**North Carolina Migrant Education Program (MEP)**

**2024-25 Local Program Evaluation**

|  |  |
| --- | --- |
| **District Name:** |  |
| **Names of staff assisting in the completion of the evaluation** |  |

**Purposes:**

1. To measure the level of implementation of each MEP **Strategy** listed in the North Carolina MEP Service Delivery Plan
2. To report Measurable Program Objectives (MPOs) data that correspond to Goal Area strategies in the NC MEP Service Delivery Plan to measure the effectiveness and impact of the MPOs corresponding strategy
3. To address the implementation evaluation of the North Carolina MEP, including data related to MPOs that is disaggregated by grade level and PFS status for instructional services as required by the US Department of Education, Office of Migrant Education
4. To serve as a self-assessment guide to local MEPs in implementing migrant-funded services in the 4 Goal Areas: 1) ELA and Mathematics, 2) School Readiness, 3) High School and OSY, and 4) Support Services.
5. To inform State MEP staff and the program evaluator about the level of Strategy implementation at each local project

**Directions**:

* Schedule a time to convene district MEP staff to discuss scoring and evidence for each strategy.
* Scoring and rating for each strategy should be done following the conclusion of the MEP services for that strategy, either at the end of the school year or at the end of the summer if services for that strategy are part of your summer services and programming.
* For each strategy, rate and indicate your MEP's "Implementation Level" for the 2023-24 program year, and cite evidence to support the rating.
* Ratings are based on a 5-point scale: 1 = Not Aware, 2 = Aware, 3 = Developing, 4 = Succeeding, and 5 = Exceeding, where a rating of Succeeding is considered "proficient."
* Documentation checked for each strategy will be reviewed during PQRs and monitoring visits from NC DPI.
* For each strategy's MPO data reporting charts, use the recommended evaluation and tracking instruments found at tinyurl.com/NCMEPSDP to track service provision data during the regular school year and summer terms.
* Record data in corresponding charts under each strategy.
* Disaggregate data by grade level and PFS status as the data charts indicate.
* Questions? Contact Hunter Ogletree at [hunter.ogletree@dpi.nc.gov](mailto:hunter.ogletree@dpi.nc.gov)

**1.1) Provide virtual or in-person supplemental summer instruction appropriate to the number of migratory students in the program, with differentiated ELA and mathematics tutoring based on identified needs.**

**Indicate the implementation level here or Check Its corresponding box:**

| **Not Aware** | **Aware** | **Developing** | **Succeeding** | **Exceeding** |
| --- | --- | --- | --- | --- |
| We are not aware that our program applied to implement supplemental summer instruction for migratory children for improving ELA and math achievement. | We are aware that our program applied to implement supplemental summer instruction for migratory children for improving ELA and math achievement., but we have not started developing or providing services yet. | We are developing supplemental summer instruction for migratory children, but services were not provided or were not focused on improving ELA and math achievement. | We have provided sufficient supplemental instruction for migratory children designed to improve ELA and math achievement. | We have provided comprehensive supplemental instruction designed to improve ELA and math achievement, and could share our successful program with other programs in the state. |

**How was the strategy implemented?**

First serve students with priority for services (PFS)

In-person summer program

Virtual summer program

Home visits to determine needs

Home tutoring during the summer

Leverage community involvement for potential addition locations/ support (21st century collaborations)

Instructional Feedback Plan

Other:

**How did you use MEP funds?**

Compensation for tutors/ teachers

Curriculum/programs

Transportation

Educational materials and supplies

Other:

**What documentation is kept on site?**

Instructional Support Log

Schedules for regular tutor/teacher interactions

Attendance form

Instructional Feedback Plan

Other:

**Comments (add a comment about what needs to improve, and what steps you are taking, if a strategy is marked “developing” or lower)**

**1A & 1B) By the end of the 2023-24 performance period, 65% of K-8 migratory students participating in at least 20 hours of MEP ELA and math summer programming will demonstrate a 5% gain on a locally administered assessment.**

What tests were used for pre/posttests in the summer? If tests were classroom assessments created by teachers or substantially modified from brand name assessments, write “teacher created.” If there was no summer program, skip to the next section. If there was a summer program but no assessment data was collected, enter 0s for the child counts. Note that MEP summer projects providing instructional services are required to determine the effectiveness of services through assessments. Priority for Services (PFS) students are a subset of all migratory students.

