A close up of a sign

Description automatically generated**Nebraska Migrant Education Program**

**2020-21 Fidelity of Strategy Implementation (FSI)**

**Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Purposes:**

* To measure the level of implementation of each MEP **Strategy** listed in the Nebraska Migrant Education Program (MEP) Application that aligns with the Nebraska MEP Service Delivery Plan
* To inform the implementation evaluation of the Nebraska MEP as required by the U.S. Department of Education, Office of Migrant Education
* To determine the extent to which MEP services are delivered with fidelity
* To serve as a self-assessment guide to local MEPs in implementing migrant-funded services in the 3 Goal Areas: 1) School Readiness, 2) English Language Arts (ELA) and Mathematics, and 3) High School Graduation and Services to Out-of-School Youth (OSY)

**Directions**:

* For each Strategy, rate your migrant education project’s level of implementation during 2020-21. Gather a group of key staff to discuss each Strategy including ratings and evidence. After reaching consensus, place a checkmark in the rating assigned (or put a checkmark next to “Not Applicable”), highlight in yellow the evidence that is relevant to your project, and cite additional evidence to support the 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 Aware, 2=Aware, 3=Developing, 4=Succeeding, and 5=Exceeding where **a rating of Succeeding is considered “proficient”.** *Note that exceeding does not mean “perfection”.*
* **Submit your completed FSI (along with all other evaluation data collection forms) to Benjamin Zink by August 31, 2021**
* Questions? Contact Cari Semivan, Program Evaluator at [capan1@aol.com](mailto:capan1@aol.com) or call (720) 339-5349.

**Goal Area 1: SCHOOL Readiness**

| **Strategy 1.1** | **Implementation Level** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Aware** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **1.1 Coordinate/provide instructional services for children ages 3-5 (not in kindergarten) to increase their school readiness skills (e.g., preschool programs, family literacy classes, home-/center-based services, summer programming).** | * No provision of instructional services to migratory children ages 3-5 * No child participation * No coordination with other service providers * No record keeping | | | * Inadequate provision of instructional services to migratory children ages 3-5 * Limited child participation * Limited coordination with other service providers * Limited record keeping | | * Some provision of instructional services to migratory children ages 3-5 * Some child participation * Some coordination with other service providers * Some record keeping | | | * Sufficient provision of instructional services to migratory children ages 3-5 * Frequent child participation * Frequent coordination with other service providers * Sufficient record keeping | | * Extensive provision of instructional services to migratory children ages 3-5 * Regular child participation * Regular coordination with other service providers * Comprehensive records kept | |
| **Place a checkmark (√) next to the evidence relevant to your project** | | | | | | | | | | | | |
| Binational teachers  Curriculum documents  District preschool program  Documentation on enrollment  Family literacy programming  Home-based services | | | Information on supplemental instruction provided  Interpreting/translations  Lesson plans  Lists of services provided  MEP-sponsored full day preschool program  NePAT assessment results | | | | | Student work/pictures  Summer program  Teaching Strategies GOLD assessment results  Transportation to/from local preschool programs  Tuition assistance to preschool programs | | | | |
| **Cite additional evidence here:** | | | | | | | | | | | | |
| **Comments/Follow-up:** | | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | | |

**Goal area 1: SCHOOL Readiness, Cont.**

| **Strategy 1.2** | **Implementation Level** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Aware** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **1.2 Coordinate/provide support services to assist parents with identifying and overcoming barriers that prevent migratory preschool-aged children from attending preschool.** | * No provision of support services to eliminate barriers for preschool-aged migratory children * No child participation * No coordination with other service providers * No record keeping | | | * Inadequate provision of support services to eliminate barriers for preschool-aged migratory children * Limited child participation * Limited coordination with other service providers * Limited record keeping | | * Some provision of support services to eliminate barriers for preschool-aged migratory children * Some child participation * Some coordination with other service providers * Some record keeping | | | * Sufficient provision of support services to eliminate barriers for preschool-aged migratory children * Frequent child participation * Frequent coordination with other service providers * Sufficient record keeping | | * Extensive provision of support services to eliminate barriers for preschool-aged migratory children * Regular child participation * Regular coordination with other service providers * Comprehensive records kept | |
| **Place a checkmark (√) next to the evidence relevant to your project** | | | | | | | | | | | | |
| Binational exchange teacher worked in the preschool summer classrooms  Collaboration with childcare providers and community action agencies  Collaboration with early childhood education providers *(e.g., Head Start, Early Head Start, Migrant and Seasonal Head Start, family literacy programs, local programs)*  Collaboration with IDEA for Special Education, Title I, Title III, Gifted Education, Child Find  Collaboration with other states through the CIGs  Collaboration with public libraries  Documentation of coordination activities (*e.g., emails*)  Documentation of support services provided *(e.g., family literacy, health, materials, resources [backpacks/ books/supplies], transportation)* | | | Documentation on enrollment  Educational field trips  Educational materials provided to children in preschools and in homes  Information on services and supplies provided  Integration of the local preschool in the MEP preschool program  Life skills lessons  List of coordinating agencies *(e.g., NDE, districts, Head Start, Migrant Head Start, family literacy programs, community agencies)* with opportunities provided to children  List of eligible children by school  Materials bags  MEP liaison referrals to local and state services  MEP service logs  MEP tracking form | | | | | MIS2000 database  PAC meetings showcasing community agencies  Participation in local school readiness advisory groups  Participation in the Teacher Exchange Program through the Binational Migrant Education Initiative  Pictures of programming/students  Preschool program enrollment/attendance records  Referrals to WIC/food pantry, early childhood education providers *(e.g., Head Start*), dentists, backpack and voucher programs, health screenings, school supplies, Medicaid, HHS  Service logs and tracking forms  Student files  Weekly MEP staff meetings/minutes | | | | |
| **Cite additional evidence here:** | | | | | | | | | | | | |
| **Comments/Follow-up:** | | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | | |

**Goal area 1: SCHOOL Readiness, Cont.**

| **Strategy 1.3** | **Implementation Level** | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Aware** | |  | | **Aware** |  | | **Developing** | |  | | **Succeeding** |  | | **Exceeding** |
| **1.3 Coordinate/promote and model school readiness strategies to enhance migratory parents’ capacity to support their child’s development of school readiness skills.** | * No promotion and modeling of school readiness strategies for parents * No parent participation * No coordination with other service providers * No record keeping | | | | * Inadequate promotion and modeling of school readiness strategies for parents * Limited parent participation * Limited coordination with other service providers * Limited record keeping | | | * Some promotion and modeling of school readiness strategies for parents * Some parent participation * Some coordination with other service providers * Some record keeping | | | | * Sufficient promotion and modeling of school readiness strategies for parents * Frequent parent participation * Frequent coordination with other service providers * Sufficient record keeping | | | * Extensive promotion and modeling of school readiness strategies for parents * Regular parent participation * Regular coordination with other service providers * Comprehensive records kept | |
| **Place a checkmark (√) next to the evidence relevant to your project** | | | | | | | | | | | | | | | | |
| Binational exchange teachers  Collaboration with Migrant Head Start, Head Start, and other community resources  Documentation of educational services provided to parents and families  Documentation of parent participation  Examples of materials provided to parents  FACE opportunities  Family literacy nights/events | | | Home visits focusing in parent/child lessons  Interpreters  Materials distributed during home visits  Math academic materials  MEP facilitator tracking forms  MEP service logs  Newsletter for the migrant preschool  PAC meeting attendance records  PAC meetings | | | | | | | Parent advocates/liaisons  Parent training agendas, sign-in sheets, materials  Parent training evaluations  Parent trainings  Parent/child homework activities  Resources for parents to use at home  Student files documenting tools/resources provided | | | | | | |
| **Cite additional evidence here:** | | | | | | | | | | | | | | | | |
| **Comments/Follow-up:** | | | | | | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | | | | | | |

**Goal area 1: SCHOOL Readiness, Cont.**

| **Strategy 1.4** | **Implementation Level** | | | | | | | | | | | |
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|  | **Not Aware** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **1.4 Provide professional learning (PL) opportunities to prepare staff to address the unique educational needs of migratory children ages 3-5 (not in kindergarten) using evidence-based strategies for instruction.** | * No provision of PL opportunities related to school readiness evidence-based strategies * No staff participation * No record keeping | | | * Inadequate provision of PL opportunities related to school readiness evidence-based strategies * Limited staff participation * Limited record keeping | | * Some provision of PL opportunities related to school readiness evidence-based strategies * Some staff participation * Some record keeping | | | * Sufficient provision of PL opportunities related to school readiness evidence-based strategies * Frequent staff participation * Sufficient record keeping | | * Extensive provision of PL opportunities related to school readiness evidence-based strategies * Regular staff participation * Comprehensive records kept | |
| **Place a checkmark (√) next to the evidence relevant to your project** | | | | | | | | | | | | |
| Agendas, sign-in sheets, and materials  Binational workshop  District early childhood conferences/training  Head Start training | | | List of professional learning opportunities provided to staff  MEP Staff Training Evaluations  NASDME Conference | | | | | NePAT training/materials  Statewide MEP Conference  Training materials  Webinars  Weekly MEP staff meetings | | | | |
| **Cite additional evidence here:** | | | | | | | | | | | | |
| **Comments/Follow-up:** | | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | | |

**GOAL AREA 2: ENGLISH LANGUAGE ARTS (ELA) AND MATHEMATICS**

| **Strategy 2.1** | **Implementation Level** | | | | | | | | | | | |
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|  | **Not Aware** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **2.1 Coordinate/provide evidence-based supplemental targeted ELA and math support (e.g., in-school support, programs on days when school is not in session, before/after school tutoring, home-based instruction).** | * No provision of evidence-based supplemental targeted ELA and math support * No progress monitoring * No student participation * No coordination with other service providers * No record keeping | | | * Inadequate provision of evidence-based supplemental targeted ELA and math support * Limited progress monitoring * Limited student participation * Limited coordination with other service providers * Limited record keeping | | * Some provision of evidence-based supplemental targeted ELA and math support * Some progress monitoring * Some student participation * Some coordination with other service providers * Some record keeping | | | * Sufficient provision of evidence-based supplemental targeted ELA and math support * Sufficient progress monitoring * Frequent student participation * Frequent coordination with other service providers * Sufficient record keeping | | * Extensive provision of evidence-based supplemental targeted ELA and math support * Extensive progress monitoring * Regular student participation * Regular coordination with other service providers * Comprehensive records kept | |
| **Place a checkmark (√) next to the evidence relevant to your project** | | | | | | | | | | | | |
| 4-H Robotics camp  After-school STEM/robotics program  After-school tutoring/homework club  Attendance records  Close Up records/documents  Curriculum documents  DIBELS & DIBELS for Math  Documentation of reading and math services  Documentation on enrollment; student work  Enrollment records  ESL paraprofessionals working with students for interpreting and supplemental educational support | | | Final student summary report  Home-based tutoring  Individual student plans  Information on supplemental instruction  iPad/iPod access when away from the district  Lesson plans  MEP facilitator notes and records  Middle school extended day science course focused on ELA  MobyMax for math instruction in summer school and at home  Paraprofessional services during and after school | | | | | Progress monitoring  Reading and math assessment results  School visits  Student records showing identified needs and strengths  Student work  Summer reading and math curriculum  Summer school attendance/progress records  Summer school focusing on math and reading  Tablets/computers  Transportation to/from extended programming  Use of technology  Use of online programming | | | | |
| **Cite additional evidence here:** | | | | | | | | | | | | |
| **Comments/Follow-up:** | | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | | |

**GOAL AREA 2: ELA AND MATHEMATICS, cont.**

| **Strategy 2.2** | **Implementation Level** | | | | | | | | | | | |
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|  | **Not Aware** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **2.2** **Coordinate/provide migratory students with appropriate needs-based support services (e.g., health and nutrition, educational supplies, interpretation, transportation, access to technology) to increase attendance and achievement in ELA and math.** | * No provision of needs-based support services to increase attendance and achievement in ELA/math * No student participation * No coordination with other service providers * No record keeping | | | * Inadequate provision of needs-based support services to increase attendance and achievement in ELA/math * Limited student participation * Limited coordination with other service providers * Limited record keeping | | * Some provision of needs-based support services to increase attendance and achievement in ELA/ math * Some student participation * Some coordination with other service providers * Some record keeping | | | * Sufficient provision of needs-based support services to increase attendance and achievement in ELA/ math * Frequent student participation * Sufficient coordination with other service providers * Sufficient record keeping | | * Extensive provision of needs-based support services to increase attendance and achievement in ELA/ math * Regular student participation * Extensive coordination with other service providers * Comprehensive records kept | |
| **Place a checkmark (√) next to the evidence relevant to your project** | | | | | | | | | | | | |
| Backpack program  Binational exchange teachers providing lessons on Mexican culture  Collaboration with adult education programs  Collaboration with Health and Human Services (HHS) for medical/dental coverage  Collaboration with IDEA for Special Education, Title I, Title III, Gifted Education  Collaboration with local agencies *(i.e., 4-H, dental clinics, museums, public libraries)*  Collaboration with local school districts for tutoring and communication with teachers  Collaboration with other states through the CIGs  Collaboration with Stephanie Wessels from UNL to support a family literacy program  Collaboration with Stuff the Bus  Community resources sharing  Correspondence with the State  Description of services provided | | | Documentation of coordination activities *(e.g., emails, sign-in sheets, meeting agendas)*  Documentation on enrollment  Educational field trips  Educational materials delivered monthly  ESL paraprofessional interprets and provides supplemental education services  Final student summary report documenting student participation  Immunization assistance (scheduling/transportation)  iPad/iPod access when away from district  Lego League for middle school students  List of coordinating agencies with opportunities provided to students/youth  Lists of services and supplies provided  MEP facilitator notes and records  MEP service logs  Migrant Literacy NET | | | | | Migrant recruiter home visits  Migrant service provider meetings  MIS200 documentation  PAC meetings showcasing local agencies  Participation in the Teacher Exchange Program through the Binational Migrant Education Initiative  Referrals to state and local services *(e.g., clinics, food pantry, dentists, backpack and voucher*  *programs, health screenings, school supplies, Medicaid, HHS)*  School health records  School reports of student needs  State MEP records  Student files  Student performance records  Support services reports  Transportation to/from migrant summer school  Weekly MEP staff meeting minutes | | | | |
| **Cite additional evidence here:** | | | | | | | | | | | | |
| **Comments/Follow-up:** | | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | | |

**GOAL AREA 2: ELA AND MATHEMATICS, Cont.**

| **Strategy 2.3** | **Implementation Level** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Aware** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **2.3 Coordinate/provide family and community engagement (FACE) opportunities that help families support academic development in ELA and math.** | * No provision of FACE opportunities addressing ELA and math * No parent participation * No coordination with other service providers * No record keeping | | | * Inadequate provision of FACE opportunities addressing ELA and math * Limited parent participation * Limited coordination with other service providers * Limited record keeping | | * Some provision of FACE opportunities addressing ELA and math * Some parent participation * Some coordination with other service providers * Some record keeping | | | * Sufficient provision of FACE opportunities addressing ELA and math * Frequent parent participation * Frequent coordination with other service providers * Sufficient record keeping | | * Extensive provision of FACE opportunities addressing ELA and math * Regular parent participation * Regular coordination with other service providers * Comprehensive records kept | |
| **Place a checkmark (√) next to the evidence relevant to your project** | | | | | | | | | | | | |
| Backpack program for families  Chromebooks for ESL instruction  Educational strategies provided during PAC meetings  Family literacy nights/events  Family literacy programming  Family literacy program attendance records  Home visits  Homework tips for parents  iPad/iPod access when away from district  Math academic materials  Materials provided during home visits | | | MEP facilitator notes and records  Middle and high school quarterly grade tracking system communicated to parents  Migrant recruiter home visits  MobyMax for students  Monthly parent meetings  PAC meeting attendance records  PAC meetings  Parent meetings/training  Parent needs assessments | | | | | Parent Training Evaluations  Parent training materials  Parent training schedules, agendas, and sign-in sheets  Parent training topics based on parent needs assessment results  Parent/teacher conference records  PowerSchool/Synergy training  Resources for parents to use at home  Title parent involvement meetings  Use of technology | | | | |
| **Cite additional evidence here:** | | | | | | | | | | | | |
| **Comments/Follow-up:** | | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | | |

**GOAL AREA 2: ELA AND MATHEMATICS, cont.**

| **Strategy 2.4** | **Implementation Level** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Aware** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **2.4 Provide professional learning (PL) opportunities to prepare staff to address the unique educational needs of migratory students (e.g., academic, cultural, language, poverty, mobility) using evidence-based strategies for ELA and math instruction.** | * No provision of PL opportunities related to ELA/math evidence-based strategies * No staff participation * No record keeping | | | * Inadequate provision of PL opportunities related to ELA/math evidence-based strategies * Limited staff participation * Limited record keeping | | * Some provision of PL opportunities related to ELA/math evidence-based strategies * Some staff participation * Some record keeping | | | * Sufficient provision of PL opportunities related to ELA/math evidence-based strategies * Frequent staff participation * Sufficient record keeping | | * Extensive provision of PL opportunities related to ELA/math evidence-based strategies * Regular staff participation * Comprehensive records kept | |
| **Place a checkmark (√) next to the evidence relevant to your project** | | | | | | | | | | | | |
| Coordinator attends professional learning at local, state, and national level  Emails documenting registrations  Local school/district/ESU professional development  MEP facilitator training (local, state, and national) | | | MEP Staff Training Evaluations  NASDME Conference  New staff training  Paraprofessionals attend training at local level  Staff meetings/training | | | | | Staff training agendas, sign-in sheets, evaluations  State MEP meetings/conferences/training  Training logs  Training materials  Webinars  Weekly MEP staff meeting agendas and minutes | | | | |
| **Cite additional evidence here:** | | | | | | | | | | | | |
| **Comments/Follow-up:** | | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | | |

**Goal 3: GRADUATION AND SERVICES TO OUT-OF-SCHOOL YOUTH (OSY)**

| **Strategy 3.1** | **Implementation Level** | | | | | | | | | | | |
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|  | **Not Aware** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **3.1 Coordinate/provide migratory students in grades 9-12 and OSY with evidence-based supplemental instructional services to support their achievement of graduation, GED, college, career, and/or life readiness goals.** | * No provision of evidence-based MEP instructional services to migratory students in grades 9-12 and OSY * No progress monitoring * No student/OSY participation * No coordination with other service providers * No record keeping | | | * Inadequate provision of evidence-based MEP instructional services to migratory students in grades 9-12 and OSY * Limited progress monitoring * Limited student/OSY participation * Limited coordination with other service providers * Inadequate record keeping | | * Some provision of evidence-based MEP instructional services to migratory students in grades 9-12 and OSY * Some progress monitoring * Some student/OSY participation * Some coordination with other service providers * Some record keeping | | | * Sufficient provision of evidence-based MEP instructional services to migratory students in grades 9-12 and OSY * Sufficient progress monitoring * Frequent student/ OSY participation * Frequent coordination with other service providers * Sufficient record keeping | | * Extensive provision of evidence-based MEP instructional services to migratory students in grades 9-12 and OSY * Extensive progress monitoring * Regular student/OSY participation * Regular coordination with other service providers * Comprehensive records kept | |
| **Place a checkmark (√) next to the evidence relevant to your project** | | | | | | | | | | | | |
| After-school program/tutoring  Alternative Secondary School site  Career/college information packets  Close Up records/documents  Collaboration with Migrant Head Start so parents can continue secondary education  Collaboration with Proteus Financial  Collaboration with workforce development  College and career readiness conferences  Curriculum documents  Direct instruction to secondary students/OSY  Documentation on enrollment  Dropout reports  Enrollment in ESL or GED classes without being placed on a waiting list  ESL paraprofessional provides supplemental education support | | | Final student summary report documenting student/ OSY participation  GOSOSY lessons/documentation forms  Graduation records  Hispanic Latino Summit  Home-based tutoring  Information on supplemental instruction provided  Instructional services provided at the high school  iPad/iPod access when away from the district  Leadership camps  Lists of services provided  MEP facilitator records  Migrant recruiter connection to OSY  Migrant recruiter home visits  Online credit recovery programs  OSY ELL materials *(e.g., Step Forward, GOSOSY resources, Rosetta Stone)* | | | | | Proteus home visits on heat and chemical safety  Referrals to local GED programs  Services provided by the OSY Coordinator  Student exposure to career opportunities  Student performance records  Student records showing identified needs and strengths  Student work  Tablets and computers  THRIVE Leadership Club  Use of technology  Use of online programming  Youth advocate provides services to secondary/OSY  Youth leadership | | | | |
| **Cite additional evidence here:** | | | | | | | | | | | | |
| **Comments/Follow-up:** | | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | | |

**Goal 3: GRADUATION AND SERVICES TO OSY, Cont.**

| **Strategy 3.2** | **Implementation Level** | | | | | | | | | | | |
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|  | **Not Aware** | |  | **Aware** |  | **Developing** |  | | **Succeeding** |  | **Exceeding** |
| **3.2 Coordinate/provide appropriate needs-based support services to migratory secondary youth and OSY to eliminate barriers to accomplishing graduation, GED, college, career, and/or life readiness goals.** | * No provision of needs-based support services to eliminate barriers for secondary youth and OSY * No student participation * No coordination with other service providers * No record keeping | | | * Inadequate provision of needs-based support services to eliminate barriers for secondary youth/OSY * Limited student participation * Limited coordination with other service providers * Limited record keeping | | * Some provision of needs-based support services to eliminate barriers for secondary youth and OSY * Some student participation * Some coordination with other service providers * Some record keeping | | * Sufficient provision of needs-based support services to eliminate barriers for secondary youth and OSY * Frequent student participation * Sufficient coordination with other service providers * Sufficient record keeping | | | * Extensive provision of needs-based support services to eliminate barriers for secondary youth and OSY * Regular student participation * Extensive coordination with other service providers * Comprehensive records kept | |
| **Place a checkmark (√) next to the evidence relevant to your project** | | | | | | | | | | | | |
| Collaboration with Adult Education Program to provide ESL & GED classes for OSY students  Collaboration with colleges/universities  Collaboration with IDEA for SPED, Title III  Collaboration with local agencies *(e.g., 4-H, Proteus, Department of Labor, Job Corps, HHS)*  Collaboration with the State  Collaboration/communication with school/district staff and counselors to ensure graduation requirements are being fulfilled and students are on track  College campus visits and camps/workshops (e.g., University of Nebraska Lincoln and Omaha)  Community resource guides & sharing  Counselor referrals  Description of services provided  Documentation of coordination activities  Documentation on enrollment  Educational materials provided monthly  ESL para provides translations and supplementary educational support | | | Final student summary report documenting student/OSY participation  GOSOSY workshop materials  Guidance via personal/home visits  Hispanic/Latino Summit attendance  Home visits to determine needs  Interpretations provided for OSY  Life skills instruction via home and school visits  List of opportunities provided to students/youth by coordinating agencies *(e.g., CIGs, Binational Migrant Education Initiative, HEP, CAMP, ABE/GED, Hispanic Latino Summit, Latino American Commission)*  MEP facilitator notes and records  MEP service logs  Migrant recruiter home visits and resource sharing  MIS2000 records  PAC meetings showcasing local agencies  Parent/secondary student meetings addressing the importance of connectivity and communication  Referrals to Migrant Head Start for children of OSY | | | | | | Referrals to state and local services *(e.g., clinics, food pantries, college/career conferences, dentists, backpack and voucher programs, health screenings, school supplies, Medicaid, job assistance)*  Referrals to CAMP programs (e.g., MCC)  Schedules  School health records  State MEP records  Student files  Student needs assessments  Student performance records  Support services *(e.g., guidance, health, life skills, material resources, nutrition, transportation)*  Thrive Leadership Club  Transportation to summer school  UNL Big Red camps for high school students  Visit with students in small group settings  Weekly MEP staff meetings  Workforce development | | | |
| **Cite additional evidence here:** | | | | | | | | | | | | |
| **Comments/Follow-up:** | | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | | |

**Goal 3: GRADUATION AND SERVICES TO OSY, Cont.**

| **Strategy 3.3** | **Implementation Level** | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Aware** | |  | | **Aware** |  | | **Developing** | |  | | **Succeeding** |  | | **Exceeding** |
| **3.3 Coordinate/provide needs-based educational services to migratory parents/families to enhance their capacity to support their child’s achievement of graduation, GED, college, career, and/or life readiness goals.** | * No provision of needs-based educational services for parents/families of secondary students/OSY * No parent participation * No coordination with other service providers * No record keeping | | | | * Inadequate provision of needs-based educational services for parents/families of secondary students/ OSY * Limited parent participation * Limited coordination with other service providers * Limited record keeping | | | * Some provision of needs-based educational services for parents/families of secondary students/ OSY * Some parent participation * Some coordination with other service providers * Some record keeping | | | | * Sufficient provision of needs-based educational services for parents/families of secondary students/ OSY * Frequent parent participation * Frequent coordination with other service providers * Sufficient record keeping | | | * Extensive provision of needs-based educational services for parents/families of secondary students/OSY * Regular parent participation * Regular coordination with other service providers * Comprehensive records kept | |
| **Place a checkmark (√) next to the evidence relevant to your project** | | | | | | | | | | | | | | | | |
| Backpack program for all new incoming families  College recruiting accessibility  College visits  FAFSA assistance and contact information  High school college and career fairs  Home visits  Home-based resources  iPad/iPod access when away from the district  MEP facilitator records  Middle and high school quarterly grade tracking system communicated to parents | | | Migrant recruiter home visits  One-on-one parent consultations  OSY mentoring pilot  PAC meeting attendance records  PAC meetings addressing graduation requirements  Parent nights on topics including graduation requirements, credits, FAFSA  Parent Training Evaluations  Parent training materials  Parent training schedules, agendas, sign-ins | | | | | | | Parent/OSY presentations  Parent/teacher conference records  Records of home visits  Referrals to GED programs  Secondary parent school poverty training  Statewide PAC webinars  Support services provided *(e.g., medical appointments, books to learn English*  Use of technology  Youth leadership letters | | | | | | |
| **Cite additional evidence here:** | | | | | | | | | | | | | | | | |
| **Comments/Follow-up:** | | | | | | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | | | | | | |

**Goal 3: GRADUATION AND SERVICES TO OSY, Cont.**

| **Strategy 3.4** | **Implementation Level** | | | | | | | | | | | | | | | |
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|  | **Not Aware** | |  | | **Aware** |  | | **Developing** | |  | | **Succeeding** |  | | **Exceeding** |
| **3.4 Provide professional learning (PL) opportunities to MEP staff, school staff, and partner stakeholders to enhance their knowledge of evidence-based strategies, promising practices, and culturally-relevant instruction to increase secondary migratory youth/OSY achievement of graduation, GED, college, career, and/or life readiness goals.** | * No provision of PL opportunities on evidence-based strategies, promising practices, and culturally-relevant instruction for secondary students/ OSY * No staff participation * No record keeping | | | | * Inadequate provision of PL opportunities on evidence-based strategies, promising practices, and culturally-relevant instruction for secondary students/ OSY * Limited staff participation * Limited record keeping | | | * Some provision of PL opportunities on evidence-based strategies, promising practices, and culturally-relevant instruction for secondary students/ OSY * Some staff participation * Some record keeping | | | | * Sufficient provision of PL opportunities on evidence-based strategies, promising practices, and culturally-relevant instruction for secondary students/ OSY * Frequent staff participation * Sufficient record keeping | | | * Extensive provision of PL opportunities on evidence-based strategies, promising practices, and culturally-relevant instruction for secondary students/ OSY * Regular staff participation * Comprehensive records kept | |
| **Place a checkmark (√) next to the evidence relevant to your project** | | | | | | | | | | | | | | | | |
| GOSOSY modules & website  MEP facilitator training (local, state, and national)  MEP staff attendance at conferences/training  NASDME Conference | | | National and State conferences  OSY listserves  Staff meetings/training  State conferences/meetings/training  Training evaluations | | | | | | | Training materials  Training schedules, agendas, and sign-in sheets  Webinars | | | | | | |
| **Cite additional evidence here:** | | | | | | | | | | | | | | | | |
| **Comments/Follow-up:** | | | | | | | | | | | | | | | | |
| **This Strategy is not applicable to our project - Reason:** | | | | | | | | | | | | | | | | |

**Please document the parent activities held by your migrant education program during 2020-21**

| **Parent Involvement Activities/Meetings** | | |
| --- | --- | --- |
| **Date(s)** | **Title/Topics** | **# Parents** |
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**Please document the local/state/national staff training supported by the MEP that your Program staff participated in during 2020-21**

| **Local/State/National Staff Training Supported by the MEP** | | |
| --- | --- | --- |
| **Date(s)** | **Title/Topics** | **# Staff** |
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