



Washington Migrant Education Program

2021-22 FIDELITY OF STRATEGY IMPLEMENTATION (FSI)

DISTRICT/ESD: _____

Purposes:

1. To measure the level of implementation of each MEP **Strategy** listed in the Washington Migrant Education Program (MEP) Application that aligns with the Washington MEP Service Delivery Plan.
2. To address the implementation evaluation of the Washington MEP as required by the U.S. Department of Education, Office of Migrant Education.
3. To determine the extent to which MEP services are delivered with fidelity.
4. To serve as a self-assessment guide to local MEPs in implementing migrant-funded services in the five Goal Areas: (1) English Language Arts [ELA], (2) Mathematics, (3) Preschool/Kindergarten Readiness, (4) High School Graduation and OSY Achievement, and (5) Eliminating Educational Barriers through Support Services.

Directions:

- For each Strategy, rate your project's level of implementation during 2021-22. Gather a group of key staff to discuss each Strategy. During your discussion, check the ways in which your project implemented the Strategy and documentation kept onsite. Cite additional ways in which the Strategy was implemented. If a Strategy is rated "developing" or below, please indicate how you plan to improve the implementation of the Strategy in the future. After reaching consensus, place a checkmark next to the appropriate rating. *Please note that projects are only asked to have on file examples of evidence listed under each Strategy. It is not required for projects to have copies of all documentation on all students, parents, events, communication/collaboration, enrollment/participation, etc.*
- If a Strategy is not applicable to your project, please place a checkmark in the box and indicate the reason.
- Ratings are based on a 5-point scale where 1=Not Evident, 2=Aware, 3=Developing, 4=Succeeding, and 5=Exceeding where a **rating of Succeeding is considered "proficient"**.
- **Regular year only projects submit your completed FSI to Sylvia Reyna by July 15, 2022**
- **Year-round projects submit your completed FSI to Sylvia Reyna by September 15, 2022**
- Questions? Contact Cari Semivan, Program Evaluator, META Associates at cari@metaassociates.com or call (720) 339-5349.

GOAL AREA 1: ENGLISH LANGUAGE ARTS (ELA)

| Strategy 1.1 | IMPLEMENTATION LEVEL | | | | |
|---|---|---|---|---|---|
| | Not Evident | Aware | Developing | Succeeding | Exceeding |
| 1.1) Provide regular term academic support by program trained staff*, designed to help migratory students in grades K-12 meet or exceed WA State K-12 ELA and English Language Proficiency (ELP) Standards using: a) research-based, evidence-based, or best practices and resources, including culturally responsive teaching (CRT) & social-emotional learning (SEL) strategies as they relate specifically to migratory students; b) academic language support strategies; c) services aligned to individual needs; and d) targeted interventions and strategies through small group, after school, and/or before school supplemental instruction. | <ul style="list-style-type: none"> No provision of regular term ELA support during the school year using the methods listed in Strategy 1.1. No progress monitoring. No student participation. No record keeping. | <ul style="list-style-type: none"> Inadequate provision of regular term ELA support during the school year using the methods listed in Strategy 1.1. Limited progress monitoring. Limited student participation. Inadequate record keeping. | <ul style="list-style-type: none"> Some provision of regular term ELA support during the school year using the methods listed in Strategy 1.1. Some progress monitoring. Some student participation. Some record keeping. | <ul style="list-style-type: none"> Sufficient provision of regular term ELA support during the school year using the methods listed in Strategy 1.1. Frequent progress monitoring. Frequent student participation. Sufficient record keeping. | <ul style="list-style-type: none"> Extensive provision of regular term ELA support during the school year using the methods listed in Strategy 1.1. Regular progress monitoring. Regular student participation. Comprehensive record keeping. |
| Check (✓) the ways in which this strategy was implemented in your project <div> <div> <input type="checkbox"/> Academic language support <input type="checkbox"/> Balanced literacy <input type="checkbox"/> Before/after-school instruction/support <input type="checkbox"/> Benchmark assessments <input type="checkbox"/> Best practices and resources <input type="checkbox"/> Collaboration with other programs (e.g., 21st CCLC, Title I, Title III, LAP) <input type="checkbox"/> Culturally responsive strategies <input type="checkbox"/> Differentiated instruction <input type="checkbox"/> Direct instruction provided by certified staff <input type="checkbox"/> Evidence-based practices and resources <input type="checkbox"/> Extended learning opportunities <input type="checkbox"/> Experience-based learning </div> <div> <input type="checkbox"/> Formative assessments <input type="checkbox"/> Home-based instruction/services <input type="checkbox"/> In-class instructional support <input type="checkbox"/> Instruction during intervention time <input type="checkbox"/> Leveled readers <input type="checkbox"/> Needs-based services <input type="checkbox"/> One-on-one tutoring <input type="checkbox"/> Online/computer-based literacy intervention programs <input type="checkbox"/> Out-of-school time (OST) instructional support (before/after school, weekends, intersession) <input type="checkbox"/> Paraeducators providing support <input type="checkbox"/> Project-based learning <input type="checkbox"/> Progress monitoring </div> <div> <input type="checkbox"/> Pull-out/push-in supports <input type="checkbox"/> Remote learning opportunities <input type="checkbox"/> Research-based practices and resources <input type="checkbox"/> Small group instruction <input type="checkbox"/> Social-emotional learning strategies <input type="checkbox"/> Strategies to build reading skills <input type="checkbox"/> Student progress reports <input type="checkbox"/> Student self-assessments <input type="checkbox"/> Targeted interventions and strategies <input type="checkbox"/> Vocabulary development <input type="checkbox"/> Wordless books <input type="checkbox"/> Writing </div> </div> | | | | | |
| Check (✓) the documentation that is kept onsite for this strategy <div> <div> <input type="checkbox"/> Curriculum/materials documents <input type="checkbox"/> Documentation of staff providing services <input type="checkbox"/> Enrollment/participation records </div> <div> <input type="checkbox"/> Formative assessment results <input type="checkbox"/> Samples of student work <input type="checkbox"/> Student needs assessment data </div> <div> <input type="checkbox"/> Student records <input type="checkbox"/> State ELA assessment results <input type="checkbox"/> WaKIDS assessment results </div> </div> | | | | | |
| Cite additional strategies/documentation here: | | | | | |
| If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future: | | | | | |
| <input type="checkbox"/> This Strategy is not applicable to our project - Reason: | | | | | |

**Program trained staff include LEA staff who annually receive professional development aligned to migratory student needs that includes: (1) "Migrant 101", and one or more of the following: (2) CRT, (3) SEL, and (4) basic academic language support strategies.*

GOAL AREA 1: ENGLISH LANGUAGE ARTS (ELA), Cont.

| Strategy 1.2 | IMPLEMENTATION LEVEL | | | | |
|--|--|--|--|--|--|
| | <input type="checkbox"/> Not Evident | <input type="checkbox"/> Aware | <input type="checkbox"/> Developing | <input type="checkbox"/> Succeeding | <input type="checkbox"/> Exceeding |
| 1.2) Provide summer term academic support by program trained staff*, designed to help migratory students in grades K-12 meet or exceed WA State K-12 ELA and ELP Standards using: a) research-based, evidence-based, or best practices and resources, including CRT/SEL strategies as they relate specifically to migratory students and summer instruction; b) academic language support strategies; c) services aligned to individual needs; and d) targeted interventions and strategies through virtual/remote, home- or site-based instruction. | <ul style="list-style-type: none"> No provision of summer ELA support during the summer using the methods listed in Strategy 1.2. No progress monitoring. No student participation. No record keeping. | <ul style="list-style-type: none"> Inadequate provision of summer ELA support during the summer using the methods listed in Strategy 1.2. Limited progress monitoring. Limited student participation. Inadequate record keeping. | <ul style="list-style-type: none"> Some provision of summer ELA support during the summer using the methods listed in Strategy 1.2. Some progress monitoring. Some student participation. Some record keeping. | <ul style="list-style-type: none"> Sufficient provision of summer ELA support during the summer using the methods listed in Strategy 1.2. Frequent progress monitoring. Frequent student participation. Sufficient record keeping. | <ul style="list-style-type: none"> Extensive provision of summer ELA support during the summer using the methods listed in Strategy 1.2. Regular progress monitoring. Regular student participation. Comprehensive record keeping. |
| Check (✓) the ways in which this strategy was implemented in your project | | | | | |
| <div> <input type="checkbox"/> Academic language support <input type="checkbox"/> Balanced literacy <input type="checkbox"/> Benchmark assessments <input type="checkbox"/> Best practices and resources <input type="checkbox"/> Collaboration with other programs (e.g., 21st CCLC, Title I, Title III, LAP) <input type="checkbox"/> Culturally responsive strategies <input type="checkbox"/> Differentiated instruction <input type="checkbox"/> Direct instruction provided by certified staff <input type="checkbox"/> Evidence-based practices and resources <input type="checkbox"/> Experience-based learning <input type="checkbox"/> Formative assessments </div> <div> <input type="checkbox"/> Home-based instruction/services <input type="checkbox"/> Leveled readers <input type="checkbox"/> Needs-based services <input type="checkbox"/> One-on-one tutoring <input type="checkbox"/> Online/computer-based literacy intervention programs <input type="checkbox"/> Paraeducators providing support <input type="checkbox"/> Project-based learning <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Remote learning opportunities <input type="checkbox"/> Research-based practices and resources <input type="checkbox"/> Site-based summer school </div> <div> <input type="checkbox"/> Small group instruction <input type="checkbox"/> Social-emotional learning strategies <input type="checkbox"/> Special summer sessions (e.g., workshops, activities, career development) <input type="checkbox"/> Strategies to build reading skills <input type="checkbox"/> Student progress reports <input type="checkbox"/> Student self-assessments <input type="checkbox"/> Targeted interventions and strategies <input type="checkbox"/> Vocabulary development <input type="checkbox"/> Wordless books <input type="checkbox"/> Writing </div> | | | | | |
| Check (✓) the documentation that is kept onsite for this strategy | | | | | |
| <div> <input type="checkbox"/> Curriculum documents <input type="checkbox"/> Documentation of staff providing services <input type="checkbox"/> Enrollment/participation records </div> <div> <input type="checkbox"/> Formative assessment results <input type="checkbox"/> Student needs assessment data <input type="checkbox"/> Student records </div> <div> <input type="checkbox"/> Student work <input type="checkbox"/> State ELA assessment results <input type="checkbox"/> WaKIDS assessment results </div> | | | | | |
| Cite additional strategies/documentation here: | | | | | |
| If this strategy is rated "developing" or below, please indicate how you plan to improve the implementation of this strategy in the future: | | | | | |
| <input type="checkbox"/> This Strategy is not applicable to our project - Reason: | | | | | |

