

Migrant Education Program End-of-Year Reporting

Title I Part C Migrant Education

Office of System and School Improvement Division

April 15, 2022



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Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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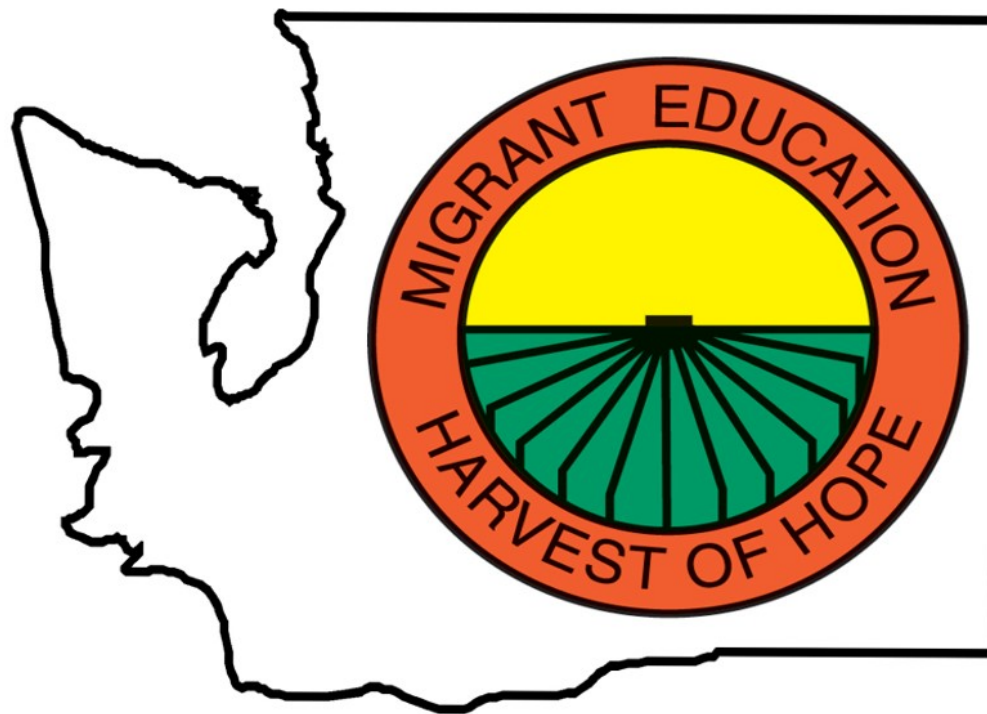
Tribal Land Acknowledgement

I would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.



Topics

- Grant Application(s) 2021-2022
- End-of-Year Report Regular Year, FP 521
- End-of-Year Report Summer, FP 249
- Pre/Post Assessments
- Fidelity of Strategy Implementation
- Family Literacy Evaluations
- MSIS Reporting
- Program Evaluation and Parent Advisory Council
- Due Dates



Grant Application



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Grant Application (Regular Year)

Review the following pages/items in the application (Page 3):

Parent Advisory Council and Family Engagement

- Continuum of Family Involvement (what level did you select? Were you able to further develop the level of engagement?)
- Migrant Parent Training – what topics were selected for local implementation?
- Family Engagement and Literacy Trainings – what topics were selected?
- Parent Questionnaires/Surveys – were they completed in alignment with the family engagement and literacy trainings provided?

Grant Application (Regular Year)

Review the following pages/items in the application (Page 4):

- Academic Support – did the district provide academic support in ELA, math, preschool/K-Readiness, or credit accrual/retrieval?
- Non-Academic Services – were any of the following services provided with MEP funds?
 - Non-Instructional Support
 - Educational Supplies
 - Career Education and Postsecondary Preparation
 - Health (including responding to Medically Diagnosed Alerts)
 - Dental
 - Student Leadership/Engagement
 - Transportation
 - Social Work/Outreach
- Were the services reported in the MSIS?



Grant Application (Regular Year)

Review the following pages/items in the application (Page 4):

- Health Supports – with the additional funds allotted in the allocation table, was the district able to provide access to migratory students to help resolve newly identified or existing health or social barriers, including medically diagnosed alerts, experienced by eligible migratory youth?

Grant Application (Regular Year)

Review the following pages/items in the application (Page 5):

- Public Schools – were academic services provided with Migrant Education Program funds? If so, has data been entered for students served in the Migrant Student Information System?
- Pre/Post – were students administered a pre/post assessment to measure academic growth in the content area served?

