

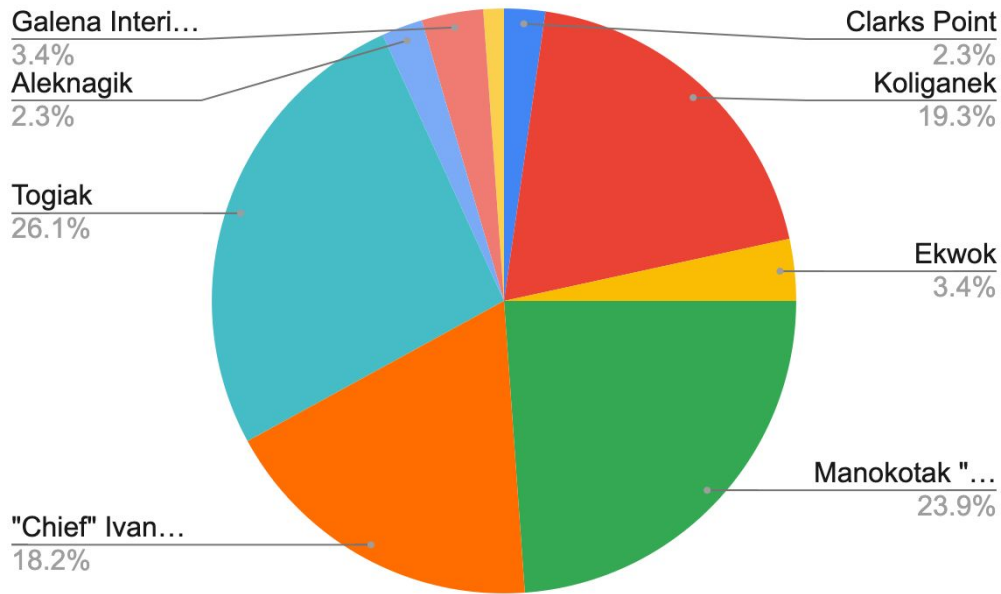
### Migrant Parent Survey Summary

2019-2020 - 84 parents responded to the survey.

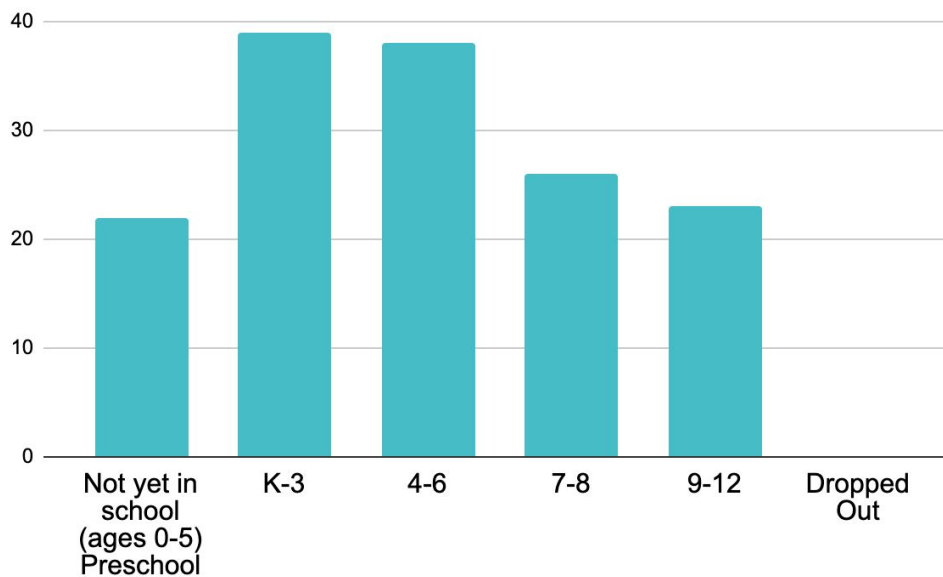
2018-2019 - 24 parents responded to the survey

