MPO Evaluation

TOOLKIT



**Completing MSIS Data Collection**

**of Annual Progress in Meeting**

**Measurable Performance Objectives**

**Idaho State Department of Education**

**Migrant Education Program**

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# DIRECTIONS FOR TOOLKIT

The Evaluation Toolkit is designed to be used with the Measurable Performance Outcomes (MPOs) in the 2017 Idaho State MEP Service Delivery Plan as amended in 2017-2018 in the Idaho State Consolidated plan under ESSA. The tools in the toolkit are to help you collect data so that you can accurately evaluate the effectiveness of your migrant program. Your program evaluation will be reported in the Migrant Student Information System (MSIS) by September 15th every year in the MPO Program Evaluation tab. This report tracks your progress toward meeting the MPOs you selected in the Consolidated Federal and State Grant Application (CFSGA) for the current year.

## How to get started using the toolkit

The documents in the toolkit are all in Word so that you can adapt them to better fit your use. They are examples, not required forms.

1. Review the forms and select those that match the MPOs you have selected for the year.
2. Print or share the forms electronically with migrant staff who are responsible for planning migrant services, providing services, tracking services provided, or supervising migrant staff.
3. Adapt forms as needed. Survey forms will ALL require that you enter a brief description of the event or activity that parents, students or staff are receiving and about which they are being surveyed.
4. Create a location where documents will be stored as they are used throughout the year. This can be done with paper copies in a binder with tabs for each MPO selected or in electronic folders. Ensure that those using them know where they are.
5. Establish a timeline for completing activities and recording data.

## When to use the toolkit

A sample timeline for using the toolkit:

1. **August/September:** Migrant team meets to complete 1-5 above.
2. **Monthly:** Review data collection documents to ensure that data is being collected. It is much easier to collect data as the services are provided than to wait until the end of the year.
3. **May:** Migrant team meets to complete and review all data collected. Final results for completed MPOs should be entered in MSIS now.
4. **August:** 
   * Migrant team meets to complete and review all data collected for summer school MPOs.
   * Final results for all MPOs are entered into MSIS.
   * Final review of MPO Program Evaluation is completed.
   * Report is submitted electronically in MSIS.

## How to use the toolkit to complete the MPO Program Evaluation in MSIS

Each piece of data is important for both district and state evaluation of the effectiveness of our programs. The overall goal of the Idaho MEP is to provide services that help migrant students to succeed in school and be prepared for college and careers. Your efforts make a difference in children’s lives; this report shows that.

1. Open MSIS and click on 20xx-20xx Data Collection. Click on CFSGA MPO Evaluation.
2. Tabulate your final data for each MPO using the forms you have completed throughout the year.
3. Check Yes or No for each MPO in the Results column. “Strategies not selected” do not need to be reported.
4. Important: Provide comments. Include the numerical results (e.g. 85% reported being better prepared) and a brief description of the services provided (e.g. 3 student/parent meetings for graduation requirements and college prep)
5. Submit final report after providing results for each tab’s MPOs.

# MEASURABLE PROGRAM OUTCOMES (MPOs) TOOLS in TOOLKIT

**From the Idaho Service Delivery Plan Report: Goal Area MPOs and Strategies**

The SDP helps the state MEP develop and articulate a clear vision of the **needs** of migrant children on a statewide basis, the **strategies and services** the state will use to address the needs, the **MPOs** that will be used to evaluate the effectiveness of strategies, and how the strategies will help achieve the state’s **performance goals/targets**.

This section of the report outlines how Idaho’s MPOs will produce statewide results through specific educational or educationally-related services. The MPOs will allow the MEP to determine whether, and to what degree, the program has met the unique educational needs of migrant children and youth as identified through the CNA. It should be noted that the strategies and MPOs in a **bolded typeface are required of all projects**; whereas the strategies and MPOs in regular typeface are optional. This determination is made by the Idaho State MEP staff in order to accommodate funded LEAs that serve very few students, mainly through providing non-instructional support services.

**School Readiness**

| **MPOs** | **Key Strategies** | **Tools in Toolkit** |
| --- | --- | --- |
| **1.1) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support school readiness activities in the home.** | **1.1) Provide migrant parents with ideas, activities, and materials for use at home with their children to promote first language development and school readiness through site-based or home-based family literacy opportunities (e.g., language acquisition, packets with school supplies, books and activities).** | Migrant Distribution Log  Migrant Parent Pre-Survey: Parent Support for School Readiness  Migrant Parent Post-Survey: Parent Support for School Readiness |
| **1.2)** By the end of program year 2017-2018, 90% of students attending at least 40 hours of migrant preschool will show a gain on a pre/post-test of school readiness skills. | **1.2)** Provide migrant funded site-based preschool services to migrant children ages 3-5 (e.g., during the regular school day, as an evening program, or as part of a summer school program). | Use a spreadsheet to calculate. |
| **1.3)** By the end of program year 2017-2018, 30% of all identified migrant-eligible preschool-aged children will be served. | **1.3)** Participate in the activities of the Preschool Initiative CIG and share materials, strategies, and resources with migrant families. | Use the MSIS Student Services report filtered for age. |

