Washington Migrant Education Program

Fidelity of Strategy Implementation (FSI) Tool

Overview, Scoring, and Reporting
Purposes

1. To inform the implementation evaluation of the Washington State Migrant Education Program (MEP) as required by the U.S. Department of Education, Office of Migrant Education.

2. To measure the level of implementation of each Strategy to determine the extent to which MEP services are delivered with fidelity.

3. To serve as a self-assessment guide to local MEPs in implementing migrant-funded services in the 4 Goal Areas of: 1) Reading, 2) Mathematics, 3) School Readiness, and 4) Graduation/Services to Out-of-School Youth (OSY).
WASHINGTON STATE MEP
SERVICE DELIVERY PLAN
STRATEGIES

2018-2019
**Reading and Mathematics**

**READING: Strategy 1.1** Provide regular term academic support designed to help migrant students in grades K-12 meet or exceed WA State K-12 Learning Standards in ELA and ELP Standards using: a) research-based, evidence-based, or best practices and resources; b) services aligned to individual needs; and c) targeted interventions and strategies through small group, after school, and/or before school supplemental instruction.

**MATH: Strategy 2.1** Provide regular term academic support designed to help migrant students in grades K-12 meet or exceed WA State K-12 Learning Standards in Mathematics through strategies such as: a) academic discourse for research-based mathematics instruction and language acquisition; b) growth mindset learning and strategies; and c) targeted interventions through small group, after school, and/or before school supplemental instruction.
**Reading and Mathematics**

**READING: Strategy 1.2** Provide summer term academic support designed to help migrant students in grades K-12 meet or exceed WA State K-12 Learning Standards in ELA and ELP Standards using research-based, evidence-based or best practices, resources, and services aligned to individual needs.

**MATH: Strategy 2.2** Provide summer term academic support designed to help migrant students in grades K-12 meet or exceed WA State K-12 Learning Standards in Mathematics that incorporate: a) research-based mathematics instruction; b) growth mindset learning and strategies; c) math content using evidence-based best practices, resources, and services aligned to individual needs; and/or d) best practices in language acquisition strategies that promote student academic discourse.
READING: Strategy 1.3 Use the OSPI ELA Suite (Menu of Best Practices, Early Literacy Pathways, Literacy Plan Summer 2017) and additional family resources highlighted by OSPI and their regional and national partners (e.g., Preschool Initiative Consortium Incentive Grant) to provide family literacy services (reading, writing, speaking, listening in L1 or L2) that include opportunities for families to learn strategies to support learning in the home (e.g., PAC, Teacher Conferences, Family Literacy Night).

MATH: Strategy 2.3 Use the OSPI Mathematics Suite (Menu of Best Practices, Early Numeracy Pathways, Growth Mindset) to provide family mathematics services that include: a) opportunities for families to learn about strategies that support student academic discourse and core mathematical concepts; and b) suggested activities for engaging in mathematical discourse at home.
School Readiness

**Strategy 3.1** Ensure early learning classrooms are culturally responsive by providing all teachers of migrant preschool through third grade students and preschool partners (Head Start, ECEAP, and community/faith-based schools) with opportunities for school readiness and cultural awareness training, including how school readiness and culture can influence each other (e.g., Migrant 101 with a focus on early learning).

**Strategy 3.2** Provide or partner with programs to provide supplemental, research-based and best practices instructional services (including a focus on social-emotional development) to 3-5-year-old migrant children that are aligned to their needs (e.g., preschool opportunities, home visits with school readiness instruction, trained paraprofessional support in kindergarten classrooms, kindergarten jumpstart).
Strategy 3.3 Offer a series of family engagement trainings that are research-based or best practice, culturally-appropriate, and relevant that could include: a) home visits that include a focus on Funds of Knowledge; b) partnering with other early learning programs to combine parent outreach efforts (e.g., Head Start, ECEAP); c) embedded ongoing early learning opportunities for parents to learn what students are learning and ways to support their learning; d) early learning and school readiness strategies; e) providing parents with access to counseling and advocacy programs; and f) providing education about the State 211 Referral Network
Graduation/Services to OSY

**Strategy 4.1** Provide wrap-around support for secondary-age migrant students with multi-tiered systems of support including: a) credit retrieval and competency-based high school credit options aligned to WA standards; b) dual credit and career technical education (CTE) applied credit options; c) academic support focused on individual needs (with ongoing data review); and d) professional learning for all teachers on effective instructional strategies (e.g., AVID, GLAD, SIOP, ELA, mathematics, Migrant 101, Integrated Basic Education, and Skills Training Program or I-BEST).

**Strategy 4.2** Provide migrant student graduation support and advocacy that includes: a) monitoring and tracking attendance and academic progress; b) conducting referrals to services aligned to students’ needs; c) facilitating appropriate scheduling options for students to gain access to Advanced Placement, Highly Capable, CTE, and regular academic core course options; d) facilitating access to services to address social/emotional needs; e) fostering family school connections and conducting home visits; f) conducting parent information sessions to ensure that migrant students and their parents understand assessment and graduation requirements and students understand their rights to an equitable and rigorous education that prepares them for college and career; and g) promoting access to or developing leadership and mentoring programs.
Strategy 4.3 Provide outreach to OSY ages 16-21 and eligible migrant H2A workers, including dropouts, to increase participation in MEP services, referrals to needed educational and support services, and high school recovery.

