



Texas Migrant Education Program 2022-2023 FIDELITY OF STRATEGY IMPLEMENTATION (FSI)

District:

Region:

FSI Review Team
Members:

Person Submitting FSI:

Purposes:

1. To measure the level of implementation of each MEP **Strategy** listed in the Texas Migrant Education Program (MEP) Service Delivery Plan (SDP).
2. To address the implementation evaluation of the Texas 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 to guide local MEPs in implementing services in the 4 Goal Areas: 1) Reading and Mathematics, 2) School Readiness, 3) High School Graduation/Services to Out of School Youth (OSY), and 4) Non-Instructional Support Services.

Directions:

- For each Strategy, rate your project's level of implementation during 2022-2023. Gather a group of key staff (virtual or face-to-face) to discuss each Strategy. During your discussion, check the strategies/documentation relevant to your project, and cite additional strategies/documentation not covered in the rubric. After reaching consensus, check the applicable rating.
- 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"**.
- **Submit your completed FSI to your ESC by September 15, 2023.**

Questions? Contact Andrea Vázquez, Program Evaluator, META Associates at andrea@metaassociates.com or call (512) 573-7206

GOAL AREA 1: READING AND MATHEMATICS

Strategy 1-1	IMPLEMENTATION LEVEL							
	Not Evident	Aware	Developing	Succeeding	Exceeding			
1-1 Coordinate/ provide needs-based supplemental reading and/or mathematics instruction to migratory students in grades K-12 using results of disaggregated formal/informal assessments during the regular and summer terms.	<ul style="list-style-type: none"> • No provision of needs-based supplemental reading and/or mathematics instruction to migratory students. • No coordination with other agencies/ programs. • No use of data to inform instruction. • No student participation. • No records. 	<ul style="list-style-type: none"> • Inadequate provision of needs-based supplemental reading and/or mathematics instruction to migratory students. • Inadequate coordination with other agencies/programs. • Inadequate use of data to inform instruction. • Minimal student participation. • Minimal records. 	<ul style="list-style-type: none"> • Some needs-based supplemental reading and/or mathematics instruction provided to migratory students. • Some coordination with other agencies/ programs. • Some use of data to inform instruction. • Some student participation. • Some records. 	<ul style="list-style-type: none"> • Sufficient needs-based supplemental reading and/or mathematics instruction provided to migratory students. • Frequent coordination with other agencies/ programs. • Frequent use of data to inform instruction. • Frequent student participation. • Sufficient records. 	<ul style="list-style-type: none"> • Extensive needs-based supplemental reading and/or mathematics instruction provided to migratory students. • Regular and ongoing coordination with other agencies/programs. • Regular use of data to inform instruction. • Regular and ongoing student participation. • Extensive records. 			
❑ This Strategy is not applicable to our project. Reason:								
Check (√) the ways in which this Strategy was implemented in your project								
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> Books/bilingual books <input type="checkbox"/> Coordination with other school/district programs and service providers <input type="checkbox"/> Coordination with counselors/teachers <input type="checkbox"/> Curricular modifications/accommodations <input type="checkbox"/> Differentiated instruction based on student learning needs <input type="checkbox"/> Family reading/math nights <input type="checkbox"/> Grade checks <input type="checkbox"/> Home visits <input type="checkbox"/> Homework dictionary <input type="checkbox"/> Individual student plans targeting reading and math needs </td> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> Information for parents/students on MEP supplemental instruction <input type="checkbox"/> Leveled reading <input type="checkbox"/> Materials/resources for use in the home <input type="checkbox"/> Online reading/mathematics interventions <input type="checkbox"/> Parent contacts <input type="checkbox"/> Parent/teacher conferences <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Rtl model <input type="checkbox"/> Special course placements <input type="checkbox"/> STAAR review/preparation <input type="checkbox"/> Student meetings <input type="checkbox"/> Summer reading and math camps </td> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> Supplemental instruction provided by a teacher, tutor, interventionist, and/or live on-demand tutoring during regular and summer terms <input type="checkbox"/> Supplemental instruction, in person, or remotely, before, after, during school day, and/or on weekends or home-based during regular and summer terms <input type="checkbox"/> Supplies/materials to support literacy/math <input type="checkbox"/> Technology use/instruction <input type="checkbox"/> Training on the use of calculators, tablets, laptops, and other devices <input type="checkbox"/> Tutoring before, after, or during the school day </td> </tr> </table>						<input type="checkbox"/> Books/bilingual books <input type="checkbox"/> Coordination with other school/district programs and service providers <input type="checkbox"/> Coordination with counselors/teachers <input type="checkbox"/> Curricular modifications/accommodations <input type="checkbox"/> Differentiated instruction based on student learning needs <input type="checkbox"/> Family reading/math nights <input type="checkbox"/> Grade checks <input type="checkbox"/> Home visits <input type="checkbox"/> Homework dictionary <input type="checkbox"/> Individual student plans targeting reading and math needs	<input type="checkbox"/> Information for parents/students on MEP supplemental instruction <input type="checkbox"/> Leveled reading <input type="checkbox"/> Materials/resources for use in the home <input type="checkbox"/> Online reading/mathematics interventions <input type="checkbox"/> Parent contacts <input type="checkbox"/> Parent/teacher conferences <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Rtl model <input type="checkbox"/> Special course placements <input type="checkbox"/> STAAR review/preparation <input type="checkbox"/> Student meetings <input type="checkbox"/> Summer reading and math camps	<input type="checkbox"/> Supplemental instruction provided by a teacher, tutor, interventionist, and/or live on-demand tutoring during regular and summer terms <input type="checkbox"/> Supplemental instruction, in person, or remotely, before, after, during school day, and/or on weekends or home-based during regular and summer terms <input type="checkbox"/> Supplies/materials to support literacy/math <input type="checkbox"/> Technology use/instruction <input type="checkbox"/> Training on the use of calculators, tablets, laptops, and other devices <input type="checkbox"/> Tutoring before, after, or during the school day
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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:								

GOAL AREA 1: READING AND MATHEMATICS, Cont.

