Washington Migrant Education Program
2022-23 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 2022-23. 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 <u>Succeeding</u> is considered "proficient"**.
- **Regular year only projects submit your completed FSI to Sylvia Reyna by July 15, 2023**
- **Year-round projects submit your completed FSI to Sylvia Reyna by September 15, 2023**
- 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 <u>regular term</u> 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.	• 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.	• 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.	• 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.	• 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.	• 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

☐ Academic language support
☐ Balanced literacy
☐ Before/after-school instruction/support
☐ Benchmark assessments
☐ Best practices and resources
☐ Collaboration with other programs (e.g., 21st CCLC, Title I, Title III, LAP)
☐ Culturally responsive strategies
☐ Differentiated instruction
☐ Direct instruction provided by certified staff
☐ Evidence-based practices and resources
☐ Extended learning opportunities
☐ Experience-based learning

☐ Formative assessments
☐ Home-based instruction/services
☐ In-class instructional support
☐ Instruction during intervention time
☐ Leveled readers
☐ Needs-based services
☐ One-on-one tutoring
☐ Online/computer-based literacy intervention programs
☐ Out-of-school time (OST) instructional support (before/after school, weekends, intersession)
☐ Paraeducators providing support
☐ Project-based learning
☐ Progress monitoring

☐ Pull-out/push-in supports
☐ Remote learning opportunities
☐ Research-based practices and resources
☐ Small group instruction
☐ Social-emotional learning strategies
☐ Strategies to build reading skills
☐ Student progress reports
☐ Student self-assessments
☐ Targeted interventions and strategies
☐ Vocabulary development
☐ Wordless books
☐ Writing

Check (√) the documentation that is kept onsite for this strategy

☐ Curriculum/materials documents
☐ Documentation of staff providing services
☐ Enrollment/participation records

☐ Formative assessment results
☐ Samples of student work
☐ Student needs assessment data

☐ Student records
☐ State ELA assessment results
☐ WaKIDS 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:

☐ **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.

Rev 5/16/22

Strategy 1.2	IMPLEMENTATION LEVEL				
	☐ Not Evident	☐ Aware	☐ Developing	☐ Succeeding	☐ Exceeding
1.2) Provide <u>summer term</u> 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.	• 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.	• 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.	• 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.	• 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.	• 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

☐ Academic language support
☐ Balanced literacy
☐ Benchmark assessments
☐ Best practices and resources
☐ Collaboration with other programs (e.g., 21st CCLC, Title I, Title III, LAP)
☐ Culturally responsive strategies
☐ Differentiated instruction
☐ Direct instruction provided by certified staff
☐ Evidence-based practices and resources
☐ Experience-based learning
☐ Formative assessments

☐ Home-based instruction/services
☐ Leveled readers
☐ Needs-based services
☐ One-on-one tutoring
☐ Online/computer-based literacy intervention programs
☐ Paraeducators providing support
☐ Project-based learning
☐ Progress monitoring
☐ Remote learning opportunities
☐ Research-based practices and resources
☐ Site-based summer school

☐ Small group instruction
☐ Social-emotional learning strategies
☐ Special summer sessions (e.g., workshops, activities, career development)
☐ Strategies to build reading skills
☐ Student progress reports
☐ Student self-assessments
☐ Targeted interventions and strategies
☐ Vocabulary development
☐ Wordless books
☐ Writing

Check (√) the documentation that is kept onsite for this strategy

☐ Curriculum documents
☐ Documentation of staff providing services
☐ Enrollment/participation records

☐ Formative assessment results
☐ Student needs assessment data
☐ Student records

☐ Student work
☐ State ELA assessment results
☐ WaKIDS 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:

☐ **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				
	☐ Not Evident	☐ Aware	☐ Developing	☐ Succeeding	☐ 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.	• 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.	• 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.	• 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.	• 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.	• 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

☐ Access to technology (hardware, internet, etc.)
☐ ELA information, strategies, resources shared with parents/families to use at home
☐ Family literacy activities/nights

☐ Family literacy kits
☐ Home visits
☐ Language/literacy instruction provided to parents

☐ Menu of Best Practices
☐ Newsletters (online asynchronous, mixed media)
☐ Showcases of student work/accomplishments
☐ Student ELA progress shared with parents

