

# *OSPI Title I, Part C, Migrant Education*

## Grant Application Instructions 2022–2023

**Title I Part C Education of Migrant Children  
(Regular Year and I 2022–2023)  
(Federal Funds)  
Instructions for Form Completion**



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## Grant Application Checklist

- ✓ Parent Advisory Committee meeting scheduled/held to review and analyze data.
- ✓ Data collected to review migratory student needs including graduation rate, access to resources, English language development needs, progress in state assessments, including Kindergarten readiness (WaKIDS).
- ✓ Compare local district efforts to the Migrant Education [State Service Delivery Plan](#) measurable outcomes.
- ✓ Identify the strategies to be implemented for academic and other supports to migratory students.
- ✓ Identify the staff needed to meet program requirements and implementation of identified strategies.
- ✓ Create plans to monitor implementation of strategies, services, and program requirements throughout the school year.
- ✓ Prepare surveys for family literacy funded with Migrant Education Program, include state level questions based on activities to be conducted; e.g., literacy, math, early learning. See surveys starting on page 62.
- ✓ Prepare surveys/questionnaires for professional learning provided with Migrant Education Program funds. See surveys starting on page 62.

## Family and Community Engagement

Complete the prompts in this section noting the level of implementation as follows:

### Initial Implementation

Exploration and installation stages have been completed. The new strategy is being used. Attempts to implement the new practice may falter (or end) during this stage. This is because everyone is learning, and challenges emerge as the status quo is changed. Intensive coaching is needed to help staff/families through this challenging stage. If problems emerge, the team develops and engages in strategies to promote continuous improvement and rapid-cycle problem solving. In addition, tools (surveys, focus groups, observations, interviews, data, etc.) are used to assess the quality of implementation, identify problems and solutions, and inform decision making.

### Full Implementation

New strategies and outcomes are achieved. New learning at all levels becomes integrated into the classroom, building, and LEA settings. In full implementation, the processes, and procedures to support the new way of work are in place. The strategy has largely been recalibrated to accommodate and support the new ways of work.

### Full Implementation and Sustainability

The strategy has largely been recalibrated to accommodate and support the new ways of work. Sustainability planning and activity is an active component of every stage and attention to both financial and programmatic sustainability are met.

- A. Building Relationships Between School Staff and Families
- B. Building Partnerships for Student Outcomes
- C. Seeking Input for Decision-making

### **Family and Community Engagement Strategies by Student Group**

#### A. Families Experiencing Barriers to Participation

Select from the strategies listed below to be implemented by the LEA.

- Discuss contact methods with parents at the beginning of the school year.
- Offer a variety of options/formats for parents without access to technology to get school and student information.
- Document communication efforts to keep track of what works best for each family.
- Give family options for morning, afternoon, and evening activity sessions to help families arrange childcare or have a plan to work around their home/work schedule.
- Offer childcare/transportation for parents to attend educational/informational activities at the school.
- Provide teacher/school contact information in a variety of formats for families to have easy access to school staff, such as phone, mail, email, text, or other useful communication tools.
- Other (describe)

#### B. Students Served through Title I, Part C Migrant Education

Select from the strategies listed below to be implemented by the LEA.

- Having an established Parent Advisory Council.
- Encouraging migrant parents as partners in the planning, implementation, and evaluation of the local program.
- Training to migrant parents and council regarding roles and responsibilities of members and school staff.
- Training regarding understanding the migratory lifestyle to all school staff and supports (including basic education, transportation, and meal staff).
- Training to staff serving migratory students on identifying their unique academic and support needs and strategies for ongoing communication with the student's family regarding program.
- Other (describe).

- C. Family and Community Engagement in Development of the Consolidated Plan (LEAs receiving Title III and/or Title I, Part C funds)

Provide a brief summary of recommendations made by the families and communities of students receiving services through Title III and/or Title I, Part C funds that informed the development of the LEA's Consolidated Plan.

Note the date when meeting occurred with PAC.

## Comprehensive Needs Assessment and Priorities

- A. Select the programs for which a needs assessment has been completed, including Title I, Part C Migrant Education.
- B. Select the stakeholders and partners who participated in the needs assessment process.
- District administrators, including program directors
  - Building administrators, including building principals and school leaders
  - Teaching staff (certificated/non-certificated)
  - Program advocates
  - Parents (including parents of students served in each program) REQUIRED
  - Community organizations
  - Students served in applicable programs
  - Native American/Alaskan Native communities
  - Private school staff
  - Community based organizations/businesses
  - Charter school staff (where applicable)
  - Specialized instructional support personnel
  - Local government representatives (when applicable)
  - Others with relevant and demonstrated expertise
- C. Select the data used to conduct the needs assessment analysis (check all that apply). NOTE: See Needs Assessment Resource Library in School Improvement for more resources.
- OSPI Report Card; OSPI Data Portal
  - Data aggregation system Tableau
  - Migrant Student Information System (MSIS) reports
  - Healthy Youth Survey
  - Parent/student surveys
  - School staff surveys
  - Schoolwide Information System (SWIS) data
  - School and districtwide assessments
  - Discipline rates
  - Attendance

- Schoolwide and Targeted Assistance plan review
- Annual program evaluation
- School board decisions
- Professional Learning Community (PLC) meetings
- Feedback/recommendations from focus or parent groups
- Behavioral support systems
- Other

Briefly describe two or three of the top identified priorities resulting from the needs assessment analysis.

Include the efforts the LEA will implement to reduce the opportunity gaps and address equity education for various student populations e.g., multilingual learners, students experiencing homelessness, foster care, migratory, students in institutional education, special education, race/ethnicity, etc.

## Program Planning and Services

1. Planning Participants: Mark yes or no on whether the LEA worked with a planning group to identify the academic and support needs of migratory students including drop-out and OSY recovery.
  - 1.2 Mark yes or no on whether meeting notes with participant lists are on file with the LEA and available upon request and during compliance monitoring.

### 2. Identification and Recruitment:

Select Yes or No to note whether a comprehensive student recruitment plan for each recruiter is annually updated to include:

- A mapping of the district boundaries.
- Process to ensure staff are fully trained in identification and recruitment requirements and methods and receive ongoing training.
- The plan identifies peak recruitment periods, locations targeted, extra staffing as needed, and a process to conduct program revalidations.
- The plan describes the process to assess quality control to ensure consistency in identifying eligible migrant students.
- The plan describes the process to evaluate the achievement of the plan and Identification and Recruitment efforts, including annual review of COE completion rates.

**REMINDER: District staff conducting identification and recruitment activities must attend annual training for recertification of recruitment requirements.**

### 3. Migrant Parent Consultation and Parent Advisory Council

ESEA – the LEA ensures consultation occurred with Parent Advisory Council (PAC) in the planning and operation for programs of one year in duration and provides for the same parental involvement as is required for programs and projects under Title I, Part A.

3.1 Reply yes/no to note whether the PAC took an active part to review and plan, implement, and evaluate the local program.

3.2 Reply yes/no if at least 51% of parent group are parents of currently eligible migratory students.

3.3 Reply yes/no if PAC Bylaws are in place.

3.4 Provide the date bylaws were adopted.

3.5 Reply yes/no if PAC member has been trained on their role as an advisory council member.

3.6 Briefly describe the process the LEA uses to communicate with migratory parents' PAC meeting dates, general parent meetings/events, and other information.

3.7 Indicate whether the LEA will offer a series of family engagement/literacy trainings that are research-based or best practice and culturally relevant.

3.8 Reply with a yes or no that the LEA agrees to conduct parent questionnaires/surveys for each family engagement literacy trainings, math, or early learning training in alignment with the State Service Delivery Plan for each selected activity noted above. Submit results to OSPI. See below for state developed questions.

### 4. Program Services Regular School Year

4.1 Note the Academic Support Services to be provided **with program funds** in alignment with local needs assessment results and State Service Delivery Plan.

Complete the Public Schools section of grant application for each academic area.

4.2 Note the non-academic services to be provided with local Migrant Education Program funds.

4.3 Describe the health supports to be provided to migratory students and how these services will be conducted in coordination with other local, regional, and state resources, including partnering organizations, to help resolve newly identified or existing health or social barriers experienced by eligible youth. This may include, but not limited to connection of services such as well-child exams, social emotional supports, medication, dental, optometry, nutrition, hygiene, and other federal or state funded welfare programs

See below for program definitions.

## Public School Buildings

All services provided with Title I, Part C, Migrant Education Program funds must supplement and not supplant other funds for which migrant students may be eligible and entitled to receive services.

Press the Edit button for each building data to be entered. The application provides a listing of school buildings to assist in developing this section.

Provide the Building Name for each individual academic area to be provided in each building.

The following fields must be completed:

- **Academic Services** – enter the academic service(s) to be provided, the number of migrant students to be served, and academic subjects to be to be provided.

Extended day academic services are provided beyond the regular school day, including Saturday. It may also provide additional time for migrant kindergarten students who attend a half-day district kindergarten program.

In-class academic services are provided in a regular classroom to provide supplemental support. NOTE: Documentation of migrant students to be targeted, instruction to be delivered, and progress by the student should be kept. There is no situation where migrant-paid staff can teach an entire class period or subject that is the responsibility of the basic education program.

Pull-out academic services are focused on pre-review and/or review of concepts taught in the classroom.

Saturday academic services are targeted for migrant students on Saturdays.

Note: If more than one service is being delivered per subject, create a new record for each additional service.

- **Number of Students to be Served** – Enter the projected number (head count) of migrant students to be served during the regular school year.
- **Academic Subject** – Enter the subject to be provided to migrant students with migrant funds.

Note: If more than one subject is being delivered in a building, select from the pull-down menus provided. Subjects chosen should address the needs of migrant students as a result of a completed needs assessment.



## **Program Expenditures**

### **Staffing**

List position title, staff names, projected FTE, budget amount (excluding benefits, Object 4) and budget code for each position to be paid with Title I, Part C Migrant Education.

A records clerk is funded at 1 FTE for every 800 students. An LEA with 125 students would have a projected FTE of .156 (125/800). If contracted at 260 days or 2080 hours would be 41 days or 324 hours for the calendar year.

A recruiter is funded at 1 FTE for every 600 students. An LEA with 325 students would have a projected FTE of .541 or 1,125 hours or 141 days (if contracted on 260 days).

A graduation specialist is funded at 1 FTE for every 50 students (see job description on page 22).

A student advocate is funded at 1 FTE for every 150 students (see job description on page 20).

### **Equipment**

Note the equipment to be purchased with migrant funds. Describe how they will be used to meet the needs of migratory students as reflected in the needs assessment analysis. Note the activity and object code these expenditures will be posted in the budget page.

### **Instructional Materials**

Note the instructional materials to be purchased with migrant funds. Describe how they will be used to meet the needs of migratory students as reflected in the needs assessment analysis. Note the activity and object code these expenditures will be posted in the budget page.

### **Graduation/Dropout Prevention**

I-VI. Use the Graduation Report noted in the Migrant Student Information System (MSIS) Statistical Reports for data to respond to this section.

### **Professional Learning**

Describe the professional learning opportunities that will be provided to district and building staff to build understanding the migratory lifestyle in your LEA and responding to the student's academic and support needs.

### **Services to Out-of-School Youth/Dropouts**

Describe the outreach to be conducted to Out-of-School Youth (OSY) ages 16–21, eligible migrant H2A workers, and recently dropped out migrant students to increase participation in MEP services. This may include referrals to educational or support services, access to migrant-funded services, or high school recovery.

