A close up of a sign

Description automatically generated**Nebraska Migrant Education Program**

**2023-24 Fidelity of Strategy Implementation (FSI)**

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| --- | --- |
| **Project:** |  |

**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 (SDP).
* 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 district and regional projects in implementing MEP-funded services that are aligned with the Nebraska MEP goal areas: (1) School Readiness, (2) English Language Arts [ELA] and Mathematics, (3) High School Graduation, and (4) Services to Out-of-School Youth [OSY].

**Directions**:

* If a Strategy is not applicable to your project, please place a checkmark in the box and indicate the reason.
* For each applicable Strategy, rate your project’s level of implementation during 2023-24. Gather a group of key staff to discuss each Strategy. After reaching consensus, place checkmarks for the rating assigned, the ways in which the Strategy was implemented, and the documentation kept onsite for the Strategy. Ratings are based on a 5-point scale where 1=Not Evident, 2=Aware, 3=Developing, 4=Succeeding, and 5=Exceeding. A Strategy with a rating of “Succeeding” or “Exceeding” is considered to be implemented with fidelity to the SDP.
* Cite additional ways in which the Strategy was implemented beyond what was listed, if applicable.
* Indicate the most effective way(s) your project implemented the Strategy.
* If you rated the Strategy “Developing” or below, please indicate how you plan to improve implementation in the future.
* On the last page of the FSI, document the parent engagement activities provided by your project during 2023-24.
* Submit your completed FSI (along with all other evaluation data collection forms) to **Benjamin Zink by September 30, 2024.**
* Questions? Contact Cari Semivan, Program Evaluator at [cari@metaassociates.com](mailto:cari@metaassociates.com) or call (720) 339-5349.

**Goal Area 1: SCHOOL Readiness**

## Strategy not applicable - Reason:\_\_\_\_\_\_

| **Strategy 1.1a** | **Level of Strategy Implementation** | | | | | | | | | | | |
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| **Not implemented with fidelity to the SDP** | | | | | | | | **Implemented with fidelity to the SDP** | | | |
|  | **Not Aware** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **1.1a Coordinate and/or provide instructional services for migratory children ages 3-5 (not in kindergarten) to increase their school readiness skills (e.g., preschool programs, home-/center-based services, summer programming).** | * No provision of instructional services to migratory children ages 3-5 to increase their school readiness skills. * No coordination with other programs/ service providers on behalf of migratory preschool children. | | | * Inadequate provision of instructional services to migratory children ages 3-5 to increase their school readiness skills. * Limited coordination with other programs/ service providers on behalf of migratory preschool children. | | * Some provision of instructional services to migratory children ages 3-5 to increase their school readiness skills. * Some coordination with other programs/ service providers on behalf of migratory preschool children. | | | * Sufficient provision of instructional services to migratory children ages 3-5 to increase their school readiness skills. * Frequent coordination with other programs/ service providers on behalf of migratory preschool children. | | * Extensive provision of instructional services to migratory children ages 3-5 to increase their school readiness skills. * Regular coordination with other programs/ service providers on behalf of migratory preschool children. | |
| **Check (√) the ways in which this Strategy was implemented by your project** | | | | | | | | | | | | |
| Binational teachers  District preschool program  Family literacy programming  Interpreting/translations  Offer migrant-funded preschool programs.  Offer migrant-funded preschool programs during the summer. | | | Offer sponsorship/tuition funding for preschool.  Partner with families to gain information about cultures and life experiences.  Provide home-based preschool services.  Provide transportation to/from local preschool programs | | | | | Provide virtual preschool services.  Tuition assistance to preschool programs  Utilize media and technology (videos) to provide additional support/training in family member home language in how to better utilize technology. | | | | |
| **Check (√) the documentation that is kept onsite for this Strategy** | | | | | | | | | | | | |
| Curriculum documents  Documentation on enrollment  Information on supplemental instruction provided | | | Lesson plans  Lists of services provided  NePAT assessment results | | | | | Student work/pictures  Teaching Strategies GOLD assessment results | | | | |
| **If applicable, cite additional ways in which the Strategy was implemented.** | | | | | | | | | | | | |
| **What was the most effective way(s) your project implemented this Strategy?** | | | | | | | | | | | | |
| **If this Strategy is rated “Developing” or below, please indicate how you plan to improve implementation in the future.** | | | | | | | | | | | | |

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

## Strategy not applicable - Reason:\_\_\_\_\_\_

| **Strategy 1.1b** | **Level of Strategy Implementation** | | | | | | | | | | | |
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| **Not implemented with fidelity to the SDP** | | | | | | | | **Implemented with fidelity to the SDP** | | | |
|  | **Not Aware** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **1.1b Provide professional learning (PL) to prepare staff to address the unique educational needs of migratory children ages 3-5 (not in kindergarten) using evidence-based strategies for instruction and support services.** | * No provision of PL related to school readiness evidence-based strategies for instruction and support services. * No coordination with other programs/ service providers for school readiness PD. | | | * Inadequate provision of PL related to school readiness evidence-based strategies for instruction and support services. * Limited coordination with other programs/ service providers for school readiness PD. | | * Some provision of PL related to school readiness evidence-based strategies for instruction and support services. * Some coordination with other programs/ service providers for school readiness PD. | | | * Sufficient provision of PL related to school readiness evidence-based strategies for instruction and support services. * Frequent coordination with other programs/ service providers for school readiness PD. | | * Extensive provision of PL related to school readiness evidence-based strategies for instruction and support services. * Regular coordination with other programs/ service providers for school readiness PD. | |
| **Check (√) the ways in which this Strategy was implemented by your project** | | | | | | | | | | | | |
| Binational workshop  District early childhood conferences/training  Encourage the employment of, or employ, bilingual/bicultural staff or staff who have experience working with multicultural students.  Head Start training | | | MEP staff meetings  National Migrant Education Conference  NePAT training/materials  Provide expert training in targeted areas, such as cultural proficiency and developmentally appropriate practices. | | | | | Provide training and coaching of MEP staff.  Statewide MEP Conference  Webinars | | | | |
| **Check (√) the documentation that is kept onsite for this Strategy** | | | | | | | | | | | | |
| Emails documenting registrations  MEP staff meeting agendas/minutes | | | MEP Staff Training Evaluations  Staff training agendas and sign-in sheets | | | | | Training logs  Training materials | | | | |
| **If applicable, cite additional ways in which the Strategy was implemented.** | | | | | | | | | | | | |
| **What was the most effective way(s) your project implemented this Strategy?** | | | | | | | | | | | | |
| **If this Strategy is rated “Developing” or below, please indicate how you plan to improve implementation in the future.** | | | | | | | | | | | | |

