

Handout 3 – Sample Binational Migrant Activities Evaluation of the Fidelity of Implementation

Strategies	IMPLEMENTATION LEVEL					Evidence
	NON-EVIDENT EFFECTIVE ← → HIGHLY					
	1	2	3	4	5	
1.1 Provide high quality literacy/ reading instruction through a supplementary summer program for binational migrant children in grades K-3.	<ul style="list-style-type: none"> No appropriate summer school literacy/reading resources No appropriate readiness instruction No evidence of participation No evidence of growth in student performance No records maintained 	<ul style="list-style-type: none"> Minimal appropriate school literacy/reading resources Minimal appropriate readiness instruction Negligible evidence of participation Negligible growth in student performance Minimal records maintained 	<ul style="list-style-type: none"> Approaching sufficiency in appropriate literacy/reading resources Approaching sufficiency in appropriate readiness instruction Approaching sufficiency in evidence of participation Approaching sufficiency in growth in student performance Approaching sufficiency in records maintained 	<ul style="list-style-type: none"> Sufficient appropriate literacy/reading resources Sufficient appropriate readiness instruction Sufficient evidence of participation Sufficient growth in student performance Sufficient records maintained 	<ul style="list-style-type: none"> Extensive literacy/reading resources employed Extensive readiness instruction evident Extensive evidence of increased participation Extensive evidence of growth in student performance Comprehensive records maintained by site of migrant student participation in school readiness instruction 	<ul style="list-style-type: none"> Inventory lists of summer school reading/literacy resources Classroom observation forms Curriculum-based reading assessments Attendance records on the number of binational migrant students participating Number of students receiving visits from binational teacher Interviews and focus groups with summer school staff, binational teacher, and parents of binational migrant students
1.2 Coordinate with existing community programs and social services agencies addressing the needs of migrant and youth in grades K-3.	<ul style="list-style-type: none"> No coordination No impact on addressing binational migrant children and youth needs No contact with migrant families No records maintained 	<ul style="list-style-type: none"> Negligible coordination Negligible impact on addressing binational migrant children and youth needs Minimal contact with migrant families Minimal records maintained including a list of services 	<ul style="list-style-type: none"> Approaching sufficiency in coordination Approaching sufficiency in impact on addressing binational migrant children and youth needs Approaching sufficiency in contact with migrant families Approaching sufficiency in an inadequate list of services and records student participation 	<ul style="list-style-type: none"> Sufficient coordination Sufficient impact on addressing binational migrant children and youth needs Sufficient contact with migrant families Sufficient number of families participating based on needs Sufficient records on services and student participation 	<ul style="list-style-type: none"> Extensive coordination Extensive impact on addressing binational migrant children and youth needs Extensive contact with migrant families Updates and shares an extensive list of services; maintains student participation, and services outcomes 	<ul style="list-style-type: none"> Contact logs Resource guides Documentation on coordination Examples of communication about service alignment Meeting notes

**NOTE: This sample contains only two possible areas for summer binational migrant services for grades K-3 and should be expanded to all areas served [e.g., math, early childhood, parent engagement, ESL]. Modify this tool to align with your own program.*