Instruction Page for Service Definitions.

## Equitable Services (Private Schools)

Per section 9501 of the statute and 299.6 of the regulations, districts must ensure timely and meaningful consultation with private school officials are conducted and resulting plans for services are completed on an equitable basis.

Under ESSA, OSPI is required to collect the anticipated number of students that will receive Title I, Part C Migrant Education program services who are enrolled in a private school within the school district boundaries. Services must be based on student need and should be allocable and reasonable within the program guidelines. This must be done after timely and meaningful consultation with appropriate private school officials and in its consultation, the local operating agency should explain the various ways in which the agency can help provide services to children attending private schools.

To meet this requirement, the agency must consult with private school officials before making any decision that affects the opportunities of eligible private school children to participate in a MEP project. Consultation must cover all phases of the design and development of the MEP project, including:

- How the agency will identify the children's needs.
- What services the agency will offer.
- How and where the agency will provide those services.
- Who will provide the services?
- How the agency will assess the services and how it will use results of the assessment to improve those services.
- Amount of funds available for services.
- Size and scope of the services to be provided; and
- How and when the agency will make decisions about the delivery of services.
- The local educational agency must retain control of funds and maintain title to, and administrative control of; materials, equipment, and property purchased with such funds.
- Services must be secular, neutral, and non-ideological, allowable, reasonable, and supplemental.

Migrant children who attend private school from the participating LEA are eligible to receive MEP services if they: 1) meet the statutory and regulatory definition of a migrant child; 2) meet the priority for services criteria in section 1304(d); and 3) have special educational needs identified through the State's comprehensive needs assessment and service delivery plan.

The SEA and local operating agency have the discretion to determine what number of eligible students is too few to serve, so long as this determination is made on an equitable basis (i.e., on the same basis as public schools). If it is feasible and equitable, agencies may adopt alternative methods that are cost-effective to serve small numbers, such as individual tutoring programs, professional development activities with the classroom teachers of eligible migrant students, or other strategies.

Although the statute and regulations require services to be provided on an equitable basis, the services do not have to be the same in order to be equitable. If the needs assessment reveals that private school children have different special educational needs than public school migrant children, the services offered should address those needs. (See 34 CFR 299.7(c).)

Services are equitable if the agency:

1. Addresses and assesses the specific needs and educational progress of private school children on a comparable basis as public school children.
2. Determines the number of students to be served on an equitable per-pupil basis, considering the number of educational needs of the children to be served.
3. Meets the equal expenditure requirements; and
4. Provides private school children with an opportunity to participate that:
  - Is equitable on a per-pupil basis to the opportunity and benefits provided to public school children; and
  - Provides reasonable promise that participating private school children will meet the challenging academic standards called for by the State's student performance standards (or equivalent standards applicable to private school children and agreed upon during consultation between public and private school officials).
  - Provides opportunity for parents of migratory children enrolled in private schools to be included in activities the local educational agency provides for parents of other migratory children.

If the private school children's participation is low or they choose to participate only in some of the services the agency offers, the agency should examine why this is so and, if appropriate, modify the project in a manner that increases participation. If modification of the project does not increase participation and the agency determines that it is not cost-effective to provide services, the agency may terminate the services, so long as this decision is made on an equitable basis.

Rural local operating agencies may have special problems because of small allocations, large distances between private schools, and few locations to provide services. These agencies may consider leasing rather than purchasing equipment, renting a neutral site, or using home tutoring to provide equitable services. They may also consider setting up a joint project with neighboring operating agencies and submitting a combined application.

### **Per Pupil Equitable Share Calculation**

When calculating the per pupil equitable share for private school student participation, the LEA would first extract the amount of funds needed to conduct administrative activities including Identification and Recruitment, Records Transfer, services to Non-K–12 students including

services to migratory children birth -5 not yet in K and out-of-school youth, and services to unanticipated incoming migratory children.

For example:

A1	Total Allocation Amount (460 students)	\$190,375.00
A2	Administrative Costs including I/R; records clerk activities	\$91,500.00
A3	Services for Non-K-12 Students (ages birth -5 not in K and OOS Youth)	\$10,000.00
A4	Services for Unanticipated Migratory Children	\$5,500.00
A5	Total Amount Available for direct student services (A1 minus A2 to A4)	\$83,375.00
B1	Number of LEA enrolled migrant students	460
B2	Number of Private School migrant students	4
B3	Total enrollment	464
B4	Number of LEA Priority for Service migrant students	85
B5	Number of Private School Priority for Service migrant students.	2
B6	Total Number of PFS students	87
C1	Per Pupil allotment @ 70% for PFS (A5 @ 70%) = 58,363.00 ÷ B6	\$671.00
C2	Per Pupil allotment @ 30% for non-PFS (A5 @ 30%) = 25,012.00 ÷ B3	\$54.00
D1	Equitable Services to Private School = B2 x C2 = \$216 plus B5 x C1 = \$1,242	\$1,558.00

Note: the percentage value to PFS versus non-PFS may vary but must be used equitably for both LEA and Private School migrant students.

### MEP funds in a Schoolwide

In accordance with ESEA schools must first use the MEP funds, in consultation with migrant parents, to meet the special educational needs of migrant children in the district (ages 3–21 including out of school youth) before they may combine MEP funds in a Schoolwide. The special educational needs of migrant children are: 1) the unique needs that result from the effects of their migratory lifestyle, and 2) those other needs that are necessary to permit these students to participate effectively in school. The district must document that these needs have been met before it may combine MEP funds in a Schoolwide.

Prior to indicating that migrant funds will be included in a schoolwide building, the district must complete and submit a districtwide MEP needs assessment document (contact MEP OSPI for document) and provide supporting documentation for approval.

### Instructions for Budget Page

Download the Excel Spreadsheet budget template.

Enter the appropriate amounts in each cell for staff salaries and benefits as well as resources, services, travel, and capital outlay planned for the program.

Salary and benefits for the following for positions are entered into the following Activities and Objects:

- Records Clerk, Category 21, Salaries Classified, Benefits and Payroll Taxes
- Recruiter, Category 24, Salaries Classified, Benefits and Payroll Taxes
- Graduation Specialist, Category 24, could be certificated and classified
- Student Advocate, Category 24, could be certificated and classified
- Family Engagement and Parent Advisory Council expenditures, Category 24
- Academic supports (teachers and paraeducators), Category 27

Any funds designated under supplies, instructional resources, and non-capitalized items, purchased services must be explained in the Equipment and Instructional Resources of grant application.

Any cost adjustments that exceed 10% by category must include a budget revision (see Budget Revisions below for more detail).

Total expenditures, including set indirect rate, must not exceed the amount allocated by the Washington State Migrant Education Program.

The following Program Activities are allowable under the program budget (see sample Excel table below). Users may also wish to review OSPI’s Accounting Manual for any additional guidance.

- 21 Supervision
- 22 Learning Resources
- 24 Guidance and Counseling
- 25 Pupil Management and Safety
- 26 Health/Related Services\*
- 27 Teaching
- 29 Payments to School Districts
- 31 Instructional Professional Development
- 32 Instructional Technology
- 33 Curriculum
- 63 Operation of Building
- 64 Maintenance
- 65 Utilities
- 68 Insurance

Budget sheet in EGMS Consolidated Grants Application (Migrant Education):

Focus Area	Category	Subcategory	Description	Debit Transfer	Credit Transfer	Salaries-Certificated	Salaries-Classified	Benefits & Payroll Taxes	Supplies Instr. Resources & Non-Capitalized	Purchased Services	Travel	Capital Outlay
Title I, Part C	21 Supervision-Instruction		21 Supervision-Instruction	0		0	0	0	0	0	0	0
Title I, Part C	22 Learning Resources		22 Learning Resources	0		0	0	0	0	0	0	0
Title I, Part C	24 Guidance and Counseling		24 Guidance and Counseling	0		0	0	0	0	0	0	0
Title I, Part C	25 Pupil Management and Safety		25 Pupil Management and Safety	0		0	0	0	0	0	0	0
Title I, Part C	26 Health/Related Services		26 Health/Related Services	0		0	0	0	0	0	0	0
Title I, Part C	27 Teaching		27 Teaching	0		0	0	0	0	0	0	0
Title I, Part C	29 Payments to School Districts		29 Payments to School Districts							0	0	0
Title I, Part C	31 Instructional Professional Development		31 Instructional Professional Development	0		0	0	0	0	0	0	0
Title I, Part C	32 Instructional Technology		32 Instructional Technology	0		0	0	0	0	0	0	0
Title I, Part C	33 Curriculum		33 Curriculum	0		0	0	0	0	0	0	0
Title I, Part C	63 Operation of Building		63 Operation of Building	0		0	0	0	0	0	0	0
Title I, Part C	64 Maintenance		64 Maintenance	0		0	0	0	0	0	0	0
Title I, Part C	65 Utilities		65 Utilities	0		0	0	0	0	0	0	0
Title I, Part C	68 Insurance		68 Insurance	0		0	0	0	0	0	0	0

**\*Health Support**

Please allot the following amounts to Activity 26 for health supports to eligible migratory students.

- Programs with less than 100 Eligible Students = \$1,500
- Programs with 101-400 Eligible Students = \$2,500
- Programs with 401 or more Eligible Students = \$4,000

Health supports that promote the identification and treatment of physical and social/emotional health, which may require additional services and supports so as not to negatively impact a student's educational participation. (See definitions on page 15 for more examples)

## Budget Revisions

Follow the directions as noted for creating a budget revision. All revisions need approval from OSPI prior to implementation. Revisions must be submitted for changes to the size and scope of a program that is more than 10% of the total row or column. Revisions to purchase additional supplies and materials for use that school year must be submitted by October 15. Changes to staff salaries and FTE can be submitted on an on-going basis but are to be done within 60 days of making the changes.

**NOTE: Make sure any changes needed to FTEs are done prior to final submittal of the expenditure report and prior to submitting End-of-Year Reports.**

## Supplemental Program Services Definitions (SY 2022–2023)

The Supplemental Program Services listed below provide the service names and definitions for both Academic and Non-Academic services to serve migrant students and are reflected in the program grant application.

### Academic Definition

**Credit Accrual.** Academic services to allow a student to make up partial or full credits of course work necessary for grade promotion or to meet high school graduation requirements. For example: PASS, NovaNet, and other.

**Math.** Academic services that promote a student's attainment of Washington State's Math standards.

**English Language Arts (ELA).** Academic services that promote a student's attainment of Washington State's English Language Arts standards.

**Preschool/Kindergarten Readiness.** Academic services related to WaKIDS indicators for kindergarten readiness: Social-Emotional, Language, Literacy, Physical, Cognitive, Math.

**Science and CTE.** Academic services that promote a student's attainment of Washington State's Science standards or aligned Career and Technical Education science equivalencies:  
<https://www.k12.wa.us/sites/default/files/public/careertech/clusters/courseequivalencies/Statewide%20Equivalencies%20revised%20July%202020.pdf>

**English as a Second Language (ESL) – OSY.** Academic supports that promote an OSY's acquisition of the English language. ESL support includes but is not limited to:

- Providing direct supplemental education, tutoring, other academic support.
- Providing support with access to existing ESL courses or supports.

Resources: [ELL | iSOSY \(osymigrant.org\)](#)

**Life Skills – OSY.** Academic supports that promote an OSY's acquisition of general life skills, including lifelong learning strategies with the goal of successful social and academic integration. Life skills include, but are not limited to; Health, Parenting, Employment, Financial literacy, Legal rights, and Other topical areas that are geared toward improving living standards and communicating with daily life.

