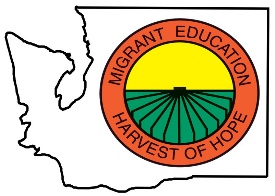
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**Washington Migrant Education Program**

**2021-22 Fidelity of Strategy Implementation (FSI)**

**District/ESD:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Purposes:**

1. To measure the level of implementation of each MEP **Strategy** listed in the Washington Migrant Education Program (MEP) Application that aligns with the Washington MEP Service Delivery Plan.
2. To address the implementation evaluation of the Washington MEP as required by the U.S. Department of Education, Office of Migrant Education.
3. To determine the extent to which MEP services are delivered with fidelity.
4. To serve as a self-assessment guide to local MEPs in implementing migrant-funded services in the five Goal Areas: (1) English Language Arts [ELA], (2) Mathematics, (3) Preschool/Kindergarten Readiness, (4) High School Graduation and OSY Achievement, and (5) Eliminating Educational Barriers through Support Services.

**Directions**:

* For each Strategy, rate your project’s level of implementation during 2021-22. Gather a group of key staff to discuss each Strategy. During your discussion, check the ways in which your project implemented the Strategy and documentation kept onsite. Cite additional ways in which the Strategy was implemented. If a Strategy is rated “developing” or below, please indicate how you plan to improve the implementation of the Strategy in the future. After reaching consensus, place a checkmark next to the appropriate rating. *Please note that projects are only asked to have on file examples of evidence listed under each Strategy. It is not required for projects to have copies of all documentation on all students, parents, events, communication/collaboration, enrollment/participation, etc.*
* If a Strategy is not applicable to your project, please place a checkmark in the box and indicate the reason.
* Ratings are based on a 5-point scale where 1=Not Evident, 2-Aware, 3=Developing, 4=Succeeding, and 5=Exceeding where **a rating of Succeeding is considered “proficient”**.
* **Regular year only projects submit your completed FSI to Sylvia Reyna by July 15, 2022**
* **Year-round projects submit your completed FSI to Sylvia Reyna by September 15, 2022**
* Questions? Contact Cari Semivan, Program Evaluator, META Associates at [cari@metaassociates.com](mailto:cari@metaassociates.com) or call (720) 339-5349.

**Goal Area 1: ENGLISH LANGUAGE ARTS (ELA)**

| **Strategy 1.1** | **Implementation Level** | | | | | | |  | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **1.1)** **Provide regular term academic support by program trained staff\*, designed to help migratory students in grades K-12 meet or exceed WA State K-12 ELA and English Language Proficiency (ELP) Standards using: a) research-based, evidence-based, or best practices and resources, including culturally responsive teaching (CRT) & social-emotional learning (SEL) strategies as they relate specifically to migratory students; b) academic language support strategies; c) services aligned to individual needs; and d) targeted interventions and strategies through small group, after school, and/or before school supplemental instruction.** | * No provision of regular term ELA support during the school year using the methods listed in Strategy 1.1. * No progress monitoring. * No student participation. * No record keeping. | | | * Inadequate provision of regular term ELA support during the school year using the methods listed in Strategy 1.1. * Limited progress monitoring. * Limited student participation. * Inadequate record keeping. | | * Some provision of regular term ELA support during the school year using the methods listed in Strategy 1.1. * Some progress monitoring. * Some student participation. * Some record keeping. | | | * Sufficient provision of regular term ELA support during the school year using the methods listed in Strategy 1.1. * Frequent progress monitoring. * Frequent student participation. * Sufficient record keeping. | | * Extensive provision of regular term ELA support during the school year using the methods listed in Strategy 1.1. * Regular progress monitoring. * Regular student participation. * Comprehensive record keeping. | |
| **Check (√) the ways in which this strategy was implemented in your project** | | | | | | | | | | | | |
| Academic language support  Balanced literacy  Before/after-school instruction/support  Benchmark assessments  Best practices and resources  Collaboration with other programs (e.g., 21st CCLC, Title I, Title III, LAP)  Culturally responsive strategies  Differentiated instruction  Direct instruction provided by certified staff  Evidence-based practices and resources  Extended learning opportunities  Experience-based learning | | | Formative assessments  Home-based instruction/services  In-class instructional support  Instruction during intervention time  Leveled readers  Needs-based services  One-on-one tutoring  Online/computer-based literacy intervention programs  Out-of-school time (OST) instructional support (before/after school, weekends, intersession)  Paraeducators providing support  Project-based learning  Progress monitoring | | | | | | Pull-out/push-in supports  Remote learning opportunities  Research-based practices and resources  Small group instruction  Social-emotional learning strategies  Strategies to build reading skills  Student progress reports  Student self-assessments  Targeted interventions and strategies  Vocabulary development  Wordless books  Writing | | | |
| **Check (√) the documentation that is kept onsite for this strategy** | | | | | | | | |  | | | |
| Curriculum/materials documents  Documentation of staff providing services  Enrollment/participation records | | | Formative assessment results  Samples of student work  Student needs assessment data | | | | | | Student records  State ELA assessment results  WaKIDS assessment results | | | |
| **Cite additional strategies/documentation here:** | | | | | | | | | | | | |
| **If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future:** | | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | | |

***\*Program trained staff*** *include LEA staff who annually receive professional development aligned to migratory student needs that includes: (1) “Migrant 101”, and one or more of the following: (2) CRT, (3) SEL, and (4) basic academic language support strategies.*

