



TITLE I PART C

Education of Migratory Children



Best Practice: Secondary Student Instructional Support

Project: Omaha Migrant Education Program

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Program Location: Omaha, NE

Age/Grade Level/Target Population: Grades 6-12 and OSY

Goal Area: High School Graduation

MPO Addressed:

- **MPO 3a** By the end of the 2020-21 performance period, 45% of eligible secondary students (grades 9-12) and OSY will receive MEP-sponsored supplemental instructional services.

Program Description:

The Omaha Project has been challenged to meet the MPO regarding providing instructional services to secondary migrant students. Some of the challenges we have encountered are students' and OSY's availability due to work schedules, taking care of children and siblings, and sports. Some of our students and OSY lack engagement in services provided because they have other priorities. We have developed a plan to increase instructional services provided through expanding our model for providing these services.

Implementation Models:

- In-school support (study periods/lunch)
- Proposed: remote tutoring on days when the students in remote learning for grades 7-12 and for OSY, when they are available
 - Purchase internet service/hotspot for OSY
- Learning groups during Advisement
- Coordinate with other school districts to provide instructional services to secondary students
- ACT/Accuplacer Prep
- After-school Extended Programming (Student Success Center)
- Home-based Instructional Services—when allowed, by contracted tutors.
- Summer School Instructional Support
- Close-Up during Spring Break and summer
- Reading Together in July Migrant Summer Program
- Increase instructional services in summer leadership camps

Program Purpose/Anticipated Outcome(s):

- Increase instructional services—MPO 3.2a 45% of secondary students and OSY will receive MEP-sponsored instructional services:
 - In the 18-19 year, 34% of secondary migrant students and OSY in the Omaha Project received MEP-sponsored instructional services.
- Increase the percentage of students who are passing their classes with C or above.
- Decrease drop-out rate.
- Increased participation/referrals to non-MEP sponsored instructional programs, for example, JobCorps, YouthBuild, GED classes (most programs have closures due to COVID)

Training Requests by Staff to Implement the Plan:

- *Strategic Tutoring* (book study)
- Understanding Rubrics
- OPS Grading System

Curriculum:

- District curriculum
- Reading Together curriculum
- ACT Prep curriculum
- Close-Up Curriculum
- GOSOSY Curricular materials

Assessment/Evaluation:

- NWEA MAP
- District assessments tied to the curriculum
- Percentage of secondary migrant students and OSY who receive instructional services in the 20-21 year
- Pre- and post-tests

Impact:

- Student Retention
- Increase in percentage of students who pass their classes (C or above)
- Graduation rate

Staffing: Migrant Service Providers and contracted tutors, paras, and teachers

Cost:

- \$2500 for additional staff to help with after-school tutoring at each high school who offers extended programming.
- contracted interpreters for home visits (\$15 per hour)—dependent on their availability
- *Strategic Tutoring* materials (\$150)
- GED and consumable books for OSY

- ACT Prep materials

Resources Needed:

- Resource cards for different subjects
- Explore instructional apps to purchase for iPads
- ACT Prep flash cards/apps/books
- *Strategic Tutoring* books
- GED books
- Consumable books for OSY (EL books)