**Parent Survey Question 1:** 100% of the surveys were from SWRSD parents.

**Parent Survey Questions 2:** Of the parents that responded these are the schools' migratory children attend.



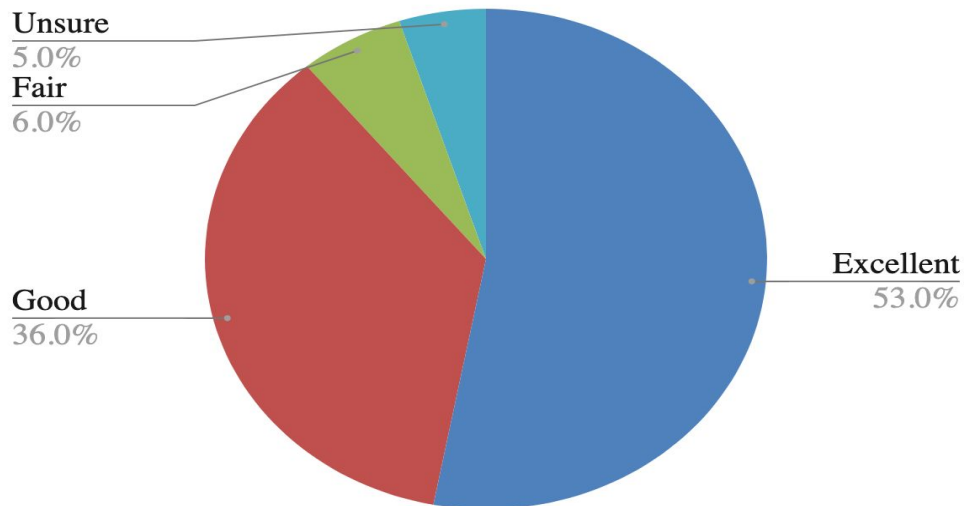
**Parent Survey Question 3:** Ages of migratory children from parent respondents.



**Parent Survey Question 4 - Do you know what services are available to your child(ren) through the Migrant Education Program?**

- 53% selected yes, 38% selected no, 9% were unsure

**Parent Survey Question 5 - How would you rate the overall quality of the Migrant Education Program services?**



**Parent Survey Question 6 - Respondents ranked the services provided for 2019-2020**

1st	Student Selected Book
2nd	Family nights
3rd	Fall book series
4th	Alaska themed books and education games
5th	Targeted tutoring
6th	Early learning literacy information
7th	KiwiCo: STEM kits that arrive at your home
8th	Enrichment opportunities
9th	Career exploration support
10th	Migrant summer school
11th	Scholastic summer book packs PreK - Grade 12
12th	Highlife summer workbooks PreK - Grade 2

**Parent Survey Question 7 - Respondents rated the importance of 2019-2020 services**

- All 14 services received an average rating of 3.6 or higher (5 - Most Important; 4 - Important; 3 - Neutral; 2 - Somewhat Important; 1 - Not Important)
- The top 3, most important services selected by respondents were: (1) family nights (2) student-selected books and (3) migrant summer school

**Parent Survey Question 8 - Academic Interventionist Program**

- 42% of parents were aware of this service
- 25% of parents said their migratory child(ren) received tutoring intervention services

Response: The academic intervention program was available to sites that had extra housing from January to April, which was necessary in order to hire a certified first-year teacher that just graduated from their University teaching program in December. Togiak, Manokotak, Koliganek, and New Stuyahok received a migratory teacher this past January 2020. The purpose of this program is to provide reading, writing, and math tutoring based on student academic data, also known as tier II interventions, to migratory children with a focus on elementary-age kids. To find out more about this program visit <https://www.swrsd.org/domain/93>. Next year, our goal is to continue with this program and try to troubleshoot ways to get an interventionist at smaller sites that do not have open housing.