***Program trained staff** include LEA staff who annually receive professional development aligned to migratory student needs that includes: (1) “Migrant 101”, and one or more of the following: (2) CRT, (3) SEL, and (4) basic academic language support strategies.

GOAL AREA 1: ENGLISH LANGUAGE ARTS (ELA), Cont.

| Strategy 1.3 | IMPLEMENTATION LEVEL | | | | |
|--|---|--|---|---|--|
| | <input type="checkbox"/> Not Evident | <input type="checkbox"/> Aware | <input type="checkbox"/> Developing | <input type="checkbox"/> Succeeding | <input type="checkbox"/> Exceeding |
| 1.3) Provide supports and resources for parents/families to practice classroom strategies in ELA to better support their child's learning in the home during the summer and/or regular term. | <ul style="list-style-type: none"> No ELA supports/resources provided to parents/families to help them support their child's learning in the home. No parent participation. No record keeping. | <ul style="list-style-type: none"> Inadequate ELA supports/resources provided to parents/families to help them support their child's learning in the home. Limited parent participation. Inadequate record keeping. | <ul style="list-style-type: none"> Some ELA supports/resources provided to parents/families to help them support their child's learning in the home. Some parent participation. Some record keeping. | <ul style="list-style-type: none"> Sufficient ELA supports/resources provided to parents/families to help them support their child's learning in the home. Frequent parent participation. Sufficient record keeping. | <ul style="list-style-type: none"> Extensive ELA supports/resources provided to parents/families to help them support their child's learning in the home. Regular parent participation. Comprehensive record keeping. |
| Check (✓) the ways in which this strategy was implemented in your project | | | | | |
| <div style="display: flex; justify-content: space-between;"> <div style="width: 33%;"> <input type="checkbox"/> Access to technology (hardware, internet, etc.) <input type="checkbox"/> ELA information, strategies, resources shared with parents/families to use at home <input type="checkbox"/> Family literacy activities/nights </div> <div style="width: 33%;"> <input type="checkbox"/> Family literacy kits <input type="checkbox"/> Home visits <input type="checkbox"/> Language/literacy instruction provided to parents </div> <div style="width: 33%;"> <input type="checkbox"/> Menu of Best Practices <input type="checkbox"/> Newsletters (online asynchronous, mixed media) <input type="checkbox"/> Showcases of student work/accomplishments <input type="checkbox"/> Student ELA progress shared with parents </div> </div> | | | | | |
| Check (✓) the documentation that is kept onsite for this strategy | | | | | |
| <div style="display: flex; justify-content: space-between;"> <div style="width: 33%;"> <input type="checkbox"/> Auditable records <input type="checkbox"/> Documentation of how the ELA Suite and other resources used for family literacy services </div> <div style="width: 33%;"> <input type="checkbox"/> Family literacy schedules, agendas, and sign-in sheets <input type="checkbox"/> Family literacy services materials </div> <div style="width: 33%;"> <input type="checkbox"/> Family literacy services evaluations <input type="checkbox"/> Resources/information provided to parents <input type="checkbox"/> Report services in MSIS </div> </div> | | | | | |
| Cite additional strategies/documentation here: | | | | | |
| If this strategy is rated "developing" or below, please indicate how you plan to improve the implementation of this strategy in the future: | | | | | |
| <input type="checkbox"/> This Strategy is not applicable to our project - Reason: | | | | | |

GOAL AREA 2: MATHEMATICS

| Strategy 2.1 | IMPLEMENTATION LEVEL | | | | |
|--|--|--|--|--|--|
| | <input type="checkbox"/> Not Evident | <input type="checkbox"/> Aware | <input type="checkbox"/> Developing | <input type="checkbox"/> Succeeding | <input type="checkbox"/> Exceeding |
| 2.1) Provide regular term academic support by program trained staff*, designed to help migratory students in grades K-12 meet or exceed WA State K-12 math and ELP Standards using: a) research-based, evidence-based, or best practices and resources, including culturally responsive teaching (CRT) & social-emotional learning (SEL) strategies as they relate specifically to migratory students; b) academic language support strategies; c) services aligned to individual needs; and d) targeted interventions and strategies through small group, after school, and/or before school supplemental instruction. | <ul style="list-style-type: none"> No provision of regular term math support during the school year using the methods listed in Strategy 2.1. No progress monitoring. No student participation. No record keeping. | <ul style="list-style-type: none"> Inadequate provision of regular term math support during the school year using the methods listed in Strategy 2.1. Limited progress monitoring. Limited student participation. Inadequate record keeping. | <ul style="list-style-type: none"> Some provision of regular term math support during the school year using the methods listed in Strategy 2.1. Some progress monitoring. Some student participation. Some record keeping. | <ul style="list-style-type: none"> Sufficient provision of regular term math support during the school year using the methods listed in Strategy 2.1. Frequent progress monitoring. Frequent student participation. Sufficient record keeping. | <ul style="list-style-type: none"> Extensive provision of regular term math support during the school year using the methods listed in Strategy 2.1. Regular progress monitoring. Regular student participation. Comprehensive record keeping. |
| Check (√) the ways in which this strategy was implemented in your project <div> <div> <input type="checkbox"/> Academic language support <input type="checkbox"/> Before/after-school instruction/support <input type="checkbox"/> Benchmark assessments <input type="checkbox"/> Best practices and resources <input type="checkbox"/> Collaboration with other programs (e.g., 21st CCLC, Title I, Title III, LAP) <input type="checkbox"/> Culturally responsive strategies <input type="checkbox"/> Differentiated instruction <input type="checkbox"/> Direct instruction provided by certified staff <input type="checkbox"/> Evidence-based practices and resources <input type="checkbox"/> Extended learning opportunities <input type="checkbox"/> Experience-based learning </div> <div> <input type="checkbox"/> Formative assessments <input type="checkbox"/> Home-based instruction/services <input type="checkbox"/> In-class instructional support <input type="checkbox"/> Instruction during intervention time <input type="checkbox"/> Math interventions <input type="checkbox"/> Math manipulatives <input type="checkbox"/> Needs-based services <input type="checkbox"/> Number talks <input type="checkbox"/> One-on-one tutoring <input type="checkbox"/> Online/computer-based math intervention programs <input checked="" type="checkbox"/> Out-of-school time (OST) instructional support (before/after school, weekends, intersession) </div> <div> <input type="checkbox"/> Paraeducators providing support <input type="checkbox"/> Project-based learning <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Pull-out/push-in supports <input type="checkbox"/> Remote learning opportunities <input type="checkbox"/> Research-based practices and resources <input type="checkbox"/> Small group instruction <input type="checkbox"/> Social-emotional learning strategies <input type="checkbox"/> Strategies to build math skills <input type="checkbox"/> Student progress reports <input type="checkbox"/> Student self-assessments <input type="checkbox"/> Targeted interventions and strategies </div> </div> | | | | | |
| Check (√) the documentation that is kept onsite for this strategy <div> <div> <input type="checkbox"/> Curriculum/resources documents <input type="checkbox"/> Documentation of staff providing services <input type="checkbox"/> Enrollment/participation records </div> <div> <input type="checkbox"/> Formative assessment results <input type="checkbox"/> Student needs assessment data <input type="checkbox"/> Student records </div> <div> <input type="checkbox"/> Student work <input type="checkbox"/> State math assessment results <input type="checkbox"/> WaKIDS assessment results </div> </div> | | | | | |
| Cite additional strategies/documentation here: | | | | | |
| If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future: | | | | | |
| <input type="checkbox"/> This Strategy is not applicable to our project - Reason: | | | | | |

***Program trained staff** include math staff who annually receive professional development aligned to migratory student needs that includes: (1) “Migrant 101”, and one or more of the following: (2) CRT, (3) SEL, and (4) basic academic language support strategies.