Check (√) the documentation that is kept onsite for this strategy

☐ Auditable records
☐ Documentation of how the ELA Suite and other resources used for family literacy services

☐ Family literacy schedules, agendas, and sign-in sheets
☐ Family literacy services materials

☐ Family literacy services evaluations
☐ Resources/information provided to parents
☐ Report services in MSIS

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:

☐ **This Strategy is not applicable to our project - Reason:**

GOAL AREA 2: MATHEMATICS

Strategy 2.1	IMPLEMENTATION LEVEL				
	☐ Not Evident	☐ Aware	☐ Developing	☐ Succeeding	☐ Exceeding
2.1) Provide <u>regular term</u> 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.	• 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.	• 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.	• 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.	• 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.	• 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

- ☐ Academic language support
- ☐ Before/after-school instruction/support
- ☐ Benchmark assessments
- ☐ Best practices and resources
- ☐ Collaboration with other programs (e.g., 21st CCLC, Title I, Title III, LAP)
- ☐ Culturally responsive strategies
- ☐ Differentiated instruction
- ☐ Direct instruction provided by certified staff
- ☐ Evidence-based practices and resources
- ☐ Extended learning opportunities
- ☐ Experience-based learning

- ☐ Formative assessments
- ☐ Home-based instruction/services
- ☐ In-class instructional support
- ☐ Instruction during intervention time
- ☐ Math interventions
- ☐ Math manipulatives
- ☐ Needs-based services
- ☐ Number talks
- ☐ One-on-one tutoring
- ☐ Online/computer-based math intervention programs
- ☐ Out-of-school time (OST) instructional support (before/after school, weekends, intersession)

- ☐ Paraeducators providing support
- ☐ Project-based learning
- ☐ Progress monitoring
- ☐ Pull-out/push-in supports
- ☐ Remote learning opportunities
- ☐ Research-based practices and resources
- ☐ Small group instruction
- ☐ Social-emotional learning strategies
- ☐ Strategies to build math skills
- ☐ Student progress reports
- ☐ Student self-assessments
- ☐ Targeted interventions and strategies

Check (√) the documentation that is kept onsite for this strategy

- ☐ Curriculum/resources documents
- ☐ Documentation of staff providing services
- ☐ Enrollment/participation records

- ☐ Formative assessment results
- ☐ Student needs assessment data
- ☐ Student records

- ☐ Student work
- ☐ State math assessment results
- ☐ WaKIDS 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:

☐ **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 <u>summer term</u> 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.	• 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.	• 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.	• 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.	• 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.	• 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

☐ Academic language support
☐ Benchmark assessments
☐ Best practices and resources
☐ Collaboration with other programs (e.g., 21st CCLC, Title I, Title III, LAP)
☐ Culturally responsive strategies
☐ Differentiated instruction
☐ Direct instruction provided by certified staff
☐ Evidence-based practices and resources
☐ Experience-based learning
☐ Formative assessments

☐ Home-based instruction/services
☐ Math interventions
☐ Math manipulatives
☐ Needs-based services
☐ Number talks
☐ One-on-one tutoring
☐ Online/computer-based math intervention programs
☐ Paraeducators providing support
☐ Project-based learning
☐ Progress monitoring

☐ Remote learning opportunities
☐ Research-based practices and resources
☐ Site-based summer school
☐ Small group instruction
☐ Social-emotional learning strategies
☐ Special summer sessions (e.g., workshops, activities, career development)
☐ Strategies to build math skills
☐ Student progress reports
☐ Student self-assessments
☐ Targeted interventions and strategies

Check (√) the documentation that is kept onsite for this strategy

☐ Curriculum and resources documents
☐ Documentation of staff providing services
☐ Enrollment/participation records

☐ Formative assessment results
☐ Student needs assessment data
☐ Student records

☐ Student work
☐ State math assessment results
☐ WaKIDS 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:

☐ **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				
	☐ Not Evident	☐ Aware	☐ Developing	☐ Succeeding	☐ 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.	• 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.	• 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.	• 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.	• 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.	• 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

☐ Access to technology (hardware, internet, etc.)