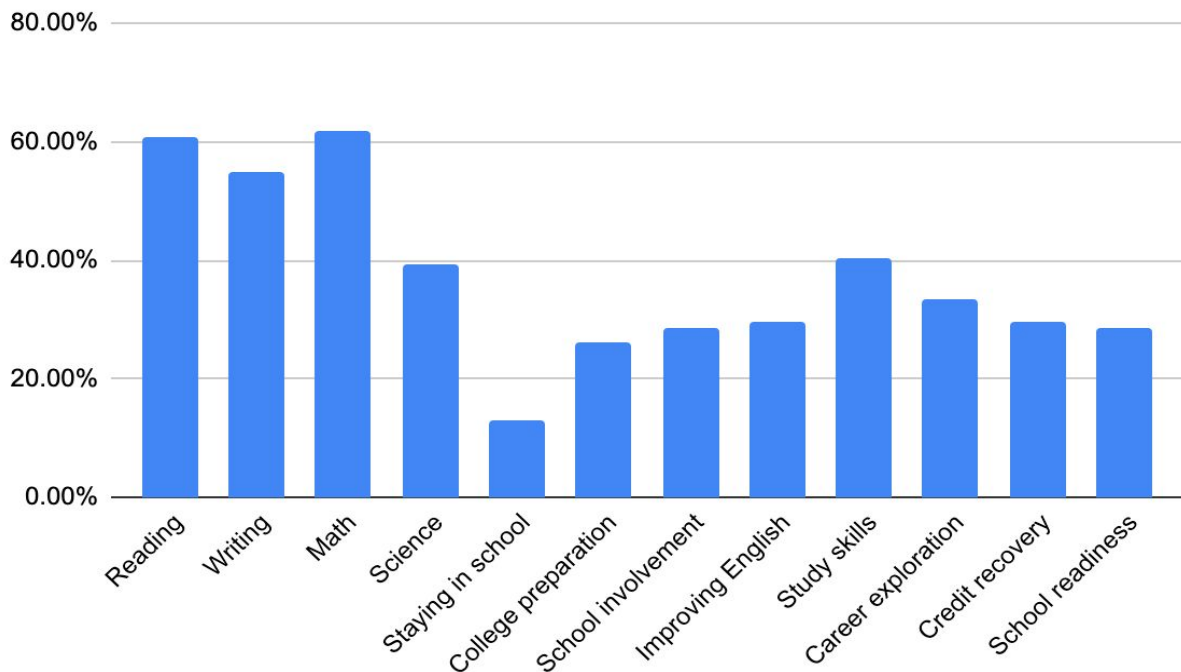
### Parent Survey Question 9 - Comments about family nights

- Gets all the migrant families and kids interacting and having fun.
- Families spending time together.
- Events are family-themed
- Spending time with your children and interacting with other families!
- Everyone gets together and works to do fun, healthy activities.
- Everything...

### Parent Survey Question 10 - Did you receive information or training on how to help your child with homework or studying (flyer, pamphlet, information at a parent night, training, etc.)?

- 45% responded yes

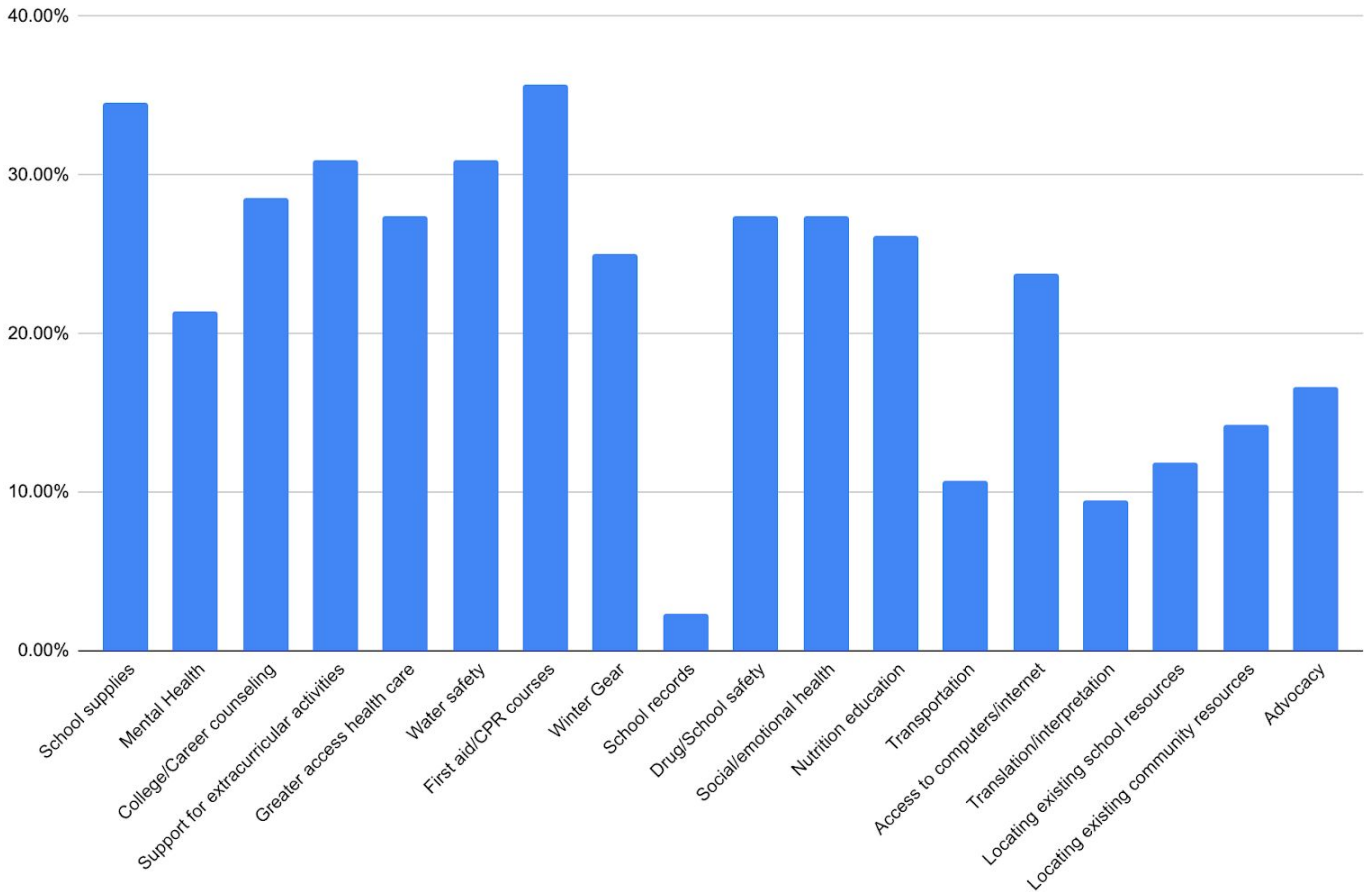
### Parent Survey Question 11 - Academic Needs: In what area(s) do you feel your child(ren) needs the most help? (Check all that apply.)



