

**2013-2014 Service Delivery Plan Strategies  
Top READING Strategies**

Reading Strategies (29 districts) Data not available for Martin and Sarasota	Frequency	%
<b>Provide high quality curriculum that is aligned with tools for assessment and progress monitoring to meet individualized student needs</b>	<b>18</b>	<b>62.1%</b>
<b>Utilize technology and other tools</b>	<b>16</b>	<b>55.2%</b>
<b>Provide strategic, content-based tutoring in reading to students identified as PFS</b>	<b>10</b>	<b>34.5%</b>

8 Large Districts (based on funding) AMCC, Collier, Hendry, Hillsborough, Miami-Dade, Palm Beach, Polk	Frequency	%
<b>Utilize technology and other tools</b>	<b>6</b>	<b>75.0%</b>
<b>Provide high quality curriculum that is aligned with tools for assessment and progress monitoring to meet individualized student needs</b>	<b>6</b>	<b>75.0%</b>
Emphasize language-based content instruction using sheltered instruction with ELs	3	37.5%
Provide information and materials to instructional staff on scientifically-based reading strategies	3	37.5%
<b>Provide strategic, content-based tutoring in reading to students identified as PFS</b>	<b>3</b>	<b>37.5%</b>

6 Medium Districts (based on funding) DeSoto, Hardee, Lee, Manatee, Okeechobee, PAEC	Frequency	%
<b>Utilize technology and other tools</b>	<b>4</b>	<b>66.7%</b>
<b>Provide high quality curriculum that is aligned with tools for assessment and progress monitoring to meet individualized student needs</b>	<b>3</b>	<b>50.0%</b>
Provide information and materials to migrant and general education staff on advocacy, credit accrual, and graduation enhancement of Recovery OSY	2	33.3%
Provide information and materials to instructional staff on scientifically-based and ESL strategies to utilize with migrant students	2	33.3%
Offer family literacy opportunities to migrant parents, including home-based tutoring to model promising practices and basic English adults	2	33.3%
Provide sustained and intensive professional development	2	33.3%

15 Small Districts (based on funding) Broward, Glades, Indian River, Lafayette, Lake, LWCS, Madison, Marion, Orange, Osceola, Pasco, Putnam, St. Lucie, Suwanee, Volusia	Frequency	%
<b>Provide high quality curriculum that is aligned with tools for assessment and progress monitoring to meet individualized student needs</b>	<b>9</b>	<b>60.0%</b>
<b>Provide strategic, content-based tutoring in reading to students identified as PFS</b>	<b>6</b>	<b>40.0%</b>
<b>Utilize technology and other tools</b>	<b>6</b>	<b>40.0%</b>

**2013-2014 Service Delivery Plan Strategies  
Top MATH Strategies**

<b>Math Strategies (29 districts) Data not available for Martin and Sarasota</b>	<b>Frequency</b>	<b>%</b>
<b>Provide high quality curriculum that is aligned with tools for assessment and progress monitoring to meet individualized student needs</b>	<b>17</b>	<b>58.6%</b>
<b>Provide strategic, content-based tutoring in math to students identified as Priority for Services</b>	<b>16</b>	<b>55.2%</b>
<b>Utilize technology and other tools to promote math skills development and literacy</b>	<b>16</b>	<b>55.2%</b>

<b>8 Large Districts (based on funding) AMCC, Collier, Hendry, Hillsborough, Miami-Dade, Palm Beach, Polk</b>	<b>Frequency</b>	<b>%</b>
<b>Utilize technology and other tools to promote math skills development and literacy</b>	<b>5</b>	<b>62.5%</b>
<b>Provide high quality curriculum that is aligned with tools for assessment and progress monitoring to meet individualized student needs</b>	<b>4</b>	<b>50.0%</b>
Use concrete approaches (e.g., manipulatives) to build mental models of math concepts	4	50.0%
Hire or consult with a math advocate (e.g., a certified teacher)	3	37.5%
<b>Provide strategic, content-based tutoring in math to students identified as Priority for Services</b>	<b>3</b>	<b>37.5%</b>

<b>6 Medium Districts (based on funding) DeSoto, Hardee, Lee, Manatee, Okeechobee, PAEC</b>	<b>Frequency</b>	<b>%</b>
<b>Provide high quality curriculum that is aligned with tools for assessment and progress monitoring to meet individualized student needs</b>	<b>4</b>	<b>66.7%</b>
Use concrete approaches (e.g., manipulatives) to build mental models of math concepts	3	50.0%
<b>Utilize technology and other tools to promote math skills development and literacy</b>	<b>3</b>	<b>50.0%</b>
<b>Provide strategic, content-based tutoring in math to students identified as Priority for Services</b>	<b>2</b>	<b>33.3%</b>
Train math coaches/advocates to support MEP staff skills development	2	33.3%