**English Language Arts Achievement**

| **MPOs** | **Key Strategies** | **Tools in Toolkit** |
| --- | --- | --- |
| **2.1)** By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early literacy as measured by resource distribution logs. | Provide resources through migrant funds to promote early literacy (e.g., extended day kindergarten, backpacks and school supplies, family literacy nights and opportunities, individual libraries, migrant summer school, expeditionary opportunities, tutoring, after school programs). | Migrant Distribution Log |
| **2.2a**) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level ELA skills for students in grades 3-12.  **2.2b**) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will earn at least one secondary English credit for students in grades 7-12. | Use highly qualified staff to provide supplemental ELA extended school services aligned with state standards and proficiencies (e.g., summer school for ELA, IDLA-advancement, Plato, dual enrollment, community colleges, academies offered by IHEs, PASS, after school tutoring, home-based instruction). | Pre-Post Assessment Scores: Extended English Language Arts Services  Migrant Student Extended Services: English Language Arts/Math Credits Earned Log |
| **2.3)** By the end of program year 2017-2018, 80% of teachers participating in migrant-sponsored ELA professional development will report on a survey that they successfully applied the research-based instructional strategies on supplemental literacy instruction. | Provide opportunities for migrant staff to attend district, regional, state, and/or national level ELA professional development (e.g., migrant funds are used to send staff to PD events). | Staff Professional Development Survey: English Language Arts or Math PD for Migrant Staff |
| **2.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities (one-on-one or in groups) will report on a pre/post survey that the resources they received have increased their ability to provide ELA academic support at home.** | **Provide ongoing (year-round) access and training on specific resources (e.g., school supplies, educational materials, books and multicultural literature) needed by migrant parents and students.** | Migrant Parent Pre-Survey: Parent Activities for Language & Math Support at Home  Migrant Parent Post-Survey: Parent Activities for Language & Math Support at Home |

**Mathematics Achievement**

| **MPOs** | **Key Strategies** | **Tools in Toolkit** |
| --- | --- | --- |
| **3.1)** By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early numeracy as measured by resource distribution logs. | Provide resources through migrant funds to promote early numeracy (e.g., extended day kindergarten, backpacks and school supplies, family math nights and opportunities, mathematics manipulatives, migrant summer school, expeditionary opportunities, tutoring, after school programs). | Migrant Distribution Log |
| **3.2a)** By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level math skills for students in grades 3-12.  **3.2b)** By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will earn at least secondary math credit for students in grades 7-12. | Use highly qualified staff to provide supplemental math extended school services aligned with state standards and proficiencies (e.g., summer school for math, IDLA-advancement, Plato, dual enrollment, community colleges, INL, math camps, academies offered by IHEs). | Pre-Post Assessment Scores: Extended Math Services  Migrant Student Extended Services: English Language Arts/Math Credits Earned Log |
| **3.3)** By the end of program year 2017-2018, 80% of migrant staff participating in migrant-sponsored math professional development will report on a survey that they successfully applied the research-based instructional strategies during supplemental math instruction. | Provide opportunities for migrant staff to attend district, regional, state, or national level math professional development (e.g., migrant funds are used to send staff to PD events). | Staff Professional Development Survey: English Language Arts or Math PD for Migrant Staff |
| **3.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support math education at home.** | **Identify organizations, experts, and resources to provide family math engagement opportunities and share information with parents (e.g., Parent Math Night, manipulatives, guest speakers, community and job outings focused on math in their world).**  Provide opportunities for migrant parents to attend local, regional, state, and national math family engagement events and activities. | Migrant Parent Pre-Survey: Parent Activities for Language & Math Support at Home  Migrant Parent Post-Survey: Parent Activities for Language & Math Support at Home |

**High School Graduation**

| **MPOs** | **Key Strategies** | **Tools in Toolkit** |
| --- | --- | --- |
| **4.1)** By the end of the program year 2019-2020, the migrant graduation rate will increase by 3%. | Develop and implement a student monitoring system to follow migrant secondary students’ progress towards grade promotion and graduation.  Implement an individual plan for any migrant secondary student who is at-risk for dropping out as demonstrated by lost credits.  Provide a secondary migrant graduation specialist or other migrant staff to support migrant students towards grade promotion and graduation for 7th – 12th grades. | Migrant Secondary Student Tracking Form: Graduation Progress |
| **4.2)** By the end of the program year 2017-2018, the percentage of secondary migrant students receiving an instructional and/or support service will increase by 20% (or 80% served overall if already serving most of their students). | Provide instructional services during the school day, before or after school, or during summer school for credit accrual for secondary migrant students (e.g., tutoring, study skills elective classes, PASS, credit recovery classes, internships).  **Provide support services (e.g., supplemental supplies and fees, advocacy etc.).** | Use Student Services Report from MSIS, filtered by grade |
| **4.3) By the end of program year 2017-2018, 80% of migrant students or parents participating, will report on a pre/post survey that the information gained was useful in promoting the goal of high school graduation and/or college and career readiness.** | **Provide parents and students with information and supportive events related to high school graduation and/or college and career readiness at a minimum of twice per year (e.g., Migrant Summer Leadership Institute, college visits, presentations at PAC meetings, CAMP collaborations, leadership institutes, career fairs/speakers, CIS software training).** | Migrant Parent/Student Pre-Survey: Parent/Student Activities for Graduation or College and Career  Migrant Parent/Student Post-Survey: Parent/Student Activities for Graduation or College and Career |
| 4.4) By the end of the program year 2019-2020, 90% of migrant dropouts who can be located will receive educational, support, or referral services. | Make every effort to contact every student who has not enrolled in school as expected (e.g. multiple attempts using all available resources, such as school records, MSIX Missed Enrollment Report, MSIS Discrepancy Report, etc.).  For any student who has dropped out of school in grades 7-12, conduct an exit interview with the student and the parents to determine and alleviate barriers to re-enrollment.  Providing educational counseling support services to provide students with multiple options for continuing their education (e.g. alternative schools, online opportunities, GED programs, job-training programs). | Dropout Prevention Contact Log  Dropout Prevention Exit Interview Form  Sample Only “Options for Success” Form  (From Region 3, 2014) |