Strategy 1-2	IMPLEMENTATION LEVEL							
	Not Evident	Aware	Developing	Succeeding	Exceeding			
1-2 Coordinate/ provide training/ support to migratory students on the use of academic tools and resources to increase success in reading and mathematics.	<ul style="list-style-type: none"> No training/support provided to migratory students on using academic tools and resources. No students served. No records. 	<ul style="list-style-type: none"> Inadequate training/ support provided to migratory students using academic resources and tools. Limited number of students served. Limited records. 	<ul style="list-style-type: none"> Some training/ support provided to migratory students on using academic tools and resources. Some students served. Some records. 	<ul style="list-style-type: none"> Sufficient training/ support provided to migratory students on using academic tools and resources. Sufficient number of students served. Sufficient records. 	<ul style="list-style-type: none"> Extensive training/ support provided to migratory students on using academic resources and tools. Extensive number of students served. Extensive records. 			
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If this Strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this Strategy in the future:								

GOAL AREA 1: READING AND MATHEMATICS, Cont.

Strategy 1-3	IMPLEMENTATION LEVEL				
	Not Evident	Aware	Developing	Succeeding	Exceeding
1-3 Utilize Project SMART when providing summer supplemental services in mathematics to migratory students in grades K-8.	<ul style="list-style-type: none"> No use of Project SMART to provide math instruction during the summer. No student participation. No records. 	<ul style="list-style-type: none"> Limited use of Project SMART to provide math instruction during the summer. Limited student participation. Limited records. 	<ul style="list-style-type: none"> Some use of Project SMART to provide math instruction during the summer. Some student participation. Some records. 	<ul style="list-style-type: none"> Sufficient use of Project SMART to provide math instruction during the summer. Frequent student participation. Sufficient records. 	<ul style="list-style-type: none"> Extensive use of Project SMART to provide math instruction during the summer. Regular student participation. Extensive records.
<input type="checkbox"/> This Strategy is not applicable to our project. Reason:					
Check (√) the ways in which this Strategy was implemented in your project					
<input type="checkbox"/> Attendance checks		<input type="checkbox"/> Materials/resources for use in the home		<input type="checkbox"/> Progress monitoring	
<input type="checkbox"/> Curricular modifications/accommodations		<input type="checkbox"/> Migrant staff support		<input type="checkbox"/> Supplies/materials provided to students to support Project SMART lessons	
<input type="checkbox"/> Home-based instruction		<input type="checkbox"/> Onsite instruction		<input type="checkbox"/> Virtual instruction	
<input type="checkbox"/> Hybrid (virtual/in-person) instruction		<input type="checkbox"/> Parent contacts			
Check (√) the documentation that is kept onsite for this Strategy?					
<input type="checkbox"/> Attendance records		<input type="checkbox"/> Individual student plans targeting math		<input type="checkbox"/> Project SMART curriculum/materials	
<input type="checkbox"/> Academic improvement plans		<input type="checkbox"/> Migrant support schedules		<input type="checkbox"/> Student records showing needs/strengths	
<input type="checkbox"/> Classroom schedules		<input type="checkbox"/> Progress monitoring records		<input type="checkbox"/> Student work	
<input type="checkbox"/> Documentation of coordination activities		<input type="checkbox"/> Project SMART assessment results			
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:					

GOAL 2: SCHOOL READINESS

Strategy 2-1	IMPLEMENTATION LEVEL																
	Not Evident	Aware	Developing	Succeeding	Exceeding												
2-1 Coordinate with LEA and/or community-based school readiness programs to provide migratory children ages 3-5 (who are not in kindergarten) with access to school readiness services.	<ul style="list-style-type: none"> • No coordination with LEA and/or community-based school readiness programs to provide migratory children access to school readiness services. • No record keeping. 	<ul style="list-style-type: none"> • Inadequate coordination with LEA and/or community-based school readiness programs to provide migratory children access to school readiness services. • Limited record keeping. 	<ul style="list-style-type: none"> • Some coordination with LEA and/or community-based school readiness programs to provide migratory children access to school readiness services. • Some record keeping. 	<ul style="list-style-type: none"> • Sufficient coordination with LEA and/or community-based school readiness programs to provide migratory children access to school readiness services. • Sufficient record keeping. 	<ul style="list-style-type: none"> • Extensive coordination with LEA and/or community-based school readiness programs to provide migratory children access to school readiness services. • Extensive record keeping. 												
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GOAL AREA 2: SCHOOL READINESS, Cont.

