

# 2016-2017 Service Delivery Plan

## Strategies and Measurable Program Outcomes

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School Readiness	
Key Strategies	MPOs
<b>1.1) Provide migrant parents with ideas, activities, and materials for use at home with their children to promote first language development and school readiness through site-based or home-based family literacy opportunities (e.g., language acquisition, packets with school supplies, books and activities).</b>	<b>1.1) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support school readiness activities in the home.</b>
<b>1.2) Provide migrant funded site-based preschool services to migrant children ages 3-5 (e.g., during the regular school day, as an evening program, or as part of a summer school program).</b>	<b>1.2) By the end of program year 2017-2018, 90% of students attending at least 40 hours of migrant preschool will show a gain on a pre/post-test of school readiness skills.</b>
<b>1.3) Participate in the activities of the Preschool Initiative CIG and share materials, strategies, and resources with migrant families.</b>	<b>1.3) By the end of program year 2017-2018, 30% of all identified migrant-eligible preschool-aged children will be served.</b>

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English Language Arts Achievement	
Key Strategies	MPOs
<p><b>2.1)</b> Provide resources through migrant funds to promote early literacy (e.g., extended day kindergarten, backpacks and school supplies, family literacy nights and opportunities, individual libraries, migrant summer school, expeditionary opportunities, tutoring, after school programs).</p>	<p><b>2.1)</b> By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early literacy as measured by resource distribution logs.</p>
<p><b>2.2)</b> Use highly qualified staff to provide supplemental ELA extended school services aligned with state standards and proficiencies (e.g., summer school for ELA, IDLA-advancement, Plato, dual enrollment, community colleges, academies offered by IHEs, PASS, after school tutoring, home-based instruction).</p>	<p><b>2.2a)</b> By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level ELA skills for students in grades 3-12.</p> <p><b>2.2b)</b> By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will earn at least one secondary English credit for students in grades 7-12.</p>
<p><b>2.3)</b> Provide opportunities for migrant staff to attend district, regional, state, and/or national level ELA professional development (e.g., migrant funds are used to send staff to PD events).</p>	<p><b>2.3)</b> By the end of program year 2017-2018, 80% of teachers participating in migrant-sponsored ELA professional development will report on a survey that they successfully applied the research-based instructional strategies on supplemental literacy instruction.</p>
<p><b>2.4)</b> Provide ongoing (year-round) access and training on specific resources (e.g., school supplies, educational materials, books and multicultural literature) needed by migrant parents and students.</p>	<p><b>2.4)</b> By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities (one-on-one or in groups) will report on a pre/post survey that the resources they received have increased their ability to provide ELA academic support at home.</p>

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<b>Mathematics Achievement</b>	
<b>Key Strategies</b>	<b>MPOs</b>
<p><b>3.1)</b> Provide resources through migrant funds to promote early numeracy (e.g., extended day kindergarten, backpacks and school supplies, family math nights and opportunities, mathematics manipulatives, migrant summer school, expeditionary opportunities, tutoring, after school programs).</p>	<p><b>3.1)</b> By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early numeracy as measured by resource distribution logs.</p>
<p><b>3.2)</b> Use highly qualified staff to provide supplemental math extended school services aligned with state standards and proficiencies (e.g., summer school for math, IDLA-advancement, Plato, dual enrollment, community colleges, INL, math camps, academies offered by IHEs).</p>	<p><b>3.2a)</b> By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level math skills for students in grades 3-12.</p> <p><b>3.2a)</b> By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will earn at least secondary math credit for students in grades 7-12.</p>
<p><b>3.3)</b> Provide opportunities for migrant staff to attend district, regional, state, or national level math professional development (e.g., migrant funds are used to send staff to PD events).</p>	<p><b>3.3)</b> By the end of program year 2017-2018, 80% of migrant staff participating in migrant-sponsored math professional development will report on a survey that they successfully applied the research-based instructional strategies during supplemental math instruction.</p>
<p><b>3.4.a)</b> Identify organizations, experts, and resources to provide family math engagement opportunities and share information with parents (e.g., Parent Math Night, manipulatives, guest speakers, community and job outings focused on math in their world).</p> <p><b>3.4.b)</b> Provide opportunities for migrant parents to attend local, regional, state, and national math family engagement events and activities.</p>	<p><b>3.4)</b> By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support math education at home.</p>

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High School Graduation	
Key Strategies	MPOs
<b>4.1)</b> Develop and implement a student monitoring system to follow migrant secondary students' progress towards grade promotion and graduation.	<b>4.1)</b> By the end of 2017-2018 program year, 100% of migrant secondary students will be monitored using a student tracking system.
<b>4.2.a)</b> Provide instructional services during the school day, before or after school, or during summer school for credit accrual for secondary migrant students (e.g., tutoring, study skills elective classes, PASS, credit recovery classes, internships).  <b>4.2.b)</b> Provide support services (e.g., supplemental supplies and fees, advocacy etc).	<b>4.2)</b> By the end of the program year 2017-2018, the percentage of secondary migrant students receiving an instructional and/or support service will increase by 20%.
<b>4.3)</b> Provide a secondary migrant graduation specialist or other migrant staff to support migrant students towards grade promotion and graduation for 7 <sup>th</sup> – 12 <sup>th</sup> grades.	<b>4.3)</b> By the end of program year 2017-2018, a secondary migrant graduation specialist or other migrant staff will be in place in all funded MEPs to support migrant student promotion and graduation.
<b>4.4)</b> Provide parents and students with information and supportive events related to high school graduation and/or college and career readiness at a minimum of twice per year (e.g., Migrant Summer Leadership Institute, college visits, presentations at PAC meetings, CAMP collaborations, leadership institutes, career fairs/speakers, CIS software training).	<b>4.4)</b> By the end of program year 2017-2018, 80% of migrant students or parents participating, will report on a pre/post survey that the information gained was useful in promoting the goal of high school graduation and/or college and career readiness.

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<b>Non-instructional Support Services</b>	
<b>Key Strategies</b>	<b>MPOs</b>
<b>5.1) Provide professional development (PD) on migratory lifestyle and unique needs of migrant students (e.g., program and cultural awareness presentation, field or home visits for teachers and administrators, training on mobility /academic/social gaps).</b>	<b>5.1) By the end of program year 2017-2018, 80% of migrant staff participating will report an increase in student engagement based on staff surveys.</b>
<b>5.2) Provide workshops, meetings, and resources to parents and the community on ways to support and involve migrant students (e.g., extra-curricular activities, parenting classes, parent literacy workshops, instructional home visits).</b>	<b>5.2) By the end of program year 2017-2018, 80% of migrant parents participating will report an increase in student engagement based on parent surveys.</b>
<b>5.3) Establish partnerships and/or agreements among the school district and community healthcare providers and public health agencies to provide health services to migrant families, such as Memoranda of Understanding.</b>	<b>5.3) By the end of program year 2017-2018, at least two local partnerships and/or agreements among the school district and community healthcare providers and public health agencies will be established to provide health services to migrant families.</b>
<b>5.4) Provide information on, and referrals to, individualized health advocacy services to benefit migrant families needing health services (e.g., glasses, dental, immunizations).</b>	<b>5.4) By the end of program year 2017-2018, 80% of migrant parents participating in parent involvement activities will report on a pre/post survey that they have an increased understanding of how to access community health services.</b>