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

## Strategy not applicable - Reason:\_\_\_\_\_\_

| **Strategy 1.2** | **Level of Strategy Implementation** | | | | | | | | | | | |
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| **Not implemented with fidelity to the SDP** | | | | | | | | **Implemented with fidelity to the SDP** | | | |
|  | **Not Aware** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **1.2 Coordinate and/or provide support services to assist families with identifying and overcoming barriers so that migratory preschool-aged children have access to school readiness opportunities.** | * No provision of support services to eliminate barriers for preschool-aged migratory children. * No coordination with other programs/ service providers. | | | * Inadequate provision of support services to eliminate barriers for preschool-aged migratory children. * Limited coordination with other programs/ service providers. | | * Some provision of support services to eliminate barriers for preschool-aged migratory children. * Some coordination with other programs/ service providers. | | | * Sufficient provision of support services to eliminate barriers for preschool-aged migratory children. * Frequent coordination with other programs/ service providers | | * Extensive provision of support services to eliminate barriers for preschool-aged migratory children. * Regular coordination with other programs/ service providers. | |
| **Check (√) the ways in which this Strategy was implemented by your project** | | | | | | | | | | | | |
| Assist families with making appointments/ referrals to community agencies.  Binational exchange teacher work in the preschool summer classrooms  Collaborate with childcare providers and community action agencies.  Collaborate with early childhood education providers *(e.g., Head Start, Early Head Start, Migrant and Seasonal Head Start, family literacy programs, local programs).*  Collaborate with IDEA for Special Education, Title I, Title III, Gifted Education, Child Find.  Collaborate with other states through the CIGs.  Collaborate with public libraries. | | | Distribute developmentally appropriate materials and technology to families to promote school readiness.  Educate families on navigating the U.S. healthcare system.  Educational field trips  Educational materials provided to children in preschools and in homes  Home visits and classes to provide/model family literacy  Integration of the local preschool in the MEP preschool program  Life skills lessons  Materials bags | | | | | MEP liaison referrals to local and state services  PAC meetings showcasing community agencies  Participate in local school readiness advisory groups.  Participate in the Teacher Exchange Program through the Binational Migrant Education Initiative.  Provide interpretation and translation services.  Provide transportation to appointments.  Provide transportation to preschool programs.  Refer families to WIC/food pantry, early childhood education providers *(e.g., Head Start*), dentists, backpack and voucher programs, health screenings, school supplies, Medicaid, HHS. | | | | |
| **Check (√) the documentation that is kept onsite for this Strategy** | | | | | | | | | | | | |
| Documentation of coordination activities  Documentation on enrollment  Information on services and supplies provided  List of coordinating agencies w/opportunities provided to children | | | List of eligible children by school  MEP service logs  MEP staff meetings/minutes  MEP tracking form  MIS2000 data | | | | | Pictures of programming/students  Preschool program enrollment/attendance records  Service logs and tracking forms  Student files | | | | |
| **If applicable, cite additional ways in which the Strategy was implemented.** | | | | | | | | | | | | |
| **What was the most effective way(s) your project implemented this Strategy?** | | | | | | | | | | | | |
| **If this Strategy is rated “Developing” or below, please indicate how you plan to improve implementation in the future.** | | | | | | | | | | | | |

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

## Strategy not applicable - Reason:\_\_\_\_\_\_

| **Strategy 1.3** | **Level of Strategy Implementation** | | | | | | | | | | | |
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| **Not implemented with fidelity to the SDP** | | | | | | | | **Implemented with fidelity to the SDP** | | | |
|  | **Not Aware** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **1.3 Coordinate and/or provide school readiness strategies to enhance migratory families’ capacity to support and advocate for their child’s school readiness skills.** | * No provision of school readiness strategies to enhance migratory families’ capacity to support and advocate for their child’s school readiness skills. * No coordination with other programs/ service providers. | | | * Inadequate provision of school readiness strategies to enhance migratory families’ capacity to support and advocate for their child’s school readiness skills. * Limited coordination with other programs/ service providers. | | * Some provision of school readiness strategies to enhance migratory families’ capacity to support and advocate for their child’s school readiness skills. * Some coordination with other programs/ service providers. | | | * Sufficient provision of school readiness strategies to enhance migratory families’ capacity to support and advocate for their child’s school readiness skills. * Frequent coordination with other programs/ service providers. | | * Extensive provision of school readiness strategies to enhance migratory families’ capacity to support and advocate for their child’s school readiness skills. * Regular coordination with other programs/ service providers. | |
| **Check (√) the ways in which this Strategy was implemented by your project** | | | | | | | | | | | | |
| Binational exchange teachers  Collaborate with Migrant Head Start, Head Start, and other community resources  Ensure families have technology literacy for in- home use.  Family literacy nights/events  Help and support family members to navigate the U.S. school system by providing information/resources/materials on understanding expectations/stages, literacy, school readiness, and technology in the family’s home language. | | | Home visits focusing on parent/child lessons  Interpreters  Materials distributed during home visits  Math academic materials  Newsletter for the migrant preschool  PAC meetings  Parent advocates/liaisons  Parent trainings  Parent/child homework activities  Partner with outside organizations who specialize and/or provide early childhood services. | | | | | Provide family engagement activities, such as PAC, family literacy, and FACE, and virtual meetings.  Provide training to families on developmentally appropriate use of technology.  Provide virtual family engagement activities.  Resources for parents to use at home  Share/utilize resources from the family engagement CIGs  Utilize/share with families the resources from the CIGs addressing family engagement ([www.i2mpact.org](http://www.i2mpact.org), migrant literacynet.com). | | | | |
| **Check (√) the documentation that is kept onsite for this Strategy** | | | | | | | | | | | | |
| Agendas, sign-in sheets, materials  Documentation of educational services provided to parents and families | | | Documentation of parent participation  Examples of materials provided to parents  MEP facilitator tracking forms | | | | | MEP service logs  PAC meeting/FACE attendance records  Parent Training Evaluations | | | | |
| **If applicable, cite additional ways in which the Strategy was implemented.** | | | | | | | | | | | | |
| **What was the most effective way(s) your project implemented this Strategy?** | | | | | | | | | | | | |
| **If this Strategy is rated “Developing” or below, please indicate how you plan to improve implementation in the future.** | | | | | | | | | | | | |