Resources: [Life Skills | iSOSY \(osymigrant.org\)](#)

## Non-Academic Definition

**Career Education and Postsecondary Preparation.** Participation in:

- Structured career awareness options, e.g., access to career role models, professions, interest surveys, career fairs, career and technical training programs
- Formally structured training or individualized support in job seeking and obtaining skills
- College and campus visits including CAMP
- Formally structured support with application(s) to postsecondary educational institutions
- Advocacy and supports for students to access IB, AP, and Running Start courses leading to dual credit opportunities

**Educational Supplies.** Necessary supplies purchased to allow a student to meet the desired objectives specified in the service delivery plan.

**Technology.** Activities and supports to facilitate the purchase and establishment of a lending library of technology resources for migratory students to meet the desired objectives specified in the state service delivery plan. This may include processes and functions of software, hardware, networks, telecommunications, and electronics. Examples of technology service include the purchase of hardware such as notebooks, laptops, electronic calculators, and Internet access, including hotspots or sim cards. Services may include training to students and families on how to use the equipment as well as appropriate usage within school or district policies.

**Health.** Health supports that promote the identification and treatment of physical and social/emotional health, which may require additional services and supports so as not to negatively impact a student's educational participation. Health supports include but are not limited to:

- Procuring and/ or preparing for MEP-funded physical exams.
- Procuring health services for migrant students.
- Interacting with parents regarding unresolved health issues and on-going follow-up.
- Directly funding preventative supplemental health services such as vision exams, sports physicals, immunizations, etc. in event of a gap, even temporary, in state/ federal programs.



- Providing supplemental nutritional support beyond what is provided through state/federal food and nutrition programs.
  - Providing supplemental hygiene kits with appropriate health and safety education on the use of contents.
  - Providing health education intended to increase the awareness and knowledge of health and safety.
  - Referral to other health and social/emotional needs; including referrals to drug rehabilitation and gang prevention and follow-up to ensure students accessed the referred services.
- Resources: [Health | iSOSY \(osymigrant.org\)](https://www.osymigrant.org/Health)

**Dental.** Screening services to identify dental health conditions which may require treatment so as not to negatively impact a student's educational participation such as:

- Dental Disease
- Pain
- Infection

**Social Work/Outreach.** Coordination of activities with parents, other family members, teachers, service agencies, and others designed to ensure that migrant families receive the full range of services available to them (excludes identification and recruitment process for determination of eligibility).

**Student Leadership/Engagement.** Formally structured small or large group activities to: build supportive networks, develop personal and interpersonal skills to enhance feeling of belonging in the school, and foster school engagement and academic achievement

Project-based locally developed student activities that will foster home and school engagement and increase academic achievement.

**Transportation.** Non-Academic services which have as their purpose the conveyance of pupils to and from school activities either between home and school, on trips related to school activities or the provision of support services, including health and dental needs.

**Non-Instructional Support.** In coordination with school counselor and other school staff, provide non-instructional support in:

- Coaching and support on a one-on-one basis to expedite adjustment to new school environments and to promote positive interactions with school, peers, and community such as:
  - Guidance for setting personal goals and solving general problems, referral to other school resources and courses, working with school counselor for referrals to address crisis situations, and personal/emotional, school or family/lifestyle challenges
  - Orientation and welcome for students who transfer midterm between schools
- Individual support and on-going advocacy to improve likelihood of academic success in K–12 setting or high school equivalent.

- Supporting the development of High School and Beyond Plan unique to intended school of graduation
- Facilitating access to supplemental instruction designed to help the student stay on track to complete graduation requirements prior to turning 22 years of age such as:
  - Drop-out prevention programs, e.g., referrals to: High School Equivalency Programs (HEP), and community organizations that provide support for GED prep
  - High school recovery programs, e.g., credit accrual analysis, credit accrual, and program support through an Alternative Learning Environment (ALEs) such as alternative schools, on-line schools, etc.; course equivalent credit support through Career and Technical Education, and job training support (e.g., Youth Build, OIC, etc.)
- Credit accrual:
  - Tracking of high school credit accrued across schools attended
  - Analysis of credit accrual status; collaboration with counselors for appropriate placement
  - Participation in alternative credit practices
  - Participation in CTE, AP, and Running Start classes
  - Receipt of credit for partial coursework
- Support in mainstream classrooms for EL transitioned students

**Definitions of “Services.”** Services are a subset of all allowable activities that the MEP can provide through its programs and projects. “Services” are those educational or educationally related activities that:

1. directly benefit a migrant child.
2. address a need of a migrant child consistent with the SEA’s comprehensive needs assessment and service delivery plan.
3. are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and
4. are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State’s performance targets/annual measurable objectives.

The one-time act of providing instructional or informational packets to a child or family does **not** constitute a support service. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are **not** considered services. Other examples of an allowable activity that would **not** be considered a service would be the one-time act of providing instructional packets to a child or family and handing out leaflets to migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all the criteria above.

## **Service Approach (Migrant Graduation Specialist/Student Advocate)**

**Case Management/Migrant Graduation Specialist (MGS).** Migrant students served by a program funded graduation specialist following the duties and responsibilities as outlined in state-developed job description.

Provide supplemental support and advocacy, in coordination with school counselor(s) and other school student support teams, that address the needs of migrant students including:

1. Monitoring and tracking attendance and academic progress leading toward graduation.
2. Conducting referrals to services aligned to a student's needs.
3. Facilitating appropriate scheduling options for students to gain access to AP, Highly Capable (Gifted), CTE, Running Start, and regular academic core course options.
4. Facilitating access to services to address social/emotional needs.
5. Fostering family/school connections and conducting home visits.
6. Conducting parent information sessions to ensure that migrant students and their parents understand assessment and graduation requirements and students understand their rights to an equitable and rigorous education that prepares them for college and career.
7. Promoting access to or developing leadership and mentoring programs.

**Student Advocacy/Migrant Student Advocate (MSA).** Migrant students served by a program-funded student advocate following the duties and responsibilities as outlined in state developed MSA position description.

## **Educational Service District Staff Only (Case Management and Student Advocacy—OSY/Health Coordinators)**

### A. Health:

1. Coordinate with OSPI, MSDRS, school districts, health care service providers, and local community organizations to identify and provide priority for service migrant students with referrals to health services.
2. Actively coordinate with the Migrant Education Health Program (MEHP) Supervisor, private, and public health care agencies to improve access to and deliver health services to migrant students.
3. Provide case management addressing the health needs of migrant students in distress, including but not limited to mental and physical health issues, victimization, life traumas, and other health problems that may impede a migrant student's success.
4. With the Migrant Education Health Program Supervisor implement and coordinate targeted regional technical assistance for school staff and other MEHP partners.
5. Respond to and manage crisis and emergency situations in an effective and timely manner.

B. OSY:

1. Coordinate with OSPI, MSDRS, school districts, and other educational agencies to identify, recruit, assess, and connect OSY migrant students with academic or other post-secondary educational services in non-project LEAs.
2. Provide technical assistance and training to project LEAs on effective practices for re-engaging OSY students in their learning.
3. Actively coordinate with academic or other agencies to provide the delivery of academic or post-secondary educational services to migrant OSY students.
4. Provide case management addressing the academic needs of migrant students including but not limited to assistance in obtaining ESL Classes, GED, High School Diploma, employment opportunities and training referrals, and other post-secondary educational and scholarship opportunities.
5. With OSPI's Migrant Education Health Program Supervisor implement and coordinate targeted regional technical assistance for school staff and other OSY partners.

And other duties and responsibilities as outlined in state developed OSY/Health Coordinator position description.

## Washington State Priority for Services

**Section 1304(D) Priority for Services.** In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who:

1. are failing, or most at risk of failing, to meet the challenging State academic standards; or
2. have dropped out of school.

### Migrant Students Priority for Services Criteria

Criterion #1. Migratory children who made a qualifying move within the previous 1-year period.

Qualifying Move within Previous 1-Year period defined by the following parameter: A Qualifying Arrival Date (QAD) has been made within the last 365 days (within the last 12 months, including summer).

**Documentation Required:** Certificate of Eligibility (COE)

### AND

Criterion #2. Migratory children who are failing, or most at risk of failing, to meet the state's challenging academic standards or dropped out of school.

- Has not met standard on Smarter Balanced or WA-AIM (Washington Access to Instruction and Measurement) **in Grades 3–8 or 11 in either English language arts or math.**

- Has not demonstrated readiness characteristics of entering kindergartners as measured by WaKIDS.**

**Documentation Required:** Student-level assessment results in the areas tested.

**OR**

- Has been identified as a dropout (not yet graduated).

**Documentation Required:** Dropout count provided by OSPI CEDARS.

**NOTE:** Dropouts are defined as students who (1) were enrolled in school at some time during the school year, were not enrolled the following school year, but were expected to be in membership (i.e., were not reported as dropouts the year before); (2) did not graduate from high school (graduates include students who received a GED without dropping out of school); (3) did not complete a state or district-approved educational program; and (4) did not meet any of the following exclusionary conditions: (4a) transfer to another public school district, private school, or state- or district-approved educational program; (4b) temporary school-recognized absence due to suspension or illness; or (4c) death.

**Use of proxy risk factors when state assessment data is not available to determine whether migrant students are failing, or most at risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards.** On proxy risk factor may be applied when:

- The student was not present in the district when the state assessment was administered, **OR**
- The student is enrolled in a grade level where a state assessment is not administered (grades 1–2 and high school).

**Proxy Risk Factors to Criteria #2.**

- 2-a. Student is enrolled in state bilingual education program.  
**Documentation Required:** Enrolled in State Bilingual Education Program
- 2-b. Retained. Student is enrolled in same grade level from one school year to the next.  
**Documentation Required:** Grade level retained.
- 2-c. Grade age compatible (over age for grade). Age does not match acceptable range for grade level placement within 2 years.  
**Documentation Required:** Age and grade level placement.
- 2-d. Credit deficiency (for secondary age students only). Student has not earned sufficient credits per their school’s graduation requirements and grade level.  
**Documentation Required:** Number of credits deficient and area of deficiency.
- 2-e. Attendance. Student attendance is less than 90% of days enrolled.  
**Documentation Required:** Number of days attended divided by number of days enrolled.

- 2-f. Special education.  
**Documentation Required:** Identified with IDEA flag.
- 2-g. Homeless.  
**Documentation Required:** Identified with homeless flag in state database.
- 2-h. Minimal enrollment days.  
**Documentation Required:** Total days enrolled in a Washington state school is fewer than 90.
- 2-i. Qualifying move during COVID-19 time period.  
**Documentation Required:** Qualifying move between March 15, 2020, to August 31, 2022.

# Title I, Part C, Migrant Education Program

## Migrant Student Advocate Job Description

General Description: The advocate will coordinate and facilitate the academic and support needs of migrant students with school counselor to successfully transition migrant students to the next grade level, complete high school, and promote the transition to postsecondary education or employment.

The advocate will:

1. Work with the district's Migrant Education Federal Program's director and school staff to identify and establish program and student goals in alignment with the district's local plan and the State Service Delivery Plan.
2. Provide supplemental support and services focused on meeting the unique needs of migrant students.
3. Coordinate services with other resources migrant students may be eligible and entitled to receive.

