

Washington Migrant Education Program 2022-23 FIDELITY OF STRATEGY IMPLEMENTATION (FSI)

DISTRICT/ESD:_____

Purposes:

- 1. To measure the level of implementation of each MEP <u>Strategy</u> 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 2022-23. 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 <u>Succeeding</u> is considered "proficient".
- Regular year only projects submit your completed FSI to Sylvia Reyna by July 15, 2023
- Year-round projects submit your completed FSI to Sylvia Reyna by September 15, 2023
- Questions? Contact Cari Semivan, Program Evaluator, META Associates at <u>cari@metaassociates.com</u> or call (720) 339-5349.

GOAL AREA 1: ENGLISH LANGUAGE ARTS (ELA)

			IMPLEMENTATION LEVE	L			
Strategy 1.1	Not Evident	Aware	Developing	Succeeding	Exceeding		
1.1) Provide <u>regular term</u> 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 (\checkmark) the ways in which this strategy was imp	olemented in your proje	ect					
Academic language support	Formative ass	essments		Pull-out/push-in supp			
Balanced literacy	Home-based in	nstruction/services		Remote learning opp			
Before/after-school instruction/support	In-class instruction	ctional support		\Box Research-based prac	ctices and resources		
Benchmark assessments	Instruction dur	ing intervention time	Small group instruction	on			
Best practices and resources	Leveled reade	rs	Social-emotional learning strategies				
□ Collaboration with other programs (e.g., 21 st CCLC	C, 🛛 🗆 Needs-based s	services	\Box Strategies to build reading skills				
Title I, Title III, LAP)	One-on-one tu	Itoring		□ Student progress reports			
Culturally responsive strategies	Online/comput	ter-based literacy interve	ntion programs	□ Student self-assessments			
Differentiated instruction	Out-of-school 1	time (OST) instructional s	support (before/after	Targeted intervention	s and strategies		
Direct instruction provided by certified staff	school, weeke	ends, intersession)		Vocabulary developm	nent		
Evidence-based practices and resources	Paraeducators	s providing support		□ Wordless books			
Extended learning opportunities	Project-based	learning		□ Writing			
Experience-based learning	Progress moni	itoring		-			
Check ($$) the documentation that is kept onsite for							
Curriculum/materials documents	□ Formative ass	essment results		Student records			
Documentation of staff providing services	Samples of stu	udent work		State ELA assessme	nt results		
Enrollment/participation records	Student needs	assessment data		WaKIDS assessment	results		
Cite additional strategies/documentation here:							
If this strategy is rated "developing" or below, ple	ease indicate how you	plan to improve the imp	plementation of this stra	ategy 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.