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

## Strategy not applicable - Reason:\_\_\_\_\_\_

| **Strategy 2.1a** | **Level of Strategy Implementation** | | | | | | | | | | | |
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| **Not implemented with fidelity to the SDP** | | | | | | | | **Implemented with fidelity to the SDP** | | | |
|  | **Not Aware** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **2.1a Coordinate and/or provide targeted, evidence-based supplemental ELA and math support to increase academic achievement.** | * No provision of targeted, evidence-based ELA and math support to migratory students. * No progress monitoring to inform MEP services. * No coordination with other programs/ service providers. | | | * Inadequate provision of targeted, evidence-based ELA and math support to migratory students. * Limited progress monitoring to inform MEP services. * Limited coordination with other programs/ service providers. | | * Some provision of targeted, evidence-based ELA and math support to migratory students. * Some progress monitoring to inform MEP services. * Some coordination with other programs/ service providers. | | | * Sufficient provision of targeted, evidence-based ELA and math support to migratory students. * Sufficient progress monitoring to inform MEP services. * Frequent coordination with other programs. service providers. | | * Extensive provision of targeted, evidence-based ELA and math support to migratory students. * Extensive progress monitoring to inform MEP services. * Regular coordination with other programs/ service providers. | |
| **Check (√) the ways in which this Strategy was implemented by your project** | | | | | | | | | | | | |
| 4-H Robotics camp  After-school STEM/robotics program  After-school tutoring/homework club  ESL paraprofessionals provide interpreting and supplemental educational support  Enrichment programs  Extended day/week programming  Facilitate communication between home/ school/MEP (e.g., social media, school letters, phone calls, translation). | | | Home-based instruction  Individual student plans  In-school support  iPad/iPod access when away from the district  Monitor student grades and assessments (e.g., credit checks, review course schedule, grade promotion, attendance)  Paraprofessional services during/after school  Recruit students for program opportunities.  School visits | | | | | Summer school focusing on math and reading  Tablets/computers  Transportation to/from extended programming  Use assessment results to plan and modify instruction to close learning gaps.  Use of technology  Use of online programming  Utilize reading and math curriculum developed specifically for summer services.  Virtual/online tutoring | | | | |
| **Check (√) the documentation that is kept onsite for this Strategy** | | | | | | | | | | | | |
| Attendance records  Close Up records/documents  Curriculum documents  Documentation of reading and math services  Documentation on enrollment | | | Enrollment records  Final student summary report  Individual student plans  Information on instruction provided  Lesson plans | | | | | MEP facilitator notes and records  Reading and math assessment results  Student records showing needs and strengths  Student work  Summer school attendance/progress records | | | | |
| **If applicable, cite additional ways in which the Strategy was implemented.** | | | | | | | | | | | | |
| **What was the most effective way(s) your project implemented this Strategy?** | | | | | | | | | | | | |
| **If this Strategy is rated “Developing” or below, please indicate how you plan to improve implementation in the future.** | | | | | | | | | | | | |

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

## Strategy not applicable - Reason:\_\_\_\_\_\_

| **Strategy 2.1b** | **Level of Strategy Implementation** | | | | | | | | | | | |
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| **Not implemented with fidelity to the SDP** | | | | | | | | **Implemented with fidelity to the SDP** | | | |
|  | **Not Aware** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **2.1b Provide access to targeted, high-quality professional learning (PL) to prepare staff to address the unique educational needs of migratory students using evidence-based strategies for ELA and math instruction.** | * No provision of targeted, high-quality PL to prepare staff to address the unique educational needs of migratory students using evidence-based strategies for ELA and math instruction. * No coordination with other programs/ service providers for ELA and math PL. | | | * Inadequate provision of targeted, high-quality PL to prepare staff to address the unique educational needs of migratory students using evidence-based strategies for ELA and math instruction. * Limited coordination with other programs/ service providers for ELA and math PL. | | * Some provision of targeted, high-quality PL to prepare staff to address the unique educational needs of migratory students using evidence-based strategies for ELA and math instruction. * Some coordination with other programs/ service providers for ELA and math PL. | | | * Sufficient provision of targeted, high-quality PL to prepare staff to address the unique educational needs of migratory students using evidence-based strategies for ELA and math instruction. * Frequent coordination with other programs/ service providers for ELA and math PL. | | * Extensive provision of targeted, high-quality PL to prepare staff to address the unique educational needs of migratory students using evidence-based strategies for ELA and math instruction. * Regular coordination with other programs/ service providers for ELA and math PL. | |
| **Check (√) the ways in which this Strategy was implemented by your project** | | | | | | | | | | | | |
| Coordinator attends professional learning at local, state, and national level  Local school/district/ESU PD  MEP facilitator training (local, state, national)  National Migrant Education Conference  New staff training  Paraprofessionals attend training at local level  PD to individuals working with migratory children related to cultural identity, language, and life experiences of migratory students | | | Staff meetings/training  State MEP meetings/conferences/training  Training on evidence-based teaching strategies to help migratory students achieve proficiency on State learning standards  Training on how to align instructional services and/or interventions to PFS risk factors  Training on interpretation of local and State assessment results (e.g., NSCAS Growth)  Training on State academic standards | | | | | Training on study skills and test-taking strategies to improve student assessment results  MSIX training to access and utilize student assessment and course history information  Utilize State Service Provider Coordinator to coordinate with other Title programs, school districts, and ESUs and/or provide statewide training on best practices, developing a state service plan, etc.  Webinars | | | | |
| **Check (√) the documentation that is kept onsite for this Strategy** | | | | | | | | | | | | |
| Emails documenting registrations  MEP staff meeting agendas/minutes | | | MEP Staff Training Evaluations  Staff training agendas and sign-in sheets | | | | | Training logs  Training materials | | | | |
| **If applicable, cite additional ways in which the Strategy was implemented.** | | | | | | | | | | | | |
| **What was the most effective way(s) your project implemented this Strategy?** | | | | | | | | | | | | |
| **If this Strategy is rated “Developing” or below, please indicate how you plan to improve implementation in the future.** | | | | | | | | | | | | |