Strategy 2-2	IMPLEMENTATION LEVEL							
	Not Evident	Aware	Developing	Succeeding	Exceeding			
2-2 Provide the TEA-approved early literacy program (A Bright Beginning) for migratory children ages 3-5 who are not served by other programs.	<ul style="list-style-type: none"> ABB not provided to migratory children ages 3-5 (not in K) not served by other programs. No child participation. No records. 	<ul style="list-style-type: none"> Inadequate provision of ABB programming to migratory children ages 3-5 (not in K) not served by other programs. Limited child participation. Limited records. 	<ul style="list-style-type: none"> Some provision of ABB programming to migratory children ages 3-5 (not in K) not served by other programs. Some child participation. Some records. 	<ul style="list-style-type: none"> Sufficient provision of ABB programming to migratory children ages 3-5 (not in K) not served by other programs. Frequent child participation. Sufficient records. 	<ul style="list-style-type: none"> Extensive provision of ABB programming to migratory children ages 3-5 (not in K) not served by other programs. Regular child participation. Extensive records. 			
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<p>If this Strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this Strategy in the future:</p>								

GOAL 3: HIGH SCHOOL GRADUATION/OSY

Strategy 3-1	IMPLEMENTATION LEVEL							
	Not Evident	Aware	Developing	Succeeding	Exceeding			
3-1 Coordinate/ provide opportunities to confer with migratory students and OSY to increase awareness and access to credit accrual options.	<ul style="list-style-type: none"> • No provision of opportunities to students/OSY to increase awareness and access to credit accrual options. • No coordination with other agencies and programs. • No student/OSY participation. • No records. 	<ul style="list-style-type: none"> • Inadequate provision of opportunities to students/OSY to increase awareness and access to credit accrual options. • Limited coordination with other agencies and programs. • Limited student/OSY participation. • Limited records. 	<ul style="list-style-type: none"> • Some provision of opportunities to students/OSY to increase awareness and access to credit accrual options. • Some coordination with other agencies and programs. • Some student/OSY participation. • Some records. 	<ul style="list-style-type: none"> • Sufficient provision of opportunities to students/OSY to increase awareness and access to credit accrual options. • Frequent coordination with other agencies and programs. • Frequent student/OSY participation. • Sufficient records. 	<ul style="list-style-type: none"> • Extensive provision of opportunities to students/OSY to increase awareness and access to credit accrual options. • Regular coordination with other agencies and programs. • Regular student/OSY participation. • Extensive records. 			
<p><input type="checkbox"/> This Strategy is not applicable to our project. Reason:</p>								
<p>Check (√) the ways in which this Strategy was implemented in your project</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Academic review with student discussion <input type="checkbox"/> Collaborate w/Title I-A for tutorials and remediation programs <input type="checkbox"/> Conduct annual preliminary and summative transcript review with MEP and/or non-MEP staff. <input type="checkbox"/> Conduct individual meetings with students (credit checks/transcript reviews). <input type="checkbox"/> Coordinate with TMIP, other school/district/ESC programs and service providers <input type="checkbox"/> Continuous Learning Plans <input type="checkbox"/> Counselor visits </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Financial support for credit recovery courses <input type="checkbox"/> Hands-on science activities to integrate coursework, vocabulary, and lab skills <input type="checkbox"/> Implement processes to conduct credit checks, transcript reviews, endorsement pathways, etc. <input type="checkbox"/> Invite CAMP to provide sessions on long-term planning and career exploration, FAFSA, Apply Texas, etc. <input type="checkbox"/> Laptops and tablets <input type="checkbox"/> Monitoring of progress towards completion of state assessments </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Offer credit accrual and recovery (e.g., PASS, LEA-funded programs, online coursework and learning opportunities). <input type="checkbox"/> Online learning opportunities <input type="checkbox"/> Provide resources and support to assist students with conducting self-reviews of their own transcripts to help them plan for their future (e.g., review graduation plan requirements and identify courses that are still needed). <input type="checkbox"/> Referrals for services <input type="checkbox"/> STAAR test preparation and administration <input type="checkbox"/> Tutoring </td> </tr> </table>						<input type="checkbox"/> Academic review with student discussion <input type="checkbox"/> Collaborate w/Title I-A for tutorials and remediation programs <input type="checkbox"/> Conduct annual preliminary and summative transcript review with MEP and/or non-MEP staff. <input type="checkbox"/> Conduct individual meetings with students (credit checks/transcript reviews). <input type="checkbox"/> Coordinate with TMIP, other school/district/ESC programs and service providers <input type="checkbox"/> Continuous Learning Plans <input type="checkbox"/> Counselor visits	<input type="checkbox"/> Financial support for credit recovery courses <input type="checkbox"/> Hands-on science activities to integrate coursework, vocabulary, and lab skills <input type="checkbox"/> Implement processes to conduct credit checks, transcript reviews, endorsement pathways, etc. <input type="checkbox"/> Invite CAMP to provide sessions on long-term planning and career exploration, FAFSA, Apply Texas, etc. <input type="checkbox"/> Laptops and tablets <input type="checkbox"/> Monitoring of progress towards completion of state assessments	<input type="checkbox"/> Offer credit accrual and recovery (e.g., PASS, LEA-funded programs, online coursework and learning opportunities). <input type="checkbox"/> Online learning opportunities <input type="checkbox"/> Provide resources and support to assist students with conducting self-reviews of their own transcripts to help them plan for their future (e.g., review graduation plan requirements and identify courses that are still needed). <input type="checkbox"/> Referrals for services <input type="checkbox"/> STAAR test preparation and administration <input type="checkbox"/> Tutoring
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<p>If this Strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this Strategy in the future:</p>								

GOAL AREA 3: HIGH SCHOOL GRADUATION/OSY, Cont.