Requirements:

- Experience in an educational or community advocacy-related field.
- Experience working with at-risk migrant students and families.
- Knowledge of secondary school programs and state and local graduation requirements.
- Written and verbal communication skills in English and primary language of target population (e.g., Spanish).
- Knowledge of basic computer software programs (e.g., Microsoft Word, Excel, PowerPoint).
- Experience working semi-independently and in collaborative teams.
- Human relations, time management, and personal organizational skills.
- Flexible work schedule.

Preferred Knowledge and Skills:

- Knowledge of economic, social, cultural, and psychological factors influencing migrant students.
- Experience working with secondary school aged migrant students in an educational setting.
- Knowledge of school and community resources available to migrant students and families, including technical education, career awareness, and postsecondary education opportunities.

Major Responsibilities:

- Coordinate with school counselor, teachers, and other appropriate staff to develop a roster of migrant students most at-risk of not meeting state academic and achievement standards.

- Identify the barriers including educational disruption, cultural and language barriers, social isolation, various health-related problems, or other factors that inhibit the ability of selected migrant students to meet state academic and achievement standards.
- Work with school counselor and selected students to develop student plans/goals that lead to a successful transition to the next grade level and postsecondary education or employment.
- Coordinate access to services available through school district and/or community to reduce and/or eliminate identified barriers.
- Coordinate access to services available through school district and/or community that strengthen communication, self-advocacy, and leadership skills.
- Facilitate access to school counselor and teaching staff regarding academic needs, including class scheduling to ensure access to required courses for graduation and transition to postsecondary education or employment.
- Facilitate understanding by student and family of district requirements toward graduation, including High School and Beyond Plan.
- Work with school counselor to monitor attendance, discipline, credits/grades, and other social/academic issues that may impact the student's ability to successfully transition to next grade level, graduate, or pursue postsecondary opportunities or employment.
- Conduct home visits in coordination with counselor, teacher, or other administrator to strengthen home-school connection and student engagement.
- Participate in professional development opportunities to strengthen skills in working with at-risk migrant students including motivational techniques and reporting requirements.



## Migrant Graduation Specialist Job Description

***State Measurable Performance Outcome: 79% of migrant students served in grades 9–12 who received support from a Migrant Graduation Specialist will be promoted to the next grade level or graduate.***

General Description: The graduation specialist will act as a liaison and facilitator to the school counselor(s) for migrant students to successfully transition to next grade level; complete high school; and pursue postsecondary education or employment.

Recommended Ratio: 50 students to 1 FTE (1080 contract hours)

The specialist will:

1. Implement a case management model focused on providing supplemental support and intervention strategies to address the unique needs of migrant students.
2. Work with the district's Migrant Education Federal Program's director and school staff to identify and establish program and student goals in alignment with the district's local plan and the State Service Delivery Plan.
3. Coordinate and ensure access to other services migrant students may be eligible and entitled to receive.

Requirements:

- Teaching credential or bachelor's degree in a related field.
- Experience working with at-risk migrant students and families.
- Knowledge of secondary school programs and state and local graduation requirements.
- Written and verbal communication skills in English and primary language of target population (e.g., Spanish, Russian).
- Knowledge of basic computer software programs (e.g., Microsoft Word, Excel, PowerPoint).
- Experience working independently, semi-independently, and in collaborative teams.
- Human relations, time management, and personal organizational skills.
- Flexible work schedule.

Preferred Knowledge and Skills:

- Knowledge of economic, social, cultural, and psychological factors influencing migrant students.
- Experience working with secondary school aged migrant students in an educational setting.
- Knowledge of school and community resources available to migrant students and families, including technical education, career awareness, and postsecondary education opportunities.

## Major Responsibilities:

- Work with school counselor(s) to monitor and track attendance and academic progress leading toward graduation; including discipline, credits/grades, and other social/academic issues.
- Conduct referrals to services aligned to student's needs that are available through school district and/or community to reduce and/or eliminate identified barriers.
- Facilitate appropriate scheduling options with school counselor and teaching staff for students to gain access to AP, Highly Capable, CTE, Running Start, or regular academic core course options leading to graduation and transition to postsecondary education or employment.
- Facilitate access to services to address social/emotional needs; including educational disruption, cultural and language barriers, social isolation, various health-related problems, or other factors that inhibit the ability of selected migrant students to meet state academic and achievement standards.
- Foster family/school connections and conduct home visits.
- Conduct parent information sessions to ensure that migrant students and their parents understand assessment and graduation requirements and students understand their rights to an equitable and rigorous education that prepares them for college and career.
- Promote access to or develop leadership and mentoring programs to facilitate the needs of migrant students and their families.
- Establish a caseload in coordination with school counselor, teachers, and other appropriate staff to create a listing of migrant students most at-risk of not meeting state standards.
- Work with school counselor and caseload students to develop student plans/goals that lead to a successful transition to the next grade level, graduation, and transition to postsecondary education or employment.
- Maintain on-going communication with counselor, students, families, and other school staff regarding the progress of the student to achieve established goals and transition to next grade level, graduate, or pursue postsecondary opportunities or employment.
- Participate in professional development opportunities to strengthen skills in working with at-risk migrant students including consolidating credits, determining high school of graduation, motivational techniques, and reporting requirements.



# 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 Succeeding 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](mailto:cari@metaassociates.com) or call (720) 339-5349.

## Goal Area 1: English Language Arts (ELA)

**Strategy 1.1** Provide regular term academic support by program trained staff<sup>1</sup>, 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) and 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.

### Implementation Level (√)

<input type="checkbox"/> Not Evident	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
<ul style="list-style-type: none"> <li>• No provision of regular term ELA support during the school year using the methods listed in Strategy 1.1.</li> <li>• No progress monitoring.</li> <li>• No student participation.</li> <li>• No record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate provision of regular term ELA support during the school year using the methods listed in Strategy 1.1.</li> <li>• Limited progress monitoring.</li> <li>• Limited student participation.</li> <li>• Inadequate record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Some provision of regular term ELA support during the school year using the methods listed in Strategy 1.1.</li> <li>• Some progress monitoring.</li> <li>• Some student participation.</li> <li>• Some record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient provision of regular term ELA support during the school year using the methods listed in Strategy 1.1.</li> <li>• Frequent progress monitoring.</li> <li>• Frequent student participation.</li> <li>• Sufficient record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive provision of regular term ELA support during the school year using the methods listed in Strategy 1.1.</li> <li>• Regular progress monitoring.</li> <li>• Regular student participation.</li> <li>• Comprehensive record keeping.</li> </ul>

### Check (√) the ways in which this strategy was implemented in your project.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Academic language support  | <input type="checkbox"/> Direct instruction provided by certified staff | <input type="checkbox"/> Instruction during intervention time   |
| <input type="checkbox"/> Balanced literacy  | <input type="checkbox"/> Evidence-based practices and resources         | <input type="checkbox"/> Leveled readers  |
| <input type="checkbox"/> Before/after-school instruction/support                                      | <input type="checkbox"/> Extended learning opportunities                | <input type="checkbox"/> Needs-based services   |
| <input type="checkbox"/> Benchmark assessments  | <input type="checkbox"/> Experience-based learning                      | <input type="checkbox"/> One-on-one tutoring  |
| <input type="checkbox"/> Best practices and resources   | <input type="checkbox"/> Formative assessments                          | <input type="checkbox"/> Online/computer-based literacy intervention programs   |
| <input type="checkbox"/> Collaboration with other programs (e.g., 21st CCLC, Title I, Title III, LAP) | <input type="checkbox"/> Home-based instruction/services                | <input type="checkbox"/> Out-of-school time (OST) instructional support (before/after school, weekends, intersession) |
| <input type="checkbox"/> Culturally responsive strategies   | <input type="checkbox"/> In-class instructional support                 |   |
| <input type="checkbox"/> Differentiated instruction   |   |   |

<sup>1</sup> **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.

- 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. Provide reason.

**Strategy 1.2.** Provide summer term academic support by program trained staff<sup>2</sup>, 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.

**Implementation Level (√)**

☐ Not Evident	☐ Aware	☐ Developing	☐ Succeeding	☐ Exceeding
<ul style="list-style-type: none"> <li>• No provision of summer ELA support during the summer using the methods listed in Strategy 1.2.</li> <li>• No progress monitoring.</li> <li>• No student participation.</li> <li>• No record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate provision of summer ELA support during the summer using the methods listed in Strategy 1.2.</li> <li>• Limited progress monitoring.</li> <li>• Limited student participation.</li> <li>• Inadequate record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Some provision of summer ELA support during the summer using the methods listed in Strategy 1.2.</li> <li>• Some progress monitoring.</li> <li>• Some student participation.</li> <li>• Some record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient provision of summer ELA support during the summer using the methods listed in Strategy 1.2.</li> <li>• Frequent progress monitoring.</li> <li>• Frequent student participation.</li> <li>• Sufficient record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive provision of summer ELA support during the summer using the methods listed in Strategy 1.2.</li> <li>• Regular progress monitoring.</li> <li>• Regular student participation.</li> <li>• Comprehensive record keeping.</li> </ul>

**Check (√) the ways in which this strategy was implemented in your project.**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Academic language support  | <input type="checkbox"/> Experience-based learning                            | <input type="checkbox"/> Research-based practices and resources                                    |
| <input type="checkbox"/> Balanced literacy  | <input type="checkbox"/> Formative assessments                                | <input type="checkbox"/> Small group instruction   |
| <input type="checkbox"/> Benchmark assessments  | <input type="checkbox"/> Home-based instruction/services                      | <input type="checkbox"/> Social-emotional learning strategies                                      |
| <input type="checkbox"/> Best practices and resources   | <input type="checkbox"/> Leveled readers                                      | <input type="checkbox"/> Special summer sessions (e.g., workshops, activities, career development) |
| <input type="checkbox"/> Collaboration with other programs (e.g., 21st CCLC, Title I, Title III, LAP) | <input type="checkbox"/> Needs-based services                                 | <input type="checkbox"/> Strategies to build reading skills  |
| <input type="checkbox"/> Culturally responsive strategies   | <input type="checkbox"/> One-on-one tutoring                                  | <input type="checkbox"/> Student progress reports  |
| <input type="checkbox"/> Differentiated instruction   | <input type="checkbox"/> Online/computer-based literacy intervention programs | <input type="checkbox"/> Student self-assessments  |
| <input type="checkbox"/> Direct instruction provided by certified staff                               | <input type="checkbox"/> Paraeducators providing support                      | <input type="checkbox"/> Targeted interventions and strategies                                     |
| <input type="checkbox"/> Evidence-based practices and resources                                       | <input type="checkbox"/> Project-based learning                               | <input type="checkbox"/> Vocabulary development  |
|   | <input type="checkbox"/> Progress monitoring                                  | <input type="checkbox"/> Wordless books  |
|   | <input type="checkbox"/> Remote learning opportunities                        |  |

<sup>2</sup> **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.

Writing

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

Curriculum/materials documents

Enrollment/participation records

Student records

Documentation of staff providing services

Formative assessment results

State ELA assessment results

Student needs assessment data

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. Provide reason.