### Migrant Program plan to meet needs:

- Math, Reading, Writing: Increase the amount of time academic interventionists have with migratory students. Work on a solution to being able to provide more support to smaller sites
- Study skills: School-age migratory students will receive a homework journal at the start of the school year to help them keep track of school work and for parents to check-in. Parents will receive a washable homework poster for their home to write down their child's academics.
- School Readiness: Parents of preschool-aged children will receive information, materials, and tools to help their children obtain kindergarten readiness skills.
- Career exploration, college planning: All 9th/10th graders will be invited to participate in a weeklong camp in Dillingham for eWeek 3 and 4. The camp will be titled Life Ready Academy. The students will work on school and life plans, goal setting, time management. They will practice making their own meals, laundry, cleaning, and hygiene. Students will obtain their mental health first aid certification card and become certified in CPR/first aid. Mental health certification provides strategies to handle and help in mental health crisis situations.

**Parent Survey Question 12 - Support Needs: In what areas does your child(ren) need support? (Check all that apply.)**



**Migrant Program plan to meet needs:**

- School supplies: every school-aged qualifying migrant student as of August will receive a backpack and school supplies mailed directly to their home prior to the start of the school year
- First aid/CPR: 9th/10th graders will be given an opportunity to obtain their mental health first aid certification, and possibly first aid.
- Water Safety: life jackets and emergency response kits were sent out to every migrant child April/May 2020
- Drug, school safety, social-emotional health, nutrition education, mental health, college/career counseling: these topics will be built into the Life Ready Academy that all 9th/10th migratory students will be invited to attend during eWeek 3 and 4

**Parent Survey Question 13 - Parent Engagement: What types of programs or services would most help you support your child(ren)'s education? (Check all that apply.)**

- Top responses:
  - 52% - Educational materials/activities at home
  - 51% - Helping with homework

**Migrant Program plan to meet needs:**

- These topics will be incorporated into family nights, letters sent home, and materials to migratory families
- Kiwi crates - provide family activities at home
- Game - the educational game sent out every December provides more opportunities for family time
- Homework journals will be provided for every migratory student. Parents can use these as a way to help engage with their student(s).
- Reading journals for all children to help encourage reading at home and parent engagement into their child's reading interests.