GOAL AREA 2: MATHEMATICS, Cont.

| Strategy 2.2 | IMPLEMENTATION LEVEL | | | | |
|--|---|---|---|---|---|
| | Not Evident | Aware | Developing | Succeeding | Exceeding |
| 2.2) Provide summer term academic support by program trained staff*, designed to help migratory students in grades K-12 meet or exceed WA State K-12 ELA and ELP Standards using: a) research-based, evidence-based, or best practices and resources, including CRT/ SEL strategies as they relate specifically to migratory students and summer instruction; b) academic language support strategies; c) services aligned to individual needs; and d) targeted interventions and strategies through virtual/remote, home- or site-based instruction. | <ul style="list-style-type: none"> No provision of summer math support during the summer using the methods listed in Strategy 2.2. No progress monitoring. No student participation. No record keeping. | <ul style="list-style-type: none"> Inadequate provision of summer math support during the summer using the methods listed in Strategy 2.2. Limited progress monitoring. Limited student participation. Inadequate record keeping. | <ul style="list-style-type: none"> Some provision of summer math support during the summer using the methods listed in Strategy 2.2. Some progress monitoring. Some student participation. Some record keeping. | <ul style="list-style-type: none"> Sufficient provision of summer math support during the summer using the methods listed in Strategy 2.2. Frequent progress monitoring. Frequent student participation. Sufficient record keeping. | <ul style="list-style-type: none"> Extensive provision of summer math support during the summer using the methods listed in Strategy 2.2. Regular progress monitoring. Regular student participation. Comprehensive record keeping. |
| Check (√) the ways in which this strategy was implemented in your project | | | | | |
| <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Academic language support </div> <div style="width: 33%;"> <input type="checkbox"/> Home-based instruction/services </div> <div style="width: 33%;"> <input type="checkbox"/> Remote learning opportunities </div> <div style="width: 33%;"> <input type="checkbox"/> Benchmark assessments </div> <div style="width: 33%;"> <input type="checkbox"/> Math interventions </div> <div style="width: 33%;"> <input type="checkbox"/> Research-based practices and resources </div> <div style="width: 33%;"> <input type="checkbox"/> Best practices and resources </div> <div style="width: 33%;"> <input type="checkbox"/> Math manipulatives </div> <div style="width: 33%;"> <input type="checkbox"/> Site-based summer school </div> <div style="width: 33%;"> <input type="checkbox"/> Collaboration with other programs (e.g., 21st CCLC, Title I, Title III, LAP) </div> <div style="width: 33%;"> <input type="checkbox"/> Needs-based services </div> <div style="width: 33%;"> <input type="checkbox"/> Small group instruction </div> <div style="width: 33%;"> <input type="checkbox"/> Culturally responsive strategies </div> <div style="width: 33%;"> <input type="checkbox"/> Number talks </div> <div style="width: 33%;"> <input type="checkbox"/> Social-emotional learning strategies </div> <div style="width: 33%;"> <input type="checkbox"/> Differentiated instruction </div> <div style="width: 33%;"> <input type="checkbox"/> One-on-one tutoring </div> <div style="width: 33%;"> <input type="checkbox"/> Special summer sessions (e.g., workshops, activities, career development) </div> <div style="width: 33%;"> <input type="checkbox"/> Direct instruction provided by certified staff </div> <div style="width: 33%;"> <input type="checkbox"/> Online/computer-based math intervention programs </div> <div style="width: 33%;"> <input type="checkbox"/> Strategies to build math skills </div> <div style="width: 33%;"> <input type="checkbox"/> Evidence-based practices and resources </div> <div style="width: 33%;"> <input type="checkbox"/> Paraeducators providing support </div> <div style="width: 33%;"> <input type="checkbox"/> Student progress reports </div> <div style="width: 33%;"> <input type="checkbox"/> Experience-based learning </div> <div style="width: 33%;"> <input type="checkbox"/> Project-based learning </div> <div style="width: 33%;"> <input type="checkbox"/> Student self-assessments </div> <div style="width: 33%;"> <input type="checkbox"/> Formative assessments </div> <div style="width: 33%;"> <input type="checkbox"/> Progress monitoring </div> <div style="width: 33%;"> <input type="checkbox"/> Targeted interventions and strategies </div> </div> | | | | | |
| Check (√) the documentation that is kept onsite for this strategy | | | | | |
| <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Curriculum and resources documents </div> <div style="width: 33%;"> <input type="checkbox"/> Formative assessment results </div> <div style="width: 33%;"> <input type="checkbox"/> Student work </div> <div style="width: 33%;"> <input type="checkbox"/> Documentation of staff providing services </div> <div style="width: 33%;"> <input type="checkbox"/> Student needs assessment data </div> <div style="width: 33%;"> <input type="checkbox"/> State math assessment results </div> <div style="width: 33%;"> <input type="checkbox"/> Enrollment/participation records </div> <div style="width: 33%;"> <input type="checkbox"/> Student records </div> <div style="width: 33%;"> <input type="checkbox"/> WaKIDS assessment results </div> </div> | | | | | |
| Cite additional strategies/documentation here: | | | | | |
| If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future: | | | | | |
| <input type="checkbox"/> This Strategy is not applicable to our project - Reason: | | | | | |

**Program trained staff include math staff who annually receive professional development aligned to migratory student needs that includes: (1) “Migrant 101”, and one or more of the following: (2) CRT, (3) SEL, and (4) basic academic language support strategies.*

GOAL AREA 2: MATHEMATICS, Cont.

| Strategy 2.3 | IMPLEMENTATION LEVEL | | | | |
|---|--|---|--|--|---|
| | <input type="checkbox"/> Not Evident | <input type="checkbox"/> Aware | <input type="checkbox"/> Developing | <input type="checkbox"/> Succeeding | <input type="checkbox"/> Exceeding |
| 2.3) Provide supports and resources for parents/families to practice classroom strategies in math to better support their child's learning in the home during the summer and/or regular term. | <ul style="list-style-type: none"> No math supports/resources provided to parents/families to help them support their child's learning in the home. No parent participation. No record keeping. | <ul style="list-style-type: none"> Inadequate math supports/resources provided to parents/families to help them support their child's learning in the home. Limited parent participation. Inadequate record keeping. | <ul style="list-style-type: none"> Some math supports/resources provided to parents/families to help them support their child's learning in the home. Some parent participation. Some record keeping. | <ul style="list-style-type: none"> Sufficient math supports/resources provided to parents/families to help them support their child's learning in the home. Frequent parent participation. Sufficient record keeping. | <ul style="list-style-type: none"> Extensive math supports/resources provided to parents/families to help them support their child's learning in the home. Regular parent participation. Comprehensive record keeping. |
| Check (√) the ways in which this strategy was implemented in your project | | | | | |
| <div style="display: flex; justify-content: space-between;"> <div style="width: 33%;"> <input type="checkbox"/> Access to technology (hardware, internet, etc.) <input type="checkbox"/> Family math activities/nights <input type="checkbox"/> Family math kits <input type="checkbox"/> Home visits </div> <div style="width: 33%;"> <input type="checkbox"/> Math information, strategies, resources shared with parents/families to use at home <input type="checkbox"/> Math instruction provided to parents </div> <div style="width: 33%;"> <input type="checkbox"/> Menu of Best Practices <input type="checkbox"/> Newsletters (online asynchronous, mixed media) <input type="checkbox"/> Showcases of student work/accomplishments <input type="checkbox"/> Student math progress shared with parents </div> </div> | | | | | |
| Check (√) the documentation that is kept onsite for this strategy | | | | | |
| <div style="display: flex; justify-content: space-between;"> <div style="width: 33%;"> <input type="checkbox"/> Auditable records <input type="checkbox"/> Documentation of how the Math Suite and other resources used for family math services </div> <div style="width: 33%;"> <input type="checkbox"/> Family math schedules, agendas, and sign-in sheets <input type="checkbox"/> Family math services materials </div> <div style="width: 33%;"> <input type="checkbox"/> Family math services evaluations <input type="checkbox"/> Report services in MSIS <input type="checkbox"/> Resources/information provided to parents </div> </div> | | | | | |
| Cite additional strategies/documentation here: | | | | | |
| If this strategy is rated "developing" or below, please indicate how you plan to improve the implementation of this strategy in the future: | | | | | |
| <input type="checkbox"/> This Strategy is not applicable to our project - Reason: | | | | | |

