-17 reporting period.</p> <p>1.B Annually beginning in 2019-20, 2% more PFS migratory children receiving supplemental ELA instruction will meet individual growth targets on the State assessment in English language arts than PFS migratory children who did not receive these services.</p>	<p>1.1 Annually, 2022-2023, four to five mid-year teacher graduates will be hired to provide interventions and enrichment instruction in the areas of ELA at our larger sites..</p> <p>1.1 Annually, 2022-2023, 22% of migratory K-3 children identified as PFS or at-risk of failure will receive targeted interventions in ELA.</p> <p>1.1 Annually, 2022-2023, 51% of migratory children receiving targeted interventions will meet growth goal winter to spring with interventions than fall to winter without interventions.</p>
<p>1.2 Deliver targeted supplemental mathematics instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their mathematics needs that were identified through a standards-based assessment.</p>	<p>1.C Annually beginning in 2019-20, 2% more migratory children identified as PFS, EL, or who score below proficient on the State assessment will receive supplemental mathematics instructional services as shown in the Mass Withdrawal or Summer Withdrawal reports starting with the baseline 2016-17 reporting period.</p> <p>1.D Annually beginning in 2019-20, 2% more PFS migratory children receiving a supplemental math instructional service will meet individual growth targets on the State assessment in mathematics, compared to PFS migratory children who did not receive these services.</p>	<p>1.2 Annually, 2022-2023, four to five mid-year teacher graduates will be hired to provide interventions and enrichment instruction in the areas of mathematics.</p> <p>1.2 Annually, 2022-2023, 22% of migratory K-3 children identified as PFS or at-risk of failure will receive targeted interventions in mathematics.</p> <p>1.2 Annually, 2022-2023, 51% of migratory children receiving targeted interventions will meet growth goal winter to spring with interventions than fall to winter without interventions.</p>
<p>1.3 Provide evidence-based, supplemental instruction for migratory children identified as</p>	<p>1.E Annually beginning in 2019-20, 2% more EL migratory children who received a supplemental ELA instructional service will successfully meet</p>	<p>Not identified as a primary need</p>

EL that are designed to increase academic skills.	interim measures of progress or exit criteria on the ACCESS for ELLs, compared to EL migratory children who did not receive these services.	
<p>1.4 Implement the Migrant Literacy Grant to:</p> <ul style="list-style-type: none"> ● increase access to literature in the homes of migratory families, ● support literacy activities that increase family engagement, and ● provide parents/ guardians with strategies to support reading in the home. 	<p>1.F Annually beginning in 2019-20, 3% more migratory children in districts receiving the Migrant Literacy Grant will receive reading materials as shown in the literacy grant final report and/or the Mass Withdrawal and Summer Withdrawal reports starting with the 2016-17 baseline.</p> <p>1.G Annually beginning in 2019-20, the percentage of migratory children who participate in a literacy grant district/site literacy activity will increase by 1% as shown on the Mass Withdrawal and Summer Withdrawal reports starting with the 2016-17 baseline.</p>	1.4 Annually, 2022-2023, 100% of migratory children will receive age-appropriate, culturally-relevant or Alaska themed literature.

Goal Area: School Readiness

Migrant Strategy (Should correlate with strategies checked in ESEA Consolidated Application)	State Measurable Program Outcomes	District Measurable Program Outcomes
2.1 Establish partnerships with tribal, local, district, Head Start, and other preschools in communities to increase the enrollment of migratory children in preschool. This could include home-based visits and playgroups.	2.A Annually beginning in 2019-20, the percentage of migratory preschool aged children enrolled in early childhood programs will increase by 2% starting with the 2016-17 baseline.	Not identified as a primary need and not feasible strategy to implement.
2.2 Provide migrant-funded instructional services for preschool-aged children with a focus on social-emotional development (home-based or site-based). Provide professional development in areas such as: working with preschool-aged children, ACEs-trauma informed practices, and social-emotional development.	2.B Annually beginning in 2019-20, 2% more migratory children who received migrant preschool services prior to being assessed with the Alaska Development Profile (ADP) will master skills in Domain 2: Social and Emotional Development.	Not identified as a primary need and not feasible strategy to implement.
2.3 Use culturally-responsive, evidence-based curriculum and instruction that support the implementation of the Early Learning Guidelines (ELGs) at migrant-funded preschools. This includes resources and/or training for appropriate staff.	2.C Annually beginning in 2019-20, 2% more migratory children who received migrant preschool services prior to being assessed with the ADP will master skills in 11 of 13 goals.	Not identified as a primary need and not feasible strategy to implement.