**Parent Survey Question 14 - What is your biggest concern for your child(ren) being successful in school and graduating?**

- Getting work done and in a timely manner
- No concern
- Just want to make sure they have helped to pass the requirements
- That they may be too scared to ask for help with work
- Getting scholarships
- Great attitude and willingness to learn anything

**Migrant Program plan to meet needs:**

- Incorporating the reading and homework journals into part of the home routine

**Parent Survey Question 17 - Final comments**

- Keep up the awesome job and support
  - Great at organizing and coordination
  - More tutoring
  - Math & Science support. I love the program
  - More family nights
-

*Goal Area: Academic Support in English Language Arts and Mathematics*

<p><b>Migrant Strategy</b> (Should correlate with strategies checked in ESEA Consolidated Application)</p>	<p><b>State Measurable Program Outcomes</b></p>	<p><b>District Measurable Program Outcomes</b></p>
<p><b>1.1</b> 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><b>1.A</b> 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><b>1.B</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, beginning in 2019-20, two or more mid-year teacher graduates will be hired to provide interventions and enrichment instruction in the areas of ELA.</p> <p><b><u>MET - 3 Academic Interventionists hired for Togiak, Manokotak, &amp; Koliganek</u></b></p> <p>1.1 Annually, beginning in 2019-20, 5% of migratory children identified as PFS or at-risk of failure will receive targeted interventions in ELA.</p> <p><b><u>MET - 6.1% of PFS students received targeted interventions in ELA</u></b></p> <p>1.1 Annually, beginning in 2019-20, 90% of migratory children receiving targeted interventions will show a higher growth rate on the MAP Reading assessment when compared to growth rates without interventions.</p> <p><b><u>NOT MET - No spring MAP data due to COVID-19 school closures</u></b></p>
<p><b>1.2</b> 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><b>1.C</b> 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><b>1.D</b> 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, beginning in 2019-20, two or more mid-year teacher graduates will be hired to provide interventions and enrichment instruction in the areas of mathematics.</p> <p><b><u>MET - 3 Academic Interventionists hired for Togiak, Manokotak, &amp; Koliganek</u></b></p> <p>1.2 Annually, beginning in 2019-20, 5% of migratory children identified as PFS or at-risk of failure will receive targeted interventions in mathematics.</p> <p><b><u>MET - 6.1% of PFS students received targeted interventions in Math</u></b></p>

		<p>1.2 Annually, beginning in 2019-20, 90% of migratory children receiving targeted interventions will show a higher growth rate on the MAP mathematics assessment when compared to growth rates without interventions.</p> <p><b><u>NOT MET - No spring MAP data due to COVID-19 school closures</u></b></p>
<p><b>1.3</b> Provide evidence-based, supplemental instruction for migratory children identified as EL that are designed to increase academic skills.</p>	<p><b>1.E</b> Annually beginning in 2019-20, 2% more EL migratory children who received a supplemental ELA instructional service will successfully meet interim measures of progress or exit criteria on the ACCESS for ELLs, compared to EL migratory children who did not receive these services.</p>	<p>Not identified as a primary need</p>
<p><b>1.4</b> Implement the Migrant Literacy Grant to:</p> <ul style="list-style-type: none"> <li>● increase access to literature in the homes of migratory families,</li> <li>● support literacy activities that increase family engagement, and</li> <li>● provide parents/guardians with strategies to support reading in the home.</li> </ul>	<p><b>1.F</b> 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><b>1.G</b> 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>	<p>1.4 Annually, beginning in 2019-20, 95% of migratory children will receive age-appropriate, culturally-relevant or Alaska themed literature.</p> <p><b><u>MET - 100% of migratory children received Alaska themed literature</u></b></p>

**Goal Area: School Readiness**

<b>Migrant Strategy</b> (Should correlate with strategies checked in ESEA Consolidated Application)	<b>State Measurable Program Outcomes</b>	<b>District Measurable Program Outcomes</b>
<p><b>2.1</b> 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.</p>	<p><b>2.A</b> 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.</p>	<p>Not identified as a primary need and not a feasible strategy to implement.</p>
<p><b>2.2</b> 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.</p>	<p><b>2.B</b> Annually beginning in 2020-21, 2% more migratory children who received migrant preschool services prior to being assessed with the Alaska Development Profile (ADP) will master skills in Domain 2: Social and Emotional Development.</p>	<p>Not identified as a primary need and not feasible strategy to implement.</p>
<p><b>2.3</b> 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.</p>	<p><b>2.C</b> Annually beginning in 2020-21, 2% more migratory children who received migrant preschool services prior to being assessed with the ADP will master skills in 11 of 13 goals.</p>	<p>Not identified as a primary need and not feasible strategy to implement.</p>