support by program trained staff*, designed to help migratory students in grades K-12 meet or exceed WAsummer ELA support during the summer using the methodssummer ELA support during the summer using the methods				IMPLEMENTATION LEVEL				
support by program trained staff, designed to help migratory students in grados K-12 meet or exceed WA state K-12 L and ELP Students using it a research-based, evidence- based, or best practices and resources, including CRT/SEL strategies as they relat specifically to migratory students and summer instruction; by academic language support strategies, of services aligned to individual needs; aligned to individual needs; aligned to individual needs; aligned to individual needs; strategies as negative support strategies; of services aligned to individual needs; aligned to individual needs; based instruction; Check (¹) the ways in which this strategy was implemented in your project Banced instruction; Collaborative Banced instruction; Collaborative Banced instruction; Collaborative Banced instruction; Collaborative Banced instruction; Collaborative Banced instruction; Collaborative Banced instruction; Collaborative Banced instruction Banced instruction; Collaborative Collaborative Strategies and resources Banced instruction Banced instruction; Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Strategies based practices and resources Collaborative Collab	Strategy 1.2	Not Evident	Aware	Developing	Succeeding	Exceeding		
Check (\) the ways in which this strategy was implemented in your project <pre> Academic language support</pre> Areademic language support Brenchmark assessments Small group instruction Balanced literacy Leveled readers Social-emotional learning strategies Benchmark assessments Needs-based services Special summer sessions (e.g., workshops, activities, career development) Collaboration with other programs (e.g., 21 st CCLC, Online/computer-based literacy intervention programs Strategies to build reading skills Cillaboration with other programs (e.g., 21 st CCLC, Online/computer-based literacy intervention programs Strategies to build reading skills Cillaboration with other programs (e.g., 21 st CCLC, Online/computer-based literacy intervention programs Strategies to build reading skills Culturally responsive strategies Project-based learning Student self-assessments Direct instruction provided by certified staff Remote learning opportunities Vocabulary development Evidence-based learning Site-based summer school Woridless books	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-	summer ELA support during the summer using the methods listed in Strategy 1.2. • No progress monitoring. • No student participation.	 summer ELA support during the summer using the methods listed in Strategy 1.2. Limited progress monitoring. Limited student participation. Inadequate record 	summer ELA support during the summer using the methods listed in Strategy 1.2. • Some progress monitoring. • Some student participation.	 summer ELA support during the summer using the methods listed in Strategy 1.2. Frequent progress monitoring. Frequent student participation. Sufficient record 	using the methods listed in Strategy 1.2. • Regular progress monitoring. • Regular student participation. • Comprehensive		
Balanced literacy Leveled readers Social-emotional learning strategies Benchmark assessments Needs-based services Special summer sessions (e.g., workshops, activities, career development) Collaboration with other programs (e.g., 21st CCLC, C) Online/computer-based literacy intervention programs Strategies to build reading skills Title I, Title III, LAP) Paraeducators providing support Student progress reports Culturally responsive strategies Project-based learning Student self-assessments Differentiated instruction Progress monitoring Targeted interventions and strategies Differentiated instruction provided by certified staff Remote learning opportunities Wordless books Experience-based learning Site-based summer school Writing Formative assessments Formative assessment results Student work Documentation of staff providing services Student needs assessment results Student work Check (v) the documents Student needs assessment results Student work Clie additional strategies/documentation here: Student records WakIDS assessment results If this strategy is rated "developing" or below, please indicate how you plan to improve the implementation of this strategy in the future: If this strategies in the future:		y was implemented in y	our project					
Benchmark assessments Needs-based services Special summer sessions (e.g., workshops, activities, career development) Collaboration with other programs (e.g., 21st CCLC, Online/computer-based literacy intervention programs Strategies to build reading skills Culturally responsive strategies Project-based learning Student self-assessments Differentiated instruction Progress monitoring Targeted interventions and strategies Differentiated instruction provided by certified staff Remote learning opportunities Vocabulary development Experience-based practices and resources Research-based practices and resources Wordless books Curriculum documents Formative assessment results Student work Documentation of staff providing services Student needs assessment results Student work Documentation of staff providing services Student records WaKIDS assessment results Cite additional strategies/documentation here: Student records WaKIDS assessment results		🗆 Home	-based instruction/services		•			
Best practices and resources One-on-one tutoring activities, career development) Collaboration with other programs (e.g., 21st CCLC, Online/computer-based literacy intervention programs Strategies to build reading skills Title I, Title III, LAP) Paraeducators providing support Student progress reports Culturally responsive strategies Project-based learning Student self-assessments Differentiated instruction Progress monitoring Targeted interventions and strategies Differentiated instruction provided by certified staff Remote learning opportunities Vocabulary development Evidence-based practices and resources Research-based practices and resources Wordless books Experience-based learning Site-based summer school Writing Curriculum documents Formative assessment results Student work Documentation of staff providing services Student needs assessment data State ELA 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:	□ Balanced literacy □ Leveled readers □ Social-emotional learning strategies							
Collaboration with other programs (e.g., 21st CCLC, Online/computer-based literacy intervention programs Strategies to build reading skills Title I, Title III, LAP) Paraeducators providing support Student progress reports Culturally responsive strategies Project-based learning Student self-assessments Differentiated instruction Progress monitoring Targeted interventions and strategies Differentiated instruction provided by certified staff Remote learning opportunities Vocabulary development Evidence-based practices and resources Research-based practices and resources Wordless books Experience-based learning Site-based summer school Writing Curriculum documents Formative assessment results Student work Documentation of staff providing services Student needs assessment data State ELA assessment results Enrollment/participation records Student records WaKIDS assessment results If this strategies/documentation here: If this strategies is rated "developing" or below, please indicate how you plan to improve the implementation of this strategy in the future:	Benchmark assessments	□ Need	s-based services					