**ELA Assessments Used (add rows if needed)**

|  |  |
| --- | --- |
| Grade(s) | Summer Assessment Used for Results |
|  |  |
|  |  |
|  |  |
|  |  |

**ELA Results for Migratory Students Receiving Instructional Services in the Summer**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade | Number of all migratory students participating in ELA summer instructional services | Number of all assessed with both an ELA pre- and posttest in the summer | Number demonstrating a gain of 5% between ELA pre and post | Number of PFS migratory students participating in ELA summer instructional services | Number of PFS assessed with both an ELA pre- and posttest in the summer | Number PFS demonstrating a gain of 5% between ELA pre and post |
| K |  |  |  |  |  |  |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |

**Math Assessments Used (add rows if needed)**

|  |  |
| --- | --- |
| Grade(s) | Summer Assessment Used for Results |
|  |  |
|  |  |
|  |  |
|  |  |

**Math Results for Migratory Students Receiving Instructional Services in the Summer**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade | Number of all migratory students participating in math summer instructional services | Number of all assessed with both a math pre- and posttest in the summer | Number demonstrating a gain of 5% between math pre and post | Number of PFS migratory students participating in math summer instructional services | Number of PFS assessed with both an math pre- and posttest in the summer | Number PFS demonstrating a gain of 5% between math pre and post |
| K |  |  |  |  |  |  |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |

**1.2) Provide regular school year supplemental support in ELA and mathematics in coordination with classroom teachers to ensure alignment with grade level standards.**

**Indicate the implementation level here or Check Its corresponding box: )**

| **Not Aware** | **Aware** | **Developing** | **Succeeding** | **Exceeding** |
| --- | --- | --- | --- | --- |
| We are not aware that our program applied to implement supplemental regular school year supplemental support for migratory children for improving ELA and math achievement. | We are aware that our program applied to implement supplemental regular school year supplemental support for migratory children for improving ELA and math achievement., but we have not started developing or providing services yet. | We are developing supplemental regular school year supplemental support for migratory children, but services were not provided or were not focused on improving ELA and math achievement. | We have provided sufficient regular school year supplemental support for migratory children designed to improve ELA and math achievement. | We have provided comprehensive regular school year supplemental support designed to improve ELA and math achievement, and could share our successful program with other programs in the state. |

**How was the strategy implemented?**

Before/after school tutoring

Time/schedule for tutors to meet with the classroom teacher

Instructional Support Plan

Instructional Feedback Plan

Other:

**How did you use MEP funds?**

Compensation for tutors/ teachers

Curriculum/programs

Materials and supplies

Transportation

Other:

**What documentation is kept on site?**

Instructional Support Log

Schedules for regular tutor/teacher interactions

Attendance form

Instructional Feedback Plan

Other:

**Comments (add a comment about what needs to improve, and what steps you are taking, if a strategy is marked “developing” or lower)**

**1C and 1D)** **By the end of the 2023-24 performance period, 80% of K-8 migratory students enrolled for at least 6 months that participate in MEP ELA and/or math supplemental support during the regular school year will demonstrate growth in one or more domains on the classroom teacher survey.**

MEP staff should complete the Classroom Teacher Survey for all migratory children in grades K-8 who are enrolled in the school year for 6 months and who participate in MEP-funded instructional services. Use the following tables to record a summary of the Classroom Teacher Surveys. Priority for Services (PFS) children are a subset of all migratory students. Contact DPI staff if you have any questions about which children are considered PFS.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | **Number of all migratory students participating in instructional services for 6 months: ELA** | **Number or all gaining in one or more domains on the classroom teacher survey: ELA** | **Number of PFS migratory students participating in instructional services for 6 months: ELA** | **Number of PFS gaining in one or more domains on the classroom teacher survey: ELA** |
| **K** |  |  |  |  |
| **1** |  |  |  |  |
| **2** |  |  |  |  |
| **3** |  |  |  |  |
| **4** |  |  |  |  |
| **5** |  |  |  |  |
| **6** |  |  |  |  |
| **7** |  |  |  |  |
| **8** |  |  |  |  |
| **Total** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | **Number of all migratory students participating in instructional services for 6 months: mathematics** | **Number of all gaining in one or more domains on the classroom teacher survey: mathematics** | **Number of PFS migratory students participating in instructional services for 6 months: mathematics** | **Number of PFS gaining in one or more domains on the classroom teacher survey: mathematics** |
| **K** |  |  |  |  |
| **1** |  |  |  |  |
| **2** |  |  |  |  |
| **3** |  |  |  |  |
| **4** |  |  |  |  |
| **5** |  |  |  |  |
| **6** |  |  |  |  |
| **7** |  |  |  |  |
| **8** |  |  |  |  |
| **Total** |  |  |  |  |

**1.3) Participate in professional development offered by the State for MEP and non-MEP instructional staff related to serving migratory students with EL support.**

**Indicate the implementation level here or Check Its corresponding box:**

| **Not Aware** | **Aware** | **Developing** | **Succeeding** | **Exceeding** |
| --- | --- | --- | --- | --- |
| We are not aware that our program applied to participate in professional development offered by the state. | We are aware that our program applied to participate in professional development offered by the state., but we were unable to participate. | We are developing a plan to participate in professional development offered by the state, but few or no staff participated. | Sufficient MEP staff participated in professional development offered by the state. | MEP staff and non-MEP staff participated in all applicable professional development offered by the State. |