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

<b>Migrant Strategy</b> (Should correlate with strategies checked in ESEA Consolidated Application)	<b>State Measurable Program Outcomes</b>	<b>District Measurable Program Outcomes</b>
<p><b>3.1</b> In the regular and/or summer terms, provide high school migratory children appropriate credit recovery and/or distance education opportunities for credit accrual.</p>	<p><b>3.A</b> By the end of the 2019-20 school year and each year thereafter, the percentage of high school migratory children receiving credit accrual services (credit recovery or dual enrollment including distance delivered courses) will increase by 1% starting with the 2016-2017 baseline.</p>	<p>3.1 Annually, beginning in 2019-20, 90% of migratory children seeking credit recovery will complete the credit recovery program.</p> <p><b><u>MET - no requests for credit recovery in FY20</u></b></p>
<p><b>3.2</b> In the regular school term, provide middle and high school migratory children with an academic success coach to monitor child progress and provide assistance when a child is at-risk of receiving a D or F in an ELA or math course.</p>	<p><b>3.B</b> By the end of the 2019-20 school year and each year thereafter, 3% more high school migratory children receiving credit accrual services (credit recovery or dual enrollment including distance delivered courses) or academic success coaching will earn 5 credits per year, compared to the 2016-2017 baseline.</p>	<p>3.2 - By the end of the 2019-20 school year, the Migrant Education Team will determine the feasibility of providing academic success coaches for middle school and 9th graders in one of our schools.</p> <p><b><u>MET - FY21 will offer a week-long academy to all 9th/10th grade focused on academic success, life skills, and career exploration</u></b></p>
<p><b>3.3</b> In the regular and/or summer terms provide migratory children opportunities to participate in college/career readiness activities and work towards a career path.</p>	<p><b>3.C</b> By the end of the 2019-20 school year and each year thereafter, the percentage of high school migratory children receiving career and technical education services will increase by 3% starting with the 2016-2017 baseline.</p>	<p>3.3 - By the end of the 2019-20 school year, the Migrant Education Team will determine the feasibility of providing a career and college readiness plan or activity for a specific high school grade span.</p> <p><b><u>MET - FY21 will offer a week-long academy to all 9th/10th grade focused on academic success, life skills, and career exploration</u></b></p>
<p><b>3.4</b> In the regular and/or summer terms, provide outreach activities for migratory OSY to help them re-enroll in school and graduate.</p>	<p><b>3.D</b> By the end of the 2019-2020 school year, and each year thereafter, the percentage of OSY who re-enroll in school will increase by 2% starting with the 2016-2017 baseline.</p>	<p>Not identified as a primary need and not a feasible strategy to implement.</p>

*Goal Area: Support Services*

<p><b>Migrant Strategy</b> (Should correlate with strategies checked in ESEA Consolidated Application)</p>	<p><b>State Measurable Program Outcomes</b></p>	<p><b>District Measurable Program Outcomes</b></p>
<p><b>4.1</b> Provide parents of migratory children with access to information through multiple distribution methods (print and electronic) about migrant education events; support materials for reading, writing, math, and homework help; assistance navigating the school system; and additional support services during both regular and summer terms.</p>	<p><b>4.A</b> By the end of the 2019-20 reporting period, 80% of parents of migratory children will indicate on the Parent Survey that they are aware of services provided through the MEP.</p>	<p>4.1 By the end of the 2019-20 school year, 80% of parents of migratory children will indicate on the Parent Survey that they are aware of services provided through the MEP.</p> <p><b><u>Not MET - 52.4% indicated they were aware of available services</u></b></p>
<p><b>4.2</b> 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"> <li>● Necessary school supplies such as backpacks, pencils, pens, paper etc.</li> <li>● Technology support such as computer rental/ borrowing program, internet access, and education on technology use</li> <li>● Advocacy through community outreach events</li> </ul>	<p><b>4.B</b> By the end of the 2020-21 reporting period following updating the support services data collection, 2% more migratory children will receive necessary educational resources annually starting with the 2019-20 baseline.</p>	<p>4.2 By the end of the 2019-20 school year 80% of migrant parents who received information or training on homework/study support and graduation requirements will report on a parent survey that the activities increased their ability to help their children with homework or support graduation.</p> <p><b><u>Not MET - 45% indicated they received information; no data collected on the value of information</u></b></p> <p>4.2 By the end of the 2019-20 school year 50% of migrant parents will participate in training regarding methods to helping their children succeed.</p> <p><b><u>NOT MET - the migrant program did not coordinate specific training for migrant parents.</u></b></p>
<p><b>4.3</b> 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"> <li>● Health services such as healthy living assistance, medical/dental/vision health, and mental health</li> <li>● Advocacy for housing, social services, and transportation services</li> <li>● Necessary support services such as clothing (winter coats and boots), nutrition, and transportation</li> <li>● Healthy living instruction such as safety and nutrition</li> </ul>	<p><b>4.C</b> By the end of the 2020-21 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>Not identified as a primary need</p>