Title I, Title III, LAP Paraeducators providing support Student progress reports Culturally responsive strategies Project-based learning Student self-assessments Differentiated instruction Progress monitoring Targeted interventions and strategies Direct instruction provided by certified staff Remote learning opportunities Vocabulary development Experience-based learning Site-based summer school Writing Formative assessments Student work Student work Student work Student work Student progress reports Student work Student assessment results Student work Student assessment results Student work Student work Student progress student records Student work Student progress reports Student work Student progress progress Student progress reports Student progress reports Student records Student setsessment results Student setsessment results Student progress Student progress providing services Student precords Student progress Stude	Best practices and resources	🗆 One-o	on-one tutoring					
□ Culturally responsive strategies □ Project-based learning □ Student self-assessments □ Differentiated instruction □ Progress monitoring □ Targeted interventions and strategies □ Direct instruction provided by certified staff □ Remote learning opportunities □ Vocabulary development □ Evidence-based practices and resources □ Research-based practices and resources □ Wordless books □ Formative assessments □ Ste-based summer school □ Writing □ Curriculum documents □ Formative assessment results □ Student work □ Documentation of staff providing services □ Student records □ Student results □ Enrollment/participation records □ Student records □ 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:		21^{st} CCLC, \Box Online	e/computer-based literacy in	tervention programs				
□ Differentiated instruction □ Progress monitoring □ Targeted interventions and strategies □ Direct instruction provided by certified staff □ Remote learning opportunities □ Vocabulary development □ Direct instruction provided by certified staff □ Remote learning opportunities □ Vocabulary development □ Evidence-based practices and resources □ Wordless books □ Experience-based learning □ Site-based summer school □ Writing □ Formative assessments □ Check (√) the documentation that is kept onsite for this strategy □ Curriculum documents □ Student work □ Documentation of staff providing services □ Student needs assessment results □ State ELA assessment results □ Enrollment/participation records □ Student records □ 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:		🗆 Parae	educators providing support		1 0 1			
□ Direct instruction provided by certified staff □ Remote learning opportunities □ Vocabulary development □ Direct instruction provided by certified staff □ Remote learning opportunities □ Vocabulary development □ Evidence-based practices and resources □ Wordless books □ Experience-based learning □ Site-based summer school □ Writing □ Formative assessments □ Check (√) the documentation that is kept onsite for this strategy □ □ Curriculum documents □ Formative assessment results □ Student work □ Documentation of staff providing services □ Student needs assessment data □ State ELA assessment results □ Enrollment/participation records □ Student records □ 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:	Culturally responsive strategies	🗆 Proje	ct-based learning		Student self-assessme	ents		
 □ Evidence-based practices and resources □ Evidence-based learning □ Site-based summer school □ Formative assessments Check (√) the documentation that is kept onsite for this strategy □ Curriculum documents □ Formative assessment results □ Student work □ Documentation of staff providing services □ Student needs assessment data □ State ELA assessment results □ Curriculum documents □ Student needs assessment data □ State ELA assessment results □ Student records □ WaKIDS assessment results □ WaKIDS assessment results 	Differentiated instruction	Progr	ess monitoring					
□ Experience-based learning □ Site-based summer school □ Writing □ Formative assessments □ Check (√) the documentation that is kept onsite for this strategy □ Formative assessment results □ Student work □ Documentation of staff providing services □ Student needs assessment data □ State ELA assessment results □ Experiment/participation records □ Student records □ WaKIDS assessment results □ Enrollment/participation records □ Student records □ 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:	\Box Direct instruction provided by certified st	taff 🛛 🗆 Remo	te learning opportunities		🗆 Vocabulary developme	ent		
□ Experience-based learning □ Site-based summer school □ Writing □ Formative assessments □ Check (√) the documentation that is kept onsite for this strategy □ Formative assessment results □ Student work □ Curriculum documents □ Formative assessment results □ Student work □ Documentation of staff providing services □ Student needs assessment data □ State ELA assessment results □ Enrollment/participation records □ Student records □ 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:	□ Evidence-based practices and resource	s 🗆 Resea	arch-based practices and res	sources	Wordless books			
Check (√) the documentation that is kept onsite for this strategy Curriculum documents Formative assessment results Documentation of staff providing services Student needs assessment data Enrollment/participation records Student records Cite additional strategies/documentation here:	Experience-based learning		•		U Writing			
Curriculum documents Formative assessment results Student work Documentation of staff providing services Student needs assessment data State ELA assessment results Enrollment/participation records Student records 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:					-			
Documentation of staff providing services Student needs assessment data State ELA assessment results Enrollment/participation records Student records 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:	Check ($$) the documentation that is kep	ot onsite for this strategy						
Enrollment/participation records Student records 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:	Curriculum documents	Forma	ative assessment results		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:	□ Documentation of staff providing service	es 🛛 🗆 Stude	ent needs assessment data		State ELA assessmen	t results		
If this strategy is rated "developing" or below, please indicate how you plan to improve the implementation of this strategy in the future:	Enrollment/participation records	□ Stude	ent records		WaKIDS assessment i	results		
	-		ow you plan to improve the	e implementation of this s	trategy in the future:			
□ This Strategy is not applicable to our project - Reason:		· •						
	This Strategy is not applicable to our	project - Reason:						
		project neadoni						