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

## Strategy not applicable - Reason:\_\_\_\_\_\_

| **Strategy 2.2** | **Level of Strategy Implementation** | | | | | | | | | | | |
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| **Not implemented with fidelity to the SDP** | | | | | | | | **Implemented with fidelity to the SDP** | | | |
|  | **Not Aware** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **2.2** **Coordinate and/or provide migratory students with appropriate needs-based support services to increase achievement in ELA and math.** | * No provision of needs-based support services to increase student attendance and achievement in ELA and math. * No coordination with other programs/ service providers. | | | * Inadequate provision of needs-based support services to increase student attendance and achievement in ELA and math. * Limited coordination with other programs/ service providers. | | * Some provision of needs-based support services to increase student attendance and achievement in ELA and math. * Some coordination with other programs/ service providers. | | | * Sufficient provision of needs-based support services to increase student attendance and achievement in ELA and math. * Sufficient coordination with other programs/ service providers. | | * Extensive provision of needs-based support services to increase student attendance and achievement in ELA and math. * Extensive coordination with other programs/ service providers. | |
| **Check (√) the ways in which this Strategy was implemented by your project** | | | | | | | | | | | | |
| Backpack program  Binational exchange teachers providing lessons on Mexican culture  Collaborate with other school programs  Collaborate with local/State programs/agencies  Collaborate with local school districts for tutoring and communication with teachers  Collaborate with other states through the CIGs  Community resources sharing  Educational field trips  Educational materials delivered monthly | | | ESL paraprofessional interprets and provides supplemental education services  Expand communication resources  Health and nutrition, educational supplies, interpretation, transportation, access to technology  Immunization assistance (scheduling/transportation)  iPad/iPod access when away from district  Lego League for middle school students  Migrant Literacy NET resources  Migrant recruiter home visits  Migrant service provider meetings | | | | | PAC meetings showcasing local agencies  Participate in the Teacher Exchange Program (Binational Migrant Education Initiative)  Partner with schools, families, community, universities, and other educational agencies for support  ☐ Provide guidance/counseling  Referrals to state and local services *(e.g., clinics, food pantry, dentists, backpack and voucher* *programs, health screenings, school supplies, Medicaid, HHS)*  Transportation to/from migrant summer school  ☐ Youth leadership opportunities | | | | |
| **Check (√) the documentation that is kept onsite for this Strategy** | | | | | | | | | | | | |
| Correspondence with the State  Description of services provided  Documentation of coordination activities  Documentation on enrollment  Final student summary report documenting student participation | | | List of coordinating agencies with opportunities provided to students/youth  MEP facilitator notes and records  MEP service logs  MEP staff meeting agendas/minutes  MIS2000 documentation | | | | | School health records  School reports of student needs  State MEP records  Student files  Student performance records  Support services reports | | | | |
| **If applicable, cite additional ways in which the Strategy was implemented.** | | | | | | | | | | | | |
| **What was the most effective way(s) your project implemented this Strategy?** | | | | | | | | | | | | |
| **If this Strategy is rated “Developing” or below, please indicate how you plan to improve implementation in the future.** | | | | | | | | | | | | |

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

## Strategy not applicable - Reason:\_\_\_\_\_\_

| **Strategy 2.3** | **Level of Strategy Implementation** | | | | | | | | | | | |
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| **Not implemented with fidelity to the SDP** | | | | | | | | **Implemented with fidelity to the SDP** | | | |
|  | **Not Aware** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **2.3 Coordinate/provide and/or refer families to resources and/or opportunities that help families support academic development in ELA and math.** | * No provision of resources and/or opportunities to help families support their child’s ELA and math development. * No coordination with other programs/ service providers. * No referrals. | | | * Inadequate provision of resources and/or opportunities to help families support their child’s ELA and math development. * Limited coordination with other programs/ service providers. * Limited referrals. | | * Some provision of resources and/or opportunities to help families support their child’s ELA and math development. * Some coordination with other programs/ service providers. * Some referrals. | | | * Sufficient provision of resources and/or opportunities to help families support their child’s ELA and math development. * Frequent coordination with other programs/ service providers. * Frequent referrals. | | * Extensive provision of resources and/or opportunities to help families support their child’s ELA and math development. * Regular coordination with other programs/ service providers. * Regular referrals. | |
| **Check (√) the ways in which this Strategy was implemented by your project** | | | | | | | | | | | | |
| Backpack program for families  Collaborate with other programs and service providers for resources and opportunities for parents.  Chromebooks for ESL instruction  Conduct needs assessments  Educational strategies provided during PAC and FACE meetings  Facilitate communication between the home, school, and the MEP  Family literacy nights/events/programming | | | Home visits  Homework tips for parents  Inform families about resources in their community and empower them to advocate regarding their children’s education.  iPad/iPod access when away from district  Math academic materials  Middle and high school quarterly grade tracking system communicated to parents  PAC meetings  Parent meetings/training | | | | | Parent training topics based on parent needs assessment results  PowerSchool/Synergy training  Provide cultural proficiency training and resources.  Resources for parents to use at home  Support parents in navigating U.S. health system.  Teach self-advocacy skills to students and families.  Use of technology | | | | |
| **Check (√) the documentation that is kept onsite for this Strategy** | | | | | | | | | | | | |
| Family literacy program attendance records  Materials provided during home visits  MEP facilitator notes and records | | | PAC meeting attendance records  Parent Training Evaluations  Parent training materials | | | | | Parent training schedules, agendas, sign-in sheets  Parent/teacher conference records | | | | |
| **If applicable, cite additional ways in which the Strategy was implemented.** | | | | | | | | | | | | |
| **What was the most effective way(s) your project implemented this Strategy?** | | | | | | | | | | | | |
| **If this Strategy is rated “Developing” or below, please indicate how you plan to improve implementation in the future.** | | | | | | | | | | | | |