**Goal Area 1: ENGLISH LANGUAGE ARTS (ELA), Cont.**

| **Strategy 1.2** | **Implementation Level** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** | |  | **Aware** |  | **Developing** |  | **Succeeding** |  | **Exceeding** |
| **1.2)** **Provide summer term academic support by program trained staff\*, designed to help migratory students in grades K-12 meet or exceed WA State K-12 ELA and ELP Standards using: a) research-based, evidence-based, or best practices and resources, including CRT/SEL strategies as they relate specifically to migratory students and summer instruction; b) academic language support strategies; c) services aligned to individual needs; and d) targeted interventions and strategies through virtual/remote, home- or site-based instruction.** | * No provision of summer ELA support during the summer using the methods listed in Strategy 1.2. * No progress monitoring. * No student participation. * No record keeping. | | | * Inadequate provision of summer ELA support during the summer using the methods listed in Strategy 1.2. * Limited progress monitoring. * Limited student participation. * Inadequate record keeping. | | * Some provision of summer ELA support during the summer using the methods listed in Strategy 1.2. * Some progress monitoring. * Some student participation. * Some record keeping. | | * Sufficient provision of summer ELA support during the summer using the methods listed in Strategy 1.2. * Frequent progress monitoring. * Frequent student participation. * Sufficient record keeping. | | * Extensive provision of summer ELA support during the summer using the methods listed in Strategy 1.2. * Regular progress monitoring. * Regular student participation. * Comprehensive record keeping. | |
| **Check (√) the ways in which this strategy was implemented in your project** | | | | | | | | | | | |
| Academic language support  Balanced literacy  Benchmark assessments  Best practices and resources  Collaboration with other programs (e.g., 21st CCLC, Title I, Title III, LAP)  Culturally responsive strategies  Differentiated instruction  Direct instruction provided by certified staff  Evidence-based practices and resources  Experience-based learning  Formative assessments | | | Home-based instruction/services  Leveled readers  Needs-based services  One-on-one tutoring  Online/computer-based literacy intervention programs  Paraeducators providing support  Project-based learning  Progress monitoring  Remote learning opportunities  Research-based practices and resources  Site-based summer school | | | | | Small group instruction  Social-emotional learning strategies  Special summer sessions (e.g., workshops, activities, career development)  Strategies to build reading skills  Student progress reports  Student self-assessments  Targeted interventions and strategies  Vocabulary development  Wordless books  Writing | | | |
| **Check (√) the documentation that is kept onsite for this strategy** | | | | | | | |  | | | |
| Curriculum documents  Documentation of staff providing services  Enrollment/participation records | | | Formative assessment results  Student needs assessment data  Student records | | | | | Student work  State ELA assessment results  WaKIDS assessment results | | | |
| **Cite additional strategies/documentation here:** | | | | | | | | | | | |
| **If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future:** | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | |

***\*Program trained staff*** *include LEA staff who annually receive professional development aligned to migratory student needs that includes: (1) “Migrant 101”, and one or more of the following: (2) CRT, (3) SEL, and (4) basic academic language support strategies.*

**Goal Area 1: ENGLISH LANGUAGE ARTS (ELA), Cont.**

| **Strategy 1.3** | **Implementation Level** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** | |  | **Aware** |  | **Developing** |  | **Succeeding** |  | **Exceeding** |
| **1.3)** **Provide supports and resources for parents/families to practice classroom strategies in ELA to better support their child’s learning in the home during the summer and/or regular term.** | * No ELA supports/ resources provided to parents/families to help them support their child’s learning in the home. * No parent participation. * No record keeping. | | | * Inadequate ELA supports/resources provided to parents/ families to help them support their child’s learning in the home. * Limited parent participation. * Inadequate record keeping. | | * Some ELA supports/ resources provided to parents/families to help them support their child’s learning in the home. * Some parent participation. * Some record keeping. | | * Sufficient ELA supports/resources provided to parents/ families to help them support their child’s learning in the home. * Frequent parent participation. * Sufficient record keeping. | | * Extensive ELA supports/resources provided to parents/ families to help them support their child’s learning in the home. * Regular parent participation. * Comprehensive record keeping | |
| **Check (√) the ways in which this strategy was implemented in your project** | | | | | | | | | | | |
| Access to technology (hardware, internet, etc.)  ELA information, strategies, resources shared with parents/families to use at home  Family literacy activities/nights | | | Family literacy kits  Home visits  Language/literacy instruction provided to parents | | | | | Menu of Best Practices  Newsletters (online asynchronous, mixed media)  Showcases of student work/accomplishments  Student ELA progress shared with parents | | | |
| **Check (√) the documentation that is kept onsite for this strategy** | | | | | | | |  | | | |
| Auditable records  Documentation of how the ELA Suite and other resources used for family literacy services | | | Family literacy schedules, agendas, and sign-in sheets  Family literacy services materials | | | | | Family literacy services evaluations  Resources/information provided to parents  Report services in MSIS | | | |
| **Cite additional strategies/documentation here:** | | | | | | | | | | | |
| **If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future:** | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | |

**Goal Area 2: MATHEMATICS**

| **Strategy 2.1** | **Implementation Level** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** | |  | **Aware** |  | **Developing** |  | **Succeeding** |  | **Exceeding** |
| **2.1)** **Provide regular term academic support by program trained staff\*, designed to help migratory students in grades K-12 meet or exceed WA State K-12 math and ELP Standards using: a) research-based, evidence-based, or best practices and resources, including culturally responsive teaching (CRT) & social-emotional learning (SEL) strategies as they relate specifically to migratory students; b) academic language support strategies; c) services aligned to individual needs; and d) targeted interventions and strategies through small group, after school, and/or before school supplemental instruction.** | * No provision of regular term math support during the school year using the methods listed in Strategy 2.1. * No progress monitoring. * No student participation. * No record keeping. | | | * Inadequate provision of regular term math support during the school year using the methods listed in Strategy 2.1. * Limited progress monitoring. * Limited student participation. * Inadequate record keeping. | | * Some provision of regular term math support during the school year using the methods listed in Strategy 2.1. * Some progress monitoring. * Some student participation. * Some record keeping. | | * Sufficient provision of regular term math support during the school year using the methods listed in Strategy 2.1. * Frequent progress monitoring. * Frequent student participation. * Sufficient record keeping. | | * Extensive provision of regular term math support during the school year using the methods listed in Strategy 2.1. * Regular progress monitoring. * Regular student participation. * Comprehensive record keeping. | |
| **Check (√) the ways in which this strategy was implemented in your project** | | | | | | | | | | | |
| Academic language support  Before/after-school instruction/support  Benchmark assessments  Best practices and resources  Collaboration with other programs (e.g., 21st CCLC, Title I, Title III, LAP)  Culturally responsive strategies  Differentiated instruction  Direct instruction provided by certified staff  Evidence-based practices and resources  Extended learning opportunities  Experience-based learning | | | Formative assessments  Home-based instruction/services  In-class instructional support  Instruction during intervention time  Math interventions  Math manipulatives  Needs-based services  Number talks  One-on-one tutoring  Online/computer-based math intervention programs  Out-of-school time (OST) instructional support (before/after school, weekends, intersession) | | | | | Paraeducators providing support  Project-based learning  Progress monitoring  Pull-out/push-in supports  Remote learning opportunities  Research-based practices and resources  Small group instruction  Social-emotional learning strategies  Strategies to build math skills  Student progress reports  Student self-assessments  Targeted interventions and strategies | | | |
| **Check (√) the documentation that is kept onsite for this strategy** | | | | | | | |  | | | |
| Curriculum/resources documents  Documentation of staff providing services  Enrollment/participation records | | | Formative assessment results  Student needs assessment data  Student records | | | | | Student work  State math assessment results  WaKIDS assessment results | | | |
| **Cite additional strategies/documentation here:** | | | | | | | | | | | |
| **If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future:** | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | |

***\*Program trained staff*** *include math staff who annually receive professional development aligned to migratory student needs that includes: (1) “Migrant 101”, and one or more of the following: (2) CRT, (3) SEL, and (4) basic academic language support strategies.*

**Goal Area 2: MATHEMATICS, Cont.**

| **Strategy 2.2** | **Implementation Level** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** | |  | **Aware** |  | **Developing** |  | **Succeeding** |  | **Exceeding** |
| **2.2)** **Provide summer term academic support by program trained staff\*, designed to help migratory students in grades K-12 meet or exceed WA State K-12 ELA and ELP Standards using: a) research-based, evidence-based, or best practices and resources, including CRT/ SEL strategies as they relate specifically to migratory students and summer instruction; b) academic language support strategies; c) services aligned to individual needs; and d) targeted interventions and strategies through virtual/remote, home- or site-based instruction.** | * No provision of summer math support during the summer using the methods listed in Strategy 2.2. * No progress monitoring. * No student participation. * No record keeping. | | | * Inadequate provision of summer math support during the summer using the methods listed in Strategy 2.2. * Limited progress monitoring. * Limited student participation. * Inadequate record keeping. | | * Some provision of summer math support during the summer using the methods listed in Strategy 2.2. * Some progress monitoring. * Some student participation. * Some record keeping. | | * Sufficient provision of summer math support during the summer using the methods listed in Strategy 2.2. * Frequent progress monitoring. * Frequent student participation. * Sufficient record keeping. | | * Extensive provision of summer math support during the summer using the methods listed in Strategy 2.2. * Regular progress monitoring. * Regular student participation. * Comprehensive record keeping. | |
| **Check (√) the ways in which this strategy was implemented in your project** | | | | | | | | | | | |
| Academic language support  Benchmark assessments  Best practices and resources  Collaboration with other programs (e.g., 21st CCLC, Title I, Title III, LAP)  Culturally responsive strategies  Differentiated instruction  Direct instruction provided by certified staff  Evidence-based practices and resources  Experience-based learning  Formative assessments | | | Home-based instruction/services  Math interventions  Math manipulatives  Needs-based services  Number talks  One-on-one tutoring  Online/computer-based math intervention programs  Paraeducators providing support  Project-based learning  Progress monitoring | | | | | Remote learning opportunities  Research-based practices and resources  Site-based summer school  Small group instruction  Social-emotional learning strategies  Special summer sessions (e.g., workshops, activities, career development)  Strategies to build math skills  Student progress reports  Student self-assessments  Targeted interventions and strategies | | | |
| **Check (√) the documentation that is kept onsite for this strategy** | | | | | | | |  | | | |
| Curriculum and resources documents  Documentation of staff providing services  Enrollment/participation records | | | Formative assessment results  Student needs assessment data  Student records | | | | | Student work  State math assessment results  WaKIDS assessment results | | | |
| **Cite additional strategies/documentation here:** | | | | | | | | | | | |
| **If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future:** | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | |

***\*Program trained staff*** *include math staff who annually receive professional development aligned to migratory student needs that includes: (1) “Migrant 101”, and one or more of the following: (2) CRT, (3) SEL, and (4) basic academic language support strategies.*

**Goal Area 2: MATHEMATICS, Cont.**

| **Strategy 2.3** | **Implementation Level** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** | |  | **Aware** |  | **Developing** |  | **Succeeding** |  | **Exceeding** |
| **2.3)** **Provide supports and resources for parents/families to practice classroom strategies in math to better support their child’s learning in the home during the summer and/or regular term.** | * No math supports/ resources provided to parents/families to help them support their child’s learning in the home. * No parent participation. * No record keeping. | | | * Inadequate math supports/resources provided to parents/ families to help them support their child’s learning in the home. * Limited parent participation. * Inadequate record keeping. | | * Some math supports/ resources provided to parents/families to help them support their child’s learning in the home. * Some parent participation. * Some record keeping. | | * Sufficient math supports/resources provided to parents/ families to help them support their child’s learning in the home. * Frequent parent participation. * Sufficient record keeping. | | * Extensive math supports/resources provided to parents/ families to help them support their child’s learning in the home. * Regular parent participation. * Comprehensive record keeping. | |
| **Check (√) the ways in which this strategy was implemented in your project** | | | | | | | | | | | |
| Access to technology (hardware, internet, etc.)  Family math activities/nights  Family math kits  Home visits | | | Math information, strategies, resources shared with parents/families to use at home  Math instruction provided to parents | | | | | Menu of Best Practices  Newsletters (online asynchronous, mixed media)  Showcases of student work/accomplishments  Student math progress shared with parents | | | |
| **Check (√) the documentation that is kept onsite for this strategy** | | | | | | | |  | | | |
| Auditable records  Documentation of how the Math Suite and other resources used for family math services | | | Family math schedules, agendas, and sign-in sheets  Family math services materials | | | | | Family math services evaluations  Report services in MSIS  Resources/information provided to parents | | | |
| **Cite additional strategies/documentation here:** | | | | | | | | | | | |
| **If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future:** | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | |

**Goal Area 3: Preschool/kindergarten READINESS**

| **Strategy 3.1** | **Implementation Level** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** |  | **Aware** | |  | **Developing** |  | **Succeeding** |  | **Exceeding** |
| **3.1)** **Provide MEP-funded instructional and/or support services to migratory children, ages 3 to 5.** | * No MEP-funded instructional and/or support services provided to migratory children ages 3-5. * No progress monitoring. * No needs assessments conducted. * No child participation. * No record keeping. | | * Inadequate MEP-funded instructional and/or support services provided to migratory children ages 3-5. * Limited progress monitoring. * Limited needs assessments conducted. * Limited child participation. * Inadequate record keeping. | | | * Some MEP-funded instructional and/or support services provided to migratory children ages 3-5. * Some progress monitoring. * Some needs assessment conducted. * Some child participation. * Some record keeping. | | * Sufficient MEP-funded instructional and/or support services provided to migratory children ages 3-5. * Frequent progress monitoring. * Frequent needs assessments conducted. * Sufficient child participation. * Sufficient record keeping. | | * Extensive MEP-funded instructional and/or support services provided to migratory children ages 3-5. * Regular progress monitoring. * Regular needs assessment conducted. * Regular child participation. * Comprehensive record keeping. | |
| **Check (√) the ways in which this strategy was implemented in your project** | | | | | | | | | | | |
| Balanced literacy  Best practices and resources  Collaboration with preschool programs/services  Collaboration with community programs/agencies  Culturally responsive teaching strategies  Daily reports of student progress  Developmentally appropriate online learning programs  Differentiated instruction  Evidence-based practices and resources  Educational supplies  Formative assessments  Free books | | | | | Health services (medical, dental, vision, mental health)  Home-based family literacy services  Home-based preschool instruction  Instruction provided by preschool educators  Kindergarten Jump Start  MEP-funded preschool program  Needs-based services  Out-of-school time (OST) instructional support (before/after school, weekends, intersession)  Paraeducators providing support  PreK services provided during the school year | | | Remote learning opportunities  Research-based practices and resources  Small group instruction  Social-emotional learning strategies  Social work outreach  Summer programming  Targeted interventions and strategies  Translations/interpretations  Transportation  Vocabulary development  Wordless books  Writing | | | |
| **Check (√) the documentation that is kept onsite for this strategy** | | | | | | | | | | | |
| Curriculum documents  Documentation of staff providing services  Enrollment/attendance records | | | | | Services documented in MSIS  Student needs assessment data  Student records | | | Student work  Time and effort logs  WaKIDS assessment results | | | |
| **Cite additional strategies/documentation here:** | | | | | | | | | | | |
| **If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future:** | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | |

**Goal Area 3: Preschool/kindergarten READINESS, Cont.**

| **Strategy 3.2** | **Implementation Level** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** |  | **Aware** | |  | **Developing** |  | **Succeeding** |  | **Exceeding** |
| **3.2)** **Provide MEP-funded early learning programs\* that are culturally responsive and developmentally appropriate that focus on the WaKIDS skills (i.e., social/ emotional, language, and math) during regular or summer term with a minimum duration of two weeks.** | * No MEP-funded culturally responsive and developmentally appropriate early learning programs provided during regular or summer terms. * No focus on skills addressed by WaKIDS. * No progress monitoring. * No needs assessments conducted. * No child participation. * No record keeping. | | * Inadequate MEP-funded culturally responsive and developmentally appropriate early learning programs provided during regular or summer terms. * Limited focus on skills addressed by WaKIDS. * Limited progress monitoring. * Limited needs assessments conducted. * Limited child participation. * Inadequate record keeping. | | | * Some MEP-funded culturally responsive and developmentally appropriate early learning programs provided during regular or summer terms. * Some focus on skills addressed by WaKIDS. * Some progress monitoring. * Some needs assessment conducted. * Some child participation. * Some record keeping. | | * Sufficient MEP-funded culturally responsive and developmentally appropriate early learning programs provided during regular or summer terms for at least two weeks. * Frequent focus on skills addressed by WaKIDS. * Frequent progress monitoring. * Frequent needs assessments conducted. * Sufficient child participation. * Sufficient record keeping. | | * Extensive MEP-funded culturally responsive and developmentally appropriate early learning programs provided during regular or summer terms. * Regular focus on skills addressed by WaKIDS. * Regular progress monitoring. * Regular needs assessment conducted. * Regular child participation. * Comprehensive record keeping. | |
| **Check (√) the ways in which this strategy was implemented in your project** | | | | | | | | | | | |
| Balanced literacy  Best practices and resources  Collaboration with ESD Early Learning Coordinators  Collaboration with preschool programs/services  Collaboration with community programs/agencies  Culturally responsive teaching strategies  Daily reports of student progress  Developmentally appropriate online learning programs  Differentiated instruction  Evidence-based practices and resources | | | | | Formative assessments  Home-based preschool instruction  Instruction provided by preschool educators  Kindergarten Jump Start  MEP-funded preschool program  Needs-based services  Paraeducators providing support  PreK services provided during the school year  Remote learning opportunities | | | Research-based practices and resources  Small group instruction  Social-emotional learning strategies  Social work outreach  Summer programming  Targeted interventions and strategies  Vocabulary development  Wordless books  Writing | | | |
| **Check (√) the documentation that is kept onsite for this strategy** | | | | | | | | | | | |
| Curriculum documents  Documentation of staff providing services  Enrollment/attendance records | | | | | MSIS 3-5 Student List  Services documented in MSIS  Student needs assessment data | | | Student records  Student work  WaKIDS assessment results | | | |
| **Cite additional strategies/documentation here:** | | | | | | | | | | | |
| **If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future:** | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | |

*\*****Instructed by program trained staff****. Program trained staff include those who have received professional development aligned to migratory student needs that may include: (1) strategies for increasing skills assessed in WaKIDS, (2) Early Learning Migrant 101, (3) CRT, (4) SEL, and (5) basic academic language support strategies.*