☐ Family math activities/nights

☐ Family math kits

☐ Home visits

☐ Math information, strategies, resources shared with parents/families to use at home

☐ Math instruction provided to parents

☐ Menu of Best Practices

☐ Newsletters (online asynchronous, mixed media)

☐ Showcases of student work/accomplishments

☐ Student math progress shared with parents

Check (√) the documentation that is kept onsite for this strategy

☐ Auditable records

☐ Documentation of how the Math Suite and other resources used for family math services

☐ Family math schedules, agendas, and sign-in sheets

☐ Family math services materials

☐ Family math services evaluations

☐ Report services in MSIS

☐ Resources/information provided to parents

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:

☐ **This Strategy is not applicable to our project - Reason:**

GOAL AREA 3: PRESCHOOL/KINDERGARTEN READINESS

Strategy 3.1	IMPLEMENTATION LEVEL				
	☐ Not Evident	☐ Aware	☐ Developing	☐ Succeeding	☐ Exceeding
3.1) Provide MEP-funded instructional and/or support services to migratory children, ages 3 to 5.	• 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.	• 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.	• 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.	• 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.	• 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

☐ Balanced literacy
☐ Best practices and resources
☐ Collaboration with preschool programs/services
☐ Collaboration with community programs/agencies
☐ Culturally responsive teaching strategies
☐ Daily reports of student progress
☐ Developmentally appropriate online learning programs
☐ Differentiated instruction
☐ Evidence-based practices and resources
☐ Educational supplies
☐ Formative assessments
☐ Free books

☐ Health services (medical, dental, vision, mental health)
☐ Home-based family literacy services
☐ Home-based preschool instruction
☐ Instruction provided by preschool educators
☐ Kindergarten Jump Start
☐ MEP-funded preschool program
☐ Needs-based services
☐ Out-of-school time (OST) instructional support (before/after school, weekends, intersession)
☐ Paraeducators providing support
☐ PreK services provided during the school year

☐ Remote learning opportunities
☐ Research-based practices and resources
☐ Small group instruction
☐ Social-emotional learning strategies
☐ Social work outreach
☐ Summer programming
☐ Targeted interventions and strategies
☐ Translations/interpretations
☐ Transportation
☐ Vocabulary development
☐ Wordless books
☐ Writing

Check (√) the documentation that is kept onsite for this strategy

☐ Curriculum documents
☐ Documentation of staff providing services
☐ Enrollment/attendance records

☐ Services documented in MSIS
☐ Student needs assessment data
☐ Student records

☐ Student work
☐ Time and effort logs
☐ WaKIDS 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:

☐ **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.	• 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.	• 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.	• 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.	• 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.	• 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

☐ Balanced literacy
☐ Best practices and resources
☐ Collaboration with ESD Early Learning Coordinators
☐ Collaboration with preschool programs/services
☐ Collaboration with community programs/agencies
☐ Culturally responsive teaching strategies
☐ Daily reports of student progress
☐ Developmentally appropriate online learning programs
☐ Differentiated instruction
☐ Evidence-based practices and resources

☐ Formative assessments
☐ Home-based preschool instruction
☐ Instruction provided by preschool educators
☐ Kindergarten Jump Start
☐ MEP-funded preschool program
☐ Needs-based services
☐ Paraeducators providing support
☐ PreK services provided during the school year
☐ Remote learning opportunities

☐ Research-based practices and resources
☐ Small group instruction
☐ Social-emotional learning strategies
☐ Social work outreach
☐ Summer programming
☐ Targeted interventions and strategies
☐ Vocabulary development
☐ Wordless books
☐ Writing

Check (√) the documentation that is kept onsite for this strategy

☐ Curriculum documents
☐ Documentation of staff providing services
☐ Enrollment/attendance records

☐ MSIS 3-5 Student List
☐ Services documented in MSIS
☐ Student needs assessment data

☐ Student records
☐ Student work
☐ WaKIDS 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:

☐ **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.	• No family engagement trainings provided (regular or summer term). • No parent participation. • No record keeping.	• Inadequate family engagement trainings provided (regular or summer term). • Limited parent participation. • Inadequate record keeping.	• Some family engagement trainings provided (regular or summer term). • Some parent participation. • Some record keeping.	• 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.	• 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

☐ Birth to 5 Parent Engagement Series
☐ Collaboration with other early learning programs
☐ Counseling and advocacy programs, and health resources
☐ Family engagement activities
☐ Home-based models that include a focus on Funds of Knowledge and culturally responsive teaching