Strategy 3-2	IMPLEMENTATION LEVEL							
	Not Evident	Aware	Developing	Succeeding	Exceeding			
3-2 Coordinate/ provide appropriate and targeted supplemental instruction to migratory students in grades 9-12 and OSY including late enrollments and early withdrawal students.	<ul style="list-style-type: none"> No provision of appropriate/targeted supplemental instruction to migratory students in grades 9-12/OSY. No coordination with other programs or service providers. No student/OSY participation. No records. 	<ul style="list-style-type: none"> Inadequate provision of appropriate/targeted supplemental instruction to migratory students in grades 9-12/OSY. Inadequate coordination with other programs or service providers. Minimal student/ OSY participation. Minimal records. 	<ul style="list-style-type: none"> Some provision of appropriate/targeted supplemental instruction to migratory students in grades 9-12/OSY. Some coordination with other programs or service providers. Some student/OSY participation. Some records. 	<ul style="list-style-type: none"> Sufficient provision of appropriate/targeted supplemental instruction to migratory students in grades 9-12/OSY. Frequent coordination with other programs or service providers. Frequent student/OSY participation. Sufficient records. 	<ul style="list-style-type: none"> Extensive provision of appropriate/targeted supplemental instruction to migratory students in grades 9-12/OSY. Regular coordination with other programs or service providers. Regular student/OSY participation. Extensive records. 			
❑ This Strategy is not applicable to our project. Reason:								
Check (√) the ways in which this Strategy was implemented in your project								
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Academic review with student discussion <input type="checkbox"/> Advocate on behalf of migratory students with school staff to make up coursework. <input type="checkbox"/> Coordinate with TMIP, other school/district/ESC programs and service providers <input type="checkbox"/> Counseling/counselor visits <input type="checkbox"/> Field trips/enrichment activities <input type="checkbox"/> Financial support for credit recovery courses <input type="checkbox"/> Hands-on science activities to integrate coursework, vocabulary, and lab skills <input type="checkbox"/> Home visits </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Laptops and tablets <input type="checkbox"/> Materials/resources in the home <input type="checkbox"/> Monitor progress on state assessments <input type="checkbox"/> Online learning opportunities <input type="checkbox"/> Parent/family communication <input type="checkbox"/> Provide before/after school tutoring for migratory students in grades 9-12 and OSY <input type="checkbox"/> Provide migratory students with mentors to provide support and to help students gain access to needed resources (e.g., peer mentors and adult mentors) </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Provide online tutorials and resources for students who are away from home-based campus <input type="checkbox"/> Provide state assessment test prep/tutoring <input type="checkbox"/> Provide student orientation on services and tools available for migratory students <input type="checkbox"/> Review student records and academic coursework for awarding partial course credits. <input type="checkbox"/> STAAR test preparation and administration <input type="checkbox"/> Student meetings/support <input type="checkbox"/> Supplies/materials <input type="checkbox"/> Tutoring </td> </tr> </table>						<input type="checkbox"/> Academic review with student discussion <input type="checkbox"/> Advocate on behalf of migratory students with school staff to make up coursework. <input type="checkbox"/> Coordinate with TMIP, other school/district/ESC programs and service providers <input type="checkbox"/> Counseling/counselor visits <input type="checkbox"/> Field trips/enrichment activities <input type="checkbox"/> Financial support for credit recovery courses <input type="checkbox"/> Hands-on science activities to integrate coursework, vocabulary, and lab skills <input type="checkbox"/> Home visits	<input type="checkbox"/> Laptops and tablets <input type="checkbox"/> Materials/resources in the home <input type="checkbox"/> Monitor progress on state assessments <input type="checkbox"/> Online learning opportunities <input type="checkbox"/> Parent/family communication <input type="checkbox"/> Provide before/after school tutoring for migratory students in grades 9-12 and OSY <input type="checkbox"/> Provide migratory students with mentors to provide support and to help students gain access to needed resources (e.g., peer mentors and adult mentors)	<input type="checkbox"/> Provide online tutorials and resources for students who are away from home-based campus <input type="checkbox"/> Provide state assessment test prep/tutoring <input type="checkbox"/> Provide student orientation on services and tools available for migratory students <input type="checkbox"/> Review student records and academic coursework for awarding partial course credits. <input type="checkbox"/> STAAR test preparation and administration <input type="checkbox"/> Student meetings/support <input type="checkbox"/> Supplies/materials <input type="checkbox"/> Tutoring
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Cite additional strategies/documentation here:								
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GOAL AREA 3: HIGH SCHOOL GRADUATION/OSY, Cont.