<p><b>SW1</b> Provide support services to migratory children to access enrichment programs.</p>	<p>N/A</p>	<p>SW1 Annually, beginning in the 2019-20 school year, 90% 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><b><u>MET - 100% of students enrolled in dual credit opportunities completed the activity</u></b></p>
<p><b>Parent Engagement</b> - 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 2019-20 school year, there will be a 50% return rate for parent surveys.</p> <p><b><u>MET - 60% (84 surveys completed out of 140 families)</u></b></p> <p>By the end of the 2019-20 school year, there will be a migrant parent advisory committee and one annual meeting completed</p> <p><b><u>NOT MET - the migrant program did not coordinate advisory meetings</u></b></p> <p>By the end of the 2019-20 school year, there will be a migrant parent meeting at each of our eight schools.</p> <p><b><u>NOT MET - the migrant program did not coordinate advisory meetings</u></b></p>

## MSDR

### GRPA 1: Proficiency in Reading/Language Arts (Grades 3-8)

	2015-2016	2016-2017	2017-2018	2018-2019
<b>District Results</b>	N/A	2.24%	3.48%	2.91%
<b>State Results</b>	N/A	25.55%	27.68%	27.15%

### GRPA 2: Proficiency in Mathematics (Grades 3-8)

	2015-2016	2016-2017	2017-2018	2018-2019
<b>District Results</b>	N/A	9.77%	13.04%	11.65%
<b>State Results</b>	N/A	22.08%	26.63%	26.82%

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### EED PEAKS Performance Data & Report to the Public

2018-2019 PEAKS achievement data in ELA and Math was reviewed to do a gap analysis between migrant and non-migrant students.

#### Percent at or above Proficient on the 2017-18 PEAKS Assessment

<b>Sub Group</b>	<b>Language Arts</b>	<b>Math</b>
<b>Migrant</b>	3.28%	10.66%
<b>Non-Migrant</b>	6.98%	8.41%

#### Attendance & Graduation Rate & Drop Out Rate for 2017-18

<u>Sub Group</u>	<u>4-Yr Graduation Rate</u>	<u>Attendance Rate</u>	<u>Drop Out Rate</u>
Migrant	84.21%	89.32%	3.45%
Non-Migrant	77.78%	89%	6.70%

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# FY21 District Plan

## 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><b>1.1</b> 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><b>1.A</b> 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><b>1.B</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, beginning in 2020-21, 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, beginning in 2020-21, 7% of migratory children identified as PFS or at-risk of failure will receive targeted interventions in ELA.</p> <p>1.1 Annually, beginning in 2020-21, 90% of migratory children receiving targeted interventions will show a higher growth rate on the MAP Reading assessment when compared to growth rate winter to spring with interventions than fall to winter without interventions.</p>
<p><b>1.2</b> 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><b>1.C</b> 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><b>1.D</b> 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, beginning in 2020-21, 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, beginning in 2020-21, 7% of migratory children identified as PFS or at-risk of failure will receive targeted interventions in mathematics.</p> <p>1.2 Annually, beginning in 2020-21, 90% of migratory children receiving targeted interventions will show a higher growth rate on the MAP mathematics assessment when compared to growth rate winter to spring with interventions than fall to winter without interventions.</p>
<p><b>1.3</b> Provide evidence-based, supplemental instruction for migratory children identified as EL that are designed to increase academic skills.</p>	<p><b>1.E</b> Annually beginning in 2019-20, 2% more EL migratory children who received a supplemental ELA instructional service will successfully meet interim measures of progress or exit criteria on the ACCESS for ELLs, compared to EL migratory children who did not receive these services.</p>	<p>Not identified as a primary need</p>
<p><b>1.4</b> Implement the Migrant Literacy Grant to:</p> <ul style="list-style-type: none"> <li>● increase access to literature in the homes of migratory families,</li> <li>● support literacy activities that increase family engagement, and</li> </ul>	<p><b>1.F</b> 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><b>1.G</b> Annually beginning in 2019-20, the percentage of migratory children who participate in a literacy grant district/site literacy activity will increase by 1%</p>	<p>1.4 Annually, beginning in 2020-21, 100% of migratory children will receive age-appropriate, culturally-relevant or Alaska themed literature.</p>