GOAL AREA 3: PRESCHOOL/KINDERGARTEN READINESS

| Strategy 3.1 | IMPLEMENTATION LEVEL | | | | |
|---|---|--|--|---|---|
| | <input type="checkbox"/> Not Evident | <input type="checkbox"/> Aware | <input type="checkbox"/> Developing | <input type="checkbox"/> Succeeding | <input type="checkbox"/> Exceeding |
| 3.1) Provide MEP-funded instructional and/or support services to migratory children, ages 3 to 5. | <ul style="list-style-type: none"> No MEP-funded instructional and/or support services provided to migratory children ages 3-5. No progress monitoring. No needs assessments conducted. No child participation. No record keeping. | <ul style="list-style-type: none"> Inadequate MEP-funded instructional and/or support services provided to migratory children ages 3-5. Limited progress monitoring. Limited needs assessments conducted. Limited child participation. Inadequate record keeping. | <ul style="list-style-type: none"> Some MEP-funded instructional and/or support services provided to migratory children ages 3-5. Some progress monitoring. Some needs assessment conducted. Some child participation. Some record keeping. | <ul style="list-style-type: none"> Sufficient MEP-funded instructional and/or support services provided to migratory children ages 3-5. Frequent progress monitoring. Frequent needs assessments conducted. Sufficient child participation. Sufficient record keeping. | <ul style="list-style-type: none"> Extensive MEP-funded instructional and/or support services provided to migratory children ages 3-5. Regular progress monitoring. Regular needs assessment conducted. Regular child participation. Comprehensive record keeping. |
| Check (√) the ways in which this strategy was implemented in your project | | | | | |
| <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Balanced literacy <input type="checkbox"/> Best practices and resources <input type="checkbox"/> Collaboration with preschool programs/services <input type="checkbox"/> Collaboration with community programs/agencies <input type="checkbox"/> Culturally responsive teaching strategies <input type="checkbox"/> Daily reports of student progress <input type="checkbox"/> Developmentally appropriate online learning programs <input type="checkbox"/> Differentiated instruction <input type="checkbox"/> Evidence-based practices and resources <input type="checkbox"/> Educational supplies <input type="checkbox"/> Formative assessments <input type="checkbox"/> Free books </div> <div style="width: 33%;"> <input type="checkbox"/> Health services (medical, dental, vision, mental health) <input type="checkbox"/> Home-based family literacy services <input type="checkbox"/> Home-based preschool instruction <input type="checkbox"/> Instruction provided by preschool educators <input type="checkbox"/> Kindergarten Jump Start <input type="checkbox"/> MEP-funded preschool program <input type="checkbox"/> Needs-based services <input type="checkbox"/> Out-of-school time (OST) instructional support (before/after school, weekends, intersession) <input type="checkbox"/> Paraeducators providing support <input type="checkbox"/> PreK services provided during the school year </div> <div style="width: 33%;"> <input type="checkbox"/> Remote learning opportunities <input type="checkbox"/> Research-based practices and resources <input type="checkbox"/> Small group instruction <input type="checkbox"/> Social-emotional learning strategies <input type="checkbox"/> Social work outreach <input type="checkbox"/> Summer programming <input type="checkbox"/> Targeted interventions and strategies <input type="checkbox"/> Translations/interpretations <input type="checkbox"/> Transportation <input type="checkbox"/> Vocabulary development <input type="checkbox"/> Wordless books <input type="checkbox"/> Writing </div> </div> | | | | | |
| Check (√) the documentation that is kept onsite for this strategy | | | | | |
| <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Curriculum documents <input type="checkbox"/> Documentation of staff providing services <input type="checkbox"/> Enrollment/attendance records </div> <div style="width: 33%;"> <input type="checkbox"/> Services documented in MSIS <input type="checkbox"/> Student needs assessment data <input type="checkbox"/> Student records </div> <div style="width: 33%;"> <input type="checkbox"/> Student work <input type="checkbox"/> Time and effort logs <input type="checkbox"/> WaKIDS assessment results </div> </div> | | | | | |
| Cite additional strategies/documentation here: | | | | | |
| If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future: | | | | | |
| <input type="checkbox"/> This Strategy is not applicable to our project - Reason: | | | | | |

GOAL AREA 3: PRESCHOOL/KINDERGARTEN READINESS, Cont.

| Strategy 3.2 | IMPLEMENTATION LEVEL | | | | |
|---|--|--|---|---|---|
| | Not Evident | Aware | Developing | Succeeding | Exceeding |
| 3.2) Provide MEP-funded early learning programs* that are culturally responsive and developmentally appropriate that focus on the WaKIDS skills (i.e., social/emotional, language, and math) during regular or summer term with a minimum duration of two weeks. | <ul style="list-style-type: none"> No MEP-funded culturally responsive and developmentally appropriate early learning programs provided during regular or summer terms. No focus on skills addressed by WaKIDS. No progress monitoring. No needs assessments conducted. No child participation. No record keeping. | <ul style="list-style-type: none"> Inadequate MEP-funded culturally responsive and developmentally appropriate early learning programs provided during regular or summer terms. Limited focus on skills addressed by WaKIDS. Limited progress monitoring. Limited needs assessments conducted. Limited child participation. Inadequate record keeping. | <ul style="list-style-type: none"> Some MEP-funded culturally responsive and developmentally appropriate early learning programs provided during regular or summer terms. Some focus on skills addressed by WaKIDS. Some progress monitoring. Some needs assessment conducted. Some child participation. Some record keeping. | <ul style="list-style-type: none"> Sufficient MEP-funded culturally responsive and developmentally appropriate early learning programs provided during regular or summer terms for at least two weeks. Frequent focus on skills addressed by WaKIDS. Frequent progress monitoring. Frequent needs assessments conducted. Sufficient child participation. Sufficient record keeping. | <ul style="list-style-type: none"> Extensive MEP-funded culturally responsive and developmentally appropriate early learning programs provided during regular or summer terms. Regular focus on skills addressed by WaKIDS. Regular progress monitoring. Regular needs assessment conducted. Regular child participation. Comprehensive record keeping. |
| Check (✓) the ways in which this strategy was implemented in your project <div> <input type="checkbox"/> Balanced literacy <input type="checkbox"/> Best practices and resources <input type="checkbox"/> Collaboration with ESD Early Learning Coordinators <input type="checkbox"/> Collaboration with preschool programs/services <input type="checkbox"/> Collaboration with community programs/agencies <input type="checkbox"/> Culturally responsive teaching strategies <input type="checkbox"/> Daily reports of student progress <input type="checkbox"/> Developmentally appropriate online learning programs <input type="checkbox"/> Differentiated instruction <input type="checkbox"/> Evidence-based practices and resources </div> <div> <input type="checkbox"/> Formative assessments <input type="checkbox"/> Home-based preschool instruction <input type="checkbox"/> Instruction provided by preschool educators <input type="checkbox"/> Kindergarten Jump Start <input type="checkbox"/> MEP-funded preschool program <input type="checkbox"/> Needs-based services <input type="checkbox"/> Paraeducators providing support <input type="checkbox"/> PreK services provided during the school year <input type="checkbox"/> Remote learning opportunities </div> <div> <input type="checkbox"/> Research-based practices and resources <input type="checkbox"/> Small group instruction <input type="checkbox"/> Social-emotional learning strategies <input type="checkbox"/> Social work outreach <input type="checkbox"/> Summer programming <input type="checkbox"/> Targeted interventions and strategies <input type="checkbox"/> Vocabulary development <input type="checkbox"/> Wordless books <input type="checkbox"/> Writing </div> | | | | | |
| Check (✓) the documentation that is kept onsite for this strategy <div> <input type="checkbox"/> Curriculum documents <input type="checkbox"/> Documentation of staff providing services <input type="checkbox"/> Enrollment/attendance records </div> <div> <input type="checkbox"/> MSIS 3-5 Student List <input type="checkbox"/> Services documented in MSIS <input type="checkbox"/> Student needs assessment data </div> <div> <input type="checkbox"/> Student records <input type="checkbox"/> Student work <input type="checkbox"/> WaKIDS assessment results </div> | | | | | |
| Cite additional strategies/documentation here: | | | | | |
| If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future: | | | | | |
| <input type="checkbox"/> This Strategy is not applicable to our project - Reason: | | | | | |

***Instructed by program trained staff.** Program trained staff include those who have received professional development aligned to migratory student needs that may include: (1) strategies for increasing skills assessed in WaKIDS, (2) Early Learning Migrant 101, (3) CRT, (4) SEL, and (5) basic academic language support strategies.