☐ Information provided on the State 211 Referral Network
☐ Menu of Best Practices
☐ Parent/family academy
☐ Preschool/kindergarten readiness instruction provided to parents

☐ Preschooler progress shared with parents
☐ Ready for Kindergarten/other workshops
☐ School readiness information, strategies, resources shared with parents/families to use at home
☐ Technology-based instructional videos for parents that model instructional strategies
☐ Weekend or after school trainings

Check (√) the documentation that is kept onsite for this strategy

☐ Documentation of how the Math Suite and other resources used for family math services
☐ Family math schedules, agendas, and sign-in sheets
☐ Family math services materials

☐ Family math services evaluations
☐ Flyers/publicity
☐ Home-based program logs

☐ Referrals
☐ Resources/information provided to parents
☐ Videos

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:

☐ **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 intercession.	• 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	• Inadequate provision of programs during the summer or inter-session 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	• 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	• 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	• 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

☐ Assistance for PFS and needs list students in registering and attending summer academies
☐ Collaboration with other programs (e.g., districts, vocational high school, LAP, HEP/CAMP)
☐ College readiness activities
☐ Credit accrual options (e.g., PASS, Odysseyware, Plato, district credit programs, Apex Learning, Red Comet)
☐ CTE college and career fairs
☐ Fees paid for migrant students to attend credit retrieval programs

☐ Field trips
☐ High school counselor credit evaluations
☐ Implementation of a local or regional alternative pathways program (for credit accrual for student engagement)
☐ Leadership programs
☐ LEAP Conference
☐ Next Generation Club (migratory students)
☐ Progress monitoring
☐ Student conferences to determine need

☐ Student monitoring by MEP staff
☐ Student monitoring by MGS
☐ Student participation in summer academies (e.g., Dare to Dream, Voices from the Field, Native Voices)
☐ Summer home visit program
☐ Summer onboarding program
☐ Summer programming
☐ Transportation
☐ University recruiter to assist with FAFSA/WASFA

Check (√) the documentation that is kept onsite for this strategy

☐ Curriculum documents
☐ Dropout reports
☐ Enrollment documentation
☐ Exit survey (pre/post)

☐ Lists of services provided
☐ MGS caseload/services provided
☐ MSIS Graduation Report
☐ OSPI Graduation Report

☐ Student participation records
☐ Student records
☐ Student work
☐ Other:

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:

☐ **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.	• 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.	• 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.	• 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.	• 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.	• 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

☐ Beyond Action Plan
☐ Collaboration with local districts/ESDs to provide engagement opportunities
☐ Collaboration with other programs/service providers
☐ College readiness activities
☐ Career and technical education (CTE) college and career fairs
☐ CTE education
☐ College visits

☐ Engagement activities during school breaks or weekends
☐ Engagement activities during summer
☐ Engagement opportunities (non-traditional hours)
☐ High school counselor credit evaluations
☐ Leadership programs
☐ LEAP Conference
☐ Next Generation Club (migratory students)

☐ Open Doors
☐ Progress monitoring
☐ Student conferences to determine need
☐ Student monitoring by MEP staff
☐ Student monitoring by MGS
☐ Summer home visit program
☐ Tech schools
☐ Transportation

Check (√) the documentation that is kept onsite for this strategy

☐ Curriculum documents
☐ Dropout reports
☐ Enrollment documentation
☐ Exit survey (pre/post)
☐ Lists of services provided

☐ MGS caseload/services provided
☐ MSIS Graduation Report
☐ Needs assessments
☐ OSPI Graduation Report

☐ OSY Tool Student Profile data
☐ Student participation records
☐ Student records
☐ Student work

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:

☐ **This Strategy is not applicable to our project - Reason:**

GOAL 4: GRADUATION AND OSY ACHIEVEMENT, Cont.