**Non-instructional Support Services**

| **MPOs** | **Key Strategies** | **Tools in Toolkit** |
| --- | --- | --- |
| **5.1) By the end of program year 2017-2018, 80% of migrant parents and staff participating will report an increase in student engagement based on parent and staff surveys.** | **Provide professional development (PD) on migratory lifestyle and unique needs of migrant students (e.g., program and cultural awareness presentation, field or home visits for teachers and administrators, training on mobility /academic/social gaps).**  **Provide workshops, meetings, and resources to parents and the community on ways to support and involve migrant students (e.g., extra-curricular activities, parenting classes, parent literacy workshops, instructional home visits).** | Staff Professional Development Survey: Unique Needs of Migrant Students PD for Migrant Staff (Note: training is for all staff, MPO measure can be given to all staff or just migrant staff)  Migrant Parent Survey: Student Engagement Outcomes |
| **5.2) By the end of program year 2017-2018, at least two local partnerships and/or agreements among the school district and community healthcare providers and public health agencies will be established to provide health services to migrant families.** | **Establish partnerships and/or agreements among the school district and community healthcare providers and public health agencies to provide health services to migrant families, such as Memoranda of Understanding.** | Migrant Program/Health Provider Agreement: Health Partnership and Referral Activities |
| **5.3) By the end of program year 2017-2018, 80% of migrant parents participating in parent involvement activities will report on a pre/post survey that they have an increased understanding of how to access community health services.** | **Provide information on, and referrals to, individualized health advocacy services to benefit migrant families needing health services (e.g., glasses, dental, immunizations).** | Migrant Parent Pre-Post Survey: Health Services Access |

## GOAL AREA 1: SCHOOL READINESS for 3-5 Year-olds

### Migrant Distribution Log MPO 1.1, 2.1 & 3.1

| Child Name | Material Distributed | Date | MPO |
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### School Readiness Parent Pre-Survey MPO 1.1

The school district is providing preschool readiness activities to migrant parents to help you help your preschool children be ready for school when they arrive in kindergarten. These services will be provided by Click or tap here to enter text.. Please fill out this survey so that we know what you want to learn. Thank you!

| **How much do you agree with the following statements?** | **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| --- | --- | --- | --- | --- | --- |
| I know how to help my child be prepared to start school. |  |  |  |  |  |
| I have all the materials I need at home now. |  |  |  |  |  |
| I want materials or activities in Spanish. |  |  |  |  |  |
| I want materials or activities in English. |  |  |  |  |  |

Please let us know what you feel you and your child need for him or her to be ready for kindergarten.

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### Pre-Encuesta de Padres para Preparación Pre-escolar MPO 1.1

El distrito escolar está proporcionando actividades de a los padres migrantes, para ayudarlos a preparar a sus hijos en edad preescolar a estar listos para la escuela cuando entren a kínder. Estos servicios serán proporcionados por Click or tap here to enter text.. Por favor, complete esta encuesta para informarnos lo que usted desea aprender. ¡Gracias!

| **¿Cuán de acuerdo está con las siguientes afirmaciones?** | **Total Desacuerdo** | **Desacuerdo** | **Neutral** | **De Acuerdo** | **Muy de Acuerdo** |
| --- | --- | --- | --- | --- | --- |
| Sé cómo ayudar a mi hijo a estar preparado para comenzar la escuela. |  |  |  |  |  |
| Ya tengo en casa todos los materiales que necesito. |  |  |  |  |  |
| Quiero obtener materiales o actividades en español. |  |  |  |  |  |
| Quiero obtener materiales o actividades en inglés. |  |  |  |  |  |

Por favor, háganos saber lo que usted cree que usted y su hijo necesitan para que él o ella esté listo para kínder.

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### School Readiness Parent Post-Survey MPO 1.1-

The school district has provided preschool readiness activities to migrant families to help you help your preschool children be ready for school when they arrive in kindergarten. These services have been provided by Click or tap here to enter text.. Please fill out the survey so that we know what you learned. Thank you!

| **How much do you agree with the following statements?** | **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| --- | --- | --- | --- | --- | --- |
| I learned new ways to help my child be prepared to start school. |  |  |  |  |  |
| I want materials or activities in Spanish. |  |  |  |  |  |
| I want materials or activities in English. |  |  |  |  |  |
| I will use materials or activities I received at home with my preschool child. |  |  |  |  |  |
| District staff checked with me after I received materials or activities to be sure I knew how to use them. |  |  |  |  |  |
| My child has learned from the materials or activities I received. |  |  |  |  |  |
| I would recommend these materials or activities to other parents of preschool children. |  |  |  |  |  |

Please provide suggestions for how we can better help you help your child be ready for kindergarten. Was there anything that would have helped you more with your child?

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(This survey may be used without the Pre-Survey.)