GOAL AREA 3: PRESCHOOL/KINDERGARTEN READINESS, Cont.

| Strategy 3.3 | IMPLEMENTATION LEVEL | | | | |
|--|---|--|---|--|---|
| | Not Evident | Aware | Developing | Succeeding | Exceeding |
| 3.3) Offer a series of family engagement trainings during regular or summer term that are evidence-based, best practice, aligned to the needs of migratory families, culturally appropriate, and relevant. | <ul style="list-style-type: none"> No family engagement trainings provided (regular or summer term). No parent participation. No record keeping. | <ul style="list-style-type: none"> Inadequate family engagement trainings provided (regular or summer term). Limited parent participation. Inadequate record keeping. | <ul style="list-style-type: none"> Some family engagement trainings provided (regular or summer term). Some parent participation. Some record keeping. | <ul style="list-style-type: none"> Sufficient family engagement trainings provided (regular or summer term) that are evidence-based, best practice, aligned to the needs of migratory families, culturally appropriate, and relevant. Frequent parent participation. Sufficient record keeping. | <ul style="list-style-type: none"> Extensive family engagement trainings provided (regular or summer term) that are evidence-based, best practice, aligned to the needs of migratory families, culturally appropriate, and relevant. Regular parent participation. Comprehensive record keeping. |
| Check (✓) the ways in which this strategy was implemented in your project | | | | | |
| <div> <input type="checkbox"/> Birth to 5 Parent Engagement Series <input type="checkbox"/> Collaboration with other early learning programs <input type="checkbox"/> Counseling and advocacy programs, and health resources <input type="checkbox"/> Family engagement activities <input type="checkbox"/> Home-based models that include a focus on Funds of Knowledge and culturally responsive teaching </div> <div> <input type="checkbox"/> Information provided on the State 211 Referral Network <input type="checkbox"/> Menu of Best Practices <input type="checkbox"/> Parent/family academy <input type="checkbox"/> Preschool/kindergarten readiness instruction provided to parents </div> <div> <input type="checkbox"/> Preschooler progress shared with parents <input type="checkbox"/> Ready for Kindergarten/other workshops <input type="checkbox"/> School readiness information, strategies, resources shared with parents/families to use at home <input type="checkbox"/> Technology-based instructional videos for parents that model instructional strategies <input type="checkbox"/> Weekend or after school trainings </div> | | | | | |
| Check (✓) the documentation that is kept onsite for this strategy | | | | | |
| <div> <input type="checkbox"/> Documentation of how the Math Suite and other resources used for family math services <input type="checkbox"/> Family math schedules, agendas, and sign-in sheets <input type="checkbox"/> Family math services materials </div> <div> <input type="checkbox"/> Family math services evaluations <input type="checkbox"/> Flyers/publicity <input type="checkbox"/> Home-based program logs </div> <div> <input type="checkbox"/> Referrals <input type="checkbox"/> Resources/information provided to parents <input type="checkbox"/> Videos </div> | | | | | |
| Cite additional strategies/documentation here: | | | | | |
| If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future: | | | | | |
| <input type="checkbox"/> This Strategy is not applicable to our project - Reason: | | | | | |

GOAL 4: GRADUATION and OSY ACHIEVEMENT

| Strategy 4.1 | IMPLEMENTATION LEVEL | | | | |
|---|---|---|---|---|--|
| | Not Evident | Aware | Developing | Succeeding | Exceeding |
| 4.1) Provide programs to access alternative pathways to award credit, and opportunities to promote school engagement and/or cultural identity to students and OSY during the summer or intersession. | <ul style="list-style-type: none"> No provision of programs during the summer or intersession for students and OSY to access alternative pathways to credit, and opportunities to promote school engagement and/or cultural identity. No student participation No record keeping | <ul style="list-style-type: none"> Inadequate provision of programs during the summer or intersession for students and OSY to access alternative pathways to credit, and opportunities to promote school engagement and/or cultural identity. Limited student participation Inadequate record keeping | <ul style="list-style-type: none"> Some provision of programs during the summer or intersession for students and OSY to access alternative pathways to credit, and opportunities to promote school engagement and/or cultural identity. Some student participation Some record keeping | <ul style="list-style-type: none"> Sufficient provision of programs during the summer or intersession for students and OSY to access alternative pathways to credit, and opportunities to promote school engagement and/or cultural identity. Frequent student participation Sufficient record keeping | <ul style="list-style-type: none"> Extensive provision of programs during the summer or intersession for students and OSY to access alternative pathways to credit, and opportunities to promote school engagement and/or cultural identity. Regular student participation Comprehensive record keeping |
| Check (✓) the ways in which this strategy was implemented in your project | | | | | |
| <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Assistance for PFS and needs list students in registering and attending summer academies <input type="checkbox"/> Collaboration with other programs (e.g., districts, vocational high school, LAP, HEP/CAMP) <input type="checkbox"/> College readiness activities <input type="checkbox"/> Credit accrual options (e.g., PASS, Odysseyware, Plato, district credit programs, Apex Learning, Red Comet) <input type="checkbox"/> CTE college and career fairs <input type="checkbox"/> Fees paid for migrant students to attend credit retrieval programs </div> <div style="width: 33%;"> <input type="checkbox"/> Field trips <input type="checkbox"/> High school counselor credit evaluations <input type="checkbox"/> Implementation of a local or regional alternative pathways program (for credit accrual for student engagement) <input type="checkbox"/> Leadership programs <input type="checkbox"/> LEAP Conference <input type="checkbox"/> Next Generation Club (migratory students) <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Student conferences to determine need </div> <div style="width: 33%;"> <input type="checkbox"/> Student monitoring by MEP staff <input type="checkbox"/> Student monitoring by MGS <input type="checkbox"/> Student participation in summer academies (e.g., Dare to Dream, Voices from the Field, Native Voices) <input type="checkbox"/> Summer home visit program <input type="checkbox"/> Summer onboarding program <input type="checkbox"/> Summer programming <input type="checkbox"/> Transportation <input type="checkbox"/> University recruiter to assist with FAFSA/WASFA </div> </div> | | | | | |
| Check (✓) the documentation that is kept onsite for this strategy | | | | | |
| <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Curriculum documents <input type="checkbox"/> Dropout reports <input type="checkbox"/> Enrollment documentation <input type="checkbox"/> Exit survey (pre/post) </div> <div style="width: 33%;"> <input type="checkbox"/> Lists of services provided <input type="checkbox"/> MGS caseload/services provided <input type="checkbox"/> MSIS Graduation Report <input type="checkbox"/> OSPI Graduation Report </div> <div style="width: 33%;"> <input type="checkbox"/> Student participation records <input type="checkbox"/> Student records <input type="checkbox"/> Student work <input type="checkbox"/> Other: </div> </div> | | | | | |
| Cite additional strategies/documentation here: | | | | | |
| If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future: | | | | | |
| <input type="checkbox"/> This Strategy is not applicable to our project - Reason: | | | | | |

GOAL 4: GRADUATION AND OSY ACHIEVEMENT, Cont.