**Goal AREA 3: HIGH SCHOOL GRADUATION**

## Strategy not applicable - Reason:\_\_\_\_\_\_

| **Strategy 3.1a** | **Level of Strategy Implementation** | | | | | | | | | | | |
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| **Not implemented with fidelity to the SDP** | | | | | | | | **Implemented with fidelity to the SDP** | | | |
|  | **Not Aware** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **3.1a Coordinate and/or provide secondary migratory students (grades 9-12) with evidence-based supplemental instructional services to support their achievement of graduation, college, career, and/or life readiness goals and skills.** | * No provision of evidence-based MEP instructional services to migratory students in grades 9-12. * No progress monitoring. * No coordination with other programs/ service providers. | | | * Inadequate provision of evidence-based MEP instructional services to migratory students in grades 9-12. * Limited progress monitoring. * Limited coordination with other programs/ service providers. | | * Some provision of evidence-based MEP instructional services to migratory students in grades 9-12. * Some progress monitoring. * Some coordination with other programs/ service providers. | | | * Sufficient provision of evidence-based MEP instructional services to migratory students in grades 9-12. * Sufficient progress monitoring. * Frequent coordination with other programs/ service providers. | | * Extensive provision of evidence-based MEP instructional services to migratory students in grades 9-12. * Extensive progress monitoring. * Regular coordination with other programs/ service providers. | |
| **Check (√) the ways in which this Strategy was implemented by your project** | | | | | | | | | | | | |
| After-school program/tutoring  Alternative Secondary School site  Assign students according to need to trained migrant staff member that can serve as a school mentor and provide academic support  Career/college information/conferences  Collaboration with Proteus Financial  Collaboration with workforce development  Credit accrual or recovery  Direct instruction to secondary students  ESL paraprofessional provides support  Hispanic Latino Summit  Home-based tutoring | | | Instructional services provided at the high school  iPad/iPod access when away from the district  Leadership camps  Migrant recruiter home visits  Online courses  Online credit recovery programs  Partner with local colleges to provide instruction and tutoring  Proteus home visits on heat and chemical safety  Referrals to local GED programs  Student exposure to career opportunities  Summer programs/services | | | | | Supplemental instructional services (e.g., tutoring) to support Algebra I and core classes for graduation  Support transfer and understanding of credits (transcripts) to new locations – credit equivalents  Tablets and computers  THRIVE Leadership Club  Tutoring  ☐ Use of designated school field in MIS2000  Use of technology  Use of online programming  Youth advocate provides services  Youth leadership | | | | |
| **Check (√) the documentation that is kept onsite for this Strategy** | | | | | | | | | | | | |
| Close Up records/documents  Curriculum documents  Documentation on enrollment  Dropout reports | | | Final student summary report  Graduation records  Information on supplemental instruction provided  MEP facilitator records | | | | | Student performance records  Student records showing identified needs/strengths  Student work | | | | |
| **If applicable, cite additional ways in which the Strategy was implemented.** | | | | | | | | | | | | |
| **What was the most effective way(s) your project implemented this Strategy?** | | | | | | | | | | | | |
| **If this Strategy is rated “Developing” or below, please indicate how you plan to improve implementation in the future.** | | | | | | | | | | | | |

**Goal AREA 3: High School GRADUATION, Cont.**

## Strategy not applicable - Reason:\_\_\_\_\_\_

| **Strategy 3.1b** | **Level of Strategy Implementation** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Not implemented with fidelity to the SDP** | | | | | | | | **Implemented with fidelity to the SDP** | | | |
|  | **Not Aware** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **3.1b Provide PL 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 student (grades 9-12) achievement of graduation; GED/high school equivalency; college, career, and/or life readiness goals.** | * No provision of PL to MEP staff, school staff, and partner stakeholders on evidence-based strategies, promising practices, and culturally relevant instruction for secondary-aged migratory students. * No coordination with other programs/ service providers. | | | * Inadequate provision of PL to MEP staff, school staff, and partner stakeholders on evidence-based strategies, promising practices, and culturally relevant instruction for secondary-aged migratory students. * Limited coordination with other programs/ service providers. | | * Some provision of PL to MEP staff, school staff, and partner stakeholders on evidence-based strategies, promising practices, and culturally relevant instruction for secondary-aged migratory students. * Some coordination with other programs/ service providers. | | | * Sufficient provision of PL to MEP staff, school staff, and partner stakeholders on evidence-based strategies, promising practices, and culturally relevant instruction for secondary-aged migratory students. * Frequent coordination with other programs/ service providers. | | * Extensive provision of PL to MEP staff, school staff, and partner stakeholders on evidence-based strategies, promising practices, and culturally relevant instruction for secondary-aged migratory students. * Regular coordination with other programs/ service providers. | |
| **Check (√) the ways in which this Strategy was implemented by your project** | | | | | | | | | | | | |
| Coordinator attends professional learning at local, state, and national level  Local school/district/ESU PD  Mentorship among MEP staff  MEP facilitator training (local, state, national)  National Migrant Education Conference  New staff online course/onboarding plan  New staff training  Paraprofessionals attend training at local level  PD related to cultural identity, language, and life experiences of migratory students | | | ☐ PL provided via recorded sessions  Staff meetings/training  State MEP meetings/conferences/training  Training on evidence-based teaching strategies to help migratory students achieve proficiency on State learning standards  Training on how to align instructional services and/or interventions to PFS risk factors  Training on interpretation of local and State assessment results (e.g., NSCAS Growth)  Training on State academic standards | | | | | Training on study skills and test-taking strategies to improve student assessment results  MSIX training to access and utilize student assessment and course history information  Utilize State Service Provider Coordinator to coordinate with other Title programs, school districts, and ESUs and/or provide statewide training on best practices, developing a state service plan, etc.  Webinars | | | | |
| **Check (√) the documentation that is kept onsite for this Strategy** | | | | | | | | | | | | |
| Emails documenting registrations  MEP staff meeting agendas/minutes | | | MEP Staff Training Evaluations  Staff training agendas and sign-in sheets | | | | | Training logs  Training materials | | | | |
| **If applicable, cite additional ways in which the Strategy was implemented.** | | | | | | | | | | | | |
| **What was the most effective way(s) your project implemented this Strategy?** | | | | | | | | | | | | |
| **If this Strategy is rated “Developing” or below, please indicate how you plan to improve implementation in the future.** | | | | | | | | | | | | |