***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.

.						IMPLEMENTATION LEVEL				
Strategy 1.3		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 (v) the ways in which this strategy was implemented in your project										
□ Access to technology (hardware, internet, etc.) □ Family literacy kits □ Menu of Best Practices										
□ ELA information, strategies, resource	es	shared with \Box Hom	ne	visits				Newsletters (online asyr	nch	ronous, mixed media)
parents/families to use at home		🗆 Lang	Language/literacy instruction provided to parents				Showcases of student work/accomplishments			
Family literacy activities/nights								Student ELA progress shared with parents		
Check ($$) the documentation that is	ke	ot onsite for this strateg	IУ							
Auditable records		🗆 Fam	nily	literacy schedules, agen	das	, and sign-in sheets		Family literacy services	eva	luations
□ Documentation of how the ELA Suite	e ai	nd other 🛛 🗆 Fam	Family literacy services materials				Resources/information provided to parents			
resources used for family literacy se	ervio	ces						Report services in MSIS	3	
Cite additional strategies/documenta	tio	n here:								
If this strategy is rated "developing"	or	below, please indicate	ho	w you plan to improve	the	implementation of this	stra	ategy in the future:		
		· •				-				
□ This Strategy is not applicable to	□ This Strategy is not applicable to our project - Reason:									

GOAL AREA 2: MATHEMATICS

01											
Strategy 2.1	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. 						
	s implemented in your pro	ject									
Suppremental instruction. Check (√) the ways in which this strategy was implemented in your project Check (√) the ways in which this strategy was implemented in your project Paraeducators providing support Academic language support Formative assessments Project-based learning Before/after-school instruction/support Home-based instruction/services Project-based learning Benchmark assessments In-class instructional support Progress monitoring Collaboration with other programs (e.g., 21 st CCLC, Math interventions Remote learning opportunities Culturally responsive strategies Needs-based services Small group instruction Differentiated instruction provided by certified staff One-on-one tutoring Strategies to build math skills Evidence-based practices and resources Online/computer-based math intervention grograms Student progress reports Extended learning opportunities Out-of-school time (OST) instructional support (before/after Student self-assessments Experience-based learning school, weekends, intersession) Targeted interventions and strategies Check (√) the documentation that is kept onsite for this strategy Check (√) the documentation that is kept onsite for this strategy											
 Curriculum/resources documents Documentation of staff providing services 		sessment results s assessment data		Student work State math assessmed	ent results						
□ Enrollment/participation records	□ Student recor			□ WaKIDS assessment							
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.