| Strategy 4.2 | IMPLEMENTATION LEVEL | | | | |
|---|--|--|--|--|--|
| | Not Evident | Aware | Developing | Succeeding | Exceeding |
| 4.2) Create and provide or partner with other agencies for graduation pathways opportunities for migratory students and OSY identified as at-risk for not meeting graduation requirements. | <ul style="list-style-type: none"> No provision of graduation pathways for migratory students and OSY identified at-risk for not meeting graduation requirements. No collaboration with other programs/service providers. No student/OSY participation. No record keeping. | <ul style="list-style-type: none"> Inadequate provision of graduation pathways for migratory students and OSY identified at-risk for not meeting graduation requirements. Limited collaboration with other programs/service providers. Limited student participation. Inadequate record keeping. | <ul style="list-style-type: none"> Some provision of graduation pathways for migratory students and OSY identified at-risk for not meeting graduation requirements. Some collaboration with other programs/service providers. Some student participation. Some record keeping. | <ul style="list-style-type: none"> Sufficient provision of graduation pathways for migratory students and OSY identified at-risk for not meeting graduation requirements. Frequent collaboration with other programs/service providers. Frequent student participation. Sufficient record keeping. | <ul style="list-style-type: none"> Extensive provision of graduation pathways for migratory students and OSY identified at-risk for not meeting graduation requirements. Regular collaboration with other programs/service providers. Regular student participation. Comprehensive record keeping. |
| Check (√) the ways in which this strategy was implemented in your project | | | | | |
| <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Beyond Action Plan <input type="checkbox"/> Collaboration with local districts/ESDs to provide engagement opportunities <input type="checkbox"/> Collaboration with other programs/service providers <input type="checkbox"/> College readiness activities <input type="checkbox"/> Career and technical education (CTE) college and career fairs <input type="checkbox"/> CTE education <input type="checkbox"/> College visits </div> <div style="width: 33%;"> <input type="checkbox"/> Engagement activities during school breaks or weekends <input type="checkbox"/> Engagement activities during summer <input type="checkbox"/> Engagement opportunities (non-traditional hours) <input type="checkbox"/> High school counselor credit evaluations <input type="checkbox"/> Leadership programs <input type="checkbox"/> LEAP Conference <input type="checkbox"/> Next Generation Club (migratory students) </div> <div style="width: 33%;"> <input type="checkbox"/> Open Doors <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Student conferences to determine need <input type="checkbox"/> Student monitoring by MEP staff <input type="checkbox"/> Student monitoring by MGS <input type="checkbox"/> Summer home visit program <input type="checkbox"/> Tech schools <input type="checkbox"/> Transportation </div> </div> | | | | | |
| Check (√) the documentation that is kept onsite for this strategy | | | | | |
| <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Curriculum documents <input type="checkbox"/> Dropout reports <input type="checkbox"/> Enrollment documentation <input type="checkbox"/> Exit survey (pre/post) <input type="checkbox"/> Lists of services provided </div> <div style="width: 33%;"> <input type="checkbox"/> MGS caseload/services provided <input type="checkbox"/> MSIS Graduation Report <input type="checkbox"/> Needs assessments <input type="checkbox"/> OSPI Graduation Report </div> <div style="width: 33%;"> <input type="checkbox"/> OSY Tool Student Profile data <input type="checkbox"/> Student participation records <input type="checkbox"/> Student records <input type="checkbox"/> Student work </div> </div> | | | | | |
| Cite additional strategies/documentation here: | | | | | |
| If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future: | | | | | |
| <input type="checkbox"/> This Strategy is not applicable to our project - Reason: | | | | | |

GOAL 4: GRADUATION AND OSY ACHIEVEMENT, Cont.

| Strategy 4.3 | IMPLEMENTATION LEVEL | | | | |
|---|---|--|--|--|--|
| | <input type="checkbox"/> Not Evident | <input type="checkbox"/> Aware | <input type="checkbox"/> Developing | <input type="checkbox"/> Succeeding | <input type="checkbox"/> Exceeding |
| 4.3) Provide/coordinate supplemental technology services for engagement and reengagement opportunities to migratory youth and families. Remote learning may include online, hybrid/blended learning, or non-technology-based learning (e.g., lab kits, project supplies, paper packets with an instructional component). | <ul style="list-style-type: none"> No provision of technology-based engagement/reengagement opportunities for migratory youth and families. No coordination with other programs or service providers. No student or parent participation. No record keeping | <ul style="list-style-type: none"> Inadequate technology-based engagement/reengagement opportunities for migratory youth and families. Limited coordination with other programs or service providers. Limited student/parent participation. Inadequate record keeping. | <ul style="list-style-type: none"> Some technology-based engagement/reengagement opportunities for migratory youth and families. Some coordination with other programs or service providers. Some student/parent participation. Some record keeping. | <ul style="list-style-type: none"> Sufficient technology-based engagement/reengagement opportunities for migratory youth and families. Frequent coordination with other programs or service providers. Frequent student/parent participation. Sufficient record keeping. | <ul style="list-style-type: none"> Extensive technology-based engagement/reengagement opportunities for migratory youth and families. Regular coordination with other programs or service providers. Regular student/parent participation. Comprehensive record keeping. |
| Check (✓) the ways in which this strategy was implemented in your project <div> <div> <input type="checkbox"/> Best practices and resources <input type="checkbox"/> Collaboration with partners to provide technology access and learning opportunities for students/families <input type="checkbox"/> Culturally responsive strategies <input type="checkbox"/> Differentiated instruction <input type="checkbox"/> Direct instruction provided by certified staff <input type="checkbox"/> Evidence-based practices and resources <input type="checkbox"/> Extended learning opportunities <input type="checkbox"/> Experience-based learning </div> <div> <input type="checkbox"/> Formative assessments <input type="checkbox"/> Needs-based services <input type="checkbox"/> One-on-one tutoring <input type="checkbox"/> Online/computer-based math intervention programs <input type="checkbox"/> Out-of-school time (OST) instructional support (before/after school, weekends, intersession) <input type="checkbox"/> Paraeducators providing support <input type="checkbox"/> Project-based learning <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Remote learning opportunities </div> <div> <input type="checkbox"/> Research-based practices and resources <input type="checkbox"/> Resource event options for learning <input type="checkbox"/> Small group instruction <input type="checkbox"/> Social-emotional learning strategies <input type="checkbox"/> Student progress reports <input type="checkbox"/> Student self-assessments <input type="checkbox"/> Technology devices/connectivity <input type="checkbox"/> Targeted interventions and strategies <input type="checkbox"/> Training for parents on platforms for remote learning <input type="checkbox"/> Training Time Parent Meeting/PAC </div> </div> | | | | | |
| Check (✓) the documentation that is kept onsite for this strategy <div> <div> <input type="checkbox"/> Enrollment/participation records <input type="checkbox"/> Lists of services provided <input type="checkbox"/> MGS caseload/services provided </div> <div> <input type="checkbox"/> Student participation records <input type="checkbox"/> Student records </div> <div> <input type="checkbox"/> Student work <input type="checkbox"/> Training surveys </div> </div> | | | | | |
| Cite additional strategies/documentation here: | | | | | |
| If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future: | | | | | |
| <input type="checkbox"/> This Strategy is not applicable to our project - Reason: | | | | | |

GOAL 4: GRADUATION AND OSY ACHIEVEMENT, Cont.

| Strategy 4.4 | IMPLEMENTATION LEVEL | | | | |
|---|---|--|---|---|---|
| | Not Evident | Aware | Developing | Succeeding | Exceeding |
| 4.4) Provide support through MEP-funded educational staff to address emotional supports, language barriers, limited bilingual/bicultural staff in schools, supports at the middle school and high school levels, and outreach to PFS migratory population. | <ul style="list-style-type: none"> No support provided to migratory students to address social-emotional and language/cultural needs. No support provided to PFS migratory students. No student participation No record keeping | <ul style="list-style-type: none"> Inadequate support provided to migratory students to address social-emotional and language/cultural needs. Inadequate support provided to PFS migratory students. Limited student participation Inadequate record keeping | <ul style="list-style-type: none"> Some support provided to migratory students to address social-emotional and language/cultural needs. Some support provided to PFS migratory students. Some student participation Some record keeping | <ul style="list-style-type: none"> Sufficient support provided to migratory students to address social-emotional and language/cultural needs. Sufficient support provided to PFS migratory students. Frequent student participation Sufficient record keeping | <ul style="list-style-type: none"> Extensive support provided to migratory students to address social-emotional and language/cultural needs. Extensive support provided to PFS migratory students. Regular student participation Comprehensive record keeping |
| Check (√) the ways in which this strategy was implemented in your project | | | | | |
| <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Assistance in navigating the school system </div> <div style="width: 33%;"> <input type="checkbox"/> Home visits, including virtual </div> <div style="width: 33%;"> <input type="checkbox"/> Referral services by MEP staff </div> <div style="width: 33%;"> <input type="checkbox"/> Assistance in accessing community programs </div> <div style="width: 33%;"> <input type="checkbox"/> Monitoring by MEP staff </div> <div style="width: 33%;"> <input type="checkbox"/> Remote learning opportunities </div> <div style="width: 33%;"> <input type="checkbox"/> Coordination with OSPI's Student Support for SEL, Project Aware, School Climate </div> <div style="width: 33%;"> <input type="checkbox"/> Outreach </div> <div style="width: 33%;"> <input type="checkbox"/> Social-emotional learning strategies </div> <div style="width: 33%;"> <input type="checkbox"/> Culturally responsive strategies </div> <div style="width: 33%;"> <input type="checkbox"/> Outreach in indigenous languages </div> <div style="width: 33%;"> <input type="checkbox"/> Support provided by MGS </div> <div style="width: 33%;"> <input type="checkbox"/> Partnerships with other programs </div> <div style="width: 33%;"> <input type="checkbox"/> Support provided by MSA </div> </div> | | | | | |
| Check (√) the documentation that is kept onsite for this strategy | | | | | |
| <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Auditable records </div> <div style="width: 33%;"> <input type="checkbox"/> Participation records </div> <div style="width: 33%;"> <input type="checkbox"/> Other: </div> </div> | | | | | |
| Cite additional strategies/documentation here: | | | | | |
| If this strategy is rated "developing" or below, please indicate how you plan to improve the implementation of this strategy in the future: | | | | | |
| <input type="checkbox"/> This Strategy is not applicable to our project - Reason: | | | | | |