### Post-Encuesta de Padres para Preparación Pre-escolar MPO 1.1-

El distrito escolar ha proporcionado actividades de preparación preescolar a las familias migrantes, para ayudarlos a preparar a sus hijos en edad preescolar a estar listos para la escuela cuando entren a kínder. Estos servicios han sido proporcionados por Click or tap here to enter text.. Por favor, complete esta encuesta para informarnos lo que usted aprendió. ¡Gracias!

| **¿Cuán de acuerdo está con las siguientes afirmaciones?** | **Total Desacuerdo** | **Desacuerdo** | **Neutral** | **De Acuerdo** | **Muy de Acuerdo** |
| --- | --- | --- | --- | --- | --- |
| Aprendí ayudar a mi hijo a estar preparado para comenzar la escuela. |  |  |  |  |  |
| Quiero obtener materiales o actividades en español. |  |  |  |  |  |
| Quiero obtener materiales o actividades en inglés. |  |  |  |  |  |
| Voy a utilizar los materiales o las actividades que he recibido en casa con mi hijo de edad preescolar. |  |  |  |  |  |
| El personal del distrito se comunicó conmigo después de recibir los materiales o actividades, para asegurarse de que yo sabía cómo usarlos. |  |  |  |  |  |
| Mi hijo ha aprendido con el uso de los materiales o actividades que recibí. |  |  |  |  |  |
| Yo recomiendo estos materiales o actividades a otros padres de niños en edad preescolar |  |  |  |  |  |

Por favor, provea sugerencias de cómo podemos ayudarle mejor a preparar a su niño para que esté listo para el kínder. ¿Hay algo que le hubiera ayudado mejor con su hijo?

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(Esta encuesta puede usarse sin la Pre-encuesta).

## GOAL AREA 2 & 3: English Language Arts and Mathematics Achievement

### Pre-Post Assessment Scores MPO 2.2a

| **Student Name** | **Grade Level** | **ELA/Math**  **Pre-test** | **ELA/Math Post-test** | **Meets MPO** |
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### Migrant Student Extended Services MPO 2.2b & 3.2b

| Student Name | Course Title | Date | MPO |
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### Staff Professional Development Survey MPO 2.3-3.3

The school district has provided professional development to you as a migrant staff member. This PD was provided by Click or tap here to enter text.. Please fill out this survey so that we know if the training was beneficial and how it has affected your ability to serve migrant students in English Language Arts or mathematics. Thank you!

| **How much do you agree with the following statements?**  **The professional development I received -** | **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| --- | --- | --- | --- | --- | --- |
| provided me with scientifically based strategies I can use with my students in literacy instruction. |  |  |  |  |  |
| provided me with scientifically based strategies I can use with my students in math instruction. |  |  |  |  |  |
| provided materials or strategies I was able to use with students right away. |  |  |  |  |  |
| provided materials or strategies that positively impacted student academic outcomes. |  |  |  |  |  |
| provided materials or strategies that positively impacted student engagement. |  |  |  |  |  |

Please provide one or more examples of how you have implemented strategies you learned through this professional development when working with migrant children. What was the student outcome?

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### Literacy or Math Parent Pre-Survey MPO 2.4 or 3.4

The school district is providing activities to migrant parents to help you help your children succeed in literacy and math at school. These services will be provided by Click or tap here to enter text.. Please fill out this survey so that we know what you want to learn. Thank you!

| **How much do you agree with the following statements?** | **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| --- | --- | --- | --- | --- | --- |
| I know how to help my child at home so that he or she will succeed in reading and writing at school. |  |  |  |  |  |
| I know how to help my child at home so that he or she will succeed in math at school. |  |  |  |  |  |
| I have all the materials I need at home to provide this help. |  |  |  |  |  |
| I want materials or activities in Spanish. |  |  |  |  |  |
| I want materials or activities in English. |  |  |  |  |  |

Please let us know what you feel your child needs to succeed in literacy and math at school. What do you need to help them?

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### Pre-Encuesta de Padres por para Alfabetización y Matemáticas MPO 2.4 o 3.4

El distrito escolar está proporcionando actividades a los padres migrantes para apoyarlos, y para que ayuden a sus hijos a tener éxito en en la escuela. Estos servicios serán proporcionados por Click or tap here to enter text.. Por favor, complete está encuesta para infórmanos lo que usted desea aprender. ¡Gracias!

| **¿Cuán de acuerdo está con las siguientes afirmaciones?** | **Total Desacuerdo** | **Desacuerdo** | **Neutral** | **De Acuerdo** | **Muy de Acuerdo** |
| --- | --- | --- | --- | --- | --- |
| Sé cómo ayudar a mi hijo en casa para que él o ella tenga éxito en la lectura y escritura en la escuela. |  |  |  |  |  |
| Sé cómo ayudar a mi hijo en casa para que él o ella tenga éxito en matemáticas en la escuela. |  |  |  |  |  |
| Tengo en casa todos los materiales que necesito para proveer esta ayuda. |  |  |  |  |  |
| Quiero obtener materiales o actividades en español. |  |  |  |  |  |
| Quiero obtener materiales o actividades en inglés |  |  |  |  |  |

Por favor, háganos saber lo que usted cree que su hijo necesita para tener éxito en alfabetización y matemáticas en la escuela. ¿Qué necesita usted para ayudarlos?