**Strategy 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.

**Implementation Level (√)**

☐ Not Evident	☐ Aware	☐ Developing	☐ Succeeding	☐ Exceeding
<ul style="list-style-type: none"> <li>• No ELA supports/ resources provided to parents/families to help them support their child’s learning in the home.</li> <li>• No parent participation.</li> <li>• No record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate ELA supports/resources provided to parents/families to help them support their child’s learning in the home.</li> <li>• Limited parent participation.</li> <li>• Inadequate record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Some ELA supports/ resources provided to parents/families to help them support their child’s learning in the home.</li> <li>• Some parent participation.</li> <li>• Some record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient ELA supports/resources provided to parents/families to help them support their child’s learning in the home.</li> <li>• Frequent parent participation.</li> <li>• Sufficient record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive ELA supports/resources provided to parents/families to help them support their child’s learning in the home.</li> <li>• Regular parent participation.</li> <li>• Comprehensive record keeping</li> </ul>

**Check (√) the ways in which this strategy was implemented in your project.**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Access to technology (hardware, internet, etc.)<br><input type="checkbox"/> ELA information, strategies, resources shared with parents/families to use at home<br><input type="checkbox"/> Family literacy activities/nights | <input type="checkbox"/> Family literacy kits<br><input type="checkbox"/> Home visits<br><input type="checkbox"/> Language/literacy instruction provided to parents<br><input type="checkbox"/> Menu of Best Practices | <input type="checkbox"/> Newsletters (online asynchronous, mixed media)<br><input type="checkbox"/> Showcases of student work/accomplishments<br><input type="checkbox"/> Student ELA progress shared with parents |
|---|--|--|

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

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Auditable records<br><input type="checkbox"/> Documentation of how the ELA Suite and other resources used for family literacy services | <input type="checkbox"/> Family literacy schedules, agendas, and sign-in sheets<br><input type="checkbox"/> Family literacy services materials<br><input type="checkbox"/> Family literacy services evaluations | <input type="checkbox"/> Resources/information provided to parents<br><input type="checkbox"/> 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. Provide reason.

## Goal Area 2: Mathematics

**Strategy 2.1.** Provide regular term academic support by program trained staff<sup>3</sup>, 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) and 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.

### Implementation Level (√)

<input type="checkbox"/> Not Evident	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
<ul style="list-style-type: none"> <li>• No provision of regular term math support during the school year using the methods listed in Strategy 2.1.</li> <li>• No progress monitoring.</li> <li>• No student participation.</li> <li>• No record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate provision of regular term math support during the school year using the methods listed in Strategy 2.1.</li> <li>• Limited progress monitoring.</li> <li>• Limited student participation.</li> <li>• Inadequate record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Some provision of regular term math support during the school year using the methods listed in Strategy 2.1.</li> <li>• Some progress monitoring.</li> <li>• Some student participation.</li> <li>• Some record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient provision of regular term math support during the school year using the methods listed in Strategy 2.1.</li> <li>• Frequent progress monitoring.</li> <li>• Frequent student participation.</li> <li>• Sufficient record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive provision of regular term math support during the school year using the methods listed in Strategy 2.1.</li> <li>• Regular progress monitoring.</li> <li>• Regular student participation.</li> <li>• Comprehensive record keeping.</li> </ul>

### Check (√) the ways in which this strategy was implemented in your project.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Academic language support  | <input type="checkbox"/> Evidence-based practices and resources | <input type="checkbox"/> Needs-based services   |
| <input type="checkbox"/> Before/after-school instruction/support                                      | <input type="checkbox"/> Extended learning opportunities        | <input type="checkbox"/> Number talks   |
| <input type="checkbox"/> Benchmark assessments  | <input type="checkbox"/> Experience-based learning              | <input type="checkbox"/> One-on-one tutoring  |
| <input type="checkbox"/> Best practices and resources   | <input type="checkbox"/> Formative assessments                  | <input type="checkbox"/> Online/computer-based math intervention programs   |
| <input type="checkbox"/> Collaboration with other programs (e.g., 21st CCLC, Title I, Title III, LAP) | <input type="checkbox"/> Home-based instruction/services        | <input type="checkbox"/> Out-of-school time (OST) instructional support (before/after school, weekends, intersession) |
| <input type="checkbox"/> Culturally responsive strategies   | <input type="checkbox"/> In-class instructional support         | <input type="checkbox"/> Paraeducators providing support  |
| <input type="checkbox"/> Differentiated instruction   | <input type="checkbox"/> Instruction during intervention time   | <input type="checkbox"/> Project-based learning   |
| <input type="checkbox"/> Direct instruction provided by certified staff                               | <input type="checkbox"/> Math interventions                     |   |
|   | <input type="checkbox"/> Math manipulatives                     |   |

<sup>3</sup> **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.

- 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/materials documents
- Documentation of staff providing services

- Enrollment/participation records
- Formative assessment results
- Student needs assessment data

- Student records
- 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. Provide reason.

**Strategy 2.2.** Provide summer term academic support by program trained staff<sup>4</sup>, 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 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.

**Implementation Level (√)**

<input type="checkbox"/> Not Evident	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
<ul style="list-style-type: none"> <li>• No provision of summer math support during the summer using the methods listed in Strategy 2.2.</li> <li>• No progress monitoring.</li> <li>• No student participation.</li> <li>• No record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate provision of summer math support during the summer using the methods listed in Strategy 2.2.</li> <li>• Limited progress monitoring.</li> <li>• Limited student participation.</li> <li>• Inadequate record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Some provision of summer math support during the summer using the methods listed in Strategy 2.2.</li> <li>• Some progress monitoring.</li> <li>• Some student participation.</li> <li>• Some record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient provision of summer math support during the summer using the methods listed in Strategy 2.2.</li> <li>• Frequent progress monitoring.</li> <li>• Frequent student participation.</li> <li>• Sufficient record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive provision of summer math support during the summer using the methods listed in Strategy 2.2.</li> <li>• Regular progress monitoring.</li> <li>• Regular student participation.</li> <li>• Comprehensive record keeping.</li> </ul>

**Check (√) the ways in which this strategy was implemented in your project.**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Academic language support  | <input type="checkbox"/> Experience-based learning                            | <input type="checkbox"/> Project-based learning                 |
| <input type="checkbox"/> Benchmark assessments  | <input type="checkbox"/> Formative assessments                                | <input type="checkbox"/> Progress monitoring                    |
| <input type="checkbox"/> Best practices and resources   | <input type="checkbox"/> Home-based instruction/services                      | <input type="checkbox"/> Remote learning opportunities          |
| <input type="checkbox"/> Collaboration with other programs (e.g., 21st CCLC, Title I, Title III, LAP) | <input type="checkbox"/> Math interventions                                   | <input type="checkbox"/> Research-based practices and resources |
| <input type="checkbox"/> Culturally responsive strategies   | <input type="checkbox"/> Math manipulatives                                   | <input type="checkbox"/> Site-based summer school               |
| <input type="checkbox"/> Differentiated instruction   | <input type="checkbox"/> Needs-based services                                 | <input type="checkbox"/> Small group instruction                |
| <input type="checkbox"/> Direct instruction provided by certified staff                               | <input type="checkbox"/> Number talks   | <input type="checkbox"/> Social-emotional learning strategies   |
| <input type="checkbox"/> Evidence-based practices and resources                                       | <input type="checkbox"/> One-on-one tutoring                                  | <input type="checkbox"/> Strategies to build math skills        |
|   | <input type="checkbox"/> Online/computer-based literacy intervention programs | <input type="checkbox"/> Student progress reports               |
|   | <input type="checkbox"/> Paraeducators providing support                      | <input type="checkbox"/> Student self-assessments               |

<sup>4</sup> **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.

Targeted interventions and strategies

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

Curriculum/materials documents

Enrollment/participation records

Student records

Documentation of staff providing services

Formative assessment results

State math assessment results

Student needs assessment data

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.
<input type="checkbox"/> This strategy is not applicable to our project. Provide reason.

**Strategy 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.

**Implementation Level (√)**

☐ Not Evident	☐ Aware	☐ Developing	☐ Succeeding	☐ Exceeding
<ul style="list-style-type: none"> <li>• No math supports/resources provided to parents/families to help them support their child’s learning in the home.</li> <li>• No parent participation.</li> <li>• No record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate math supports/resources provided to parents/families to help them support their child’s learning in the home.</li> <li>• Limited parent participation.</li> <li>• Inadequate record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Some math supports/resources provided to parents/families to help them support their child’s learning in the home.</li> <li>• Some parent participation.</li> <li>• Some record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient math supports/resources provided to parents/families to help them support their child’s learning in the home.</li> <li>• Frequent parent participation.</li> <li>• Sufficient record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive math supports/resources provided to parents/families to help them support their child’s learning in the home.</li> <li>• Regular parent participation.</li> <li>• Comprehensive record keeping.</li> </ul>

**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. Provide reason.

## Goal Area 3: Preschool/Kindergarten Readiness

**Strategy 3.1.** Provide MEP-funded instructional and/or support services to migratory children, ages 3 to 5.

### Implementation Level (√)

<input type="checkbox"/> Not Evident	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
<ul style="list-style-type: none"> <li>• No MEP-funded instructional and/or support services provided to migratory children ages 3-5.</li> <li>• No progress monitoring.</li> <li>• No needs assessments conducted.</li> <li>• No child participation.</li> <li>• No record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate MEP-funded instructional and/or support services provided to migratory children ages 3-5.</li> <li>• Limited progress monitoring.</li> <li>• Limited needs assessments conducted.</li> <li>• Limited child participation.</li> <li>• Inadequate record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Some MEP-funded instructional and/or support services provided to migratory children ages 3-5.</li> <li>• Some progress monitoring.</li> <li>• Some needs assessment conducted.</li> <li>• Some child participation.</li> <li>• Some record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient MEP-funded instructional and/or support services provided to migratory children ages 3-5.</li> <li>• Frequent progress monitoring.</li> <li>• Frequent needs assessments conducted.</li> <li>• Sufficient child participation.</li> <li>• Sufficient record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive MEP-funded instructional and/or support services provided to migratory children ages 3-5.</li> <li>• Regular progress monitoring.</li> <li>• Regular needs assessment conducted.</li> <li>• Regular child participation.</li> <li>• Comprehensive record keeping.</li> </ul>

### Check (√) the ways in which this strategy was implemented in your project.

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Balanced literacy                                    | <input type="checkbox"/> Free books   | <input type="checkbox"/> PreK services provided during the school year |
| <input type="checkbox"/> Best practices and resources                         | <input type="checkbox"/> Health services (medical, dental, vision, mental health)                                     | <input type="checkbox"/> Remote learning opportunities                 |
| <input type="checkbox"/> Collaboration with preschool programs/services       | <input type="checkbox"/> Home-based family literacy services  | <input type="checkbox"/> Research-based practices and resources        |
| <input type="checkbox"/> Collaboration with community programs/agencies       | <input type="checkbox"/> Home-based preschool instruction   | <input type="checkbox"/> Small group instruction                       |
| <input type="checkbox"/> Culturally responsive teaching strategies            | <input type="checkbox"/> Instruction provided by preschool educators  | <input type="checkbox"/> Social-emotional learning strategies          |
| <input type="checkbox"/> Daily reports of student progress                    | <input type="checkbox"/> Kindergarten Jump Start  | <input type="checkbox"/> Social work outreach                          |
| <input type="checkbox"/> Developmentally appropriate online learning programs | <input type="checkbox"/> MEP-funded preschool program   | <input type="checkbox"/> Summer programming                            |
| <input type="checkbox"/> Differentiated instruction                           | <input type="checkbox"/> Needs-based services   | <input type="checkbox"/> Targeted interventions and strategies         |
| <input type="checkbox"/> Evidence-based practices and resources               | <input type="checkbox"/> Out-of-school time (OST) instructional support (before/after school, weekends, intersession) | <input type="checkbox"/> Translations/interpretations                  |
| <input type="checkbox"/> Educational supplies                                 | <input type="checkbox"/> Paraeducators providing support  | <input type="checkbox"/> Transportation                                |
| <input type="checkbox"/> Formative assessments                                |   | <input type="checkbox"/> Vocabulary development                        |
|   |   | <input type="checkbox"/> Wordless books                                |
|   |   | <input type="checkbox"/> Writing                                       |



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

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Curriculum documents                      | <input type="checkbox"/> Services documented in MSIS   | <input type="checkbox"/> Time and effort logs      |
| <input type="checkbox"/> Documentation of staff providing services | <input type="checkbox"/> Student needs assessment data | <input type="checkbox"/> WaKIDS assessment results |
| <input type="checkbox"/> Enrollment/attendance records             | <input type="checkbox"/> Student records               |  |
|  | <input type="checkbox"/> 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.
<input type="checkbox"/> This strategy is not applicable to our project. Provide reason.