<ul style="list-style-type: none"> <li>provide parents/ guardians with strategies to support reading in the home.</li> </ul>	as shown on the Mass Withdrawal and Summer Withdrawal reports starting with the 2016-17 baseline.	
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**Goal Area: School Readiness**

<b>Migrant Strategy</b> (Should correlate with strategies checked in ESEA Consolidated Application)	<b>State Measurable Program Outcomes</b>	<b>District Measurable Program Outcomes</b>
<b>2.1</b> 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.	<b>2.A</b> 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.
<b>2.2</b> 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.	<b>2.B</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.
<b>2.3</b> 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.	<b>2.C</b> 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**

<b>Migrant Strategy</b> (Should correlate with strategies checked in ESEA Consolidated Application)	<b>State Measurable Program Outcomes</b>	<b>District Measurable Program Outcomes</b>
<b>3.1</b> In the regular and/or summer terms, provide high school migratory children appropriate credit recovery and/or distance education opportunities for credit accrual.	<b>3.A</b> By the end of the 2020-21 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.
<b>3.2</b> 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.	<b>3.B</b> By the end of the 2020-21 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, 80% of migratory 9th/10th graders will attend a weeklong life ready academy focusing on academic success skills: goal setting, time management, and life skills.

<p><b>3.3</b> In the regular and/or summer terms, provide migratory children opportunities to participate in college/career readiness activities and work towards a career path.</p>	<p><b>3.C</b> By the end of the 2020-21 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.</p>	<p>3.3 Annually, 80% of migratory 9th/10th graders will attend a weeklong life ready academy to create a career and college readiness plan or activity for a specific high school grade span.</p>
<p><b>3.4</b> In the regular and/or summer terms, provide outreach activities for migratory OSY to help them re-enroll in school and graduate.</p>	<p><b>3.D</b> By the end of the 2020-21 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.</p>	<p>Not identified as a primary need and not feasible strategy to implement.</p>

*Goal Area: Support Services*

<p><b>Migrant Strategy</b> (Should correlate with strategies checked in ESEA Consolidated Application)</p>	<p><b>State Measurable Program Outcomes</b></p>	<p><b>District Measurable Program Outcomes</b></p>
<p><b>4.1</b> Provide parents of migratory children with access to information through multiple distribution methods (print and electronic) about migrant education events; support materials for reading, writing, math, and homework help; assistance navigating the school system; and additional support services during both regular and summer terms.</p>	<p><b>4.A</b> By the end of the 2020-21 reporting period, 80% of parents of migratory children will indicate on the Parent Survey that they are aware of services provided through the MEP.</p>	<p>4.1 By the end of the 2020-2021 school year, 80% of parents of migratory children will indicate on the Parent Survey that they are aware of services provided through the MEP.</p> <p>4.1 By the end of the 2020-21 school year, 100% of migrant students will receive a backpack with school supplies.</p>
<p><b>4.2</b> 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"> <li>● Necessary school supplies such as backpacks, pencils, pens, paper etc.</li> <li>● Technology support such as computer rental/ borrowing program, internet access, and education on technology use</li> <li>● Advocacy through community outreach events</li> </ul>	<p><b>4.B</b> By the end of the 2020-21 reporting period following updating the support services data collection, 2% more migratory children will receive necessary educational resources annually starting with the 2019-20 baseline.</p>	<p>4.2 By the end of the 2020-2021 school year 80% of migrant parents who received information or training on homework/study support will report on a parent survey that the activities increased their ability to help their children with homework or support graduation.</p> <p>4.2 By the end of the 2020-21 school year 50% of migrant parents will participate in training regarding methods to helping their children succeed.</p> <p>4.2 By the end of the 2020-21 school year, 100% of parents with preschool aged children will receive information, supplies to support school readiness..</p> <p>4.2 By the end of the 2020-21 school year, 80% of parents with preschool aged children will receive training on use of supplies.</p>
<p><b>4.3</b> 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"> <li>● Health services such as healthy living assistance, medical/dental/vision health, and mental health</li> <li>● Advocacy for housing, social services, and transportation services</li> </ul>	<p><b>4.C</b> By the end of the 2020-21 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><b>4.3</b> Annually, 80% of migratory 9th/10th graders will complete a week-long life ready academy.</p>