GOAL 4: GRADUATION AND OSY ACHIEVEMENT, Cont.

| Strategy 4.5 | IMPLEMENTATION LEVEL | | | | |
|---|---|--|---|---|--|
| | Not Evident | Aware | Developing | Succeeding | Exceeding |
| 4.5) Provide training and student advocacy for all school registrars, MGS, MSA, counselors, and migratory parents regarding partial credits, international transcripts, waivers and raise awareness of unique needs of migratory children and youth. These should be an integrated and intentional approach that overlaps with already existing opportunities: WSCA Conference or Migrant State Conference with the option of reimbursable travel or substitute time. | <ul style="list-style-type: none"> No provision of training and student advocacy for school registrars, MGS, MSA, counselors, and migratory parents on partial credits, international transcripts, waivers, and the unique needs of migratory students. No staff participation. No record keeping. | <ul style="list-style-type: none"> Inadequate provision of training and student advocacy for school registrars, MGS, MSA, counselors, and migratory parents on partial credits, international transcripts, waivers, and the unique needs of migratory students. Limited staff participation. Inadequate record keeping. | <ul style="list-style-type: none"> Some provision of training and student advocacy for school registrars, MGS, MSA, counselors, and migratory parents on partial credits, international transcripts, waivers, and the unique needs of migratory students. Some staff participation. Some record keeping. | <ul style="list-style-type: none"> Sufficient provision of training and student advocacy for school registrars, MGS, MSA, counselors, and migratory parents on partial credits, international transcripts, waivers, and the unique needs of migratory students. Frequent staff participation. Sufficient record keeping. | <ul style="list-style-type: none"> Extensive provision of training and student advocacy for school registrars, MGS, MSA, counselors, and migratory parents on partial credits, international transcripts, waivers, and the unique needs of migratory students. Regular staff participation. Comprehensive record keeping. |
| Check (√) the ways in which this strategy was implemented in your project | | | | | |
| <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Collaboration with districts, other programs, and other service providers </div> <div style="width: 33%;"> <input type="checkbox"/> Migratory student advocacy with school registrars, MGS, MSA, counselors, and migratory parents </div> <div style="width: 33%;"> <input type="checkbox"/> Training/webinars for registrars and counselors who engage with migratory students </div> <div style="width: 33%;"> <input type="checkbox"/> Informational sessions on graduation requirements for all grade levels of staff </div> <div style="width: 33%;"> <input type="checkbox"/> Reimbursement of training fees/travel expenses </div> <div style="width: 33%;"> <input type="checkbox"/> Training as part of other district PD events (summer, weekend, spring break, pre-new year) </div> <div style="width: 33%;"> <input type="checkbox"/> Migrant State Conference </div> <div style="width: 33%;"> <input type="checkbox"/> Substitute time </div> <div style="width: 33%;"> <input type="checkbox"/> WSCA Conference </div> </div> | | | | | |
| Check (√) the documentation that is kept onsite for this strategy | | | | | |
| <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Auditable records </div> <div style="width: 33%;"> <input type="checkbox"/> Participation records </div> <div style="width: 33%;"> <input type="checkbox"/> Training evaluations </div> <div style="width: 33%;"> <input type="checkbox"/> Examples of advocacy provided </div> </div> | | | | | |
| Cite additional strategies/documentation here: | | | | | |
| If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future: | | | | | |
| <input type="checkbox"/> This Strategy is not applicable to our project - Reason: | | | | | |

GOAL 5: ELIMINATING EDUCATIONAL BARRIERS THROUGH SUPPORT SERVICES

| Strategy 5.1 | IMPLEMENTATION LEVEL | | | | |
|---|--|--|--|--|--|
| | <input type="checkbox"/> Not Evident | <input type="checkbox"/> Aware | <input type="checkbox"/> Developing | <input type="checkbox"/> Succeeding | <input type="checkbox"/> Exceeding |
| 5.1) Provide and/or partner with available Federal, State, and local programs for supplemental health and social services to all eligible migratory children with identified health or social needs | <ul style="list-style-type: none"> • No provision of supplemental health and social services to migratory students with identified needs. • No collaboration with other programs or service providers to address student needs. • No student participation • No record keeping | <ul style="list-style-type: none"> • Inadequate provision of supplemental health and social services to migratory students with identified needs. • Limited collaboration with other programs or service providers to address student needs. • Limited student participation • Inadequate record keeping | <ul style="list-style-type: none"> • Some provision of supplemental health and social services to migratory students with identified needs. • Some collaboration with other programs or service providers to address student needs. • Some student participation • Some record keeping | <ul style="list-style-type: none"> • Sufficient provision of supplemental health and social services to migratory students with identified needs. • Frequent collaboration with other programs or service providers to address student needs. • Frequent student participation • Sufficient record keeping | <ul style="list-style-type: none"> • Extensive provision of supplemental health and social services to migratory students with identified needs. • Regular collaboration with other programs or service providers to address student needs. • Regular student participation • Comprehensive record keeping |
| Check (√) the ways in which this strategy was implemented in your project <div> <div> <input type="checkbox"/> Assistance provided to families for accessing Medicaid or other State or Federal funded health and social programs <input type="checkbox"/> Coordination with community-based organizations for social services. <input type="checkbox"/> Coordination with community health care providers for health and dental services <input type="checkbox"/> Coordination with ESDs to access services <input type="checkbox"/> Corrective lenses </div> <div> <input type="checkbox"/> Family events with wellness components <input type="checkbox"/> Home visits, including virtual <input type="checkbox"/> Immunization records and referrals <input type="checkbox"/> Interactions with parents regarding unresolved health issues (MDAs) <input type="checkbox"/> Loaned equipment to access online learning <input type="checkbox"/> Monitoring by MEP staff <input type="checkbox"/> Outreach <input type="checkbox"/> Partnerships with other programs </div> <div> <input type="checkbox"/> Referral services by MEP staff <input type="checkbox"/> Referral services fair <input type="checkbox"/> Social-emotional strategies <input type="checkbox"/> Supplemental nutrition support beyond State/Federal food programs <input type="checkbox"/> Supplemental screening examinations for vision, hearing, physical or dental <input type="checkbox"/> Supplies for cleaning, first aid, personal hygiene, hearing aids and batteries </div> </div> | | | | | |
| Check (√) the documentation that is kept onsite for this strategy <div> <div> <input type="checkbox"/> Auditable records <input type="checkbox"/> Exam results </div> <div> <input type="checkbox"/> Needs and services summary and log(s) <input type="checkbox"/> Participation records </div> <div> <input type="checkbox"/> Reported exams and services in MSIS <input type="checkbox"/> Surveys </div> </div> | | | | | |
| Cite additional strategies/documentation here: | | | | | |
| If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future: | | | | | |
| <input type="checkbox"/> This Strategy is not applicable to our project - Reason: | | | | | |

GOAL 5: SUPPORT SERVICES, Cont.