**OSY/H2A Supports may include**: referrals to High School Equivalency Programs (HEP); referrals to community organizations that provide support for GED prep; instruction on financial literacy; and resources for legal services and rights; workshops geared to accessing community support services; and direct instruction in financial literacy; life skills, English language development, and legal services and rights.

**High school recovery may include**: credit accrual analysis; credit accrual; program support through an Alternative Learning Environment (ALEs) such as alternative schools, on-line schools, etc.; dual credit support through Career and Technical Education; and job training support (e.g., Youth Build).

**Health care supports may include**: medical, dental, and vision healthcare; referrals to social/emotional resources; and referrals to drug rehabilitation, and gang prevention.
Directions for Completing the FSI

• Convene a group of key MEP staff, discuss each Strategy, and **come to consensus** on each of the ratings.

• Place a **checkmark** in the box that best reflects your project’s level of implementation of each of the Strategies in the 4 Goal Areas.

• If a particular Strategy is **not applicable** to your project, check “Not Applicable” and indicate a reason.
FSI Ratings

Ratings are based on a 5-point rubric:

1 = Not Evident
2 = Aware
3 = Developing
4 = Succeeding (considered “proficient”)
5 = Exceeding
# GOAL AREA 1: ENGLISH LANGUAGE ARTS (ELA)

<table>
<thead>
<tr>
<th>Strategy 1.1</th>
<th>Not Evident</th>
<th>Aware</th>
<th>Developing</th>
<th>Succeeding</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Provide regular term academic support designed to help migrant students in grades K-12 meet or exceed WA State K-12 Learning Standards in ELA and ELP Standards using: a) research-based, evidence-based, or best practices and resources; b) services aligned to individual needs; and c) targeted interventions and strategies through small group, after school, and/or before school supplemental instruction.</td>
<td>No provision of regular term ELA support using the methods listed in Strategy 1.1</td>
<td>Inadequate provision of regular term ELA support using the methods listed in Strategy 1.1</td>
<td>Some provision of regular term ELA support using the methods listed in Strategy 1.1</td>
<td>Sufficient provision of regular term ELA support using the methods listed in Strategy 1.1</td>
<td>Extensive provision of regular term ELA support using the methods listed in Strategy 1.1</td>
</tr>
</tbody>
</table>

- No provision of regular term ELA support using the methods listed in Strategy 1.1
- No progress monitoring to determine student ELA needs
- No student participation
- No record keeping

- Inadequate provision of regular term ELA support using the methods listed in Strategy 1.1
- Limited progress monitoring to determine student ELA needs
- Limited student participation
- Inadequate record keeping

- Some provision of regular term ELA support using the methods listed in Strategy 1.1
- Some progress monitoring to determine student ELA needs
- Some student participation
- Some record keeping

- Sufficient provision of regular term ELA support using the methods listed in Strategy 1.1
- Sufficient progress monitoring to determine student ELA needs
- Sufficient student participation
- Sufficient record keeping

- Extensive provision of regular term ELA support using the methods listed in Strategy 1.1
- Extensive progress monitoring to determine student ELA needs
- Extensive student participation
- Comprehensive record keeping

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**Check (x) the evidence relevant to your project**

- After-school support
- Balanced literacy
- Benchmark assessments
- Close reading
- Collaboration with other programs (e.g., 21st CCLC, Title I, LAP)
- Culturally-relevant literature
- Curriculum documents
- Daily exit tickets
- Daily reports of student progress
- Differentiated instruction
- Direct instruction provided by certified staff
- Documentation of staff providing services
- Engineering is Elementary (EiE)
- Enrollment documentation

- Family literacy night
- Formative assessments
- Foundations of Academic Endeavors Program
- Imagine Learning
- LEGO Robotics
- Leveled Literacy Intervention (LLI)
- Leveled readers
- Lexia
- Literacy provided through Math MATTERS
- Measuring Up online program
- One-on-one tutoring
- Paraeducators providing support
- Pre/post-testing
- Reading Mastery
- Science A-Z

- Small group instruction
- STAR Test
- STEM
- Strategies to build reading skills
- Student needs assessment data
- Student progress shared with parents
- Student records
- Student self-assessments
- Student work
- Teacher candidates in classrooms
- Training on GLAD binders
- Vocabulary development
- WaKIDS assessment results
- Wordless books
- Writing

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Cite additional evidence here:

**Comments/Follow-up:**

☐ This Strategy is not applicable to our project - Reason:
Directions for Completing the FSI, Cont.

• Document **examples of evidence** used to determine each Strategy’s rating. Potential evidence examples are provided.

• Check the evidence that is relevant to your project and add any additional examples in the box below.

• Indicate **comments or follow-up needed** for each of the Strategies.
Directions for Completing the FSI, Cont.

• **Regular year only** projects please submit your completed FSI to Sylvia Reyna by **July 15, 2019**

• **Year-round projects** please submit your completed FSI to Sylvia by **September 15, 2019**
Questions?

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