			IMPLEMENTATION LEVEL		
Strategy 2.2	Not Evident	Aware	Developing	Succeeding	Exceeding
2.2) Provide <u>summer term</u> 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 Academic language support Benchmark assessments Best practices and resources Collaboration with other programs (e.g., 2⁻ Title I, Title III, LAP) Culturally responsive strategies Differentiated instruction Direct instruction provided by certified staf Evidence-based practices and resources Experience-based learning Formative assessments 	☐ Home-b ☐ Math int ☐ Math int ☐ Math ma ☐ Number ☐ One-on ☐ Online/c f ☐ Paraedu ☐ Project- ☐ Progres	ased instruction/services erventions anipulatives based services	rvention programs	 Remote learning opport Research-based practi Site-based summer sc Small group instruction Social-emotional learn Special summer session activities, career devel Strategies to build math Student progress repo Student self-assessmet Targeted interventions 	ices and resources hool ing strategies ons (e.g., workshops, opment) h skills rts ents
Check (√) the documentation that is kept of □ Curriculum and resources documents □ Documentation of staff providing services □ Enrollment/participation records Cite additional strategies/documentation h If this strategy is rated "developing" or be □ This Strategy is not applicable to our participation of the strategy is not applicab	Formati Student Student Student lere: low, please indicate how		e implementation of this s	 Student work State math assessment WaKIDS assessment r trategy in the future: 	

GOAL AREA 2: MATHEMATICS, Cont.

						IMPLEMENTATION LEVEL				
Strategy 2.3		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.) □ Math information, strategies, resources shared with □ Menu of Best Practices										
Family math activities/nights				s/families to use at home				Newsletters (online asy	nch	ronous, mixed media)
Family math kits		□ Mati	h ii	nstruction provided to par	rent	S		Showcases of student v	vorł	
□ Home visits								Student math progress	sha	red with parents
Check ($$) the documentation that is	kep	ot onsite for this strateg	IУ							
Auditable records		🗆 Fam	nily	math schedules, agenda	as,	and sign-in sheets		Family math services ev	valu	ations
□ Documentation of how the Math Suit	e a	nd other 🛛 🗆 Fam	nily	math services materials	ces materials					
resources used for family math serv	ice	S						Resources/information	prov	vided to parents
Cite additional strategies/documenta	tio	n here:								
If this strategy is rated "developing"	or	below, please indicate	ho	w you plan to improve	the	implementation of this	stra	ategy in the future:		
□ This Strategy is not applicable to	oui	project - Reason:								
	_									

GOAL AREA 3: PRESCHOOL/KINDERGARTEN READINESS

			IMPLEMENTATION LEVEL					
Strategy 3.1	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 v	which this strategy was im		ł		ł			
Balanced literacy		Health services (me	dical, dental, vision, mental	Remote learning opportunitie	es			
Best practices and res	sources	health)		\Box Research-based practices and resources				
Collaboration with pre	eschool programs/services	Home-based family	literacy services	□ Small group instruction				
Collaboration with cor	mmunity programs/agencies	Home-based presch		Social-emotional learning str	rategies			
$\hfill\square$ Culturally responsive	teaching strategies	•	by preschool educators	\Box Social work outreach				
□ Daily reports of stude	nt progress	🗆 Kindergarten Jump		\Box Summer programming				
□ Developmentally appr	ropriate online learning prog	ams 🛛 🗆 MEP-funded presch	ool program	Targeted interventions and strategies				
Differentiated instruct	ion	Needs-based servic		□ Translations/interpretations				
□ Evidence-based pract	tices and resources		OST) instructional support	□ Transportation				
□ Educational supplies			, weekends, intersession)	Vocabulary development				
□ Formative assessment	nts	Paraeducators prov		□ Wordless books				
Free books		•	ded during the school year	Writing				
	ntation that is kept onsite f							
Curriculum document	-	Services documente		Student work				
□ Documentation of star		Student needs asse	ssment data	\Box Time and effort logs				
Enrollment/attendance		Student records		WaKIDS assessment results	3			
Cite additional strategie	es/documentation here:							
If this strategy is rated	"developing" or below, plo	ease indicate how you plan t	o improve the implementation	on of this strategy in the future):			
□ This Strategy is not	applicable to our project -	Reason:						

GOAL AREA 3: PRESCHOOL/KINDERGARTEN READINESS, Cont.