<b>15 Small Districts (based on funding) Broward, Glades, Indian River, Lafayette, Lake, LWCS, Madison, Marion, Orange, Osceola, Pasco, Putnam, St. Lucie, Suwanee, Volusia</b>	<b>Frequency</b>	<b>%</b>
<b>Provide strategic, content-based tutoring in math to students identified as Priority for Services</b>	<b>11</b>	<b>73.3%</b>
<b>Provide high quality curriculum that is aligned with tools for assessment and progress monitoring to meet individualized student needs</b>	<b>9</b>	<b>60.0%</b>
<b>Utilize technology and other tools to promote math skills development and literacy</b>	<b>8</b>	<b>53.3%</b>

**2013-2014 Service Delivery Plan Strategies  
Top GRADUATION Strategies**

Graduation Strategies (29 districts) Data not available for Martin and Sarasota	Frequency	%
Provide PASS and Mini-PASS curricula to migrant students who are behind and need to accrue additional credits toward graduation	14	48.3%
Hire qualified secondary-level advocates (grades 6-12) to assist migrant students to access services and programs	13	44.8%
Provide strategic, content-based tutoring to secondary students	12	41.4%

8 Large Districts (based on funding) AMCC, Collier, Hendry, Hillsborough, Miami-Dade, Palm Beach, Polk	Frequency	%
Provide PASS and Mini-PASS curricula to migrant students who are behind and need to accrue additional credits toward graduation	4	50.0%
Create mentoring opportunities for migrant students (e.g. peer-to-peer, adult volunteers, etc.)	3	37.5%
Hire qualified secondary-level advocates (grades 6-12) to assist migrant students to access services and programs	3	37.5%
Provide FCAT 2.0 and EOC preparation tutoring	3	37.5%
Provide strategic, content-based tutoring to secondary students	3	37.5%

6 Medium Districts (based on funding) DeSoto, Hardee, Lee, Manatee, Okeechobee, PAEC	Frequency	%
Provide information and materials to migrant and general education staff on advocacy, credit accrual, FCAT 2.0 and EOC preparation, and graduation enhancement for migrant secondary students	3	50.0%
Provide PASS and Mini-PASS curricula to migrant students who are behind and need to accrue additional credits toward graduation	3	50.0%
Provide strategic, content-based tutoring to secondary students	3	50.0%
Hire qualified secondary-level advocates (grades 6-12) to assist migrant students to access services and programs	2	33.3%
Offer information on graduation enhancement to parents	2	33.3%
Provide FCAT 2.0 and EOC preparation tutoring	2	33.3%
Provide training to MEP staff on resources and strategies for secondary-aged migrant students	2	33.3%

15 Small Districts (based on funding) Broward, Glades, Indian River, Lafayette, Lake, LWCS, Madison, Marion, Orange, Osceola, Pasco, Putnam, St. Lucie, Suwanee, Volusia	Frequency	%
Hire qualified secondary-level advocates (grades 6-12) to assist migrant students to access services and programs	8	53.3%
Provide PASS and Mini-PASS curricula to migrant students who are behind and need to accrue additional credits toward graduation	7	46.7%
Provide strategic, content-based tutoring to secondary students	6	40.0%

**2013-2014 Service Delivery Plan Strategies  
Top SCHOOL READINESS Strategies**

School Readiness Strategies (29 districts) Data not available for Martin and Sarasota	Frequency	%
<b>Provide instructional support in the area of emergent literacy skills (oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development)</b>	<b>14</b>	<b>48.3%</b>
<b>Offer family outreach, literacy and parent involvement opportunities to parents</b>	<b>12</b>	<b>41.4%</b>
<b>Coordinate with Head Start and other community-based agencies to allow access to education and support services for migrant children and families (See resources for full service Pre-K classes)</b>	<b>9</b>	<b>31.0%</b>
<b>Explore funding and resource collaboration to support full service and pre-k classes and other options for migrant children</b>	<b>9</b>	<b>31.0%</b>