**Goal Area 3: PRESCHOOL/KINDERGARTEN READINESS, Cont.**

| **Strategy 3.3** | **Implementation Level** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** |  | | **Aware** |  | **Developing** |  | **Succeeding** |  | **Exceeding** |
| **3.3)** **Offer a series of family engagement trainings during regular or summer term that are evidence-based, best practice, aligned to the needs of migratory families, culturally appropriate, and relevant.** | * No family engagement trainings provided (regular or summer term). * No parent participation. * No record keeping. | | * Inadequate family engagement trainings provided (regular or summer term). * Limited parent participation. * Inadequate record keeping. | | | * Some family engagement trainings provided (regular or summer term). * Some parent participation. * Some record keeping. | | * Sufficient family engagement trainings provided (regular or summer term) that are evidence-based, best practice, aligned to the needs of migratory families, culturally appropriate, and relevant. * Frequent parent participation. * Sufficient record keeping. | | * Extensive family engagement trainings provided (regular or summer term) that are evidence-based, best practice, aligned to the needs of migratory families, culturally appropriate, and relevant. * Regular parent participation. * Comprehensive record keeping. | |
| **Check (√) the ways in which this strategy was implemented in your project** | | | | | | | | | | | |
| Birth to 5 Parent Engagement Series  Collaboration with other early learning programs  Counseling and advocacy programs, and health resources  Family engagement activities  Home-based models that include a focus on Funds of Knowledge and culturally responsive teaching | | | | Information provided on the State 211 Referral Network  Menu of Best Practices  Parent/family academy  Preschool/kindergarten readiness instruction provided to parents | | | | Preschooler progress shared with parents  Ready for Kindergarten/other workshops  School readiness information, strategies, resources shared with parents/families to use at home  Technology-based instructional videos for parents that model instructional strategies  Weekend or after school trainings | | | |
| **Check (√) the documentation that is kept onsite for this strategy** | | | | | | | |  | | | |
| Documentation of how the Math Suite and other resources used for family math services  Family math schedules, agendas, and sign-in sheets  Family math services materials | | | | Family math services evaluations  Flyers/publicity  Home-based program logs | | | | Referrals  Resources/information provided to parents  Videos | | | |
| **Cite additional strategies/documentation here:** | | | | | | | | | | | |
| **If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future:** | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | |

**Goal 4: GRADUATION and OSY achievement**

| **Strategy 4.1** | **Implementation Level** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** | |  | **Aware** |  | **Developing** |  | **Succeeding** |  | **Exceeding** |
| **4.1) Provide programs to access alternative pathways to award credit, and opportunities to promote school engagement and/or cultural identity to students and OSY during the summer or intercession.** | * No provision of programs during the summer or intersession for students and OSY to access alternative pathways to credit, and opportunities to promote school engagement and/or cultural identity. * No student participation * No record keeping | | | * Inadequate provision of programs during the summer or inter-session for students and OSY to access alternative pathways to credit, and opportunities to promote school engagement and/or cultural identity. Limited student participation * Inadequate record keeping | | * Some provision of programs during the summer or intersession for students and OSY to access alternative pathways to credit, and opportunities to promote school engagement and/or cultural identity. * Some student participation * Some record keeping | | * Sufficient provision of programs during the summer or intersession for students and OSY to access alternative pathways to credit, and opportunities to promote school engagement and/or cultural identity. * Frequent student participation * Sufficient record keeping | | * Extensive provision of programs during the summer or intersession for students and OSY to access alternative pathways to credit, and opportunities to promote school engagement and/or cultural identity. * Regular student participation * Comprehensive record keeping | | |
| **Check (√) the ways in which this strategy was implemented in your project** | | | | | | | | | | | | |
| Assistance for PFS and needs list students in registering and attending summer academies  Collaboration with other programs (e.g., districts, vocational high school, LAP, HEP/CAMP)  College readiness activities  Credit accrual options (e.g., PASS, Odysseyware, Plato, district credit programs, Apex Learning, Red Comet)  CTE college and career fairs  Fees paid for migrant students to attend credit retrieval programs | | | Field trips  High school counselor credit evaluations  Implementation of a local or regional alternative pathways program (for credit accrual for student engagement)  Leadership programs  LEAP Conference  Next Generation Club (migratory students)  Progress monitoring  Student conferences to determine need | | | | | Student monitoring by MEP staff  Student monitoring by MGS  Student participation in summer academies (e.g., Dare to Dream, Voices from the Field, Native Voices)  Summer home visit program  Summer onboarding program  Summer programming  Transportation  University recruiter to assist with FAFSA/WASFA | | | | |
| **Check (√) the documentation that is kept onsite for this strategy** | | | | | | | |  | | | | |
| Curriculum documents  Dropout reports  Enrollment documentation  Exit survey (pre/post) | | | Lists of services provided  MGS caseload/services provided  MSIS Graduation Report  OSPI Graduation Report | | | | | Student participation records  Student records  Student work  Other: | | | | |
| **Cite additional strategies/documentation here:** | | | | | | | | | | | | |
| **If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future:** | | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | | |

**Goal 4: GRADUATION AND OSY achievement, Cont.**

| **Strategy 4.2** | **Implementation Level** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** | |  | **Aware** |  | **Developing** |  | **Succeeding** |  | **Exceeding** |
| **4.2)** **Create and provide or partner with other agencies for graduation pathways opportunities for migratory students and OSY identified as at-risk for not meeting graduation requirements.** | * No provision of graduation pathways for migratory students and OSY identified at-risk for not meeting graduation requirements. * No collaboration with other programs/service providers. * No student/OSY participation. * No record keeping. | | | * Inadequate provision of graduation pathways for migratory students and OSY identified at-risk for not meeting graduation requirements. * Limited collaboration with other programs/ service providers. * Limited student participation. * Inadequate record keeping. | | * Some provision of graduation pathways for migratory students and OSY identified at-risk for not meeting graduation requirements. * Some collaboration with other programs/ service providers. * Some student participation. * Some record keeping. | | * Sufficient provision of graduation pathways for migratory students and OSY identified at-risk for not meeting graduation requirements. * Frequent collaboration with other programs/ service providers. * Frequent student participation. * Sufficient record keeping. | | * Extensive provision of graduation pathways for migratory students and OSY identified at-risk for not meeting graduation requirements. * Regular collaboration with other programs/ service providers. * Regular student participation. * Comprehensive record keeping. | | |
| **Check (√) the ways in which this strategy was implemented in your project** | | | | | | | | | | | | |
| Beyond Action Plan  Collaboration with local districts/ESDs to provide engagement opportunities  Collaboration with other programs/service providers  College readiness activities  Career and technical education (CTE) college and career fairs  CTE education  College visits | | | Engagement activities during school breaks or weekends  Engagement activities during summer  Engagement opportunities (non-traditional hours)  High school counselor credit evaluations  Leadership programs  LEAP Conference  Next Generation Club (migratory students) | | | | | Open Doors  Progress monitoring  Student conferences to determine need  Student monitoring by MEP staff  Student monitoring by MGS  Summer home visit program  Tech schools  Transportation | | | | |
| **Check (√) the documentation that is kept onsite for this strategy** | | | | | | | |  | | | | |
| Curriculum documents  Dropout reports  Enrollment documentation  Exit survey (pre/post)  Lists of services provided | | | MGS caseload/services provided  MSIS Graduation Report  Needs assessments  OSPI Graduation Report | | | | | OSY Tool Student Profile data  Student participation records  Student records  Student work | | | | |
| **Cite additional strategies/documentation here:** | | | | | | | | | | | | |
| **If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future:** | | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | | |

**Goal 4: GRADUATION AND OSY ACHIEVEMENT, Cont.**

| **Strategy 4.3** | **Implementation Level** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** | |  | **Aware** |  | **Developing** |  | **Succeeding** |  | **Exceeding** |
| **4.3) Provide/coordinate supplemental technology services for engagement and reengagement opportunities to migratory youth and families. Remote learning may include online, hybrid/blended learning, or non-technology-based learning (e.g., lab kits, project supplies, paper packets with an instructional component).** | * No provision of technology-based engagement/ reengagement opportunities for migratory youth and families. * No coordination with other programs or service providers. * No student or parent participation. * No record keeping | | | * Inadequate technology-based engagement/ reengagement opportunities for migratory youth and families. * Limited coordination with other programs or service providers. * Limited student/parent participation. * Inadequate record keeping. | | * Some technology-based engagement/ reengagement opportunities for migratory youth and families. * Some coordination with other programs or service providers. * Some student/parent participation. * Some record keeping. | | * Sufficient technology-based engagement/ reengagement opportunities for migratory youth and families. * Frequent coordination with other programs or service providers. * Frequent student/parent participation. * Sufficient record keeping. | | * Extensive technology-based engagement/ reengagement opportunities for migratory youth and families. * Regular coordination with other programs or service providers. * Regular student/parent participation. * Comprehensive record keeping. | | |
| **Check (√) the ways in which this strategy was implemented in your project** | | | | | | | | | | | | |
| Best practices and resources  Collaboration with partners to provide technology access and learning opportunities for students/ families  Culturally responsive strategies  Differentiated instruction  Direct instruction provided by certified staff  Evidence-based practices and resources  Extended learning opportunities  Experience-based learning | | | Formative assessments  Needs-based services  One-on-one tutoring  Online/computer-based math intervention programs  Out-of-school time (OST) instructional support (before/after school, weekends, intersession)  Paraeducators providing support  Project-based learning  Progress monitoring  Remote learning opportunities | | | | | Research-based practices and resources  Resource event options for learning  Small group instruction  Social-emotional learning strategies  Student progress reports  Student self-assessments  Technology devices/connectivity  Targeted interventions and strategies  Training for parents on platforms for remote learning  Training Time Parent Meeting/PAC | | | | |
| **Check (√) the documentation that is kept onsite for this strategy** | | | | | | | |  | | | | |
| Enrollment/participation records  Lists of services provided  MGS caseload/services provided | | | Student participation records  Student records | | | | | Student work  Training surveys | | | | |
| **Cite additional strategies/documentation here:** | | | | | | | | | | | | |
| **If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future:** | | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | | |

**Goal 4: GRADUATION AND OSY ACHIEVEMENT, Cont.**

| **Strategy 4.4** | **Implementation Level** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** | |  | **Aware** |  | **Developing** |  | **Succeeding** |  | **Exceeding** |
| **4.4) Provide support through MEP-funded educational staff to address emotional supports, language barriers, limited bilingual/bicultural staff in schools, supports at the middle school and high school levels, and outreach to PFS migratory population.** | * No support provided to migratory students to address social-emotional and language/cultural needs. * No support provided to PFS migratory students. * No student participation * No record keeping | | | * Inadequate support provided to migratory students to address social-emotional and language/cultural needs. * Inadequate support provided to PFS migratory students. * Limited student participation * Inadequate record keeping | | * Some support provided to migratory students to address social-emotional and language/cultural needs. * Some support provided to PFS migratory students. * Some student participation * Some record keeping | | * Sufficient support provided to migratory students to address social-emotional and language/cultural needs. * Sufficient support provided to PFS migratory students. * Frequent student participation * Sufficient record keeping | | * Extensive support provided to migratory students to address social-emotional and language/cultural needs. * Extensive support provided to PFS migratory students. * Regular student participation * Comprehensive record keeping | |
| **Check (√) the ways in which this strategy was implemented in your project** | | | | | | | | | | | |
| Assistance in navigating the school system  Assistance in accessing community programs  Coordination with OSPI’s Student Support for SEL, Project Aware, School Climate  Culturally responsive strategies | | | Home visits, including virtual  Monitoring by MEP staff  Outreach  Outreach in indigenous languages  Partnerships with other programs | | | | | Referral services by MEP staff  Remote learning opportunities  Social-emotional learning strategies  Support provided by MGS  Support provided by MSA | | | |
| **Check (√) the documentation that is kept onsite for this strategy** | | | | | | | | | | | |
| Auditable records  Lists of services provided | | | Participation records | | | | | Other: | | | |
| **Cite additional strategies/documentation here:** | | | | | | | | | | | |
| **If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future:** | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | |

**Goal 4: GRADUATION AND OSY ACHIEVEMENT, Cont.**

| **Strategy 4.5** | **Implementation Level** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** | |  | **Aware** |  | **Developing** |  | **Succeeding** |  | **Exceeding** |
| **4.5) Provide training and student advocacy for all school registrars, MGS, MSA, counselors, and migratory parents regarding partial credits, international transcripts, waivers and raise awareness of unique needs of migratory children and youth. These should be an integrated and intentional approach that overlaps with already existing opportunities: WSCA Conference or Migrant State Conference with the option of reimbursable travel or substitute time.** | * No provision of training and student advocacy for school registrars, MGS, MSA, counselors, and migratory parents on partial credits, international transcripts, waivers, and the unique needs of migratory students. * No staff participation. * No record keeping. | | | * Inadequate provision of training and student advocacy for school registrars, MGS, MSA, counselors, and migratory parents on partial credits, international transcripts, waivers, and the unique needs of migratory students. * Limited staff participation. * Inadequate record keeping. | | * Some provision of training and student advocacy for school registrars, MGS, MSA, counselors, and migratory parents on partial credits, international transcripts, waivers, and the unique needs of migratory students. * Some staff participation. * Some record keeping. | | * Sufficient provision of training and student advocacy for school registrars, MGS, MSA, counselors, and migratory parents on partial credits, international transcripts, waivers, and the unique needs of migratory students. * Frequent staff participation. * Sufficient record keeping. | | * Extensive provision of training and student advocacy for school registrars, MGS, MSA, counselors, and migratory parents on partial credits, international transcripts, waivers, and the unique needs of migratory students. * Regular staff participation. * Comprehensive record keeping. | |
| **Check (√) the ways in which this strategy was implemented in your project** | | | | | | | | | | | |
| Collaboration with districts, other programs, and other service providers  Informational sessions on graduation requirements for all grade levels of staff  Migrant State Conference | | | Migratory student advocacy with school registrars, MGS, MSA, counselors, and migratory parents  Reimbursement of training fees/travel expenses  Substitute time | | | | | Training/webinars for registrars and counselors who engage with migratory students  Training as part of other district PD events (summer, weekend, spring break, pre-new year)  WSCA Conference | | | |
| **Check (√) the documentation that is kept onsite for this strategy** | | | | | | | | | | | |
| Auditable records  Examples of advocacy provided | | | Participation records | | | | | Training evaluations | | | |
| **Cite additional strategies/documentation here:** | | | | | | | | | | | |
| **If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future:** | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | |

**Goal 5: ELIMINATING EDUCATIONAL BARRIERS THROUGH SUPPORT SERVICES**

| **Strategy 5.1** | **Implementation Level** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** | |  | **Aware** |  | **Developing** |  | **Succeeding** |  | **Exceeding** |
| **5.1) Provide and/or partner with available Federal, State, and local programs for supplemental health and social services to all eligible migratory children with identified health or social needs** | * No provision of supplemental health and social services to migratory students with identified needs. * No collaboration with other programs or service providers to address student needs. * No student participation * No record keeping | | | * Inadequate provision of supplemental health and social services to migratory students with identified needs. * Limited collaboration with other programs or service providers to address student needs. * Limited student participation * Inadequate record keeping | | * Some provision of supplemental health and social services to migratory students with identified needs. * Some collaboration with other programs or service providers to address student needs. * Some student participation * Some record keeping | | * Sufficient provision of supplemental health and social services to migratory students with identified needs. * Frequent collaboration with other programs or service providers to address student needs. * Frequent student participation * Sufficient record keeping | | * Extensive provision of supplemental health and social services to migratory students with identified needs. * Regular collaboration with other programs or service providers to address student needs. * Regular student participation * Comprehensive record keeping | |
| **Check (√) the ways in which this strategy was implemented in your project** | | | | | | | | | | | |
| Assistance provided to families for accessing Medicaid or other State or Federal funded health and social programs  Coordination with community-based organizations for social services.  Coordination with community health care providers for health and dental services  Coordination with ESDs to access services  Corrective lenses | | | Family events with wellness components  Home visits, including virtual  Immunization records and referrals  Interactions with parents regarding unresolved health issues (MDAs)  Loaned equipment to access online learning  Monitoring by MEP staff  Outreach  Partnerships with other programs | | | | | Referral services by MEP staff  Referral services fair  Social-emotional strategies  Supplemental nutrition support beyond State/Federal food programs  Supplemental screening examinations for vision, hearing, physical or dental  Supplies for cleaning, first aid, personal hygiene, hearing aids and batteries | | | |
| **Check (√) the documentation that is kept onsite for this strategy** | | | | | | | | | | | |
| Auditable records  Exam results | | | Needs and services summary and log(s)  Participation records | | | | | Reported exams and services in MSIS  Surveys | | | |
| **Cite additional strategies/documentation here:** | | | | | | | | | | | |
| **If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future:** | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | |

**Goal 5: SUPPORT SERVICES, Cont.**

| **Strategy 5.2** | **Implementation Level** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** | |  | **Aware** |  | **Developing** |  | **Succeeding** |  | **Exceeding** |
| **5.2) Provide non-instructional supplemental services and/or partner with available Federal, State, or local programs to bridge access to supplemental instructional services and programs for all eligible migratory children.** | * No provision of non-instructional services for migratory children. * No collaboration with other programs or service providers to address student needs. * No student participation * No record keeping | | | * Inadequate provision of non-instructional services for migratory children. * Limited collaboration with other programs or service providers to address student needs. * Limited student participation * Inadequate record keeping | | * Some provision of non-instructional services for migratory children. * Some collaboration with other programs or service providers to address student needs. * Some student participation * Some record keeping | | * Sufficient provision of non-instructional services for migratory children. * Frequent collaboration with other programs or service providers to address student needs. * Frequent student participation * Sufficient record keeping | | * Extensive provision of non-instructional services for migratory children. * Regular collaboration with other programs or service providers to address student needs. * Regular student participation * Comprehensive record keeping | |
| **Check (√) the ways in which this strategy was implemented in your project** | | | | | | | | | | | |
| Advocacy  Advocacy/coordination with Federal, State, and local instructional program services for enrollments, distance learning, placements, supplemental testing  Assistance with applications for summer programs  Coordination with counselors  Coordination with community service providers  Coordination with ESDs to access services  Coordination with other school programs  Coordination with teachers | | | Field trips/enrichment activities  Food/nutrition  Family events addressing supplemental instruction components  Health services (dental exams, physicals, vision/hearing screening)  Home visits  Materials/resources to be used in the home  Meals/nutrition  Mental health referrals and support | | | | | Parent/family communication  Parent liaisons  Referral services fair  Resource booklet of community programs/ agencies  Student meetings/support  Supplies/materials  Technology  Translating/interpreting  Transportation | | | |
| **Check (√) the documentation that is kept onsite for this Strategy?** | | | | | | | | | | | |
| Descriptions of support services  Documentation of coordination activities  MEP screening logs  Needs and services summary and log | | | Phone log  Records of support services received  Reported services in MSIS  Services records/documentation | | | | | Student participation records  Surveys  Transportation and attendance lists | | | |
| **Cite additional strategies/documentation here:** | | | | | | | | | | | |
| **If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future:** | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | |

**Goal 5: SUPPORT SERVICES, Cont.**

| **Strategy 5.3** | **Implementation Level** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** | |  | **Aware** |  | **Developing** |  | **Succeeding** |  | **Exceeding** |
| **5.3) Conduct a needs assessment for newly enrolled migratory students and, for any migratory families with identified needs, provide information and advocacy to foster social and emotional well-being, explain graduation requirements, learn about the family, provide the family with relevant district/community resources, and learn about student strengths/ hopes/needed supports that district teams (EL, SpED, counselors, etc.) can use to provide academic services.** | * No provision of non-instructional services for migratory children. * No collaboration with other programs or service providers to address student needs. * No student participation * No record keeping | | | * Inadequate provision of non-instructional services for migratory children. * Limited collaboration with other programs or service providers to address student needs. * Limited student participation * Inadequate record keeping | | * Some provision of non-instructional services for migratory children. * Some collaboration with other programs or service providers to address student needs. * Some student participation * Some record keeping | | * Sufficient provision of non-instructional services for migratory children. * Frequent collaboration with other programs or service providers to address student needs. * Frequent student participation * Sufficient record keeping | | * Extensive provision of non-instructional services for migratory children. * Regular collaboration with other programs or service providers to address student needs. * Regular student participation * Comprehensive record keeping | |
| **Check (√) the ways in which this strategy was implemented in your project** | | | | | | | | | | | |
| Advocacy  Advocate for Running Start and other college and career readiness programs  Collaborate with other school events, parent/teacher nights | | | Collaborate with district teams (EL, SpED, counselors, etc.) to address student needs  Explain graduation requirements  Home visits or virtual family intake | | | | | Informational sessions for all grade levels  Needs assessments conducted  Provide families with relevant district/community resources | | | |
| **Check (√) the documentation that is kept onsite for this Strategy?** | | | | | | | | | | | |
| Descriptions of services provided  Documentation of coordination activities  Needs and services summary and log | | | Phone log  Reported services in MSIS  Services records/documentation | | | | | Student participation records  Surveys  Transportation and attendance lists | | | |
| **Cite additional strategies/documentation here:** | | | | | | | | | | | |
| **If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future:** | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | |

**Goal 5: SUPPORT SERVICES, Cont.**

| **Strategy 5.4** | **Implementation Level** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** | |  | **Aware** |  | **Developing** |  | **Succeeding** |  | **Exceeding** |
| **5.4) Provide support to all eligible migratory children with Medically Diagnosed Alerts (MDAs) to help address any unresolved or newly identified health and social needs.** | * No support provided to migratory children with MDAs to help address identified health and social needs. * No collaboration with other programs or service providers to address student needs. * No student participation * No record keeping | | | * Inadequate support provided to migratory children with MDAs to help address identified health and social needs. * Limited collaboration with other programs or service providers to address student needs. * Limited student participation * Inadequate record keeping | | * Some support provided to migratory children with MDAs to help address identified health and social needs. * Some collaboration with other programs or service providers to address student needs. * Some student participation * Some record keeping | | * Sufficient support provided to migratory children with MDAs to help address identified health and social needs. * Frequent collaboration with other programs or service providers to address student needs. * Frequent student participation * Sufficient record keeping | | * Extensive support provided to migratory children with MDAs to help address identified health and social needs. * Regular collaboration with other programs or service providers to address student needs. * Regular student participation * Comprehensive record keeping | |
| **Check (√) the ways in which this strategy was implemented in your project** | | | | | | | | | | | |
| Coordination with community-based organizations for social services.  Coordination with community health care providers for health and dental services  Coordination with ESDs to access services | | | Family events with wellness components  Home visits, including virtual  Interaction with school staff (e.g., nurses, counselors, social workers, therapist) and/or parent or guardian to help meet student health needs | | | | | Partnerships with other programs  Referral services by MEP staff  Referral services fair  Social-emotional strategies  Supplemental nutrition, medication, equipment | | | |
| **Check (√) the documentation that is kept onsite for this Strategy?** | | | | | | | | | | | |
| CHC forms (fiscal records, contracts, MOUs, BAAs)  Exam results  Descriptions of services provided  Documentation of coordination activities | | | Needs and services summary and log  Phone log  Reported exams and services in MSIS  Services records/documentation | | | | | Student participation records  Surveys  Transportation and attendance lists | | | |
| **Cite additional strategies/documentation here:** | | | | | | | | | | | |
| **If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future:** | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | |

**Please provide information about the MEP-sponsored parent activities provided by your project in 2021-22**

|  |  |  |
| --- | --- | --- |
| **Parent activities addressing…** | **# Parent activities provided during 2021-22** | **# Parents attending (duplicated count)** |
| English Language Arts |  |  |
| Mathematics |  |  |
| Preschool/Kindergarten Readiness |  |  |
| High School Graduation/OSY Achievement |  |  |
| Non-Instructional Support Services |  |  |
| Other: |  |  |

**Please provide information about the MEP-sponsored professional development provided by your project in 2021-22**

|  |  |  |
| --- | --- | --- |
| **Professional development addressing…** | **# Training sessions provided during 2021-22** | **# Staff attending (duplicated count)** |
| English Language Arts |  |  |
| Mathematics |  |  |
| Preschool/Kindergarten Readiness |  |  |
| High School Graduation/OSY Achievement |  |  |
| Non-Instructional Support Services |  |  |
| Other: |  |  |