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### Literacy or Math Parent Post-Survey MPO 2.4 or 3.4

The school district has provided activities to migrant parents to help you help your children succeed in literacy and math at school. These services have been provided by Click or tap here to enter text.. Please fill out this survey so that we know what you learned. Thank you!

| **How much do you agree with the following statements?** | **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| --- | --- | --- | --- | --- | --- |
| I learned how to help my child at home so that he or she will succeed in reading and writing at school. |  |  |  |  |  |
| I learned how to help my child at home so that he or she will succeed in math at school. |  |  |  |  |  |
| I have all the materials I need at home to provide this help. |  |  |  |  |  |
| I will use materials or activities I received at home with my child. |  |  |  |  |  |
| District staff checked with me after I received materials or activities to be sure I knew how to use them. |  |  |  |  |  |
| My child has learned from the materials or activities I received. |  |  |  |  |  |
| I would recommend these materials or activities to other parents. |  |  |  |  |  |

Please provide suggestions for how we can better help you help your child be successful in literacy and math. Was there anything that would have helped you more?

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(This survey may be used without the Pre-Survey.)

### Post-Encuesta de Padres para Alfabetización y Matemáticas MPO 2.4 o 3.4

El distrito escolar ha proporcionado actividades a los padres migrantes para apoyarlos, y para que ayuden a sus hijos a tener éxito en alfabetización y matemáticas en la escuela. Estos servicios han sido proporcionados por Click or tap here to enter text.. Por favor, complete esta encuesta para informarnos lo que usted aprendió. ¡Gracias!

| **¿Cuán de acuerdo está con las siguientes afirmaciones?** | **Total Desacuerdo** | **Desacuerdo** | **Neutral** | **De Acuerdo** | **Muy de Acuerdo** |
| --- | --- | --- | --- | --- | --- |
| Aprendí ayudar a mi hijo/a en casa, para que él o ella tenga éxito en lectura y escritura en la escuela. |  |  |  |  |  |
| Aprendí ayudar a mi hijo/a en casa para que él o ella tenga éxito en matemáticas en la escuela. |  |  |  |  |  |
| Tengo en casa todos los materiales que necesito para proveer esta ayuda. |  |  |  |  |  |
| Utilizaré en casa con mi hijo/a los materiales o las actividades que recibí. |  |  |  |  |  |
| El personal del distrito se comunicó conmigo después de recibir los materiales o actividades para asegurarse de que yo sabía cómo usarlos. |  |  |  |  |  |
| Mi hijo/a ha aprendido de los materiales o actividades que recibí. |  |  |  |  |  |
| Yo recomiendo estos materiales o actividades a otros padres. |  |  |  |  |  |

Por favor, provea sugerencias de cómo podemos ayudarle mejor para que usted ayude a su hijo a tener éxito en alfabetización y matemáticas. ¿Hay algo que le hubiera ayudado mejor?

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(Esta encuesta puede usarse sin la Pre-encuesta).

## GOAL AREA 4: HIGH SCHOOL GRADUATION

### Migrant Secondary Student Tracking Form MPO 4.1

The tracking form is used to help migrant students and their parents determine if they have adequate credits to be on track to graduate in Idaho.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Name:** |  | | Class of: | **Credits earned** | |
|  | **Subject Area** | **Normally taken** | **Credits Needed** | **Fall** | **Spring** |
| English/Speech | English | 9 | 2 |  |  |
| English | 10 | 2 |  |  |
| English | 11 | 2 |  |  |
| English | 12 | 2 |  |  |
| Speech | 9 | 1 |  | X |
| Social Studies | US History 1 | 10 | 2 |  |  |
| US History 2 | 11 | 2 |  |  |
| Government | 12 | 2 |  |  |
| Economics | 12 | 1 |  | X |
| Math | Algebra 1 | 9-11 | 2 |  |  |
| Geometry 1 | 9-11 | 2 |  |  |
| Math (choice) | 12 | 2 |  |  |
| Science | Science with lab | 9-12 | 2 |  |  |
| Science with lab | 9-12 | 2 |  |  |
| Other | Health | 9 | 1 |  | X |
| Humanities | 9-12 | 2 |  |  |
| Electives | 9-12 | 17 |  | |
| Senior Project\* | 12 | 1 |  | |
| ACT/SAT Test | 11 | n/a |  | |
| Civics Test | 12 | n/a |  | |

### Graduation and Post-Secondary Planning Parent/Student Pre-Survey MPO 4.3

The school district is providing activities to migrant parents and students to help migrant students graduate and plan for college and careers. These services will be provided by Click or tap here to enter text.. Please fill out this survey so that we know what you want to learn. Thank you!

| **How much do you agree with the following statements?** | **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| --- | --- | --- | --- | --- | --- |
| I know what is required to graduate from high school (e.g. credits, senior project, test scores). |  |  |  |  |  |
| I know how to apply for college. |  |  |  |  |  |
| I know about scholarships and financial aid. |  |  |  |  |  |
| (Students only) I have completed college/career planning with a school counselor. |  |  |  |  |  |
| (Students only) I know what I am going to do after high school. |  |  |  |  |  |
| (Parent only) I feel that I am able to support my child and guide him or her to graduation and college/career. |  |  |  |  |  |

Parents: Please let us know what information or resources you feel you need to help your child graduate or go on to college or a career.

Students: Have you already applied to college or for scholarships? Do you have a plan for training for a specific career?