| Strategy 5.2 | IMPLEMENTATION LEVEL | | | | |
|--|--|--|--|--|--|
| | <input type="checkbox"/> Not Evident | <input type="checkbox"/> Aware | <input type="checkbox"/> Developing | <input type="checkbox"/> Succeeding | <input type="checkbox"/> Exceeding |
| 5.2) Provide non-instructional supplemental services and/or partner with available Federal, State, or local programs to bridge access to supplemental instructional services and programs for all eligible migratory children. | <ul style="list-style-type: none"> No provision of non-instructional services for migratory children. No collaboration with other programs or service providers to address student needs. No student participation No record keeping | <ul style="list-style-type: none"> Inadequate provision of non-instructional services for migratory children. Limited collaboration with other programs or service providers to address student needs. Limited student participation Inadequate record keeping | <ul style="list-style-type: none"> Some provision of non-instructional services for migratory children. Some collaboration with other programs or service providers to address student needs. Some student participation Some record keeping | <ul style="list-style-type: none"> Sufficient provision of non-instructional services for migratory children. Frequent collaboration with other programs or service providers to address student needs. Frequent student participation Sufficient record keeping | <ul style="list-style-type: none"> Extensive provision of non-instructional services for migratory children. Regular collaboration with other programs or service providers to address student needs. Regular student participation Comprehensive record keeping |
| Check (√) the ways in which this strategy was implemented in your project | | | | | |
| <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Advocacy <input type="checkbox"/> Advocacy/coordination with Federal, State, and local instructional program services for enrollments, distance learning, placements, supplemental testing <input type="checkbox"/> Assistance with applications for summer programs <input type="checkbox"/> Coordination with counselors <input type="checkbox"/> Coordination with community service providers <input type="checkbox"/> Coordination with ESDs to access services <input type="checkbox"/> Coordination with other school programs <input type="checkbox"/> Coordination with teachers </div> <div style="width: 33%;"> <input type="checkbox"/> Field trips/enrichment activities <input type="checkbox"/> Food/nutrition <input type="checkbox"/> Family events addressing supplemental instruction components <input type="checkbox"/> Health services (dental exams, physicals, vision/hearing screening) <input type="checkbox"/> Home visits <input type="checkbox"/> Materials/resources to be used in the home <input type="checkbox"/> Meals/nutrition <input type="checkbox"/> Mental health referrals and support </div> <div style="width: 33%;"> <input type="checkbox"/> Parent/family communication <input type="checkbox"/> Parent liaisons <input type="checkbox"/> Referral services fair <input type="checkbox"/> Resource booklet of community programs/agencies <input type="checkbox"/> Student meetings/support <input type="checkbox"/> Supplies/materials <input type="checkbox"/> Technology <input type="checkbox"/> Translating/interpreting <input type="checkbox"/> Transportation </div> </div> | | | | | |
| Check (√) the documentation that is kept onsite for this Strategy? | | | | | |
| <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Descriptions of support services <input type="checkbox"/> Documentation of coordination activities <input type="checkbox"/> MEP screening logs <input type="checkbox"/> Needs and services summary and log </div> <div style="width: 33%;"> <input type="checkbox"/> Phone log <input type="checkbox"/> Records of support services received <input type="checkbox"/> Reported services in MSIS <input type="checkbox"/> Services records/documentation </div> <div style="width: 33%;"> <input type="checkbox"/> Student participation records <input type="checkbox"/> Surveys <input type="checkbox"/> Transportation and attendance lists </div> </div> | | | | | |
| Cite additional strategies/documentation here: | | | | | |
| If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future: | | | | | |
| <input type="checkbox"/> This Strategy is not applicable to our project - Reason: | | | | | |

GOAL 5: SUPPORT SERVICES, Cont.

| Strategy 5.3 | IMPLEMENTATION LEVEL | | | | |
|---|--|--|--|--|--|
| | <input type="checkbox"/> Not Evident | <input type="checkbox"/> Aware | <input type="checkbox"/> Developing | <input type="checkbox"/> Succeeding | <input type="checkbox"/> Exceeding |
| 5.3) Conduct a needs assessment for newly enrolled migratory students and, for any migratory families with identified needs, provide information and advocacy to foster social and emotional well-being, explain graduation requirements, learn about the family, provide the family with relevant district/community resources, and learn about student strengths/hopes/needed supports that district teams (EL, SpED, counselors, etc.) can use to provide academic services. | <ul style="list-style-type: none"> No provision of non-instructional services for migratory children. No collaboration with other programs or service providers to address student needs. No student participation No record keeping | <ul style="list-style-type: none"> Inadequate provision of non-instructional services for migratory children. Limited collaboration with other programs or service providers to address student needs. Limited student participation Inadequate record keeping | <ul style="list-style-type: none"> Some provision of non-instructional services for migratory children. Some collaboration with other programs or service providers to address student needs. Some student participation Some record keeping | <ul style="list-style-type: none"> Sufficient provision of non-instructional services for migratory children. Frequent collaboration with other programs or service providers to address student needs. Frequent student participation Sufficient record keeping | <ul style="list-style-type: none"> Extensive provision of non-instructional services for migratory children. Regular collaboration with other programs or service providers to address student needs. Regular student participation Comprehensive record keeping |
| Check (✓) the ways in which this strategy was implemented in your project | | | | | |
| <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Advocacy <input type="checkbox"/> Advocate for Running Start and other college and career readiness programs <input type="checkbox"/> Collaborate with other school events, parent/teacher nights </div> <div style="width: 33%;"> <input type="checkbox"/> Collaborate with district teams (EL, SpED, counselors, etc.) to address student needs <input type="checkbox"/> Explain graduation requirements <input type="checkbox"/> Home visits or virtual family intake </div> <div style="width: 33%;"> <input type="checkbox"/> Informational sessions for all grade levels <input type="checkbox"/> Needs assessments conducted <input type="checkbox"/> Provide families with relevant district/community resources </div> </div> | | | | | |
| Check (✓) the documentation that is kept onsite for this Strategy? | | | | | |
| <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Descriptions of services provided <input type="checkbox"/> Documentation of coordination activities <input type="checkbox"/> Needs and services summary and log </div> <div style="width: 33%;"> <input type="checkbox"/> Phone log <input type="checkbox"/> Reported services in MSIS <input type="checkbox"/> Services records/documentation </div> <div style="width: 33%;"> <input type="checkbox"/> Student participation records <input type="checkbox"/> Surveys <input type="checkbox"/> Transportation and attendance lists </div> </div> | | | | | |
| Cite additional strategies/documentation here: | | | | | |
| If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future: | | | | | |
| <input type="checkbox"/> This Strategy is not applicable to our project - Reason: | | | | | |

GOAL 5: SUPPORT SERVICES, Cont.

| Strategy 5.4 | IMPLEMENTATION LEVEL | | | | |
|--|---|---|---|---|---|
| | <input type="checkbox"/> Not Evident | <input type="checkbox"/> Aware | <input type="checkbox"/> Developing | <input type="checkbox"/> Succeeding | <input type="checkbox"/> Exceeding |
| 5.4) Provide support to all eligible migratory children with Medically Diagnosed Alerts (MDAs) to help address any unresolved or newly identified health and social needs. | <ul style="list-style-type: none"> No support provided to migratory children with MDAs to help address identified health and social needs. No collaboration with other programs or service providers to address student needs. No student participation No record keeping | <ul style="list-style-type: none"> Inadequate support provided to migratory children with MDAs to help address identified health and social needs. Limited collaboration with other programs or service providers to address student needs. Limited student participation Inadequate record keeping | <ul style="list-style-type: none"> Some support provided to migratory children with MDAs to help address identified health and social needs. Some collaboration with other programs or service providers to address student needs. Some student participation Some record keeping | <ul style="list-style-type: none"> Sufficient support provided to migratory children with MDAs to help address identified health and social needs. Frequent collaboration with other programs or service providers to address student needs. Frequent student participation Sufficient record keeping | <ul style="list-style-type: none"> Extensive support provided to migratory children with MDAs to help address identified health and social needs. Regular collaboration with other programs or service providers to address student needs. Regular student participation Comprehensive record keeping |
| Check (✓) the ways in which this strategy was implemented in your project | | | | | |
| <input type="checkbox"/> Coordination with community-based organizations for social services. <input type="checkbox"/> Coordination with community health care providers for health and dental services <input type="checkbox"/> Coordination with ESDs to access services | | <input type="checkbox"/> Family events with wellness components <input type="checkbox"/> Home visits, including virtual <input type="checkbox"/> Interaction with school staff (e.g., nurses, counselors, social workers, therapist) and/or parent or guardian to help meet student health needs | | <input type="checkbox"/> Partnerships with other programs <input type="checkbox"/> Referral services by MEP staff <input type="checkbox"/> Referral services fair <input type="checkbox"/> Social-emotional strategies <input type="checkbox"/> Supplemental nutrition, medication, equipment | |
| Check (✓) the documentation that is kept onsite for this Strategy? | | | | | |
| <input type="checkbox"/> CHC forms (fiscal records, contracts, MOUs, BAAs) <input type="checkbox"/> Exam results <input type="checkbox"/> Descriptions of services provided <input type="checkbox"/> Documentation of coordination activities | | <input type="checkbox"/> Needs and services summary and log <input type="checkbox"/> Phone log <input type="checkbox"/> Reported exams and services in MSIS <input type="checkbox"/> Services records/documentation | | <input type="checkbox"/> Student participation records <input type="checkbox"/> Surveys <input type="checkbox"/> Transportation and attendance lists | |
| Cite additional strategies/documentation here: | | | | | |
| If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future: | | | | | |
| <input type="checkbox"/> This Strategy is not applicable to our project - Reason: | | | | | |

Please provide information about the MEP-sponsored parent activities provided by your project in 2021-22

| Parent activities addressing... | # Parent activities provided during 2021-22 | # Parents attending (duplicated count) |
|--|---|--|
| English Language Arts | | |
| Mathematics | | |
| Preschool/Kindergarten Readiness | | |
| High School Graduation/OSY Achievement | | |
| Non-Instructional Support Services | | |
| Other: | | |

Please provide information about the MEP-sponsored professional development provided by your project in 2021-22

| Professional development addressing... | # Training sessions provided during 2021-22 | # Staff attending (duplicated count) |
|--|---|--------------------------------------|
| English Language Arts | | |
| Mathematics | | |
| Preschool/Kindergarten Readiness | | |
| High School Graduation/OSY Achievement | | |
| Non-Instructional Support Services | | |
| Other: | | |