**How was the strategy implemented?**

Provide time/opportunity to participate

Technology to participate

Offering CEUs

Other:

**How did you use MEP funds?**

Travel reimbursement (if needed)

Paying for substitutes for teachers to attend/participate in PD

Other:

**What documentation is kept on site?**

Travel reimbursement log

Contact hour certificates

PD agenda/evaluations

Staff survey results

Other:

**Comments (add a comment about what needs to improve, and what steps you are taking, if a strategy is marked “developing” or lower)**

**Goal Area 2: School Readiness**

**2.1) Coordinate and facilitate enrollment with existing early childhood education (ECE) programs (e.g., local, federal, East Coast Migrant Head Start [ECMHS], private providers), and advocate for ECEs to accept migratory preschool children after the enrollment period, by having all enrollment documentation ready prior to enrollment deadline.**

**Indicate the implementation level here or Check Its corresponding box:**

| **Not Aware** | **Aware** | **Developing** | **Succeeding** | **Exceeding** |
| --- | --- | --- | --- | --- |
| We are not aware that our program applied to coordinate and facilitate enrollment in local ECE programs. | We are aware that our program applied to coordinate and facilitate enrollment in local ECE programs., but no coordination has occurred. | We are developing a plan to coordinate and facilitate enrollment in local ECE programs, but little coordination occurred or enrollment documentation was no provided to families. | We have provided sufficient coordination and facilitation of enrollment in local ECE programs, and families regularly receive enrollment documentation prior to deadlines. | We have provided comprehensive coordination and facilitation of enrollment in local ECE programs and could share our successful program with other programs in the state. |

**How was the strategy implemented?**

Communicate with ECE programs and potential families about the enrollment process and enrollment timeline for the MEP. Methods of communication will include but not limited to phone calls, text messages, fliers, social media.

Invite ECE programs and families to MEP meetings where they will receive information regarding enrollment and necessary documentation for participation in their programs.

Train MEP staff to assist families prior to and during the local enrollment process to ensure that necessary documentation is identified and completed so MEP staff may secure a space in a PreK classroom.

Other:

**How did you use MEP funds?**

Parent meeting expenses: childcare, snacks and food

Transport families to meeting

MEP staff regular expenses and travel

Materials for flyers, meetings, and enrollment packets

Postage for enrollment packets

Other:

**What documentation is kept on site?**

Enrollment packets for all ECE programs

List of all the required documentation families will need to provide to the accepting ECE program

Meeting agendas, notes, and sign-in sheets

Parent surveys

Other:

**Comments (add a comment about what needs to improve, and what steps you are taking, if a strategy is marked “developing” or lower)**

**2A and B) By the end of 2023-24 performance period, 70% of children enrolled in a year-round ECE program will demonstrate growth within one or more of the developmental indicators identified within the NC Foundation for Early Learning and Development.**

Record results for migratory children ages 3-5 who were enrolled in ANY Early Childhood Education program that operates year-round and for whom assessment results are available.

|  |  |  |  |
| --- | --- | --- | --- |
| **PFS Status** | **Number of migratory children enrolled in any ECE program** | **Number with pre/post assessment results** | **Number demonstrating a gain of 1+ points or levels between pre and post** |
| **All migratory** |  |  |  |
| **PFS migratory** |  |  |  |

**2.2a) Provide in-home visits during the regular school year to provide resource kits and formal instruction for preschool children to supplement instructional time at least 18 hours per term, including the use of online resources such as: NC Literacy at Home Digital Children’s Reading Initiative, I2MPACT, Let’s Get Ready a Family Guide to Supporting School Readiness, NC Foundations for Early Learning and Development Unpacking Guides, Imagine Learning, and Khan Academy Kids. Collaborate with ECMHS to provide Abriendo Puertas training. Utilize a rubric of identified skills to document child participation and growth of identified content.**

**Indicate the implementation level here or Check Its corresponding box:**

| **Not Aware** | **Aware** | **Developing** | **Succeeding** | **Exceeding** |
| --- | --- | --- | --- | --- |
| We are not aware that our program applied to provide home visits with 18 hours of instructional time. | We are aware that our program applied to provide home visits with 18 hours of instructional time, but we have not started developing or providing services yet. | We are developing a plan to provide home visits with 18 hours of instructional time, but few services were provided or documentation of progress was not maintained. | We have provided home visits with 18 hours of instructional time and documented progress using a rubric to document child participation and growth. | We have provided comprehensive home visits with 18 hours of instructional time, documented progress, and could share our successful program with other programs in the state. |

**How was the strategy implemented?**

Implement the NC MEP 18 Hour PreK Foundation Document (The MEP PreK Foundation will be consistent across the State)

Abriendo Puertas programming and training

Digital learning

Other:

**How did you use MEP funds?**

Document translation

Paper copies of digital resources

MEP staff regular expenses and travel

Materials for flyers and meetings

Other:

**What documentation is kept on site?**

MEP 18 Hour PreK Foundation Lesson Plan

Digital resources to include but not limited to NC

Digital Learning, I2MPACT, Let’s Get Ready Family Guide to School Readiness, Imagine Learning, and Khan Academy Kids

Pre/post Pre-K assessment of skills taught through the 18 MEP Hour PreK Foundation Document

Survey for families regarding utilization of the Family School Readiness Guide and its role in supporting the PreK-K Transition Process

Other:

**Comments (add a comment about what needs to improve, and what steps you are taking, if a strategy is marked “developing” or lower)**

**2C) By the end of the 2023-24 performance period, 70% of children who participated in 18 hours of instruction will show growth in one or more domains addressed within the NC Foundations for Early Learning and Development, to include: social-emotional, mathematics, approaches to learning, language and literacy, and physical domains.**

Record results for migratory children ages 3-5 who were enrolled in MEP-funded early childhood instruction for at least 18 hours during the regular term or summer.

|  |  |  |  |
| --- | --- | --- | --- |
| **PFS Status** | **Number of migratory children enrolled 18 hours of MEP instruction** | **Number with pre/post assessment results** | **Number demonstrating a gain of 1+ points or levels between pre and post** |
| **PFS migratory** |  |  |  |
| **All migratory** |  |  |  |

**2.2b) Provide school readiness instruction during home visits, at summer site-based schools, or virtually that is aligned to ECE classroom activities and parent activities when other programs are unavailable.**

**Indicate the implementation level here or Check Its corresponding box:**

| **Not Aware** | **Aware** | **Developing** | **Succeeding** | **Exceeding** |
| --- | --- | --- | --- | --- |
| We are not aware that our program applied to provide school readiness instruction. | We are aware that our program applied to provide school readiness instruction, but we have not started developing or providing services yet. | We are developing a plan to provide school readiness instruction, but few services were provided or documentation of progress was not maintained. | We have provided school readiness instruction and documented children’s progress. | We have provided comprehensive school readiness instruction, documented progress, and could share our successful program with other programs in the state. |

**How was the strategy implemented?**

Migrant-funded preschool

Lessons based on the NC Foundations for Early Learning and Development

Attend and implement strategies from professional development

Home-based preschool

Site-based preschool

Virtual or remote activities

Other:

**How did you use MEP funds?**

Funding of staff

Evidence-based curriculum

Preschool support materials

Preschool facilities, meals, transportation, etc.

Staff training and development

Other:

**What documentation is kept on site?**

Participation records

Evidence base for instructional materials/ strategies used

School readiness checklist results

Staff schedules

Summer school calendars

Summer school classroom daily schedules

Staff training sign-in sheets, agendas, and notes

Other:

**Comments (add a comment about what needs to improve, and what steps you are taking, if a strategy is marked “developing” or lower)**

**Goal Area 3: Graduation and OSY Achievement**

**3.1) Provide and coordinate academic support in ELA and mathematics for migratory high school students through summer and afterschool programming.**

**Indicate the implementation level here or Check Its corresponding box:**

| **Not Aware** | **Aware** | **Developing** | **Succeeding** | **Exceeding** |
| --- | --- | --- | --- | --- |
| We are not aware that our program applied to provide academic support for high school students. | We are aware that our program applied to provide academic support for high school students, but we have not started developing or providing services yet. | We are developing a plan to provide academic support for high school students, but few services were provided or documentation of progress was not maintained. | We have provided academic support for high school students and documented students’ progress. | We have provided comprehensive academic support for high school students, documented progress, and could share our successful program with other programs in the state. |

**How was the strategy implemented?**

Provide a site-based program

Provide a home-based program

Provide a before/after school program

Provide scholarships for Summer Enrichment Programs (e.g., North Carolina School of Science and Mathematics)

Other:

**How did you use MEP funds?**

Tutors

Transportation

Supplies and materials

Curriculum

Fees for student participation in summer enrichment programs

Supplemental materials and supplies

Other:

**What documentation is kept on site?**

Pre-post assessments/data

Tutor log

Attendance records

Transportation documentation (i.e. mileage logs)

Agendas/program schedules/ calendars

PLUSS template

Other:

**Comments (add a comment about what needs to improve, and what steps you are taking, if a strategy is marked “developing” or lower)**

What tests were used for pre/posttests in the summer or after school programs? If tests were classroom assessments created by teachers or substantially modified from brand name assessments, write “teacher created.” If there were no instructional services provided after school or during the summer for students in grades 9-12, skip to the next section. If there was a summer program but no assessment data was collected, enter 0s for the student counts.