**Goal AREA 3: High School GRADUATION, Cont.**

## Strategy not applicable - Reason:\_\_\_\_\_\_

| **Strategy 3.2** | **Level of Strategy Implementation** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Not implemented with fidelity to the SDP** | | | | | | | | **Implemented with fidelity to the SDP** | | | |
|  | **Not Aware** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **3.2 Coordinate and/or provide appropriate needs-based support services to secondary migratory students (grades 9-12) to eliminate barriers to accomplishing graduation, college, career, and/or life readiness goals and skills.** | * No provision of needs-based support services to eliminate barriers for students in grades 9-12. * No coordination with other programs/ service providers. | | | * Inadequate provision of needs-based support services to eliminate barriers for students in grades 9-12. * Limited coordination with other programs/ service providers. | | * Some provision of needs-based support services to eliminate barriers for students in grades 9-12. * Some coordination with other programs/ service providers. | | | * Sufficient provision of needs-based support services to eliminate barriers for students in grades 9-12. * Sufficient coordination with other programs/ service providers. | | * Extensive provision of needs-based support services to eliminate barriers for students in grades 9-12. * Extensive coordination with other programs/ service providers. | |
| **Check (√) the ways in which this Strategy was implemented by your project** | | | | | | | | | | | | |
| Collaborate with colleges/universities  Collaborate with other school programs  Collaborate with local agencies  Collaborate with the State  Collaborate/communicate with school/district staff and counselors to ensure graduation requirements are being fulfilled and students are on track  College campus visits and camps/workshops  Community resource guides & sharing  Counselor referrals  Educational materials provided monthly  ESL para provides translations and supplementary educational support  Guidance via personal/home visits | | | Hispanic/Latino Summit attendance  Home visits to determine needs  MEP staff meetings  Migrant recruiter home visits and resource sharing  PAC meetings showcasing local agencies  Parent/secondary student meetings addressing the importance of connectivity and communication  Partnerships with community organizations and higher education (e.g., certificates, internships)  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  Support services provided to students  Supplemental support to help migratory students graduate (e.g., technology, tutoring).  Thrive Leadership Club  Transportation to summer school  UNL Big Red camps for high school students  Visit with students in small group settings  Workforce development  Workshops for students and family members (including on evenings and weekends), FACE meetings, State Family/Student Conference, and youth leadership | | | | |
| **Check (√) the documentation that is kept onsite for this Strategy** | | | | | | | | | | | | |
| Description of services provided  Documentation of coordination activities  Documentation on enrollment  Final student summary report documenting student participation | | | List of opportunities provided to students by coordinating agencies  MEP facilitator notes and records  MEP service logs  MIS2000 records | | | | | Schedules  School health records  State MEP records  Student files  Student needs assessments | | | | |
| **If applicable, cite additional ways in which the Strategy was implemented.** | | | | | | | | | | | | |
| **What was the most effective way(s) your project implemented this Strategy?** | | | | | | | | | | | | |
| **If this Strategy is rated “Developing” or below, please indicate how you plan to improve implementation in the future.** | | | | | | | | | | | | |

**Goal AREA 3: HIGH SCHOOL GRADUATION, Cont.**

## Strategy not applicable - Reason:\_\_\_\_\_\_

| **Strategy 3.3** | **Level of Strategy Implementation** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Not implemented with fidelity to the SDP** | | | | | | | | **Implemented with fidelity to the SDP** | | | |
|  | **Not Aware** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **3.3 Coordinate and/or provide needs-based educational services to migratory parents/families of migratory students in grades 9-12 to enhance their capacity to support their child’s achievement of graduation and college, career, and/or life readiness goals and skills.** | * No provision of needs-based educational services for parents/families of students in grades 9-12. * No coordination with other programs/ service providers. | | | * Inadequate provision of needs-based educational services for parents/families of students in grades 9-12. * Limited coordination with other programs/ service providers | | * Some provision of needs-based educational services for parents/families of students in grades 9-12. * Some coordination with other program/ service providers. | | | * Sufficient provision of needs-based educational services for parents/families of students in grades 9-12. * Frequent coordination with other programs/ service providers. | | * Extensive provision of needs-based educational services for parents/families of students in grades 9-12. * Regular coordination with other programs/ service providers. | |
| **Check (√) the ways in which this Strategy was implemented by your project** | | | | | | | | | | | | |
| Backpack program for all new incoming families  College recruiting accessibility  College visits  FAFSA assistance  High school college and career fairs  Home visits  Home-based resources  iPad/iPod access when away from the district  Migrant recruiter home visits  One-on-one parent consultations | | | PAC/FACE meetings addressing graduation requirements  Parent nights on topics including graduation requirements, credits, FAFSA  Parent presentations  Parent/teacher conferences  Partner with families to serve as a school advocate  Quarterly grades communicated to parents | | | | | Referrals to GED programs  Secondary parent school poverty training  State Family/Student Conference  Statewide PAC webinars  Support services provided *(e.g., medical appointments, books to learn English*  Use of technology  ☐ Workshops for students and parents  Youth leadership letters | | | | |
| **Check (√) the documentation that is kept onsite for this Strategy** | | | | | | | | | | | | |
| MEP facilitator records  PAC meeting attendance records | | | Parent Training Evaluations  Parent training materials | | | | | Parent training schedules, agendas, sign-ins  Records of home visits | | | | |
| **If applicable, cite additional ways in which the Strategy was implemented.** | | | | | | | | | | | | |
| **What was the most effective way(s) your project implemented this Strategy?** | | | | | | | | | | | | |
| **If this Strategy is rated “Developing” or below, please indicate how you plan to improve implementation in the future.** | | | | | | | | | | | | |