**Strategy 3.2.** Provide MEP-funded early learning programs<sup>5</sup> 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.

**Implementation Level (√)**

☐ Not Evident	☐ Aware	☐ Developing	☐ Succeeding	☐ Exceeding
<ul style="list-style-type: none"> <li>• No MEP-funded culturally responsive and developmentally appropriate early learning programs provided during regular or summer terms.</li> <li>• No focus on skills addressed by WaKIDS.</li> <li>• No progress monitoring.</li> <li>• No needs assessments conducted.</li> <li>• No child participation.</li> <li>• No record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate MEP-funded culturally responsive and developmentally appropriate early learning programs provided during regular or summer terms.</li> <li>• Limited focus on skills addressed by WaKIDS.</li> <li>• Limited progress monitoring.</li> <li>• Limited needs assessments conducted.</li> <li>• Limited child participation.</li> <li>• Inadequate record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Some MEP-funded culturally responsive and developmentally appropriate early learning programs provided during regular or summer terms.</li> <li>• Some focus on skills addressed by WaKIDS.</li> <li>• Some progress monitoring.</li> <li>• Some needs assessment conducted.</li> <li>• Some child participation.</li> <li>• Some record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient MEP-funded culturally responsive and developmentally appropriate early learning programs provided during regular or summer terms for at least two weeks.</li> <li>• Frequent focus on skills addressed by WaKIDS.</li> <li>• Frequent progress monitoring.</li> <li>• Frequent needs assessments conducted.</li> <li>• Sufficient child participation.</li> <li>• Sufficient record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive MEP-funded culturally responsive and developmentally appropriate early learning programs provided during regular or summer terms.</li> <li>• Regular focus on skills addressed by WaKIDS.</li> <li>• Regular progress monitoring.</li> <li>• Regular needs assessment conducted.</li> <li>• Regular child participation.</li> <li>• Comprehensive record keeping.</li> </ul>

**Check (√) the ways in which this strategy was implemented in your project.**

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Balanced literacy</li> <li><input type="checkbox"/> Best practices and resources</li> <li><input type="checkbox"/> Collaboration with ESD Early Learning Coordinators</li> <li><input type="checkbox"/> Collaboration with preschool programs/services</li> <li><input type="checkbox"/> Collaboration with community programs/agencies</li> <li><input type="checkbox"/> Culturally responsive teaching strategies</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Daily reports of student progress</li> <li><input type="checkbox"/> Developmentally appropriate online learning programs</li> <li><input type="checkbox"/> Differentiated instruction</li> <li><input type="checkbox"/> Evidence-based practices and resources</li> <li><input type="checkbox"/> Formative assessments</li> <li><input type="checkbox"/> Home-based preschool instruction</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction provided by preschool educators</li> <li><input type="checkbox"/> Kindergarten Jump Start</li> <li><input type="checkbox"/> MEP-funded preschool program</li> <li><input type="checkbox"/> Needs-based services</li> <li><input type="checkbox"/> Paraeducators providing support</li> <li><input type="checkbox"/> PreK services provided during the school year</li> <li><input type="checkbox"/> Remote learning opportunities</li> </ul> |
|--|--|--|

<sup>5</sup> **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.

- 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
- Writin

**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.
<input type="checkbox"/> This strategy is not applicable to our project. Provide reason.

**Strategy 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.

**Implementation Level (√)**

☐ Not Evident	☐ Aware	☐ Developing	☐ Succeeding	☐ Exceeding
<ul style="list-style-type: none"> <li>• No family engagement trainings provided (regular or summer term).</li> <li>• No parent participation.</li> <li>• No record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate family engagement trainings provided (regular or summer term).</li> <li>• Limited parent participation.</li> <li>• Inadequate record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Some family engagement trainings provided (regular or summer term).</li> <li>• Some parent participation.</li> <li>• Some record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Frequent parent participation.</li> <li>• Sufficient record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Regular parent participation.</li> <li>• Comprehensive record keeping.</li> </ul>

**Check (√) the ways in which this strategy was implemented in your project.**

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>☐ Birth to 5 Parent Engagement Series</li> <li>☐ Collaboration with other early learning programs</li> <li>☐ Counseling and advocacy programs, and health resources</li> <li>☐ Family engagement activities</li> <li>☐ Home-based models that include a focus on Funds of Knowledge and culturally responsive teaching</li> </ul> | <ul style="list-style-type: none"> <li>☐ Information provided on the State 211 Referral Network</li> <li>☐ Menu of Best Practices</li> <li>☐ Parent/family academy</li> <li>☐ Preschool/kindergarten readiness instruction provided to parents</li> <li>☐ Preschooler progress shared with parents</li> <li>☐ Ready for Kindergarten/other workshops</li> </ul> | <ul style="list-style-type: none"> <li>☐ School readiness information, strategies, resources shared with parents/families to use at home</li> <li>☐ Technology-based instructional videos for parents that model instructional strategies</li> <li>☐ Weekend or after school trainings</li> </ul> |
|--|---|---|

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

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>☐ Documentation of how the Math Suite and other resources used for family math services</li> <li>☐ Family math schedules, agendas, and sign-in sheets</li> </ul> | <ul style="list-style-type: none"> <li>☐ Family math services materials</li> <li>☐ Family math services evaluations</li> <li>☐ Flyers/publicity</li> <li>☐ Home-based program logs</li> <li>☐ Referrals</li> </ul> | <ul style="list-style-type: none"> <li>☐ Resources/information provided to parents</li> <li>☐ Videos</li> </ul> |
|---|--|---|

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. Provide reason.

## Goal 4: Graduation and OSY Achievement

**Strategy 4.1.** Provide programs to access alternative pathways to award credit and opportunities to promote school engagement and/or cultural identity to students and OSY during the summer or intersession.

### Implementation Level (√)

<input type="checkbox"/> Not Evident	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
<ul style="list-style-type: none"> <li>• 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.</li> <li>• No student participation</li> <li>• No record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Inadequate record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Some student participation</li> <li>• Some record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Frequent student participation</li> <li>• Sufficient record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Regular student participation</li> <li>• Comprehensive record keeping</li> </ul>

### Check (√) the ways in which this strategy was implemented in your project.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Assistance for PFS and needs list students in registering and attending summer academies                    | <input type="checkbox"/> Field trips  | <input type="checkbox"/> Student monitoring by MGS   |
| <input type="checkbox"/> Collaboration with other programs (e.g., districts, vocational high school, LAP, HEP/CAMP)                  | <input type="checkbox"/> High school counselor credit evaluations   | <input type="checkbox"/> Student participation in summer academies (e.g., Dare to Dream, Voices from the Field, Native Voices) |
| <input type="checkbox"/> College readiness activities  | <input type="checkbox"/> Implementation of a local or regional alternative pathways program (for credit accrual for student engagement) | <input type="checkbox"/> Summer home visit program   |
| <input type="checkbox"/> Credit accrual options (e.g., PASS, Odysseyware, Plato, district credit programs, Apex Learning, Red Comet) | <input type="checkbox"/> Leadership programs  | <input type="checkbox"/> Summer onboarding program   |
| <input type="checkbox"/> CTE college and career fairs  | <input type="checkbox"/> LEAP Conference  | <input type="checkbox"/> Summer programming  |
| <input type="checkbox"/> Fees paid for migrant students to attend credit retrieval programs  | <input type="checkbox"/> Next Generation Club (migratory students)  | <input type="checkbox"/> Transportation  |
|  | <input type="checkbox"/> Progress monitoring  | <input type="checkbox"/> University recruiter to assist with FAFSA/WASFA   |
|  | <input type="checkbox"/> Student conferences to determine need  |  |
|  | <input type="checkbox"/> Student monitoring by MEP staff  |  |

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

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Curriculum documents     | <input type="checkbox"/> Lists of services provided     | <input type="checkbox"/> Student participation records |
| <input type="checkbox"/> Dropout reports          | <input type="checkbox"/> MGS caseload/services provided | <input type="checkbox"/> Student records               |
| <input type="checkbox"/> Enrollment documentation | <input type="checkbox"/> MSIS Graduation Report         | <input type="checkbox"/> Student work                  |
| <input type="checkbox"/> Exit survey (pre/post)   | <input type="checkbox"/> OSPI Graduation Report         | <input type="checkbox"/> 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.
<input type="checkbox"/> This strategy is not applicable to our project. Provide reason.

**Strategy 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.

**Implementation Level (√)**

<input type="checkbox"/> Not Evident	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
<ul style="list-style-type: none"> <li>• No provision of graduation pathways for migratory students and OSY identified at-risk for not meeting graduation requirements.</li> <li>• No collaboration with other programs/service providers.</li> <li>• No student/OSY participation.</li> <li>• No record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate provision of graduation pathways for migratory students and OSY identified at-risk for not meeting graduation requirements.</li> <li>• Limited collaboration with other programs/ service providers.</li> <li>• Limited student participation.</li> <li>• Inadequate record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Some provision of graduation pathways for migratory students and OSY identified at-risk for not meeting graduation requirements.</li> <li>• Some collaboration with other programs/ service providers.</li> <li>• Some student participation.</li> <li>• Some record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient provision of graduation pathways for migratory students and OSY identified at-risk for not meeting graduation requirements.</li> <li>• Frequent collaboration with other programs/ service providers.</li> <li>• Frequent student participation.</li> <li>• Sufficient record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive provision of graduation pathways for migratory students and OSY identified at-risk for not meeting graduation requirements.</li> <li>• Regular collaboration with other programs/ service providers.</li> <li>• Regular student participation.</li> <li>• Comprehensive record keeping.</li> </ul>

**Check (√) the ways in which this strategy was implemented in your project.**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Beyond Action Plan  | <input type="checkbox"/> Engagement activities during school breaks or weekends | <input type="checkbox"/> Open Doors                            |
| <input type="checkbox"/> Collaboration with local districts/ESDs to provide engagement opportunities | <input type="checkbox"/> Engagement activities during summer                    | <input type="checkbox"/> Progress monitoring                   |
| <input type="checkbox"/> Collaboration with other programs/ service providers                        | <input type="checkbox"/> Engagement opportunities (non-traditional hours)       | <input type="checkbox"/> Student conferences to determine need |
| <input type="checkbox"/> College readiness activities  | <input type="checkbox"/> High school counselor credit evaluations               | <input type="checkbox"/> Student monitoring by MEP staff       |
| <input type="checkbox"/> Career and technical education (CTE) college and career fairs               | <input type="checkbox"/> Leadership programs                                    | <input type="checkbox"/> Student monitoring by MGS             |
| <input type="checkbox"/> CTE education   | <input type="checkbox"/> LEAP Conference  | <input type="checkbox"/> Summer home visit program             |
| <input type="checkbox"/> College visits  | <input type="checkbox"/> Next Generation Club (migratory students)              | <input type="checkbox"/> Tech schools                          |
|  |   | <input type="checkbox"/> Transportation                        |

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

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Curriculum documents       | <input type="checkbox"/> MGS caseload/services provided | <input type="checkbox"/> Student participation records |
| <input type="checkbox"/> Dropout reports            | <input type="checkbox"/> MSIS Graduation Report         | <input type="checkbox"/> Student records               |
| <input type="checkbox"/> Enrollment documentation   | <input type="checkbox"/> Needs assessments              | <input type="checkbox"/> Student work                  |
| <input type="checkbox"/> Exit survey (pre/post)     | <input type="checkbox"/> OSPI Graduation Report         |  |
| <input type="checkbox"/> Lists of services provided | <input type="checkbox"/> OSY Tool Student Profile data  |  |



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. Provide reason.