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### Pre-Encuesta de Padres/Estudiantes para Graduarse y Planear Estudios MPO 4.3

El distrito escolar está proporcionando actividades a los padres y estudiantes migrantes, para ayudar a los estudiantes migrantes a graduarse y planificar para ir a la Universidad y obtener una carrera. Estos servicios serán proporcionados por Click or tap here to enter text.. Por favor, complete esta encuesta para informarnos lo que desea aprender. ¡Gracias!

| **¿Cuán de acuerdo está con las siguientes afirmaciones?** | **Total Desacuerdo** | **Desacuerdo** | **Neutral** | **De Acuerdo** | **Muy de Acuerdo** |
| --- | --- | --- | --- | --- | --- |
| Aprendí lo que se requiere para graduarse de la preparatoria (por ejemplo, créditos, proyecto de graduación, puntaje en los exámenes). |  |  |  |  |  |
| Sé cómo solicitar ingreso a la universidad. |  |  |  |  |  |
| Sé acerca de las becas y la ayuda financiera. |  |  |  |  |  |
| (Sólo estudiantes) He completado la planificación para una carrera/universidad con un consejero escolar. |  |  |  |  |  |
| (Sólo estudiantes) Sé lo que voy hacer después de graduarme de la preparatoria. |  |  |  |  |  |
| (Sólo los padres) Creo que puedo apoyar a mi hijo y orientarlo a él o ella hacia la graduación y la Universidad/Carrera. |  |  |  |  |  |

Padres: Por favor, háganos saber qué tipo de información o recursos ustedes creen que necesitan para ayudar a su hijo a graduarse o para ir a la Universidad o procurar una carrera.

Estudiantes: ¿Ya aplicaste para para las becas o para ingresar a la universidad? ¿Tienes un plan para capacitarte para una carrera en particular?

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### Graduation and Post-Secondary Planning Parent/Student Post-Survey MPO 4.3

The school district has provided activities to migrant parents and students to help to help migrant students graduate and plan for college and careers. These services have been provided by Click or tap here to enter text.. Please fill out this survey so that we know what you learned. Thank you!

| **How much do you agree with the following statements?** | **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| --- | --- | --- | --- | --- | --- |
| I learned what is required to graduate from high school (e.g. credits, senior project, test scores). |  |  |  |  |  |
| I learned how to apply for college. |  |  |  |  |  |
| I learned about scholarships and financial aid. |  |  |  |  |  |
| (Students only) I have completed college/career planning with a school counselor. |  |  |  |  |  |
| (Students only) I know what I am going to do after high school. |  |  |  |  |  |
| (Parent only) I am now better able to support my child and guide him or her to graduation and college/career. |  |  |  |  |  |

Parents: Please provide suggestions for how we can better help you help your child be successful graduating and preparing for college or a career. Was there anything that would have helped you more?

Students: What else can we do to help you graduate and plan for your future?

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Do you have any unanswered questions? Please provide contact information and a good time to call so that we can follow up with you individually.

(This survey may be used without the Pre-Survey.)

### Post-Encuesta de Padres/Estudiantes para Graduarse y Planear Estudios MPO 4.3

El distrito escolar está proporcionando actividades a los padres y estudiantes migrantes, para ayudar a los estudiantes migrantes a graduarse y planificar para ir a la Universidad y obtener una carrera. Estos servicios serán proporcionados por Click or tap here to enter text.. Por favor, complete esta encuesta para informarnos lo que desea aprender. ¡Gracias!

| **¿Cuán de acuerdo está con las siguientes afirmaciones?** | **Total Desacuerdo** | **Desacuerdo** | **Neutral** | **De Acuerdo** | **Muy de Acuerdo** |
| --- | --- | --- | --- | --- | --- |
| Aprendí lo que se requiere para graduarse de la preparatoria (por ejemplo, créditos, proyecto de graduación, puntaje en los exámenes). |  |  |  |  |  |
| Sé cómo solicitar ingreso a la universidad. |  |  |  |  |  |
| Sé acerca de las becas y la ayuda financiera. |  |  |  |  |  |
| (Sólo estudiantes) He completado la planificación para una carrera/universidad con un consejero escolar. |  |  |  |  |  |
| (Sólo estudiantes) Sé lo que voy hacer después de graduarme de la preparatoria. |  |  |  |  |  |
| (Sólo los padres) Creo que puedo apoyar a mi hijo y orientarlo a él o ella hacia la graduación y la Universidad/Carrera. |  |  |  |  |  |

Padres: Por favor, háganos saber qué tipo de información o recursos ustedes creen que necesitan para ayudar a su hijo a graduarse o para ir a la Universidad o procurar una carrera.

Estudiantes: ¿Ya aplicaste para para las becas o para ingresar a la universidad? ¿Tienes un plan para capacitarte para una carrera en particular?

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### Dropout Prevention Contact Log MPO 4.4

| Student Name | Contact Information | Outcome | Date |
| --- | --- | --- | --- |
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### Dropout Prevention Exit Interview MPO 4.4

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student: | |  | | | | | | | Date: | | | | |  | | | |
| Parent: | |  | | | | | | | Location: | | | | |  | | | |
| Student Enrollment status: | | | | | |  | | | Attendance: | | | | |  | | | |
| Grades | Eng: | |  | Math: | |  | Sci: |  | | SS: |  | Other | | |  |  |  |
| **Questions:** | | | | | | | | | | | | | | | | | |
| What are your education goals for the future? Do you want a high school diploma or GED? | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
| What are your career goals for the future? | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
| Go over “Options for Success” flyer. Note student interests here. | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
| Is it your intention to pursue the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ program?  ❒ Yes, I plan to go ❒ Maybe, and I will look into it ❒ Not right now | | | | | | | | | | | | | | | | | |
| Signatures: | | | | | | | | | | | | | | | | | |
| Interviewer | | | | | Student | | | | | | | | Parent | | | | |
| **Office Use Only:**  Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | | | | |

### Alternative Options for Success / Opciones alternativas para el exitoMPO 4.4

**Alternative High School Options/Opciones alternativas para la Escuela Secundaria**

**Rivervue Academy (Freshmen only)**

21985 Dixie River Rd

Caldwell, ID 83607

Contact: Mary Ann VandeBrake

208- 454-8899

**Richard McKenna Online High School**

675 South Haskett Street  
Mountain Home, ID 83647  
Contact:

888-580-2449

**Vallivue Academy**

6123 Timbre Drive

Caldwell, ID  83607

Contact: Mark Layne

208- 455-1917

**Idaho Youth Challenge Academy**

1200 S. Kimball (Caldwell Armory)

Caldwell, ID 83605

Contact: Dionicio Vega

208-827-6723**Another Choice Virtual School**

1014 W. Hemingway Blvd.

Nampa, Idaho 83651

Contact: Kelsey Williams

208-475-4255

**GED Programs Options/Opciones de programas para obtener el equivalente al diploma (GED)**

**Boise State University-**

SAMPLE ONLY

**HEP Program**

1910 University Dr.

Boise, Idaho 83725

Cost: Free, must be Migrant

Contact: Ileana Cordova

208-426-1080

**Workforce Reinvestment Act**

6107 Graye Lane

Caldwell, Idaho  83607

Cost: they pay you

Contact: Maria Garcia

208-364-7781 extension 3248

**College of Western Idaho (CWI)**

2407 Caldwell Blvd.

Nampa, Idaho 83651

Cost: $100 for all 5 tests

Contact: Jessica Argyle

208-562-2139

**Job Corps**

3201 Ridgecrest Drive

Nampa, ID 83687

Contact: Lisa Rule

208- 375-9414

**Steven Heneger College**

16819 N. Marketplace Blvd.

Nampa, Idaho 83687

Cost: Free, must be 18

Contact: Jennifer McQuade

208-467-0500

**Employment and Training Options/Opciones para empleo y entrenamiento**

**Community Council of Idaho**

317 Happy Day Blvd. Suite 180

Caldwell, Idaho 83605

Contact person: Rick Godina

208-454-8604

**College of Western Idaho (CWI)**

Business Partnerships (non-academic)

2407 Caldwell Blvd.

Nampa, Idaho 83651

[Workforce Development](http://cwidaho.cc/academics/business-partnerships-workforce-development)

Contact Person: Grace Barnes

208-562-2720

**Idaho Department of Labor**

4514 Thomas Jefferson St.

Caldwell, ID 83605

Contact Person:

208-364-7781

**College of Western Idaho (CWI)**

Professional Technical Education (AA)

2407 Caldwell Blvd.

Nampa, Idaho 83651

[Career & Technical Education](http://cwidaho.cc/academics/professional-technical-education)

Contact Person: Kim Betancourt

208-562-3097

**Job Corps**

3201 Ridgecrest Drive

Nampa, ID 83687

[Centennial Job Corps](http://centennial.jobcorps.gov/)

Contact Person: Lisa Rule

208-375-9414

**Vallivue Family Liaisons/Relacionadoras Familiares de Vallivue**

Diana Avila Vallivue High School, Vallivue Academy, Sage Valley Middle School (208) 880-3656

## GOAL AREA 5: NON-INSTRUCTIONAL SERVICES

### Staff Professional Development Survey MPO 5.1

The school district has provided professional development to you regarding meeting the unique needs of migrant students. This PD was provided by Click or tap here to enter text.. Please fill out this survey so that we know if the training was beneficial and how it has affected your ability to serve migrant students and if you have seen a difference in migrant student engagement. Thank you!

| **How much do you agree with the following statements?**  **The professional development I received -** | **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| --- | --- | --- | --- | --- | --- |
| provided me with a better understanding of the unique needs of migrant students. |  |  |  |  |  |
| provided materials or strategies I was able to use with students right away. |  |  |  |  |  |
| provided materials or strategies that positively impacted student engagement. |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Please provide one or more examples of how you have implemented strategies you learned through this professional development when working with migrant children. How did it affect student engagement in your classroom or in school?

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### Student Engagement Parent Survey MPO 5.1

The school district has provided activities to all school staff regarding meeting the unique needs of migrant children and youth. We want to find out if you believe this has helped your child(ren). Thank you!

| **How much do you agree with the following statements?** | **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| --- | --- | --- | --- | --- | --- |
| I feel that staff are meeting my child(ren)’s needs that result from moves for work in agriculture. |  |  |  |  |  |
| Staff in my child(ren)’s schools communicate with me regularly regarding my child(ren)’s progress. |  |  |  |  |  |
| My child(ren)’s attitude about school is generally positive. |  |  |  |  |  |
| I have seen an increase in my child(ren)’s positive interactions with school. |  |  |  |  |  |
|  |  |  |  |  |  |

Please provide an example of how you have seen positive changes in your child(ren)’s engagement in school. Are they more interested in school? Are they doing better academically? Are they happy in their school(s)? Is there anything else we can do to help your child in school?