**Goal AREA 4: Services to OSY**

## Strategy not applicable - Reason:\_\_\_\_\_\_

| **Strategy 4.1a** | **Level of Strategy Implementation** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Not implemented with fidelity to the SDP** | | | | | | | | **Implemented with fidelity to the SDP** | | | |
|  | **Not Aware** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **4.1a Coordinate and/or provide migratory OSY with evidence-based supplemental instructional services to support their achievement of graduation, high school equivalency (GED), college/career and/or life goals and skills.** | * No provision of evidence-based instructional services to migratory OSY. * No progress monitoring. * No coordination with other programs/ service providers. | | | * Inadequate provision of evidence-based instructional services to migratory OSY. * Limited progress monitoring. * Limited coordination with other programs/ service providers. | | * Some provision of evidence-based instructional services to migratory OSY. * Some progress monitoring. * Some coordination with other programs/ service providers. | | | * Sufficient provision of evidence-based instructional services to migratory OSY. * Sufficient progress monitoring. * Frequent coordination with other programs/ service providers. | | * Extensive provision of evidence-based instructional services to migratory OSY. * Extensive progress monitoring. * Regular coordination with other programs/ service providers. | |
| **Check (√) the ways in which this Strategy was implemented by your project** | | | | | | | | | | | | |
| Alternative secondary school site  Assign students according to need to an appropriately trained migrant staff member that can serve as a mentor and provide academic support  Career information/conferences  Collaborate with Migrant Head Start so parents can continue secondary education  Collaborate with Proteus Financial  Collaborate with workforce development  Direct instruction to OSY | | | Enrollment in ESL or GED classes without being placed on a waiting list  ESL paraprofessional provides support  iSOSY lessons  Hispanic Latino Summit  Home-based tutoring  iPad/iPod access when away from the district  Leadership camps  Migrant recruiter connection to OSY  Migrant recruiter home visits  Online credit recovery programs | | | | | Proteus home visits on heat and chemical safety  Provide opportunities for credit accrual or recovery (e.g., PASS, online programs)  Referrals to local GED programs  Services provided by the OSY Coordinator  Tablets and computers  THRIVE Leadership Club  Use of technology  Use of online programming  Youth advocate provides services  Youth leadership | | | | |
| **Check (√) the documentation that is kept onsite for this Strategy** | | | | | | | | | | | | |
| Documentation of services provided  Documentation on enrollment  Dropout reports | | | Information on supplemental instruction provided  iSOSY documentation forms  Lists of services provided | | | | | MEP facilitator records  Records showing identified needs and strengths | | | | |
| **If applicable, cite additional ways in which the Strategy was implemented.** | | | | | | | | | | | | |
| **What was the most effective way(s) your project implemented this Strategy?** | | | | | | | | | | | | |
| **If this Strategy is rated “Developing” or below, please indicate how you plan to improve implementation in the future.** | | | | | | | | | | | | |

**Goal AREA 4: SERVICES TO OSY, Cont.**

## Strategy not applicable - Reason:\_\_\_\_\_\_

| **Strategy 4.1b** | **Level of Strategy Implementation** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Not implemented with fidelity to the SDP** | | | | | | | | **Implemented with fidelity to the SDP** | | | |
|  | **Not Aware** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **4.1b Provide PL to MEP staff, school staff, and partner stakeholders to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to increase OSY achievement of graduation; GED/high school equivalency; college, career, and/or life readiness goals.** | * No provision of PL to MEP staff, school staff, and partner stakeholders on evidence-based strategies, promising practices, and culturally relevant instruction for OSY. * No coordination with other programs/ service providers for PL addressing OSY. | | | * Inadequate provision of PL to MEP staff, school staff, and partner stakeholders on evidence-based strategies, promising practices, and culturally relevant instruction for OSY. * Limited coordination with other programs/ service providers for PL addressing OSY. | | * Some provision of PL to MEP staff, school staff, and partner stakeholders on evidence-based strategies, promising practices, and culturally relevant instruction for OSY. * Some coordination with other programs/ service providers for PL addressing OSY. | | | * Sufficient provision of PL to MEP staff, school staff, and partner stakeholders on evidence-based strategies, promising practices, and culturally relevant instruction for OSY. * Frequent coordination with other programs/ service providers for PL addressing OSY. | | * Extensive provision of PL to MEP staff, school staff, and partner stakeholders on evidence-based strategies, promising practices, and culturally relevant instruction for OSY. * Regular coordination with other programs/ service providers for PL addressing OSY. | |
| **Check (√) the ways in which this Strategy was implemented by your project** | | | | | | | | | | | | |
| iSOSY modules & website  Mentorship between MEP staff  MEP facilitator training (local, state, national)  MEP staff attendance at conferences/training  National Migrant Education Conference | | | National and State conferences  New staff online course and onboarding plan  Online courses  OSY listservs | | | | | Provide expert training in targeted areas that include online courses and recorded sessions  Staff meetings/training  State conferences/meetings/training  Webinars | | | | |
| **Check (√) the documentation that is kept onsite for this Strategy** | | | | | | | | | | | | |
| Emails documenting registrations  MEP staff meeting agendas/minutes | | | MEP Staff Training Evaluations  Staff training agendas and sign-in sheets | | | | | Training logs  Training materials | | | | |
| **If applicable, cite additional ways in which the Strategy was implemented.** | | | | | | | | | | | | |
| **What was the most effective way(s) your project implemented this Strategy?** | | | | | | | | | | | | |
| **If this Strategy is rated “Developing” or below, please indicate how you plan to improve implementation in the future.** | | | | | | | | | | | | |

