**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 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** |
| --- | --- |
|  | **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** |
| --- | --- |
|  | **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** |
| --- | --- |
|  | **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** |
| --- | --- |
|  | **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** |
| --- | --- |
|  | **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** |
| --- | --- |
|  | **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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