Goal Area: High School Graduation and Services for Out of School Youth

Migrant Strategy (Should correlate with strategies checked in ESEA Consolidated Application)	State Measurable Program Outcomes	District Measurable Program Outcomes
3.1 In the regular and/or summer terms, provide high school migratory children appropriate credit recovery and/or distance education opportunities for credit accrual.	3.A By the end of the 2021-22 school year and each year thereafter, the percentage of high school migratory children receiving credit accrual services (credit recovery or dual enrollment including distance delivered courses) will increase by 1% starting with the 2016-2017 baseline.	3.1 Annually, 90% of migratory children seeking credit recovery will complete the credit recovery program.
3.2 In the regular school term, provide middle and high school migratory children with an academic success coach to monitor child progress and provide assistance when a child is at-risk of receiving a D or F in an ELA or math course.	3.B By the end of the 2021-22 school year and each year thereafter, 3% more high school migratory children receiving credit accrual services (credit recovery or dual enrollment including distance delivered courses) or academic success coaching will earn 5 credits per year, compared to the 2016-2017 baseline.	3.2 Annually, serve 20 or more migratory 10th-12th grade students will attend a weeklong life ready academy focusing on academic success skills: goal setting, time management, and life skills.
3.3 In the regular and/or summer terms, provide migratory children opportunities to participate in college/career readiness activities and work towards a career path.	3.C By the end of the 2021-22 school year and each year thereafter, the percentage of high school migratory children receiving career and technical education services will increase by 3% starting with the 2016-2017 baseline.	3.3 Annually, 20 or more migratory 10th-12th grade students will attend a weeklong life ready academy to create a career and college readiness plan or activity for a specific high school grade span. 3.3 Annually, 50% of migratory 12th graders will access the Success Coach for help in various areas.
3.4 In the regular and/or summer terms, provide outreach activities for migratory OSY to help them re-enroll in school and graduate.	3.D By the end of the 2021-22 school year, and each year thereafter, the percentage of OSY who re-enroll in school will increase by 2% starting with the 2016-2017 baseline.	3.4 Annually, reach out to 100% of OY (Middle & High-School) migratory students through the success coaching program to support re-enrollment and/or career counseling.

Goal Area: Support Services

Migrant Strategy (Should correlate with strategies checked in ESEA Consolidated Application)	State Measurable Program Outcomes	District Measurable Program Outcomes
4.1 Provide parents of migratory children with access to information through multiple distribution methods (print and electronic) about migrant education events; support materials for reading, writing, math, and homework help; assistance navigating the school system; and additional support services during both regular and summer terms.	4.A By the end of the 2021-22 reporting period, 80% of parents of migratory children will indicate on the Parent Survey that they are aware of services provided through the MEP.	4.1 By the end of the 2022-2023 school year, 80% of parents of migratory children will indicate on the Parent Survey that they are aware of services provided through the MEP. 4.1 At the beginning of the 2022-2023 school year, 100% of migrant students will receive a backpack with school supplies.

<p>4.2 Provide educational support resources such as books for the home, school supplies, and technology support to migratory children as needed. Examples include:</p> <ul style="list-style-type: none"> • Necessary school supplies such as backpacks, pencils, pens, paper etc. • Technology support such as computer rental/ borrowing program, internet access, and education on technology use • Advocacy through community outreach events 	<p>4.B By the end of the 2021-22 reporting period following updating the support services data collection, 2% more migratory children will receive necessary educational resources annually starting with the 2019-20 baseline.</p>	<p>4.2 By the end of the 2022-2023 school year 50% of migrant parents will participate in training regarding methods to helping their children succeed.</p> <p>4.2 At the beginning of the 2022-2023 school year, 100% of parents with preschool aged children will receive information, supplies to support school readiness.</p>
<p>4.3 Provide support services to enable migratory children to access educational activities and community-based activities and services. Examples include:</p> <ul style="list-style-type: none"> • Health services such as healthy living assistance, medical/dental/vision health, and mental health • Advocacy for housing, social services, and transportation services • Necessary support services such as clothing (winter coats and boots), nutrition, and transportation • Healthy living instruction such as safety and nutrition 	<p>4.C By the end of the 2021-22 reporting period following updating the support services data collection, 2% more migratory children will receive support for health and safety instruction annually starting with the 2019-20 baseline.</p>	<p>4.3 Annually, 20 or more highschool students will become certified in teen-mental health first-aid.</p> <p>4.3 Annually, 100% of parents requesting glasses will receive two pairs each year.</p>
<p>SW1 Provide support services to migratory children to access enrichment programs.</p>	<p>N/A</p>	<p>SW1 Annually, 80% of migrant students seeking enrichment opportunities, outside the purview of the school or district, will complete that enrichment activity (ANSEP, post-secondary training, Student Conservation Association, etc.)</p>
<p>Parent Engagement - provide a platform for parents of migratory children to participate in the planning and evaluation of the migrant program.</p>		<p>By the end of the 2022-2023 school year, there will be a 60% return rate for parent surveys.</p> <p>By the end of the 2022-2023 school year, there will be a migrant parent advisory committee and one annual meeting completed</p>