Strategy 3-3	IMPLEMENTATION LEVEL							
	Not Evident	Aware	Developing	Succeeding	Exceeding			
3-3 Coordinate/ provide post-secondary and high school equivalency (HSE) program information to secondary-aged migratory students and parents.	<ul style="list-style-type: none"> No provision of post-secondary/HSE program information to students and parents. No coordination with other programs or service providers. No student or parent participation. No records. 	<ul style="list-style-type: none"> Inadequate provision of post-secondary/HSE program information to students & parents. Limited coordination with other programs or service providers. Limited student and/or parent participation. Inadequate records. 	<ul style="list-style-type: none"> Some provision of post-secondary/HSE program information to students & parents. Some coordination with other programs or service providers. Some student and/or parent participation. Some records. 	<ul style="list-style-type: none"> Sufficient provision of post-secondary/HSE program information to students and parents. Frequent coordination with other programs or service providers. Frequent student and/or parent participation. Some records. 	<ul style="list-style-type: none"> Extensive provision of post-secondary/HSE program information to students and parents. Regular coordination with other programs or service providers. Regular student and/or parent participation. Extensive records. 			
<p>☐ This Strategy is not applicable to our project. Reason:</p>								
<p>Check (√) the ways in which this Strategy was implemented in your project</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> ACT/SAT test preparation <input type="checkbox"/> Career exploration field trips, speakers, and classroom activities <input type="checkbox"/> College visits <input type="checkbox"/> Communication with TMIP <input type="checkbox"/> Continuous Learning Plans <input type="checkbox"/> Coordinate with other school/district/ESC programs and service providers <input type="checkbox"/> Counselor visits <input type="checkbox"/> Facilitate family/school connections <input type="checkbox"/> Graduation conversations/planning <input type="checkbox"/> Home visits <input type="checkbox"/> Home-based instruction <input type="checkbox"/> Individualized learning/graduation plans </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Interviews to identify needs <input type="checkbox"/> Laptops and tablets <input type="checkbox"/> Leadership opportunities <input type="checkbox"/> Mentors <input type="checkbox"/> Parent meetings/communication <input type="checkbox"/> Postsecondary/career conversations <input type="checkbox"/> Provide and share informational videos and interactive links regarding community resources with students and families <input type="checkbox"/> Provide information/training to migratory students and parents about the SAT/ACT, post-secondary application processes, college entry requirements, and financial aid processes </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Provide secondary-aged migratory students, OSY, and parents information and support about HSE options and HEP/CAMP <input type="checkbox"/> Provide secondary-aged migratory students, OSY, and parents information about graduation requirements and dropout recovery programs <input type="checkbox"/> Provide training (virtual or in-person) to secondary-aged migratory students and parents on social-emotional wellness (e.g., sense of belonging, growth mindset, success stories, videos) <input type="checkbox"/> Review of course selections <input type="checkbox"/> TMIP secondary credit workshop <input type="checkbox"/> TMIP out-of-state summer MEP contacts </td> </tr> </table>						<input type="checkbox"/> ACT/SAT test preparation <input type="checkbox"/> Career exploration field trips, speakers, and classroom activities <input type="checkbox"/> College visits <input type="checkbox"/> Communication with TMIP <input type="checkbox"/> Continuous Learning Plans <input type="checkbox"/> Coordinate with other school/district/ESC programs and service providers <input type="checkbox"/> Counselor visits <input type="checkbox"/> Facilitate family/school connections <input type="checkbox"/> Graduation conversations/planning <input type="checkbox"/> Home visits <input type="checkbox"/> Home-based instruction <input type="checkbox"/> Individualized learning/graduation plans	<input type="checkbox"/> Interviews to identify needs <input type="checkbox"/> Laptops and tablets <input type="checkbox"/> Leadership opportunities <input type="checkbox"/> Mentors <input type="checkbox"/> Parent meetings/communication <input type="checkbox"/> Postsecondary/career conversations <input type="checkbox"/> Provide and share informational videos and interactive links regarding community resources with students and families <input type="checkbox"/> Provide information/training to migratory students and parents about the SAT/ACT, post-secondary application processes, college entry requirements, and financial aid processes	<input type="checkbox"/> Provide secondary-aged migratory students, OSY, and parents information and support about HSE options and HEP/CAMP <input type="checkbox"/> Provide secondary-aged migratory students, OSY, and parents information about graduation requirements and dropout recovery programs <input type="checkbox"/> Provide training (virtual or in-person) to secondary-aged migratory students and parents on social-emotional wellness (e.g., sense of belonging, growth mindset, success stories, videos) <input type="checkbox"/> Review of course selections <input type="checkbox"/> TMIP secondary credit workshop <input type="checkbox"/> TMIP out-of-state summer MEP contacts
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<p>Cite additional strategies/documentation here:</p>								
<p>If this Strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this Strategy in the future:</p>								

GOAL AREA 3: HIGH SCHOOL GRADUATION/OSY, Cont.

Strategy 3-4	IMPLEMENTATION LEVEL							
	Not Evident	Aware	Developing	Succeeding	Exceeding			
3-4 Coordinate/ provide services to OSY based on identified needs.	<ul style="list-style-type: none"> • No needs-based services provided to OSY. • No coordination with other programs or service providers. • No OSY participation. • No records. 	<ul style="list-style-type: none"> • Inadequate provision of needs-based services to OSY. • Limited coordination with other programs or service providers. • Limited OSY participation. • Few records. 	<ul style="list-style-type: none"> • Some needs-based services provided to OSY. • Some coordination with other programs or service providers. • Some OSY participation. • Some records. 	<ul style="list-style-type: none"> • Sufficient provision of needs-based services to OSY. • Frequent coordination with other programs or service providers. • Frequent OSY participation. • Sufficient records. 	<ul style="list-style-type: none"> • Extensive provision of needs based services to OSY. • Regular coordination with other programs or services providers. • Regular OSY participation. • Extensive records. 			
<p><input type="checkbox"/> This Strategy is not applicable to our project. Reason:</p>								
<p>Check (√) the ways in which this Strategy was implemented in your project</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Advocate for OSY to receive needs-based services in the community (e.g., job training, community resources) <input type="checkbox"/> Coordinate with other school/district/ESC programs and service providers <input type="checkbox"/> Coordinate with TMIP (verbal and written) <input type="checkbox"/> Coordinate with receiving state MEP staff </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Create/disseminate resource packets <input type="checkbox"/> District websites <input type="checkbox"/> Emails to receiving state MEP staff <input type="checkbox"/> Provide information and assistance on re-enrolling in high school programs <input type="checkbox"/> Provide OSY instructional lessons utilizing iSOSY materials www.osymigrant.org </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Provide OSY information and support about HSE options and HEP/CAMP <input type="checkbox"/> Provide transcript review <input type="checkbox"/> Utilize an OSY Profile to identify needs of OSY and provide services based on needs (e.g., instructional, transportation, resources, nutrition) </td> </tr> </table>						<input type="checkbox"/> Advocate for OSY to receive needs-based services in the community (e.g., job training, community resources) <input type="checkbox"/> Coordinate with other school/district/ESC programs and service providers <input type="checkbox"/> Coordinate with TMIP (verbal and written) <input type="checkbox"/> Coordinate with receiving state MEP staff	<input type="checkbox"/> Create/disseminate resource packets <input type="checkbox"/> District websites <input type="checkbox"/> Emails to receiving state MEP staff <input type="checkbox"/> Provide information and assistance on re-enrolling in high school programs <input type="checkbox"/> Provide OSY instructional lessons utilizing iSOSY materials www.osymigrant.org	<input type="checkbox"/> Provide OSY information and support about HSE options and HEP/CAMP <input type="checkbox"/> Provide transcript review <input type="checkbox"/> Utilize an OSY Profile to identify needs of OSY and provide services based on needs (e.g., instructional, transportation, resources, nutrition)
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<p>Cite additional strategies/documentation here:</p>								
<p>If this Strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this Strategy in the future:</p>								