**Assessments Used (add rows if needed)**

|  |  |
| --- | --- |
| Grade(s) | Summer/After School Assessment Used for Results |
|  |  |
|  |  |
|  |  |
|  |  |

**Results for Migratory Secondary Students Receiving Instructional Services in the Summer and/or After School**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade | Number of all migratory students participating in 20 hours of instructional services | Number of all assessed with both a pre- and posttest | Number demonstrating a gain of 5% between pre and post | Number of PFS migratory students participating in 20 hours of instructional services | Number of PFS assessed with both a pre- and posttest | Number PFS demonstrating a gain of 5% between pre and post |
| 9 |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |

**3.2) Ensure that migratory secondary students have a graduation plan aligned to the student’s needs and goals, and provide trained mentors to develop and monitor progress on plans. Mentors participate in state-offered training regarding the effect of mobility on credit accrual and strategies for successful graduation plans.**

**Indicate the implementation level here or Check Its corresponding box:**

| **Not Aware** | **Aware** | **Developing** | **Succeeding** | **Exceeding** |
| --- | --- | --- | --- | --- |
| We are not aware that our program applied to provide mentors to monitor secondary student progress. | We are aware that our program applied to provide mentors to monitor secondary student progress, but we have not started developing or providing services yet. | We are developing a plan to provide mentors to monitor secondary student progress, but few services were provided. | We have provided mentors to monitor secondary student progress and mentors participated in available state-offered training. | We have provided comprehensive access to mentors to monitor secondary student progress and could share our successful program with other programs in the state. |

**How was the strategy implemented?**

Create a mentor program and train mentors

Create home-based evening program

HSE referrals to HEP

Assign mentors to students in HEP

Provide career exploration field trips

Other:

**How did you use MEP funds?**

Stipends for mentors

Fees for needs assessment

Fees for travel to attend training

Materials and supplies

Transportation

Field trip fees

Fees for motivational guest speakers

Other:

**What documentation is kept on site?**

Sample graduation plans

Mentor meeting logs (with students)

Sample HEP referrals

COEs

Sign-in sheets/training agendas

Attendance/agendas for field trips

Other:

**Comments (add a comment about what needs to improve, and what steps you are taking, if a strategy is marked “developing” or lower)**

**3B) By the end of the 2023-24 performance period, 80% of migratory secondary students with a mentor will have a graduation plan that is regularly monitored for progress.**

**Migratory High School Students with an MEP Mentor During the School Year**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | Number of all migratory students with a mentor | Number with a mentor who have a graduation plan that is regularly monitored for progress | Number of PFS migratory students with a mentor | Number of PFS students with a mentor who have a graduation plan that is regularly monitored for progress |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| 11 |  |  |  |  |
| 12 |  |  |  |  |
| Total |  |  |  |  |

**3.3) Implement a credit recovery program specifically in the summer to ensure students are on track to graduate.**

**Indicate the implementation level here or Check Its corresponding box:**

| **Not Aware** | **Aware** | **Developing** | **Succeeding** | **Exceeding** |
| --- | --- | --- | --- | --- |
| We are not aware that our program applied to implement a credit recovery program. | We are aware that our program applied to implement a credit recovery program, but we have not started developing or providing services yet. | We are developing a plan to implement a credit recovery program, but few services were provided. | We have implemented a credit recovery program. | We have implemented a comprehensive credit recovery program, and could share our successful program with other programs in the state. |

**How was the strategy implemented?**

Offer flexible and evening credit recovery programs

Offer online credit recovery program

Offer in-person credit recovery program

Other:

**How did you use MEP funds?**

Fees for credit recovery program/ classes

Teacher salaries

Computers

Hot spots

IT support

Other:

**What documentation is kept on site?**

Attendance records

Data on number of credits recovered

Other:

**Comments (add a comment about what needs to improve, and what steps you are taking, if a strategy is marked “developing” or lower)**

**3D) By the end of the 2023-24 performance period, 50% of students participating in MEP summer credit accrual will successfully complete credit requirements.**

**Migratory High School Students Participating in MEP-funded Summer Credit Accrual**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | Number of all migratory students participating in credit accrual | Number of all migratory students completing credit requirements | Number of PFS migratory students participating in credit accrual | Number of PFS migratory students completing credit requirements |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| 11 |  |  |  |  |
| 12 |  |  |  |  |
| OSY |  |  |  |  |
| Total |  |  |  |  |

**3.4) Provide ESL and goal setting instruction for OSY during summer programming and/or during flexible hours. Use mentors and tutors to coordinate and facilitate enrollment in alternative pathways and HSED pathways when necessary.**

**Indicate the implementation level here or Check Its corresponding box:**

| **Not Aware** | **Aware** | **Developing** | **Succeeding** | **Exceeding** |
| --- | --- | --- | --- | --- |
| We are not aware that our program applied to provide instruction for OSY. | We are aware that our program applied to provide instruction for OSY, but we have not started developing or providing services yet. | We are developing a plan to provide instruction for OSY, but few services were provided. | We have provided instruction for OSY that includes ESL and goal setting instruction or facilitating enrollment in HSED pathways. | We have provided instruction for OSY, and could share our successful program with other programs in the state. |

