**Nebraska Migrant Education Program**

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

|  |  |
| --- | --- |
| **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 or call (720) 339-5349.

**Goal Area 1: SCHOOL Readiness**

## [x]  Strategy not applicable - Reason:\_\_\_\_\_\_

| **Strategy 1.1a** | **Level of Strategy Implementation** |
| --- | --- |
| **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** |
| --- | --- |
| **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** |
| --- | --- |
| **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** |
| --- | --- |
| **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** |
| --- | --- |
| **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** |
| --- | --- |
| **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** |
| --- | --- |
| **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** |
| --- | --- |
| **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** |
| --- | --- |
| **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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