Grant Application (Regular Year)

Review the following pages/items in the application (Page 6):

- Program Expenditures – were all the staff paid with Migrant Education Program funds listed in the approved grant application or subsequent revisions?
- Materials and Purchased Services – were all materials, resources, or purchased services secured within the guidelines of agency purchasing policies and identified as reasonable and necessary?
- Time and Effort – have all staff paid with federal funds completed a Time and Effort form that accounts for all hours worked, including hours paid with Title I Part C Migrant Education Program funds?



Grant Application (Regular Year)

Review the following pages/items in the application (Page 7):

- Out-of-School Youth (ages 16-21) – did active identification and recruitment occur during the school year that resulted in identification of out-of-school youth within the school district boundaries?
- Was the district able to conduct a needs assessment and provide services to OSY students.
- Were these services reported into the MSIS?

Grant Application (Regular Year)

Review the following pages/items in the application (Page 7):

- Professional Learning
- Did the district provide professional learning in alignment with the areas selected in the application?
- Did the district provide professional learning to staff regarding understanding the migratory lifestyle?

Grant Application (Summer)

- Academic Support – did the district provide academic support in ELA, math, preschool/K-Readiness, or credit accrual/retrieval?
- Non-Academic Services – were any of the following services provided with MEP funds?
 - Non-Instructional Support
 - Educational Supplies
 - Career Education and Postsecondary Preparation
 - Health (including responding to Medically Diagnosed Alerts)
 - Dental
 - Student Leadership/Engagement
 - Transportation
 - Social Work/Outreach
- Were services reported in the MSIS?



Grant Application (Summer)

- Public Schools – were academic services provided with Migrant Education Program funds? If so, has data been entered for students served in the Migrant Student Information System?
- Pre/Post – were students administered a pre/post assessment to measure academic growth in the content area served?

Submitting an End-of-Year Report

- Regular – July 15, 2022
 - ✓ Fidelity of Strategy Implementation
 - ✓ Parent Evaluations/Surveys (if applicable)
 - ✓ Pre/Post Assessments and Services Reported to MSIS
- Summer – September 15, 2022
 - ✓ Fidelity of Strategy Implementation
 - ✓ Parent Evaluations/Surveys (if applicable)
 - ✓ Pre/Post Assessments and Services Reported to MSIS

Pre/Post Assessment

Regular School Year

- iReady
- STAR
- Dibels
- NWEA MAPS
- Classroom-based

Summer

- Observation rubric
- Classroom-based multiple choice
- Performance-based rubric

- All aligned to grade level standards





Washington Migrant Education Program 2021-22 FIDELITY OF STRATEGY IMPLEMENTATION (FSI)

DISTRICT/E SD: _____

Purposes:

1. To measure the level of implementation of each MEP strategy listed in the Washington Migrant Education Program (MEP) Application that aligns with the Washington MEP Service Delivery Plan.
2. To address the implementation evaluation of the Washington MEP as required by the U.S. Department of Education, Office of Migrant Education.
3. To determine the extent to which MEP services are delivered with fidelity.
4. To serve as a self-assessment guide to local MEPs in implementing migrant-funded services in the five Goal Areas: (1) English Language Arts [ELA], (2) Mathematics, (3) Preschool/Kindergarten Readiness, (4) High School Graduation and OSY Achievement, and (5) Eliminating Educational Barriers through Support Services.

Directions:

- For each Strategy, rate your project's level of implementation during 2021-22. Gather a group of key staff to discuss each Strategy. During your discussion, check the ways in which your project implemented the Strategy and documentation kept onsite. Cite additional ways in which the Strategy was implemented. If a Strategy is rated "developing" or below, please indicate how you plan to improve the implementation of the Strategy in the future. After reaching consensus, place a checkmark next to the appropriate rating. *Please note that projects are only asked to have on file examples of evidence listed under each Strategy. It is not required for projects to have copies of all documentation on all students, parents, events, communication/collaboration, enrollment/participation, etc.*
- If a Strategy is not applicable to your project, please place a checkmark in the box and indicate the reason.
- Ratings are based on a 5-point scale where 1=Not Evident, 2=Aware, 3=Developing, 4=Succeeding, and 5=Exceeding where a rating of Succeeding is considered "proficient".
- **Regular year only projects submit your completed FSI to Sylvia Reyna by July 15, 2022**
- **Year-round projects submit your completed FSI to Sylvia Reyna by September 15, 2022**
- Questions? Contact Cari Semivan, Program Evaluator, META Associates at cari@metaassociates.com or call (720) 339-5349.