3.2) Provide MEP- funded early learning programs* that are culturally responsive	Iot Evident MEP-funded Iturally responsive d developmentally	Aware Inadequate MEP-funded culturally responsive and developmentally	Some MEP-funded culturally responsive and developmentally	• Sufficient MEP-funded culturally responsive and	Exceeding Extensive MEP-funded culturally responsive and			
funded early learning programs* that are culturally responsivecult and app	lturally responsive d developmentally	culturally responsive and	culturally responsive	culturally responsive and				
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	propriate early arning programs ovided during regular summer terms. a focus on skills dressed by WaKIDS. a progress monitoring. a needs assessments inducted. b child participation. a record keeping.	 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. 	 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. 	 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. 	 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. 			
keeping. Check (\) the ways in which this strategy was implemented in your project Balanced literacy Formative assessments Research-based practices and resources Best practices and resources Home-based preschool instruction Small group instruction Collaboration with ESD Early Learning Coordinators Instruction provided by preschool educators Social-emotional learning strategies Collaboration with preschool programs/services Kindergarten Jump Start Social work outreach Collaboration with community programs/agencies MEP-funded preschool program Summer programming Culturally responsive teaching strategies Needs-based services Targeted interventions and strategies Daily reports of student progress Paraeducators providing support Vocabulary development Developmentally appropriate online learning programs PreK services provided during the school year Wordless books Differentiated instruction Remote learning opportunities Writing								
□ Evidence-based practices ar Check (√) the documentation		or this strategy						
 Curriculum documents Documentation of staff providentiation Enrollment/attendance recording to the content of the con	iding services rds	☐ MSIS 3-5 Student Li ☐ Services documente ☐ Student needs asses	d in MSIS	 Student records Student work WaKIDS assessment results 	<u>.</u>			

**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	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	nt Series	Information provid	led on the State 211	Preschooler progress shared	with parents								
Collaboration with other earl	y learning programs	Referral Network		Ready for Kindergarten/other	workshops								
Counseling and advocacy presources	rograms, and health	☐ Menu of Best Pra ☐ Parent/family aca		School readiness information, strategies, resources shared with parents/families to use at home									
□ Family engagement activitie	S	Preschool/kinderg	jarten readiness	\square Technology-based instructional videos for parents that model									
□ Home-based models that inc	clude a focus on Funds of	instruction provide	ed to parents	instructional strategies									
Knowledge and culturally re				Weekend or after school trainings									
Check (\checkmark) the documentation	that is kept onsite for th												
\Box Documentation of how the M		Family math servi	ces evaluations	□ Referrals									
resources used for family m		Flyers/publicity		Resources/information provided to parents									
☐ Family math schedules, age		Home-based prog	gram logs	□ Videos									
Family math services materi													
Cite additional strategies/doc	umentation here:												
If this strategy is rated "deve	loping" or below, please	indicate how you play	to improve the impleme	entation of this strategy in the fu	ture:								
In this strategy is rated deve	ioping of below, please			interior of this strategy in the fu									
☐ This Strategy is not applic	able to our project - Rea	son:											

GOAL 4: GRADUATION and OSY ACHIEVEMENT

				IMPLEMENTATION LEVEL				
Strategy 4.1	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 state Assistance for PFS and needs lists aregistering and attending summer and collaboration with other programs are vocational high school, LAP, HEP/ College readiness activities Credit accrual options (e.g., PASS, Plato, district credit programs, Ape Comet) CTE college and career fairs Fees paid for migrant students to a retrieval programs 	 Student monitoring by M Student monitoring by M Student participation in Dare to Dream, Voices Voices) Summer home visit prog Summer onboarding prog Summer programming Transportation University recruiter to as 	IGS summer academies (e.g., from the Field, Native gram ogram						
Check ($$) the documentation that is	•							
Curriculum documents Lists of services provided Student participation records Dropout reports MGS caseload/services provided Student records Enrollment documentation MSIS Graduation Report Student work Exit survey (pre/post) OSPI Graduation Report 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:								