Strategy 4.3	IMPLEMENTATION LEVEL				
	☐ Not Evident	☐ Aware	☐ Developing	☐ Succeeding	☐ 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).	• 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	• 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.	• 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.	• 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.	• 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

☐ Best practices and resources
☐ Collaboration with partners to provide technology access and learning opportunities for students/ families
☐ Culturally responsive strategies
☐ Differentiated instruction
☐ Direct instruction provided by certified staff
☐ Evidence-based practices and resources
☐ Extended learning opportunities
☐ Experience-based learning

☐ Formative assessments
☐ Needs-based services
☐ One-on-one tutoring
☐ Online/computer-based math intervention programs
☐ Out-of-school time (OST) instructional support (before/after school, weekends, intersession)
☐ Paraeducators providing support
☐ Project-based learning
☐ Progress monitoring
☐ Remote learning opportunities

☐ Research-based practices and resources
☐ Resource event options for learning
☐ Small group instruction
☐ Social-emotional learning strategies
☐ Student progress reports
☐ Student self-assessments
☐ Technology devices/connectivity
☐ Targeted interventions and strategies
☐ Training for parents on platforms for remote learning
☐ Training Time Parent Meeting/PAC

Check (√) the documentation that is kept onsite for this strategy

☐ Enrollment/participation records
☐ Lists of services provided
☐ MGS caseload/services provided

☐ Student participation records
☐ Student records

☐ Student work
☐ Training surveys

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:

☐ **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.	• 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	• 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	• 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	• 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	• 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

☐ Assistance in navigating the school system
☐ Assistance in accessing community programs
☐ Coordination with OSPI's Student Support for SEL, Project Aware, School Climate
☐ Culturally responsive strategies

☐ Home visits, including virtual
☐ Monitoring by MEP staff
☐ Outreach
☐ Outreach in indigenous languages
☐ Partnerships with other programs

☐ Referral services by MEP staff
☐ Remote learning opportunities
☐ Social-emotional learning strategies
☐ Support provided by MGS
☐ Support provided by MSA

Check (√) the documentation that is kept onsite for this strategy

☐ Auditable records
☐ Lists of services provided

☐ Participation records

☐ Other:

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:

☐ **This Strategy is not applicable to our project - Reason:**

Rev 5/16/22

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.	• 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.	• 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.	• 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.	• 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.	• 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

☐ Collaboration with districts, other programs, and other service providers

☐ Informational sessions on graduation requirements for all grade levels of staff

☐ Migrant State Conference

☐ Migratory student advocacy with school registrars, MGS, MSA, counselors, and migratory parents

☐ Reimbursement of training fees/travel expenses

☐ Substitute time

☐ Training/webinars for registrars and counselors who engage with migratory students

☐ Training as part of other district PD events (summer, weekend, spring break, pre-new year)

☐ WSCA Conference

Check (√) the documentation that is kept onsite for this strategy

☐ Auditable records

☐ Examples of advocacy provided

☐ Participation records

☐ Training 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:

☐ **This Strategy is not applicable to our project - Reason:**

GOAL 5: ELIMINATING EDUCATIONAL BARRIERS THROUGH SUPPORT SERVICES

Strategy 5.1	IMPLEMENTATION LEVEL				
	☐ Not Evident	☐ Aware	☐ Developing	☐ Succeeding	☐ 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	• 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	• 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	• 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	• 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	• 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

☐ Assistance provided to families for accessing Medicaid or other State or Federal funded health and social programs
☐ Coordination with community-based organizations for social services.
☐ Coordination with community health care providers for health and dental services
☐ Coordination with ESDs to access services
☐ Corrective lenses

☐ Family events with wellness components
☐ Home visits, including virtual
☐ Immunization records and referrals
☐ Interactions with parents regarding unresolved health issues (MDAs)
☐ Loaned equipment to access online learning
☐ Monitoring by MEP staff
☐ Outreach
☐ Partnerships with other programs

☐ Referral services by MEP staff
☐ Referral services fair
☐ Social-emotional strategies
☐ Supplemental nutrition support beyond State/Federal food programs
☐ Supplemental screening examinations for vision, hearing, physical or dental
☐ Supplies for cleaning, first aid, personal hygiene, hearing aids and batteries

Check (√) the documentation that is kept onsite for this strategy

☐ Auditable records
☐ Exam results

☐ Needs and services summary and log(s)
☐ Participation records

☐ Reported exams and services in MSIS
☐ Surveys

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:

☐ **This Strategy is not applicable to our project - Reason:**

GOAL 5: SUPPORT SERVICES, Cont.