8 Large Districts (based on funding) AMCC, Collier, Hendry, Hillsborough, Miami-Dade, Palm Beach, Polk	Frequency	%
<b>Provide instructional support in the area of emergent literacy skills (oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development)</b>	<b>6</b>	<b>75.0%</b>
<b>Explore funding and resource collaboration to support full service and pre-k classes and other options for migrant children</b>	<b>3</b>	<b>37.5%</b>
<b>Offer family outreach, literacy and parent involvement opportunities to parents</b>	<b>3</b>	<b>37.5%</b>
Assess individualized needs of preschool students using a standardized assessment	2	25.0%
Create language and literacy-rich environments that foster English learning for children whose native language is other than English	2	25.0%
<b>Coordinate with Head Start and other community-based agencies to allow access to education and support services for migrant children and families (See resources for full service Pre-K classes)</b>	<b>2</b>	<b>25.0%</b>
Provide training to MEP staff on instructional strategies and assessments for young children, family involvement, research-based and other promising developmentally-appropriate practices	2	25.0%

**2013-2014 Service Delivery Plan Strategies  
Top SCHOOL READINESS Strategies**

<b>6 Medium Districts (based on funding) DeSoto, Hardee, Lee, Manatee, Okeechobee, PAEC</b>	<b>Frequency</b>	<b>%</b>
<b>Offer family outreach, literacy and parent involvement opportunities to parents</b>	<b>4</b>	<b>66.7%</b>
Provide high quality early childhood education curriculum aligned with Florida Early Learning and Development Standards for Four-Year Olds that addresses individualized needs of students across five domains: physical health; approaches to learning; social and emotional development; language, communication, and emergent literacy; and cognitive development and general knowledge	4	66.7%
<b>Provide instructional support in the area of emergent literacy skills (oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development)</b>	<b>4</b>	<b>66.7%</b>
<b>Coordinate with Head Start and other community-based agencies to allow access to education and support services for migrant children and families (See resources for full service Pre-K classes)</b>	<b>3</b>	<b>50.0%</b>

<b>15 Small Districts (based on funding) Broward, Glades, Indian River, Lafayette, Lake, LWCS, Madison, Marion, Orange, Osceola, Pasco, Putnam, St. Lucie, Suwanee, Volusia</b>	<b>Frequency</b>	<b>%</b>
<b>Explore funding and resource collaboration to support full service and pre-k classes and other options for migrant children</b>	<b>6</b>	<b>40.0%</b>
<b>Offer family outreach, literacy and parent involvement opportunities to parents</b>	<b>5</b>	<b>33.3%</b>
Develop and implement identification and recruitment plan for migrant families with preschoolers	4	26.7%
<b>Coordinate with Head Start and other community-based agencies to allow access to education and support services for migrant children and families (See resources for full service Pre-K classes)</b>	<b>4</b>	<b>26.7%</b>
<b>Provide instructional support in the area of emergent literacy skills (oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development)</b>	<b>4</b>	<b>26.7%</b>

**2013-2014 Service Delivery Plan Strategies  
Top OUT-OF-SCHOOL YOUTH (OSY) Strategies**

<b>Out-of-School Youth Strategies (29 districts) Data not available for Martin and Sarasota</b>	<b>Frequency</b>	<b>%</b>
<b>Assess individualized needs using the SOSY profile instrument when ID&amp;R occurs (if possible) and/or when advocate/tutor follow-up visits take place</b>	<b>19</b>	<b>65.5%</b>
<b>Create welcome packages that might include educational, health, and community resources</b>	<b>12</b>	<b>41.4%</b>
<b>Develop collaborative partnerships with libraries, churches, universities and community colleges, and other community-based agencies to provide educational and health services</b>	<b>11</b>	<b>37.9%</b>

<b>8 Large Districts (based on funding) AMCC, Collier, Hendry, Hillsborough, Miami-Dade, Palm Beach, Polk</b>	<b>Frequency</b>	<b>%</b>
<b>Develop collaborative partnerships with libraries, churches, universities and community colleges, and other community-based agencies to provide educational and health services</b>	<b>4</b>	<b>50.0%</b>
<b>Create welcome packages that might include educational, health, and community resources</b>	<b>4</b>	<b>50.0%</b>
<b>Assess individualized needs using the SOSY profile instrument when ID&amp;R occurs (if possible) and/or when advocate/tutor follow-up visits take place</b>	<b>3</b>	<b>37.5%</b>
Utilize resources on the SOSY Consortium website	3	37.5%
Deliver English language classes specifically for migrant OSY in their home, neighborhood, or community center (in the evenings or weekends)	3	37.5%