**Strategy 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).

**Implementation Level (√)**

<input type="checkbox"/> Not Evident	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
<ul style="list-style-type: none"> <li>• No provision of technology-based engagement/reengagement opportunities for migratory youth and families.</li> <li>• No coordination with other programs or service providers.</li> <li>• No student or parent participation.</li> <li>• No record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate technology-based engagement/reengagement opportunities for migratory youth and families.</li> <li>• Limited coordination with other programs or service providers.</li> <li>• Limited student/parent participation.</li> <li>• Inadequate record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Some technology-based engagement/reengagement opportunities for migratory youth and families.</li> <li>• Some coordination with other programs or service providers.</li> <li>• Some student/parent participation.</li> <li>• Some record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient technology-based engagement/reengagement opportunities for migratory youth and families.</li> <li>• Frequent coordination with other programs or service providers.</li> <li>• Frequent student/parent participation.</li> <li>• Sufficient record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive technology-based engagement/reengagement opportunities for migratory youth and families.</li> <li>• Regular coordination with other programs or service providers.</li> <li>• Regular student/parent participation.</li> <li>• Comprehensive record keeping.</li> </ul>

**Check (√) the ways in which this strategy was implemented in your project.**

- |  |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Best practices and resources</li> <li><input type="checkbox"/> Collaboration with partners to provide technology access and learning opportunities for students/ families</li> <li><input type="checkbox"/> Culturally responsive strategies</li> <li><input type="checkbox"/> Differentiated instruction</li> <li><input type="checkbox"/> Direct instruction provided by certified staff</li> <li><input type="checkbox"/> Evidence-based practices and resources</li> <li><input type="checkbox"/> Extended learning opportunities</li> <li><input type="checkbox"/> Experience-based learning</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Formative assessments</li> <li><input type="checkbox"/> Needs-based services</li> <li><input type="checkbox"/> One-on-one tutoring</li> <li><input type="checkbox"/> Online/computer-based math intervention programs</li> <li><input type="checkbox"/> Out-of-school time (OST) instructional support (before/after school, weekends, intersession)</li> <li><input type="checkbox"/> Paraeducators providing support</li> <li><input type="checkbox"/> Project-based learning</li> <li><input type="checkbox"/> Progress monitoring</li> <li><input type="checkbox"/> Remote learning opportunities</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Research-based practices and resources</li> <li><input type="checkbox"/> Resource event options for learning</li> <li><input type="checkbox"/> Small group instruction</li> <li><input type="checkbox"/> Social-emotional learning strategies</li> <li><input type="checkbox"/> Student progress reports</li> <li><input type="checkbox"/> Student self-assessments</li> <li><input type="checkbox"/> Technology devices/connectivity</li> <li><input type="checkbox"/> Targeted interventions and strategies</li> <li><input type="checkbox"/> Training for parents on platforms for remote learning</li> <li><input type="checkbox"/> Training Time Parent Meeting/PAC</li> </ul> |
|--|--|---|

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

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Enrollment/participation records</li> <li><input type="checkbox"/> Lists of services provided</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> MGS caseload/services provided</li> <li><input type="checkbox"/> Student participation records</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Student records</li> <li><input type="checkbox"/> Student work</li> </ul> |
|--|---|---|

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. Provide reason.

**Strategy 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.

**Implementation Level (√)**

☐ Not Evident	☐ Aware	☐ Developing	☐ Succeeding	☐ Exceeding
<ul style="list-style-type: none"> <li>• No support provided to migratory students to address social-emotional and language/cultural needs.</li> <li>• No support provided to PFS migratory students.</li> <li>• No student participation</li> <li>• No record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate support provided to migratory students to address social-emotional and language/cultural needs.</li> <li>• Inadequate support provided to PFS migratory students.</li> <li>• Limited student participation</li> <li>• Inadequate record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Some support provided to migratory students to address social-emotional and language/cultural needs.</li> <li>• Some support provided to PFS migratory students.</li> <li>• Some student participation</li> <li>• Some record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient support provided to migratory students to address social-emotional and language/cultural needs.</li> <li>• Sufficient support provided to PFS migratory students.</li> <li>• Frequent student participation</li> <li>• Sufficient record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive support provided to migratory students to address social-emotional and language/cultural needs.</li> <li>• Extensive support provided to PFS migratory students.</li> <li>• Regular student participation</li> <li>• Comprehensive record keeping</li> </ul>

**Check (√) the ways in which this strategy was implemented in your project.**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Assistance in navigating the school system<br><input type="checkbox"/> Assistance in accessing community programs<br><input type="checkbox"/> Coordination with OSPI’s Student Support for SEL, Project Aware, School Climate | <input type="checkbox"/> Culturally responsive strategies<br><input type="checkbox"/> Home visits, including virtual<br><input type="checkbox"/> Monitoring by MEP staff<br><input type="checkbox"/> Outreach<br><input type="checkbox"/> Outreach in indigenous languages<br><input type="checkbox"/> Partnerships with other programs | <input type="checkbox"/> Referral services by MEP staff<br><input type="checkbox"/> Remote learning opportunities<br><input type="checkbox"/> Social-emotional learning strategies<br><input type="checkbox"/> Support provided by MGS<br><input type="checkbox"/> Support provided by MSA |
|--|---|--|

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

- |   |   |
|---|---|
| <input type="checkbox"/> Auditable records<br><input type="checkbox"/> Lists of services provided | <input type="checkbox"/> Participation records<br><input type="checkbox"/> 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. Provide reason.

**Strategy 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.

**Implementation Level (√)**

☐ Not Evident	☐ Aware	☐ Developing	☐ Succeeding	☐ Exceeding
<ul style="list-style-type: none"> <li>• 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.</li> <li>• No staff participation.</li> <li>• No record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Limited staff participation.</li> <li>• Inadequate record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Some staff participation.</li> <li>• Some record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Frequent staff participation.</li> <li>• Sufficient record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Regular staff participation.</li> <li>• Comprehensive record keeping.</li> </ul>

**Check (√) the ways in which this strategy was implemented in your project.**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Collaboration with districts, other programs, and other service providers<br><input type="checkbox"/> Informational sessions on graduation requirements for all grade levels of staff<br><input type="checkbox"/> Migrant State Conference | <input type="checkbox"/> Migratory student advocacy with school registrars, MGS, MSA, counselors, and migratory parents<br><input type="checkbox"/> Reimbursement of training fees/travel expenses<br><input type="checkbox"/> Substitute time | <input type="checkbox"/> Training/webinars for registrars and counselors who engage with migratory students<br><input type="checkbox"/> Training as part of other district PD events (summer, weekend, spring break, pre-new year)<br><input type="checkbox"/> WSCA Conference |
|---|--|--|

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

- |  |   |
|--|---|
| <input type="checkbox"/> Auditable records<br><input type="checkbox"/> Examples of advocacy provided | <input type="checkbox"/> Participation records<br><input type="checkbox"/> 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. Provide reason.

## Goal 5: Eliminating Educational Barriers through Support Services

**Strategy 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.

### Implementation Level (√)

<input type="checkbox"/> Not Evident	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
<ul style="list-style-type: none"> <li>• No provision of supplemental health and social services to migratory students with identified needs.</li> <li>• No collaboration with other programs or service providers to address student needs.</li> <li>• No student participation</li> <li>• No record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate provision of supplemental health and social services to migratory students with identified needs.</li> <li>• Limited collaboration with other programs or service providers to address student needs.</li> <li>• Limited student participation</li> <li>• Inadequate record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Some provision of supplemental health and social services to migratory students with identified needs.</li> <li>• Some collaboration with other programs or service providers to address student needs.</li> <li>• Some student participation</li> <li>• Some record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient provision of supplemental health and social services to migratory students with identified needs.</li> <li>• Frequent collaboration with other programs or service providers to address student needs.</li> <li>• Frequent student participation</li> <li>• Sufficient record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive provision of supplemental health and social services to migratory students with identified needs.</li> <li>• Regular collaboration with other programs or service providers to address student needs.</li> <li>• Regular student participation</li> <li>• Comprehensive record keeping</li> </ul>

### 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. Provide reason.

**Strategy 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.

**Implementation Level (√)**

<input type="checkbox"/> Not Evident	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
<ul style="list-style-type: none"> <li>• No provision of non-instructional services for migratory children.</li> <li>• No collaboration with other programs or service providers to address student needs.</li> <li>• No student participation</li> <li>• No record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate provision of non-instructional services for migratory children.</li> <li>• Limited collaboration with other programs or service providers to address student needs.</li> <li>• Limited student participation</li> <li>• Inadequate record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Some provision of non-instructional services for migratory children.</li> <li>• Some collaboration with other programs or service providers to address student needs.</li> <li>• Some student participation</li> <li>• Some record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient provision of non-instructional services for migratory children.</li> <li>• Frequent collaboration with other programs or service providers to address student needs.</li> <li>• Frequent student participation</li> <li>• Sufficient record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive provision of non-instructional services for migratory children.</li> <li>• Regular collaboration with other programs or service providers to address student needs.</li> <li>• Regular student participation</li> <li>• Comprehensive record keeping</li> </ul>

**Check (√) the ways in which this strategy was implemented in your project.**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Advocacy   | <input type="checkbox"/> Coordination with other school programs                             | <input type="checkbox"/> Mental health referrals and support              |
| <input type="checkbox"/> Advocacy/coordination with federal, state, and local instructional program services for enrollments, distance learning, placements, supplemental testing | <input type="checkbox"/> Coordination with teachers  | <input type="checkbox"/> Parent/family communication                      |
| <input type="checkbox"/> Assistance with applications for summer programs   | <input type="checkbox"/> Field trips/enrichment activities                                   | <input type="checkbox"/> Parent liaisons                                  |
| <input type="checkbox"/> Coordination with counselors   | <input type="checkbox"/> Food/nutrition  | <input type="checkbox"/> Referral services fair                           |
| <input type="checkbox"/> Coordination with community service providers  | <input type="checkbox"/> Family events addressing supplemental instruction components        | <input type="checkbox"/> Resource booklet of community programs/ agencies |
| <input type="checkbox"/> Coordination with ESDs to access services  | <input type="checkbox"/> Health services (dental exams, physicals, vision/hearing screening) | <input type="checkbox"/> Student meetings/support                         |
|   | <input type="checkbox"/> Home visits   | <input type="checkbox"/> Supplies/materials                               |
|   | <input type="checkbox"/> Materials/resources to be used in the home                          | <input type="checkbox"/> Technology                                       |
|   | <input type="checkbox"/> Meals/nutrition   | <input type="checkbox"/> Translating/interpreting                         |
|   |  | <input type="checkbox"/> Transportation                                   |

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

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Descriptions of support services         | <input type="checkbox"/> Phone log                            | <input type="checkbox"/> Student participation records       |
| <input type="checkbox"/> Documentation of coordination activities | <input type="checkbox"/> Records of support services received | <input type="checkbox"/> Surveys                             |
| <input type="checkbox"/> MEP screening logs                       | <input type="checkbox"/> Reported services in MSIS            | <input type="checkbox"/> Transportation and attendance lists |
| <input type="checkbox"/> Needs and services summary and log       | <input type="checkbox"/> Services records/documentation       |  |

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. Provide reason.