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### Encuesta de Padres para Participación Estudiantil MPO 5.1

Con el fin de satisfacer las necesidades únicas de los niños y jóvenes migrantes, el distrito escolar le ha proporcionado actividades a todo el personal escolar. Deseamos saber si usted considera que esto le ha ayudado a su(s) hijo(s). ¡Gracias!

| **¿Cuán de acuerdo está con las siguientes afirmaciones?** | **Total Desacuerdo** | **Desacuerdo** | **Neutral** | **De Acuerdo** | **Muy de Acuerdo** |
| --- | --- | --- | --- | --- | --- |
| Considero que el personal está satisfaciendo las necesidades de mi(s) hijo(s) que resultan a causa de las mudanzas por el trabajo en la agricultura. |  |  |  |  |  |
| El personal en la escuela de mi(s) hijo(s) se comunica conmigo con frecuencia con respecto al progreso de mi(s) hijo(s) . |  |  |  |  |  |
| La actitud mi(s) hijo(s) en cuanto a la escuela es generalmente positiva. |  |  |  |  |  |
| He notado un aumento en las interacciones positivas de mi(s) hijo(s) con la escuela. |  |  |  |  |  |
|  |  |  |  |  |  |

Por favor, proporcione un ejemplo de los cambios positivos que usted ha notado en la participación de su(s) hijo(s) en la escuela. ¿Están más interesados en la escuela? ¿Están teniendo mejor desempeño académico? ¿Están contentos en su(s) escuela(s)? ¿Hay algo más que podamos hacer para ayudar a su hijo en la escuela?

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### Migrant Program/Health Provider Agreement MPO 5.2

PARTNERSHIP AGREEMENT

The Click or tap here to enter text. School District’s Migrant Education Program provides referrals to migrant families and children to a variety of community organizations and agencies for needed services. Idaho migrant parents have identified unmet health needs one of their greatest concerns for their children. This partnership agreement is designed to improve and/or define the role of the school district and the health provider to better meet the needs of migratory families and children.

| Click or tap here to enter text. School District will… | Click or tap here to enter text., Health Provider will… |
| --- | --- |
| * Provide information about services available from the health provider to migrant children and families. * Provide referrals to provider to migrant families and children based on their health needs. * Provide information about the school district’s migrant program to the health provider (e.g. poster to post, brochures, business cards) | * Provide information about the migrant education program to families served by the health provider as appropriate (e.g. brochures, contact information). * Work with referred migrant families to provide care. * Provide information about services to district migrant family liaison to share with migrant parents (e.g. brochures, Spanish speaking contact information). |

| School District |  |
| --- | --- |
| Address |  |
|  |  |
| Contact |  |
| Phone |  |
| Contact |  |
| Phone |  |

Signed:

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| --- |

Date:

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| Provider |  |
| --- | --- |
| Address |  |
|  |  |
| Contact |  |
| Phone |  |
| Contact |  |
| Phone |  |

Signed

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Date:

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### Health Services Parent Pre-Post Survey MPO 5.3

The migrant family liaison provides referrals for health agencies and organizations to migrant parents in order to help migrant children better access health services (e.g. medical, dental, vision). Our hope is that migrant families find it easier to obtain health services as a result of these referrals. Please fill out this survey so that we know what you want to learn about health services in our community. Thank you!

| **How much do you agree with the following statements?** | **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| --- | --- | --- | --- | --- | --- |
| I know where to go for medical services for my child(ren). |  |  |  |  |  |
| I know where to go for dental services for my child(ren). |  |  |  |  |  |
| I know where to go for vision/hearing services for my child(ren). |  |  |  |  |  |
| I feel comfortable scheduling health appointments for my child(ren). |  |  |  |  |  |
| The family liaison has helped me learn how to access health services for my family. |  |  |  |  |  |

Please let us know what you feel you and your child(ren) need to have access adequate health services. What would you like to know more about?

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### Pre/Post-Encuesta de Padres para Servicios de Salud MPO 5.3

Con el fin de ayudar a los niños migrantes a obtener mejor acceso a los servicios de salud (por ejemplo, servicios médicos, dental, de la vista) la persona de enlace familiar para familias migrantes, provee referencias de agencias y organizaciones de salud a los padres migrantes. Nuestro deseo es que, como resultado de estas referencias, las familias migrantes tengan mayor facilidad al obtener servicios de salud. Por favor, complete esta encuesta para informarnos lo que usted desea aprender sobre los servicios de salud en nuestra comunidad. ¡Gracias!

| **¿Cuán de acuerdo está con las siguientes afirmaciones?** | **Total Desacuerdo** | **Desacuerdo** | **Neutral** | **De Acuerdo** | **Muy de Acuerdo** |
| --- | --- | --- | --- | --- | --- |
| Sé a dónde ir para obtener servicios médicos para mí(s) hijo(s). |  |  |  |  |  |
| Sé a dónde ir para obtener servicios dentales para mí(s) hijo(s). |  |  |  |  |  |
| Sé a dónde ir para obtener servicios de la vista/audición para mí(s) hijo(s). |  |  |  |  |  |
| Me siento con confianza al programar citas médicas para mí(s) hijo(s). |  |  |  |  |  |
| El enlace familiar me ayudó a aprender cómo acceder a los servicios de salud para mi familia. |  |  |  |  |  |

Por favor, háganos saber lo que cree que usted y su(s) hijo(s) necesitan para tener acceso a servicios de salud adecuados. ¿Sobre qué le gustaría obtener más información?

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