GOAL AREA 4: NON-INSTRUCTIONAL SUPPORT SERVICES

Strategy 4-1	IMPLEMENTATION LEVEL							
	Not Evident	Aware	Developing	Succeeding	Exceeding			
4-1 Coordinate/provide support services during the regular term and summer that address the identified needs of migratory students.	<ul style="list-style-type: none"> No provision of needs-based support services to migratory students. No coordination with other programs or service providers. No records. 	<ul style="list-style-type: none"> Inadequate provision of needs-based support services to migratory students. Limited coordination with other programs or service providers. Few records. 	<ul style="list-style-type: none"> Some provision of needs-based support services to migratory students. Some coordination with other programs or service providers. Some records. 	<ul style="list-style-type: none"> Sufficient provision of needs-based support services to migratory students. Frequent coordination with other programs or service providers. Sufficient records. 	<ul style="list-style-type: none"> Extensive provision of needs based support services to migratory students. Regular coordination with other programs or service providers. Extensive records. 			
<p>☐ This Strategy is not applicable to our project. Reason:</p>								
<p>Check (√) the ways in which this Strategy was implemented in your project</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Communicate with migratory families to identify specific needs and provide access to address those needs <input type="checkbox"/> Coordinate with school/district programs and other service providers to provide support services (e.g., health services, mental health support, dental, glasses) <input type="checkbox"/> Counseling <input type="checkbox"/> Field trips/enrichment activities <input type="checkbox"/> Food/nutrition <input type="checkbox"/> Health services (dental exams, physicals, vision/hearing screening) <input type="checkbox"/> Home visits </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Identify individual student needs and provide needs-based support services (e.g., access to resources, transportation, translation/interpretation services, health services, school supplies, counseling) <input type="checkbox"/> Materials/resources for use in the home <input type="checkbox"/> Meals/nutrition <input type="checkbox"/> Mental health referrals and support <input type="checkbox"/> Parent/family communication <input type="checkbox"/> Provide assistance to address the social-emotional and mental health needs of migratory students </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Provide families with access to technology devices and internet/technology connectivity <input type="checkbox"/> Provide food/nutrition services, including weekend food/nutrition support <input type="checkbox"/> Provide school supplies, access to Wi-Fi, clothing, and other supplemental materials and resources <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 </td> </tr> </table>						<input type="checkbox"/> Communicate with migratory families to identify specific needs and provide access to address those needs <input type="checkbox"/> Coordinate with school/district programs and other service providers to provide support services (e.g., health services, mental health support, dental, glasses) <input type="checkbox"/> Counseling <input type="checkbox"/> Field trips/enrichment activities <input type="checkbox"/> Food/nutrition <input type="checkbox"/> Health services (dental exams, physicals, vision/hearing screening) <input type="checkbox"/> Home visits	<input type="checkbox"/> Identify individual student needs and provide needs-based support services (e.g., access to resources, transportation, translation/interpretation services, health services, school supplies, counseling) <input type="checkbox"/> Materials/resources for use in the home <input type="checkbox"/> Meals/nutrition <input type="checkbox"/> Mental health referrals and support <input type="checkbox"/> Parent/family communication <input type="checkbox"/> Provide assistance to address the social-emotional and mental health needs of migratory students	<input type="checkbox"/> Provide families with access to technology devices and internet/technology connectivity <input type="checkbox"/> Provide food/nutrition services, including weekend food/nutrition support <input type="checkbox"/> Provide school supplies, access to Wi-Fi, clothing, and other supplemental materials and resources <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
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<p>Cite additional strategies/documentation here:</p>								
<p>If this Strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this Strategy in the future:</p>								

GOAL AREA 4: NON-INSTRUCTIONAL SUPPORT SERVICES, Cont.