Strategy 5.2	IMPLEMENTATION LEVEL				
	☐ Not Evident	☐ Aware	☐ Developing	☐ Succeeding	☐ 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.	• 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	• 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	• 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	• 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	• 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

☐ Advocacy

☐ Advocacy/coordination with Federal, State, and local instructional program services for enrollments, distance learning, placements, supplemental testing

☐ Assistance with applications for summer programs

☐ Coordination with counselors

☐ Coordination with community service providers

☐ Coordination with ESDs to access services

☐ Coordination with other school programs

☐ Coordination with teachers

☐ Field trips/enrichment activities

☐ Food/nutrition

☐ Family events addressing supplemental instruction components

☐ Health services (dental exams, physicals, vision/hearing screening)

☐ Home visits

☐ Materials/resources to be used in the home

☐ Meals/nutrition

☐ Mental health referrals and support

☐ Parent/family communication

☐ Parent liaisons

☐ Referral services fair

☐ Resource booklet of community programs/ agencies

☐ Student meetings/support

☐ Supplies/materials

☐ Technology

☐ Translating/interpreting

☐ Transportation

Check (√) the documentation that is kept onsite for this Strategy?

☐ Descriptions of support services

☐ Documentation of coordination activities

☐ MEP screening logs

☐ Needs and services summary and log

☐ Phone log

☐ Records of support services received

☐ Reported services in MSIS

☐ Services records/documentation

☐ Student participation records

☐ Surveys

☐ 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:

☐ **This Strategy is not applicable to our project - Reason:**

GOAL 5: SUPPORT SERVICES, Cont.

Strategy 5.3	IMPLEMENTATION LEVEL				
	☐ Not Evident	☐ Aware	☐ Developing	☐ Succeeding	☐ 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.	• 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	• 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	• 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	• 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	• 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

☐ Advocacy

☐ Advocate for Running Start and other college and career readiness programs

☐ Collaborate with other school events, parent/teacher nights

☐ Collaborate with district teams (EL, SpED, counselors, etc.) to address student needs

☐ Explain graduation requirements

☐ Home visits or virtual family intake

☐ Informational sessions for all grade levels

☐ Needs assessments conducted

☐ Provide families with relevant district/community resources

Check (√) the documentation that is kept onsite for this Strategy?

☐ Descriptions of services provided

☐ Documentation of coordination activities

☐ Needs and services summary and log

☐ Phone log

☐ Reported services in MSIS

☐ Services records/documentation

☐ Student participation records

☐ Surveys

☐ 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:

☐ **This Strategy is not applicable to our project - Reason:**

Rev 5/16/22

GOAL 5: SUPPORT SERVICES, Cont.

Strategy 5.4	IMPLEMENTATION LEVEL				
	☐ Not Evident	☐ Aware	☐ Developing	☐ Succeeding	☐ 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.	• 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	• 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	• 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	• 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	• 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

☐ Coordination with community-based organizations for social services.
☐ Coordination with community health care providers for health and dental services
☐ Coordination with ESDs to access services

☐ Family events with wellness components
☐ Home visits, including virtual
☐ Interaction with school staff (e.g., nurses, counselors, social workers, therapist) and/or parent or guardian to help meet student health needs

☐ Partnerships with other programs
☐ Referral services by MEP staff
☐ Referral services fair
☐ Social-emotional strategies
☐ Supplemental nutrition, medication, equipment

Check (√) the documentation that is kept onsite for this Strategy?

☐ CHC forms (fiscal records, contracts, MOUs, BAAs)
☐ Exam results
☐ Descriptions of services provided
☐ Documentation of coordination activities

☐ Needs and services summary and log
☐ Phone log
☐ Reported exams and services in MSIS
☐ Services records/documentation

☐ Student participation records
☐ Surveys
☐ 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:

☐ **This Strategy is not applicable to our project - Reason:**

Please provide information about the MEP-sponsored <u>parent activities</u> provided by your project in 2022-23

Parent activities addressing…	# Parent activities provided during 2022-23	# 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 <u>professional development</u> provided by your project in 2022-23

Professional development addressing…	# Training sessions provided during 2022-23	# Staff attending (duplicated count)
English Language Arts		
Mathematics		
Preschool/Kindergarten Readiness		
High School Graduation/OSY Achievement		
Non-Instructional Support Services		
Other:		