<b>6 Medium Districts (based on funding) DeSoto, Hardee, Lee, Manatee, Okeechobee, PAEC</b>	<b>Frequency</b>	<b>%</b>
<b>Assess individualized needs using the SOSY profile instrument when ID&amp;R occurs (if possible) and/or when advocate/tutor follow-up visits take place</b>	<b>4</b>	<b>66.7%</b>
<b>Create welcome packages that might include educational, health, and community resources</b>	<b>3</b>	<b>50.0%</b>
Provide training to MEP staff on resources and strategies for OSY	3	50.0%
Utilize strategies and programs in place for dropout prevention and/or recovery (e.g., CROP, HEP, Career Academies, Entrepreneurship programs, etc.)	2	33.3%
Utilize technology applications to provide services to OSY (e.g., mp3 players)	2	33.3%

<b>15 Small Districts (based on funding) Broward, Glades, Indian River, Lafayette, Lake, LWCS, Madison, Marion, Orange, Osceola, Pasco, Putnam, St. Lucie, Suwanee, Volusia</b>	<b>Frequency</b>	<b>%</b>
<b>Assess individualized needs using the SOSY profile instrument when ID&amp;R occurs (if possible) and/or when advocate/tutor follow-up visits take place</b>	<b>12</b>	<b>80.0%</b>
<b>Develop collaborative partnerships with libraries, churches, universities and community colleges, and other community-based agencies to provide educational and health services</b>	<b>6</b>	<b>40.0%</b>
Utilize resources on the SOSY Consortium website	5	33.3%
<b>Create welcome packages that might include educational, health, and community resources</b>	<b>5</b>	<b>33.3%</b>

**2013-2014 Service Delivery Plan Strategies  
Top HEALTH Strategies**

Health Strategies (29 districts) Data not available for Martin and Sarasota	Frequency	%
Provide health-related services to migrant parents (site and home-based programming) on topics such as nutrition, car seat safety, hygiene, home sanitation, preventative care, mental health, etc.	19	65.5%
Build networks with community-based organizations and healthcare providers to help migrant families and OSY access available resources and to share information with providers about the needs of migrant farmworkers (e.g., evening and weekend clinic hours, mobile health units at migrant camps, cultural beliefs, etc.)	19	65.5%
Create educational resources related to health and hygiene, in accessible language and using pictures to depict information	12	41.4%

8 Large Districts (based on funding) AMCC, Collier, Hendry, Hillsborough, Miami-Dade, Palm Beach, Polk	Frequency	%
Provide health-related services to migrant parents (site and home-based programming) on topics such as nutrition, car seat safety, hygiene, home sanitation, preventative care, mental health, etc.	7	87.5%
Create educational resources related to health and hygiene, in accessible language and using pictures to depict information	5	62.5%
Build networks with community-based organizations and healthcare providers to help migrant families and OSY access available resources and to share information with providers about the needs of migrant farmworkers (e.g., evening and weekend clinic hours, mobile health units at migrant camps, cultural beliefs, etc.)	5	62.5%

**2013-2014 Service Delivery Plan Strategies  
Top HEALTH Strategies**

6 Medium Districts (based on funding) DeSoto, Hardee, Lee, Manatee, Okeechobee, PAEC	Frequency	%
<b>Provide health-related services to migrant parents (site and home-based programming) on topics such as nutrition, car seat safety, hygiene, home sanitation, preventative care, mental health, etc.</b>	4	66.7%
Use health and nutrition topic (including diet and exercise) for literacy and mathematics-based lessons and summer programming.	3	50.0%
<b>Create educational resources related to health and hygiene, in accessible language and using pictures to depict information</b>	3	50.0%
Utilize existing health curricula for OSY from SOSY, the National PASS Center, the National Center for Farmworker Health, etc.	3	50.0%
<b>Build networks with community-based organizations and healthcare providers to help migrant families and OSY access available resources and to share information with providers about the needs of migrant farmworkers (e.g., evening and weekend clinic hours, mobile health units at migrant camps, cultural beliefs, etc.)</b>	3	50.0%

15 Small Districts (based on funding) Broward, Glades, Indian River, Lafayette, Lake, LWCS, Madison, Marion, Orange, Osceola, Pasco, Putnam, St. Lucie, Suwanee, Volusia	Frequency	%
<b>Build networks with community-based organizations and healthcare providers to help migrant families and OSY access available resources and to share information with providers about the needs of migrant farmworkers (e.g., evening and weekend clinic hours, mobile health units at migrant camps, cultural beliefs, etc.)</b>	11	73.3%
<b>Provide health-related services to migrant parents (site and home-based programming) on topics such as nutrition, car seat safety, hygiene, home sanitation, preventative care, mental health, etc.</b>	8	53.3%
Use health and nutrition topic (including diet and exercise) for literacy and mathematics-based lessons and summer programming.	4	26.7%
<b>Create educational resources related to health and hygiene, in accessible language and using pictures to depict information</b>	4	26.7%