Strategy 4-2	IMPLEMENTATION LEVEL																												
	Not Evident	Aware	Developing	Succeeding	Exceeding																								
4-2 Coordinate/ provide training for parents to empower them to access and use resources/ services to address the identified needs of their child.	<ul style="list-style-type: none"> No parent training provided to empower them to access/use resources and services that address their child's needs. No parent participation. No records. 	<ul style="list-style-type: none"> Inadequate provision of parent training to empower them to access/use resources and services that address their child's needs. Limited parent participation. Limited records. 	<ul style="list-style-type: none"> Some provision of parent training to empower them to access/use resources and services that address their child's needs. Some parent participation. Some records. 	<ul style="list-style-type: none"> Sufficient provision of parent training to empower them to access/use resources and services that address their child's needs. Frequent parent participation. Sufficient records. 	<ul style="list-style-type: none"> Extensive provision of parent training to empower them to access/use resources and services that address their child's needs. Regular parent participation. Extensive records. 																								
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Check (√) the ways in which this Strategy was implemented in your project																													
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;"><input type="checkbox"/> Collaboration with community agencies</td> <td style="width: 33%; border: none;"><input type="checkbox"/> Home-based information, strategies, and resources for parents</td> <td style="width: 33%; border: none;"><input type="checkbox"/> Parent meetings</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> College visits</td> <td style="border: none;"><input type="checkbox"/> Home visits</td> <td style="border: none;"><input type="checkbox"/> Parent nights</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Coordinate with school/district programs and other service providers to provide training to migratory parents to address the identified needs of their children</td> <td style="border: none;"><input type="checkbox"/> MEP/LEA staff attend scheduled events to offer support/advocacy for parents</td> <td style="border: none;"><input type="checkbox"/> Phone calls</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Disseminate a district calendar of events that support student learning and facilitate parent attendance</td> <td style="border: none;"><input type="checkbox"/> Newsletters</td> <td style="border: none;"><input type="checkbox"/> Provide information and training to parents about resources/services to address the identified needs of the child</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Face-to-face meetings with liaison/MEP staff</td> <td style="border: none;"><input type="checkbox"/> Parent education nights</td> <td style="border: none;"><input type="checkbox"/> Resources provided to parents</td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><input type="checkbox"/> Parent flyers</td> <td style="border: none;"><input type="checkbox"/> Secondary student academic review provided to parents</td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><input type="checkbox"/> Parent informational sessions</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><input type="checkbox"/> Parent liaison</td> <td style="border: none;"></td> </tr> </table>						<input type="checkbox"/> Collaboration with community agencies	<input type="checkbox"/> Home-based information, strategies, and resources for parents	<input type="checkbox"/> Parent meetings	<input type="checkbox"/> College visits	<input type="checkbox"/> Home visits	<input type="checkbox"/> Parent nights	<input type="checkbox"/> Coordinate with school/district programs and other service providers to provide training to migratory parents to address the identified needs of their children	<input type="checkbox"/> MEP/LEA staff attend scheduled events to offer support/advocacy for parents	<input type="checkbox"/> Phone calls	<input type="checkbox"/> Disseminate a district calendar of events that support student learning and facilitate parent attendance	<input type="checkbox"/> Newsletters	<input type="checkbox"/> Provide information and training to parents about resources/services to address the identified needs of the child	<input type="checkbox"/> Face-to-face meetings with liaison/MEP staff	<input type="checkbox"/> Parent education nights	<input type="checkbox"/> Resources provided to parents		<input type="checkbox"/> Parent flyers	<input type="checkbox"/> Secondary student academic review provided to parents		<input type="checkbox"/> Parent informational sessions			<input type="checkbox"/> Parent liaison	
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GOAL AREA 4: NON-INSTRUCTIONAL SUPPORT SERVICES, Cont.

Strategy 4-3	IMPLEMENTATION LEVEL				
	Not Evident	Aware	Developing	Succeeding	Exceeding
4-3 Educate MEP/LEA staff on the unique needs of migratory students to ensure student success.	<ul style="list-style-type: none"> No PD provided to MEP/LEA staff on the unique needs of migratory students. No staff participation. No records. 	<ul style="list-style-type: none"> Inadequate PD provided to MEP/LEA staff on the unique needs of migratory students. Limited staff participation. Inadequate records. 	<ul style="list-style-type: none"> Some PD provided to MEP/LEA staff on the unique needs of migratory students. Some staff participation. Some records. 	<ul style="list-style-type: none"> Sufficient PD provided to MEP/LEA staff on the unique needs of migratory students. Frequent staff participation. Sufficient records. 	<ul style="list-style-type: none"> Extensive PD provided to MEP/LEA staff on the unique needs of migratory students. Regular staff participation. Extensive records.
<input type="checkbox"/> This Strategy is not applicable to our project. Reason:					
Check (√) the ways in which this Strategy was implemented in your project					
<input type="checkbox"/> Book studies <input type="checkbox"/> Collaboration with regular school staff training <input type="checkbox"/> Coordinate/collaborate with school/district programs, ESCs, and other service providers to provide training to staff to address the identified needs of migratory children and youth (e.g. SPED, GT, Title III, Title IA, reading, mathematics). <input type="checkbox"/> Guidance provided by instructional coaches <input type="checkbox"/> Local summer program training <input type="checkbox"/> National Migrant Education Conference					
<input type="checkbox"/> Provide PD to personnel who work with migratory students on transcript reviews (intra/interstate and binational), placement and graduation planning, awarding credit <input type="checkbox"/> Provide training for teachers, paras, counselors, and administrators on the MEP, list of unique migratory student needs, cultural sensitivity/social emotional training, roles, and responsibilities for all staff supporting migratory students					
<input type="checkbox"/> Provide training on evidence-based instructional materials and curriculum <input type="checkbox"/> School year staff development <input type="checkbox"/> Training on inter/intrastate coordination/TMIP <input type="checkbox"/> Training on secondary credit accrual, credit recovery <input type="checkbox"/> Training provided by ESCs, TMIP, others <input type="checkbox"/> Training provided to counselors on credit recovery, OSY and dropouts, and coordination with TMIP					
Check (√) the documentation that is kept onsite for this Strategy?					
<input type="checkbox"/> Documentation of local, regional, and state PD <input type="checkbox"/> Documentation of staff meetings <input type="checkbox"/> Handouts and materials from PD					
<input type="checkbox"/> MEP Staff Survey results <input type="checkbox"/> PD agendas and sign-in sheets <input type="checkbox"/> PD evaluations					
<input type="checkbox"/> Samples of materials provided at PD <input type="checkbox"/> Staff PD needs assessment results					
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:					