**How was the strategy implemented?**

Implement a home-based mentoring program

Make referrals to community college programs/alternative pathways

Implement OSY/ESL lessons from the iSOSY Consortium

Other:

**How did you use MEP funds?**

Mentor stipends

Teachers or instructors

Transportation

Supplies and materials

Other:

**What documentation is kept on site?**

Pre/post assessments

Mentor logs

Learning plans

Goal setting rubric

Other:

**Comments (add a comment about what needs to improve, and what steps you are taking, if a strategy is marked “developing” or lower)**

**MPO 3E: By the end of the 2023-24 performance period, 70% of OSY with a learning plan will make progress toward their goals as measured by the instructor on the learning plan rubric.**

Count the number of OSY and secondary students participating in the **iSOSY Learning Plan** and the number making progress on their plans.

|  |  |  |
| --- | --- | --- |
| **Grade** | **Number with a learning plan** | **Number making progress on their plan** |
| 9 |  |  |
| 10 |  |  |
| 11 |  |  |
| 12 |  |  |
| OSY |  |  |

**3.5) Implement OSY Consortium instructional and training materials designed to foster personal wellness.**

**Indicate the implementation level here or Check Its corresponding box: )**

| **Not Aware** | **Aware** | **Developing** | **Succeeding** | **Exceeding** |
| --- | --- | --- | --- | --- |
| We are not aware that our program applied to provide instruction for OSY that includes personal wellness. | We are aware that our program applied to provide instruction for OSY that includes personal wellness, but we have not started developing or providing services yet. | We are developing a plan to provide instruction for OSY that includes personal wellness, but few services were provided. | We have provided instruction for OSY that includes that includes personal wellness. | We have provided instruction for OSY that includes personal wellness, and could share our successful program with other programs in the state. |

**How was the strategy implemented?**

Facilitate migratory OSY to attend the NCDPI-sponsored OSY Summer Retreat

Implement the OSY Consortium personal wellness curriculum

Other:

**How did you use MEP funds?**

Transportation

Materials and supplies

Meals while traveling

Teachers or instructors

Other:

**What documentation is kept on site?**

Attendance records

Agendas/sign-in sheets

Progress monitoring

Other:

**Comments (add a comment about what needs to improve, and what steps you are taking, if a strategy is marked “developing” or lower)**

**Strategy 3.5 MPO: By the end of the 2022-23 reporting period, 80% of OSY and at-risk secondary students participating in OSY Consortium lessons will demonstrate 5% growth on curriculum-based pre/posttests.**

Number of migratory OSY and at-risk secondary students assessed using materials from **osymigrant.org**, and the number increasing their score between pre-test and post-test. The bonus sixth question may be used toward the point increase.

|  |  |  |
| --- | --- | --- |
| **Grade** | **Number with both a pre- and post-test result** | **Number gaining 5% between pre/post** |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |
| 11 |  |  |
| 12 |  |  |
| OSY |  |  |

|  |  |
| --- | --- |
| Number of migratory students who earned a high school equivalency diploma (HSED) |  |

The number of migratory students using iSOSY instructional materials from **osymigrant.org**.

|  |  |
| --- | --- |
| **Grade** | **Number Receiving Support Using iSOSY Materials** |
| 9 |  |
| 10 |  |
| 11 |  |
| 12 |  |
| OSY |  |

Progress toward HSED, diplomas, and credential or certificate programs. If you do not track or have data for an item, leave it blank. Enter “0” if the item is tracked but there were no enrollments or completions. “Enrolled” means a student is actively engaged in the program or service, and “completed” means the student has earned the HSED, certificate, or credit.

|  |  |  |
| --- | --- | --- |
| **Number of migratory youth in…** | **# Enrolled** | **# Completed** |
| High School Equivalency Programs (HEP) |  |  |
| Programs leading to a high school equivalency diploma (HSED) (other than HEP) |  |  |
| Credential or certificate programs (such as FSCC OSHA certification) |  |  |

List **activities for OSY and secondary students** that went beyond the use of ISOSY instructional materials. Include activities related to post-secondary awareness, career awareness, goal setting, English instruction, or other activities. Add rows if needed.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Title or Description** | **Location or Virtual** | **#**  **Participants** |
|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*KEY: GS=Goal Setting; CA=Career Awareness; EL=English Instruction; O=Other*

List **Professional Learning Activities** provided by or to migrant directors and instructional staff on topics related to MEP programs and services. Add rows if needed.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Title or Description** | **Location or Virtual** | **#**  **Participants** |
|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

List **Parent Activities** provided by or to migratory parents on topics related to MEP programs, services, or other academic support. Add rows if needed.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Title or Description** | **Location or Virtual** | **#**  **Participants** |
|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Goal Area 4: Support Services**

**4.1a) Address barriers to educational outcomes for migratory children and their parents through direct services and coordination, such as partnering with existing summer opportunities, after school programs, and Very Important Parent (VIP) programs, including MEP Liaison Mentoring.**