[Washington MEP FSI 2021-22.docx \(live.com\)](#)



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Family Literacy Surveys

Literacy/Reading Activities

1. This training helped me to feel more confident about supporting my child's reading at home.

Not at all	Somewhat	A lot	Very Much
1	2	3	4

Math Activities

2. This training helped me to feel more confident about supporting my child's math at home.

Not at all	Somewhat	A lot	Very Much
1	2	3	4

Preschool/School Readiness Activities

(Only applies to parents of preschool children)

3. This training helped me to feel more confident about supporting my child's Kindergarten readiness at home.

Not at all	Somewhat	A lot	Very Much
1	2	3	4

4. What would you be interested in learning more about at future parent meetings?

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- Regular School Year Grant Application Instructions
- Only have to conduct survey at the end of the training series
- Question can be posed by itself or as part of other questions posed for the training/activity



MSIS

- Report as students withdraw from program or by the end of the program
- No later than July 15 (regular) or September 15 (summer)
- Pre/post assessments
- Services provided

PAC Evaluation

- Schedule a gathering with Core Parent Advisory Council
- Review results of program services and supports to participating migratory students
- Identify services to be continued with program funds
- Identify adjustments or discontinued services or activities that are not performing desired outcomes or where funding may be limited
- Ensure services and supports are focused on Priority for Service migratory students first



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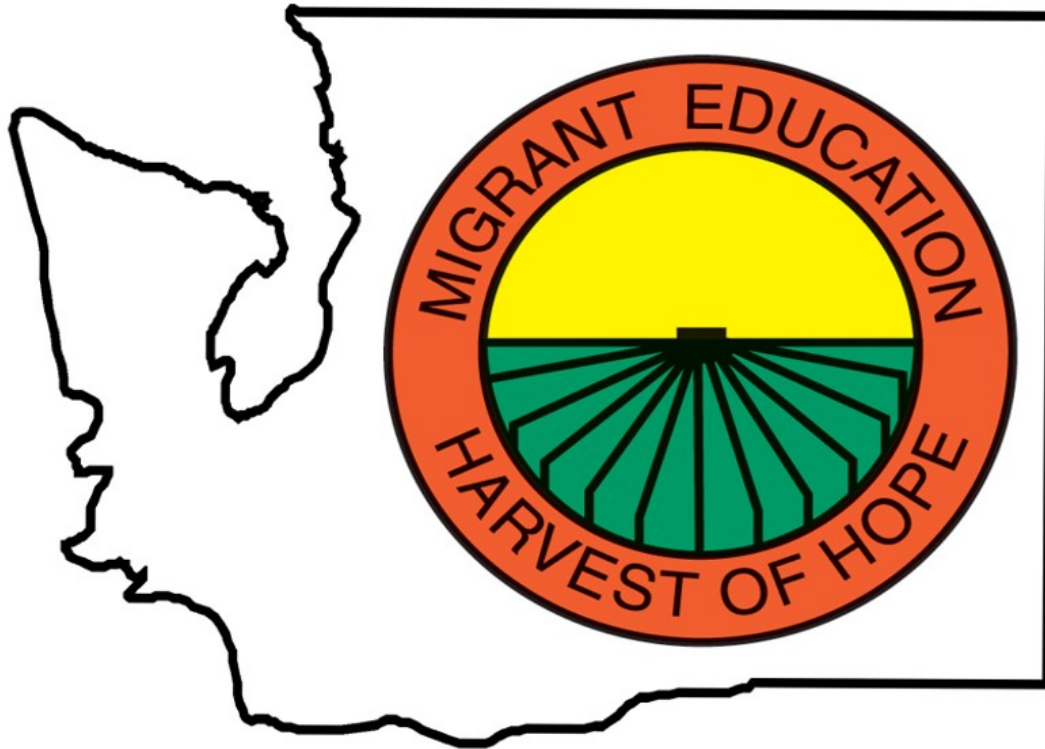
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ESD and MSDRS Program Partners

- North Central ESD - ncesd.org
Cyndy Valdez, Director
509-630-6150
- ESD 123 – esd123.org
Lupe Mota, Program Administrator
509-544-5756
- ESD 105 - esd105.org
Cynthia Juarez, Director
Cindy Cholico,
509-454-2488
- Migrant Student Data, Recruitment, and Support – msdr.org
Lee Campos, Director
509-837-2712
- Northwest ESD 189 – nwesd.org
Sarah Southard
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Contact Us!



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