GOAL AREA 4: NON-INSTRUCTIONAL SUPPORT SERVICES, Cont.

Strategy 4-4	IMPLEMENTATION LEVEL							
	Not Evident	Aware	Developing	Succeeding	Exceeding			
4-4 Educate MEP/LEA staff about instructional and support services provided by other funding sources to ensure migratory students receive services to which they are entitled.	<ul style="list-style-type: none"> No information provided to MEP/LEA staff about instructional and support services provided by other funding sources for which migratory students are entitled. No records. 	<ul style="list-style-type: none"> Inadequate information provided to MEP/LEA staff about instructional and support services provided by other funding sources for which migratory students are entitled. Inadequate records. 	<ul style="list-style-type: none"> Some information provided to MEP/LEA staff about instructional and support services provided by other funding sources for which migratory students are entitled. Some records. 	<ul style="list-style-type: none"> Sufficient information provided to MEP/LEA staff about instructional and support services provided by other funding sources for which migratory students are entitled. Sufficient records. 	<ul style="list-style-type: none"> Extensive information provided to MEP/LEA staff about instructional and support services provided by other funding sources for which migratory students are entitled. Extensive records. 			
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<p>Check (√) the ways in which this Strategy was implemented in your project</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;"> <input type="checkbox"/> Coordinate with school/district programs, ESCs, and other service providers to provide information on services available by other funding sources </td> <td style="width: 33%; border: none;"> <input type="checkbox"/> Coordinate with regular school staff training <input type="checkbox"/> School year staff development </td> <td style="width: 33%; border: none;"> <input type="checkbox"/> Training on inter/intrastate coordination/TMIP <input type="checkbox"/> Training provided by ESCs, TMIP, others </td> </tr> </table>						<input type="checkbox"/> Coordinate with school/district programs, ESCs, and other service providers to provide information on services available by other funding sources	<input type="checkbox"/> Coordinate with regular school staff training <input type="checkbox"/> School year staff development	<input type="checkbox"/> Training on inter/intrastate coordination/TMIP <input type="checkbox"/> Training provided by ESCs, TMIP, others
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<p>Cite additional strategies/documentation here:</p> 								
<p>If this Strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this Strategy in the future:</p> 								

GOAL AREA 4: NON-INSTRUCTIONAL SUPPORT SERVICES, Cont.

Strategy 4-5	IMPLEMENTATION LEVEL				
	Not Evident	Aware	Developing	Succeeding	Exceeding
4-5 Coordinate/provide needs-based PD for MEP/LEA staff who provide supplemental reading and math instruction to migratory students.	<ul style="list-style-type: none"> • No PD provided to MEP/LEA staff who provide reading and math instruction to migratory students. • No staff participation. • No records. 	<ul style="list-style-type: none"> • Inadequate PD provided to MEP/LEA staff who provide reading and math instruction to migratory students. • Limited staff participation. • Inadequate records. 	<ul style="list-style-type: none"> • Some PD provided to MEP/LEA staff who provide reading and math instruction to migratory students. • Some staff participation. • Some records. 	<ul style="list-style-type: none"> • Sufficient PD provided to MEP/LEA staff who provide reading and math instruction to migratory students. • Frequent staff participation. • Sufficient records. 	<ul style="list-style-type: none"> • Extensive PD provided to MEP/LEA staff who provide reading and math instruction to migratory students. • Regular staff participation. • Extensive records.
<input type="checkbox"/> This Strategy is not applicable to our project. Reason:					
Check (√) the ways in which this Strategy was implemented in your project					
<input type="checkbox"/> Book studies <input type="checkbox"/> Coordinate with regular school staff training <input type="checkbox"/> National Migrant Education Conference					
<input type="checkbox"/> Coordinate/collaborate with school/district programs, ESCs, and other service providers to provide training to staff to address the identified needs of migratory children and youth (e.g. SPED, GT, Title III, Title IA, reading, mathematics). <input type="checkbox"/> Guidance provided by instructional coaches <input type="checkbox"/> Provide training on evidence-based instructional materials and curriculum					
<input type="checkbox"/> Local summer program training <input type="checkbox"/> School year staff development					
Check (√) the documentation that is kept onsite for this Strategy?					
<input type="checkbox"/> Documentation of local, regional, and state PD <input type="checkbox"/> MEP Staff Survey results <input type="checkbox"/> Samples of materials provided at PD					
<input type="checkbox"/> Documentation of staff meetings <input type="checkbox"/> PD agendas and sign-in sheets <input type="checkbox"/> Staff PD needs assessment results					
<input type="checkbox"/> Handouts and materials from PD <input type="checkbox"/> PD evaluations					
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:					