01				IMPLEMENTATION LEVEL							
Strategy 4.2	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 migratory students a OSY identified at-ris not meeting graduat requirements. No collaboration with other programs/serv providers. No student/OSY participation. No record keeping. 	s for ind k for ion n ice	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	 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. 	 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 	 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 kooping 					
keeping. • Some record keeping. keeping. keeping. Check (√) the ways in which this strategy was implemented in your project • Some record keeping. keeping. keeping.											
 □ Beyond Action Plan □ Collaboration with local district engagement opportunities □ Collaboration with other prograt □ College readiness activities □ Career and technical education career fairs □ CTE education □ College visits Check (√) the documentation the	s/ESDs to provide ms/service providers n (CTE) college and	 Eng wee Eng Eng Hig Lea LEA Nex 	agement activities during s exends jagement activities during s jagement opportunities (no h school counselor credit e dership programs AP Conference tt Generation Club (migrato	summer n-traditional hours) valuations	 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 						
 Curriculum documents Dropout reports Enrollment documentation Exit survey (pre/post) Lists of services provided 		□ MS □ Nee	S caseload/services provid IS Graduation Report eds assessments PI Graduation Report	ed	 OSY Tool Student Profile Student participation records Student records Student work 						
Cite additional strategies/docur	ping" or below, please		how you plan to improve	the implementation of th	is strategy in the future:						

						IMPLEMENTATION LEV	'EL			
Strategy 4.3		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 □ Formative assessments □ Research-based practices and resources										d resources
□ Collaboration with partners to provide technology □ Needs-based services □ Resource event options for learning								arning		
access and learning opportunities fo	or st	tudents/	ne-o	on-one tutoring				Small group instruction		
families		□ O	nlin	e/computer-based math	inte	ervention programs		Social-emotional learning	stra	tegies
Culturally responsive strategies		□ O	Out-of-school time (OST) instructional support				□ Student progress reports			
Differentiated instruction				re/after school, weekend			□ Student self-assessments			
Direct instruction provided by certifie			Paraeducators providing support				Technology devices/connectivity			
Evidence-based practices and resource	irce		-	ct-based learning			□ Targeted interventions and strategies			
Extended learning opportunities			Progress monitoring			□ Training for parents on platforms for remote learning				
Experience-based learning			Remote learning opportunities					Training Time Parent Mee	ting	/PAC
Check ($$) the documentation that is	ker									
Enrollment/participation records				ent participation records				Student work		
Lists of services provided			tude	ent records				Training surveys		
MGS caseload/services provided										
Cite additional strategies/documenta	tio	n here:								
If this strategy is rated "developing"	or	below, please indicat	te h	ow you plan to improv	e th	e implementation of	this	s strategy in the future:		
□ This Strategy is not applicable to our project - Reason:										

- / / · · ·	IMPLEMENTATION LEVEL				
Strategy 4.4	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 ($$) the ways in which this strategy was implemented in your project					
□ Assistance in navigating the school system		visits, including virtual		Referral services by ME	P staff
□ Assistance in accessing community programs □ Monitoring by MEP staff □ Remote learning opportunities					
□ Coordination with OSPI's Student Support for SEL, □ Outreach □ Social-emotional learning strategies					
Project Aware, School Climate		ach in indigenous languad	les	□ Support provided by MG	c
Culturally responsive strategies	□ Partnerships with other programs		□ Support provided by MS		
Check ($$) the documentation that is kept					
□ Auditable records	Partici	pation records		□ Other:	
Lists of services provided					
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:					

	IMPLEMENTATION LEVEL					
Strategy 4.5	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 kooping 	 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 Migratory student advocacy with school registrars, MGS, MSA, counselors, and migratory parents Migratory student advocacy with school registrars, MGS, MSA, counselors, and migratory parents Migratory student advocacy with school registrars, MGS, MSA, counselors, and migratory parents Reimbursement of training fees/travel expenses Substitute time 				 Training/webinars for reg who engage with migrat Training as part of other (summer, weekend, spri WSCA Conference 	ory students	
Check ($$) the documentation that is kept onsite for this strategy						
□ Auditable records □ Participation records □ Training evaluations □ 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

	IMPLEMENTATION LEVEL				
Strategy 5.1	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 	students with	 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 ($$) the ways in which this strategy	was implemented in y			I	
 Assistance provided to families for accessing Medicaid or other State or Federal funded health and social programs Coordination with community-based organizations for social services. Coordination with community health care providers for health and dental services Coordination with ESDs to access services 		y events with wellness comp e visits, including virtual nization records and referral actions with parents regarding (MDAs) ed equipment to access onlin oring by MEP staff ach erships with other programs	s g unresolved health	 Referral services by MER Referral services fair Social-emotional strategi Supplemental nutrition su State/Federal food progr Supplemental screening hearing, physical or den Supplies for cleaning, first hearing aids and batterier 	es upport beyond ams examinations for vision, tal st aid, personal hygiene,
Check ($$) the documentation that is kept onsite for this strategy					
Auditable records Exam results	Partic	s and services summary and cipation records	l log(s)	 Reported exams and set Surveys 	vices 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:					

GOAL 5: SUPPORT SERVICES, Cont.