**Goal AREA 4: SERVICES TO OSY, Cont.**

## Strategy not applicable - Reason:\_\_\_\_\_\_

| **Strategy 4.2** | **Level of Strategy Implementation** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Not implemented with fidelity to the SDP** | | | | | | | | **Implemented with fidelity to the SDP** | | | |
|  | **Not Aware** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **4.2 Coordinate and/or provide appropriate needs-based support services to migratory OSY to eliminate barriers to school re-engagement and support their achievement of graduation, high school equivalency (GED), college/career and/or life goals and skills.** | * No provision of needs-based support services to eliminate barriers for OSY to re-engage in school/obtain goals. * No coordination with other programs/ service providers. | | | * Inadequate provision of needs-based support services to eliminate barriers for OSY to re-engage in school/obtain goals. * Limited coordination with other programs/ service providers. | | * Some provision of needs-based support services to eliminate barriers for OSY to re-engage in school/ obtain goals. * Some coordination with other programs/ service providers. | | | * Sufficient provision of needs-based support services to eliminate barriers for OSY to re-engage in school/obtain goals. * Sufficient coordination with other programs/ service providers. | | * Extensive provision of needs-based support services to eliminate barriers for OSY to re-engage in school/obtain goals. * Extensive coordination with other programs/ service providers. | |
| **Check (√) the ways in which this Strategy was implemented by your project** | | | | | | | | | | | | |
| Collaborate with Adult Education Program to provide ESL & GED classes for OSY students  Collaborate with colleges/universities  Collaborate with other school programs  Collaborate with local agencies  Collaborate with the State  Collaborate with school/district staff and counselors  Community resource guides & sharing  Counselor referrals  ESL para provides translations and supplementary educational support  Guidance via personal/home visits  Hispanic/Latino Summit attendance  Home visits to determine needs | | | Interpretations provided for OSY  Life skills instruction via home visits  Migrant recruiter home visits and resource sharing  PAC meetings showcasing local agencies  Parent/OSY meetings addressing the importance of connectivity and communication  Partner with community organizations and higher education (e.g., certificates, internships).  Partner with OSY to develop a plan and implement supports based on their goals  Provide educational materials  Provide workshops for OSY and family members (including on evenings and weekends), FACE meetings, State Family/Student Conference, and youth leadership | | | | | 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 HEP/CAMP programs  Supplemental support to help migratory youth graduate (e.g., technology, tutoring).  Support services provided to OSY  Thrive Leadership Club  Visit with OSY in small group settings  Workforce development | | | | |
| **Check (√) the documentation that is kept onsite for this Strategy** | | | | | | | | | | | | |
| Description of services provided  Documentation of coordination activities  Documentation on enrollment  Final summary report documenting OSY participation  iSOSY workshop materials | | | List of opportunities provided by coordinating agencies  MEP facilitator notes and records  MEP service logs  MEP staff meeting agendas/minutes  MIS2000 records | | | | | Schedules  School health records  State MEP records  Student files  Student needs assessments | | | | |
| **If applicable, cite additional ways in which the Strategy was implemented.** | | | | | | | | | | | | |
| **What was the most effective way(s) your project implemented this Strategy?** | | | | | | | | | | | | |
| **If this Strategy is rated “Developing” or below, please indicate how you plan to improve implementation in the future.** | | | | | | | | | | | | |

**Goal AREA 4: SERVICES TO OSY, Cont.**

## Strategy not applicable - Reason:\_\_\_\_\_\_

| **Strategy 4.3** | **Level of Strategy Implementation** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Not implemented with fidelity to the SDP** | | | | | | | | **Implemented with fidelity to the SDP** | | | |
|  | **Not Aware** | |  | **Aware** |  | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **4.3 Coordinate and/or provide needs-based educational services to parents/families of migratory OSY to enhance their capacity to support their child’s achievement of graduation, high school equivalency (GED), college/ career and/or life goals and skills.** | * No provision of needs-based educational services for parents/families of OSY to enhance their capacity to support their child’s achievement. * No coordination with other programs/ service providers. | | | * Inadequate provision of needs-based educational services for parents/families of OSY to enhance their capacity to support their child’s achievement. * Limited coordination with other programs/ service providers. | | * Some provision of needs-based educational services for parents/families of OSY to enhance their capacity to support their child’s achievement. * Some coordination with other programs/ service providers. | | | * Sufficient provision of needs-based educational services for parents/families of OSY to enhance their capacity to support their child’s achievement. * Frequent coordination with other programs/ service providers. | | * Extensive provision of needs-based educational services for parents/families of OSY to enhance their capacity to support their child’s achievement. * Regular coordination with other programs/ service providers. | |
| **Check (√) the ways in which this Strategy was implemented by your project** | | | | | | | | | | | | |
| Backpack program for all new incoming families  College recruiting accessibility  College visits  FAFSA assistance  High school college and career fairs  Home visits  Home-based resources  iPad/iPod access when away from the district  Migrant recruiter home visits  One-on-one parent consultations  OSY mentoring pilot | | | PAC meetings addressing graduation requirements  Parent nights on topics including graduation requirements, credits, FAFSA  Parent/OSY presentations  Parent/teacher conferences  Partner with families to serve as a school advocate  Provide workshops for OSY and parents (including evenings and weekends), PAC/FACE meetings, State Family/Student Conference | | | | | Quarterly grades communicated to parents  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 | | | | |
| **Check (√) the documentation that is kept onsite for this Strategy** | | | | | | | | | | | | |
| MEP facilitator records  PAC meeting attendance records | | | Parent Training Evaluations  Parent training materials | | | | | Parent training schedules, agendas, sign-ins  Records of home visits | | | | |
| **If applicable, cite additional ways in which the Strategy was implemented.** | | | | | | | | | | | | |
| **What was the most effective way(s) your project implemented this Strategy?** | | | | | | | | | | | | |
| **If this Strategy is rated “Developing” or below, please indicate how you plan to improve implementation in the future.** | | | | | | | | | | | | |

**Please document the parent activities held by your migrant education program during 2023-24**

| **Parent Activities/Training/Meetings** | | |
| --- | --- | --- |
| **Date(s)** | **Title/Topics** | **# Parents** |
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