**Indicate the implementation level here or Check Its corresponding box:**

| **Not Aware** | **Aware** | **Developing** | **Succeeding** | **Exceeding** |
| --- | --- | --- | --- | --- |
| We are not aware that our program applied to provide services that address barriers to educational outcomes and coordinate with other programs. | We are aware that our program applied to provide services that address barriers to educational outcomes and coordinate with other programs, but we have not started developing or providing services yet. | We are developing a plan to provide services that address barriers to educational outcomes and coordinate with other programs, but few services were provided. | We have provided sufficient services that address barriers to educational outcomes and coordinate with other programs. | We have provided comprehensive services that address barriers to educational outcomes and coordinate with other programs, and could share our successful program with other programs in the state. |

**How was the strategy implemented?**

Partnering with existing summer opportunities

After school programs

VIP programs

MEP liaison mentoring

Other:

**How did you use MEP funds?**

Time and effort (salaries for extended school year/day)

Supplies and materials

Cell phones

Transportation

Supplemental meals/snacks

Fees for other programming

Other:

**What documentation is kept on site?**

Timesheets

Invoices/requisitions/POs

Transportation invoice

Logs with partners

Surveys

SSR report

Other:

**Comments (add a comment about what needs to improve, and what steps you are taking, if a strategy is marked “developing” or lower)**

**4.1b) Address barriers to educational success such as transportation, internet, translation/ interpretation, and access to education in the home either through direct services or advocacy.**

**Indicate the implementation level here or Check Its corresponding box:**

| **Not Aware** | **Aware** | **Developing** | **Succeeding** | **Exceeding** |
| --- | --- | --- | --- | --- |
| We are not aware that our program applied to provide direct support services and advocacy for the items listed in the strategy. | We are aware that our program applied to provide direct support services and advocacy for the items listed in the strategy, but we have not started developing or providing services yet. | We are developing a plan to provide direct support services and advocacy for the items listed in the strategy, but few services were provided. | We have provided sufficient direct support services and advocacy for the items listed in the strategy. | We have provided comprehensive direct support services and advocacy for the items listed in the strategy and could share our successful program with other programs in the state. |

**How was the strategy implemented?**

Transportation

Internet

Translation/interpretation

Access to education in the home either through direct services or advocacy

Other:

**How did you use MEP funds?**

Time and effort (salaries for extended school year/day)

Supplies and materials

Technology (cell phones, hotspots, laptops, etc.)

Transportation

Other:

**What documentation is kept on site?**

Timesheets

Invoices, requisitions, POs

Transportation records

Logs with partners

Surveys

SSR report

Other:

**Comments (add a comment about what needs to improve, and what steps you are taking, if a strategy is marked “developing” or lower)**

**4.1c) Coordinate and facilitate access to services that address nutrition and health needs such as Migrant Health, grocery programs, food banks, and mental health service providers.**

**Indicate the implementation level here or Check Its corresponding box:**

| **Not Aware** | **Aware** | **Developing** | **Succeeding** | **Exceeding** |
| --- | --- | --- | --- | --- |
| We are not aware that our program applied to coordinate and facilitate access to services that address nutrition and health needs. | We are aware that our program applied to coordinate and facilitate access to services that address nutrition and health needs, but we have not started developing or providing services yet. | We are developing a plan to coordinate and facilitate access to services that address nutrition and health needs, but few services were provided. | We have provided sufficient coordination and facilitation of access to services that address nutrition and health needs. | We have provided comprehensive coordination and facilitation of access to services that address nutrition and health needs and could share our successful program with other programs in the state. |

**How was the strategy implemented?**

Coordination with Migrant Health programs

Coordination with grocery programs,

Coordination with food banks

Coordination with mental health service providers

Transportation

Partnering with other entities

Other:

**How did you use MEP funds?**

Time and effort (salaries for extended school year/day)

Supplies and materials

Cell phones

Transportation

Supplemental meals/snacks

Fees for other programming

Other:

**What documentation is kept on site?**

Timesheets

Invoices, requisitions, POs

Transportation records

Logs with partners

Surveys

SSR report

Copy of print materials or electronic materials

Other:

**Comments (add a comment about what needs to improve, and what steps you are taking, if a strategy is marked “developing” or lower)**

**4.1d) Provide ongoing capacity building for students and parents around computer use, use of the Parent Portal in PowerSchool, and best practices for communicating with schools and teachers.**

**Indicate the implementation level here or Check Its corresponding box: )**

| **Not Aware** | **Aware** | **Developing** | **Succeeding** | **Exceeding** |
| --- | --- | --- | --- | --- |
| We are not aware that our program applied to provide capacity building for computer use and communication. | We are aware that our program applied to provide capacity building for computer use and communication, but we have not started developing or providing services yet. | We are developing a plan to provide capacity building for computer use and communication, but few services were provided. | We have provided sufficient services for capacity building for computer use and communication. | We have provided comprehensive services for capacity building for computer use and communication and could share our successful program with other programs in the state. |