			IMPLEMENTATION LEVEL	-		
Strategy 5.2	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 yo		Reconing			
□ Advocacy	□ Field tr	ips/enrichment activities		Parent/family communication	ation	
□ Advocacy/coordination with Federal, State, and local □ Food/nutrition □ Parent liaisons						
instructional program services for enrolln		events addressing suppler	nental instruction	Referral services fair		
distance learning, placements, supplemental testing components				Resource booklet of corr	imunity programs/	
		services (dental exams, ph	ysicals, vision/hearing	agencies		
□ Coordination with counselors screening) □ Student meetings/support □ Coordination with community service providers □ Home visits □ Supplies/materials			rt			
, ,				Supplies/materials		
		□ Materials/resources to be used in the home		Technology		
1 5				□ Translating/interpreting		
Coordination with teachers		health referrals and suppo	rt	Transportation		
Check (\checkmark) the documentation that is	•	•••				
Descriptions of support services		Phone log		□ Student participation records		
□ Documentation of coordination activities □ Records of support services received □ Surveys						
□ MEP screening logs □ Reported services in MSIS		Transportation and atten	dance lists			
□ Needs and services summary and log □ Services records/documentation						
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:	□ This Strategy is not applicable to our project - Reason:				

GOAL 5: SUPPORT SERVICES, Cont.

	IMPLEMENTATION LEVEL					
Strategy 5.3	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. Check (√) the ways in which this strategy □ Advocacy □ Advocate for Running Start and other col	□ Collab	 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 Dur project porate with district teams (El o address student needs 	 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 Informational sessions fo Needs assessments com 	 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 	
career readiness programs Collaborate with other school events, parent/teacher nights				Provide families with rele resources	want district/community	
0	Check ($$) the documentation that is kept onsite for this Strategy?					
 Descriptions of services provided Documentation of coordination activities Needs and services summary and log Cite additional strategies/documentation 	☐ Phone □ Repor □ Servic	••		 ☐ Student participation reco ☐ Surveys ☐ Transportation and attention 		
If this strategy is rated "developing" or below, please indicate how you plan to improve the implementation of this strategy in the future:						

GOAL 5: SUPPORT SERVICES, Cont.

	IMPLEMENTATION LEVEL						
Strategy 5.4	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 (\checkmark) the ways in whicl	Check ($$) the ways in which this strategy was implemented in your project						
Coordination with commun	ity-based organizations for	□ Family events with wellnes	Family events with wellness components				
social services.		□ Home visits, including virtu	al	Referral services by MEF	P staff		
	Coordination with community health care providers for Interaction with school staff (e.g., nurses, counselors, Referral services fair						
health and dental services		social workers, therapist) and/or parent or guardian		Social-emotional strategie	es		
□ Coordination with ESDs to	access services	to help meet student health needs		Supplemental nutrition, m	nedication, equipment		
Check (\checkmark) the documenta	ation that is kept onsite fo	r this Strategy?					
□ CHC forms (fiscal records,	contracts, MOUs, BAAs)	□ Needs and services summ	ary and log	Student participation records			
□ Exam results		Phone log		□ Surveys			
Descriptions of services pr	ovided	□ Reported exams and servi	ces in MSIS	□ Transportation and attend	dance lists		
Documentation of coordina	ation activities	□ Services records/documer	tation				
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 2022-23

Parent activities addressing	# Parent activities provided during 2022-23	# 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 2022-23

Professional development addressing	# Training sessions provided during 2022-23	# Staff attending (duplicated count)
English Language Arts		
Mathematics		
Preschool/Kindergarten Readiness		
High School Graduation/OSY Achievement		
Non-Instructional Support Services		
Other:		