**Strategy 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.

**Implementation Level (√)**

<input type="checkbox"/> Not Evident	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
<ul style="list-style-type: none"> <li>• No provision of non-instructional services for migratory children.</li> <li>• No collaboration with other programs or service providers to address student needs.</li> <li>• No student participation</li> <li>• No record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate provision of non-instructional services for migratory children.</li> <li>• Limited collaboration with other programs or service providers to address student needs.</li> <li>• Limited student participation</li> <li>• Inadequate record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Some provision of non-instructional services for migratory children.</li> <li>• Some collaboration with other programs or service providers to address student needs.</li> <li>• Some student participation</li> <li>• Some record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient provision of non-instructional services for migratory children.</li> <li>• Frequent collaboration with other programs or service providers to address student needs.</li> <li>• Frequent student participation</li> <li>• Sufficient record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive provision of non-instructional services for migratory children.</li> <li>• Regular collaboration with other programs or service providers to address student needs.</li> <li>• Regular student participation</li> <li>• Comprehensive record keeping</li> </ul>

**Check (√) the ways in which this strategy was implemented in your project.**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Advocacy   | <input type="checkbox"/> Collaborate with district teams (EL, SpED, counselors, etc.) to address student needs | <input type="checkbox"/> Informational sessions for all grade levels                 |
| <input type="checkbox"/> Advocate for Running Start and other college and career readiness programs | <input type="checkbox"/> Explain graduation requirements   | <input type="checkbox"/> Needs assessments conducted                                 |
| <input type="checkbox"/> Collaborate with other school events, parent/teacher nights                | <input type="checkbox"/> Home visits or virtual family intake  | <input type="checkbox"/> Provide families with relevant district/community resources |

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

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Descriptions of services provided        | <input type="checkbox"/> Phone log                      | <input type="checkbox"/> Student participation records       |
| <input type="checkbox"/> Documentation of coordination activities | <input type="checkbox"/> Reported services in MSIS      | <input type="checkbox"/> Surveys                             |
| <input type="checkbox"/> Needs and services summary and log       | <input type="checkbox"/> Services records/documentation | <input type="checkbox"/> Transportation and attendance lists |

Cite additional strategies/documentation here.

If this strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this strategy in the future.

This strategy is not applicable to our project. Provide reason.

**Strategy 5.4.** Provide support to all eligible migratory children with Medically Diagnosed Alerts (MSAs) to help address any unresolved or newly identified health and social needs.

**Implementation Level (√)**

☐ Not Evident	☐ Aware	☐ Developing	☐ Succeeding	☐ Exceeding
<ul style="list-style-type: none"> <li>• No support provided to migratory children with MDAs to help address identified health and social needs.</li> <li>• No collaboration with other programs or service providers to address student needs.</li> <li>• No student participation</li> <li>• No record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate support provided to migratory children with MDAs to help address identified health and social needs.</li> <li>• Limited collaboration with other programs or service providers to address student needs.</li> <li>• Limited student participation</li> <li>• Inadequate record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Some support provided to migratory children with MDAs to help address identified health and social needs.</li> <li>• Some collaboration with other programs or service providers to address student needs.</li> <li>• Some student participation</li> <li>• Some record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient support provided to migratory children with MDAs to help address identified health and social needs.</li> <li>• Frequent collaboration with other programs or service providers to address student needs.</li> <li>• Frequent student participation</li> <li>• Sufficient record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive support provided to migratory children with MDAs to help address identified health and social needs.</li> <li>• Regular collaboration with other programs or service providers to address student needs.</li> <li>• Regular student participation</li> <li>• Comprehensive record keeping</li> </ul>

**Check (√) the ways in which this strategy was implemented in your project.**

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>☐ Coordination with community-based organizations for social services.</li> <li>☐ Coordination with community health care providers for health and dental services</li> <li>☐ Coordination with ESDs to access services</li> </ul> | <ul style="list-style-type: none"> <li>☐ Family events with wellness components</li> <li>☐ Home visits, including virtual</li> <li>☐ Interaction with school staff (e.g., nurses, counselors, social workers, therapist) and/or parent or guardian to help meet student health needs</li> </ul> | <ul style="list-style-type: none"> <li>☐ Partnerships with other programs</li> <li>☐ Referral services by MEP staff</li> <li>☐ Referral services fair</li> <li>☐ Social-emotional strategies</li> <li>☐ Supplemental nutrition, medication, equipment</li> </ul> |
|---|---|--|

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

- |  |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li>☐ CHC forms (fiscal records, contracts, MOUs, BAAs)</li> <li>☐ Exam results</li> <li>☐ Descriptions of services provided</li> </ul> | <ul style="list-style-type: none"> <li>☐ Documentation of coordination activities</li> <li>☐ Needs and services summary and log</li> <li>☐ Phone log</li> <li>☐ Reported exams and services in MSIS</li> </ul> | <ul style="list-style-type: none"> <li>☐ Services records/documentation</li> <li>☐ Student participation records</li> <li>☐ Surveys</li> <li>☐ Transportation and attendance lists</li> </ul> |
|--|--|---|

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. Provide reason.

**Please provide information about the MEP-sponsored parent activities 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 professional development 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: _____		



# Program Surveys

## Staff Survey 2022–2023 (screen shot and link)

Washington Migrant Education Program

1. What is your district?

2. Please check your position:  
 MEP instructional staff       MEP non-instructional staff

3. Did you attend MEP professional development (PD) during 2022-23?  
 Yes     No

4. To what extent did MEP PD...

	Not at all	A little	Somewhat	A lot	Very much	N/A
...increase your understanding of the unique needs of migratory students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...increase your understanding of social-emotional learning strategies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...increase your understanding of culturally responsive teaching strategies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...increase your understanding of academic language support strategies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...increase your capacity to support migratory children in early learning programs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...increase your understanding of the unique needs of secondary-aged migratory youth?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Survey link –



QR Code/Link to Form 1: Staff Survey

<https://www.surveymonkey.com/r/WAMEPStaffSurvey22-23>

## Parent Survey 2022–2023 (screen shot and link)

Washington MEP 2022-23 Parent Survey / Encuesta Para Los Padres (Form 2)

**Washington Migrant Education Program  
Programa de Educación Migrante de Washington**

Please place a checkmark (✓) next to the response that best matches your opinion about the Migrant Education Program (MEP). Thank you!  
Coloque una marca de verificación (✓) al lado de la respuesta que mejor indica su opinión sobre el Programa de Educación Migrante (MEP). ¡Gracias!

1. Your District Name / Nombre de su Distrito:

2. Grade level(s) of your children  
**Grado(s) de sus niños:**  
 Preschool / Preescolar       9-12  
 K-8       out-of-school / Joven fuera del ámbito escolar

3. Did you attend any parent activities hosted by the Migrant Education Program (MEP)?  
**¿Asistió a alguna actividad para padres auspiciada por el Programa de Educación Migrante (MEP)?**  
 Yes / Sí     No

4. To what extent did the parent activities and/or resources/information provided by the MEP...  
**¿Hasta qué punto las actividades para padres y/o los recursos/información proporcionados por el MEP...**

	Not at all Nada	Somewhat Algo	A Lot Mucho	N/A No me aplica
...help you feel better prepared to support your child's reading at home? ...le ayudo sentirse mejor preparado para apoyar la lectura de su hijo en casa?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...help you feel better prepared to support your child's math at home? ...le ayudo sentirse mejor preparado para apoyar las matemáticas de su hijo en casa?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...help you feel better prepared to support your preschool-age child's learning at home? ...le ayudo a sentirse mejor preparado para apoyar el aprendizaje de su hijo en edad preescolar en casa?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Do you have any suggestions for the Migrant Education Program?  
**¿Tiene alguna sugerencia para el Programa de Educación Migrante?**

Survey link –

QR Code/Link to Form 2: Parent Survey

<https://www.surveymonkey.com/r/WAMEPParentSurvey22-23>



## Migratory Student Survey 2022–2023 (screen shot and link)

2022-23 Washington MEP Student Program Survey  
MEP Encuesta de Programas estudiantiles

**Hello Students,**

**Please complete this survey to help us determine your opinion about your participation in Migrant Education Program (MEP)-funded student programs. Thank you very much!!**

**Hola Alumnos,**

**Favor de completar esta encuesta para ayudarnos a determinar su opinión sobre su participación en programas estudiantiles financiados por parte del programa de educación migrante. ¡Muchísimas gracias!**

1. What is your school district?

¿Cuál es su distrito escolar?

2. In which MEP Student Program did you participate?

¿En cuales programas estudiantiles del MEP participaste?

- Voices from the Field / "Voices from the Field"
- Native Voices / "Native Voices"
- Dare to Dream / "Dare to Dream"
- Student Leadership Conference / Conferencia de Liderazgo para Estudiantes
- Local MEP Student Program / Programa local del MEP para Estudiantes
- Other (please specify) / Otro (favor de especificar)

3. If you answered "Yes" to Question #2, please rate the following sentences.

Si respondió "Sí" a la pregunta #2, califique lo siguiente.

N/A=Not Applicable / N/A=No me aplica

To what extent... / Hasta que punto...

	Not at all Nada	Somewhat Un poco	A lot Mucho	N/A
a. did participating in the Student Program improve your attitude toward school? a. ¿Participar en el Programa de Estudiantes mejoró su actitud sobre la escuela?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. did participating in the Student Program improve your attitude toward learning? b. ¿Participar en el Programa de Estudiantes mejoró su actitud sobre el aprendizaje?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. did you like participating in the program activities? c. ¿Te gustó participar en las actividades del programa?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. In what ways do you think the Student Program will help you be successful in high school and/or prepared for college/careers?

¿En qué manera crees que el Programa de Estudiantes te ayudará a tener éxito en "high school" y/o prepararte para la universidad/carreras?

5. How confident were you PRIOR to participating in the Student Program that you will achieve your academic goals?

¿Qué tan seguro estabas ANTES de participar en el Programa de Estudiantes de que lograrás tus metas académicas?

- Not Confident     Somewhat Confident     Very Confident     Extremely Confident  
No confiado    Algo confiado    Muy confiado    Extremadamente confiado

6. How confident are you AFTER participating in the Student Program that you will achieve your academic goals?

¿Qué tan seguro estabas DESPUES de participar en el Programa de Estudiantes de que lograrás tus metas académicas?

- Not Confident     Somewhat Confident     Very Confident     Extremely Confident  
No confiado    Algo confiado    Muy confiado    Extremadamente confiado

7. Do you have any suggestions for the Student Program?

¿Tiene sugerencias para el Programa de Estudiantes?

Survey link –



<https://www.surveymonkey.com/r/WAMEPStudentProgramSurvey22-23>