**How was the strategy implemented?**

Devices and peripherals for loan for students and parents

Training for use of Parent Portal in PowerSchool

Technology training

Best practices for communicating with schools and teachers

Screencasting

Other:

**How did you use MEP funds?**

Technology training

Time and effort (salaries for extended school year/day)

Supplies and materials

Cell phones

Transportation

Supplemental meals/snacks

Fees for other programming

Other:

**What documentation is kept on site?**

Timesheets

Invoices, requisitions, POs

Transportation records

Logs with partners

Surveys

SSR report

Other:

**Comments (add a comment about what needs to improve, and what steps you are taking, if a strategy is marked “developing” or lower)**

**4A) By the end of the 2023-24 reporting period, 90% of migratory students with support needs will receive a support service aligned to their needs as recorded on the family/student needs survey.**

MEPs document support services needs on the Family/Student Needs Survey (or similar documentation) and report the results in the table below.

**All Migratory Children with a Support Service Need**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | Number of all migratory children with support service needs | Number of all migratory children receiving one or more support services aligned to their needs | Number of PFS migratory children with support service needs | Number of PFS migratory children receiving one or more support services aligned to their needs |
| Age 3-5 |  |  |  |  |
| K |  |  |  |  |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| 11 |  |  |  |  |
| 12 |  |  |  |  |
| OSY |  |  |  |  |
| Total |  |  |  |  |

**4.2) Provide supplemental communication about school, district, and community resources that align with the needs of migratory parents through multiple modalities including parent communication apps, flyers, emails, text messages, or direct communication.**

**Indicate the implementation level here or Check Its corresponding box:**

| **Not Aware** | **Aware** | **Developing** | **Succeeding** | **Exceeding** |
| --- | --- | --- | --- | --- |
| We are not aware that our program applied to provide supplemental communication for parents. | We are aware that our program applied to provide supplemental communication for parents, but we have not started developing or providing services yet. | We are developing a plan to provide supplemental communication for parents, but few services were provided. | We have provided sufficient supplemental communication for parents. | We have provided comprehensive supplemental communication for parents and could share our successful program with other programs in the state. |

**How was the strategy implemented?**

Parent communication apps

Flyers

Emails

Text messages

Direct communication

Devices and peripherals for loan for students and parents

Training for use of Parent Portal in PowerSchool

Best practices for communicating with schools and teachers

Screencasting

Other:

**How did you use MEP funds?**

Technology Training

Time and effort (salaries for extended school year/day)

Supplies and materials

Cell phones

Transportation

Supplemental meals/snacks

Fees for other programming

Other:

**What documentation is kept on site?**

Timesheets

Invoices, requisitions, POs

Transportation records

Logs with partners

Surveys

SSR report

Copy of print materials or electronic materials; agendas/ handouts, etc.

Other:

**Comments (add a comment about what needs to improve, and what steps you are taking, if a strategy is marked “developing” or lower)**

**4.3) During MEP parent training sessions, provide information, self-advocacy training, and community services resources for parents to access the US educational system. Training topics and activities will be based on root cause analysis and training needs to engage migratory parents fully in the district educational system and implement solutions that are reflective of their unique needs.**

**Indicate the implementation level here or Check Its corresponding box:**

| **Not Aware** | **Aware** | **Developing** | **Succeeding** | **Exceeding** |
| --- | --- | --- | --- | --- |
| We are not aware that our program applied to provide parent training sessions with topics based on root cause analysis. | We are aware that our program applied to provide parent training sessions with topics based on root cause analysis, but we have not started developing or providing services yet. | We are developing a plan to provide parent training sessions with topics based on root cause analysis, but few services were provided. | We have provided sufficient parent training sessions with topics based on root cause analysis. | We have provided comprehensive parent training sessions with topics based on root cause analysis and could share our successful program with other programs in the state. |

**How was the strategy implemented?**

Root cause analysis

Training aligned with needs

Devices and peripherals for loan for students and parents

Training for use of Parent Portal in PowerSchool

Best practices for communicating with schools and teachers

Other:

**How did you use MEP funds?**

Root cause analysis protocol

Training (Abriendo Puertas, Parents as Teachers, Head Start, I2MPACT, etc.)

Time and effort (salaries for extended school year/day)

Supplies and materials

Cell phones

Transportation

Supplemental meals/snacks

Fees for other programming

Other:

**What documentation is kept on site?**

Timesheets

Invoices, requisitions, POs

Transportation records

Logs with partners

Surveys

SSR report

Copy of print materials or electronic materials; agendas/ handouts, etc

Training agendas, notes, sign-in sheets, and surveys

Other:

**Comments (add a comment about what needs to improve, and what steps you are taking, if a strategy is marked “developing” or lower)**