

Migrant Education Program Quarterly Webinar

Title I Part C Migrant Education
Office of System and School Improvement
Division January 21, 2022



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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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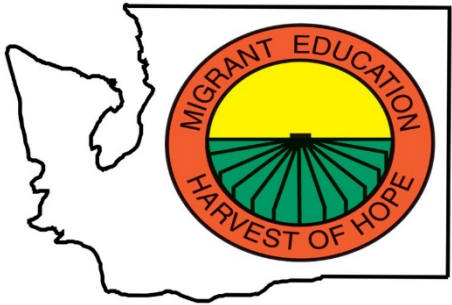
Tribal Land Acknowledgement

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.



Title I Part C Migrant Education Program

Often seen as essential workers, we honor the migratory lifestyle and labor in agriculture, fishing, dairy, and forestry and recognize how these lifeways greatly contribute to the state's national and global economy and are a testament to the resilience and commitment workers have to their children, families, and communities.



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Topics

- Program Updates and Reminders
- OSPI Tableau Dashboard
- Migrant Student Information System
- McKinney-Vento Homeless Education
- Foster Care Services and Supports
- Dare to Dream 2022





Health



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Identification and Recruitment ID&R



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ID&R Recruiter Logs



Evaluation Forms



Submit ID&R Log Entries



Instruction in MSDRS Resources Website



NEED HELP?- ID&R Logs Huddle



ID&R District Plan

February 11, 2022

- Reminders
- Need a submission
- Huddle



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Family Eligibility Review (FER)

FER Process

- 2 COEs per Recruiter
- MSDRS will randomly select 4 COEs
- MSDRS will inform the school district recruiter of 4 selected COEs so the recruiter can notify the families
- After the FER is conducted, the recruiter can then follow up with the non-selected families



ID&R Counts

Report

- Three Year COE/Enroll Comparison
- MISIS Reports Booklet
 - Section: 2 Statistical page 12

Purpose

- Keep MEP programs informed
- Assess overall local/state trends
- Identify MEP programs in need of assistance





Student Services Definitions



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Office of Superintendent of Public Instruction
Washington State Migrant Education Program • Migrant Student Data, Recruitment and Support Office
SY 2021-22 Supplemental Program Services and Definitions
The Supplemental Program Services listed below provide the service names and definitions for both Academic and Non-Academic services to serve migrant students and are reflected in the program grant application.

| ACADEMIC SUPPLEMENTAL PROGRAM SERVICES | |
|--|--|
| SERVICE NAME | DEFINITION |
| CREDIT ACCRUAL | Academic services to allow a student to make up partial or full credits of course work necessary for grade promotion or to meet high school graduation requirements. For example PASS, Nowaitset, and other. |
| MATH | Academic services that promote a student's attainment of Washington State's Math standards. |
| ENGLISH/LANGUAGE ARTS (ELA) | Academic services that promote a student's attainment of Washington State's English Language Arts standards. |
| PRESCHOOL/ K-12 READINESS | Academic services related to WAIKIDS indicators for Kindergarten readiness: <ul style="list-style-type: none"> • Social-Emotional • Language • Literacy • Physical • Cognitive • Math |
| SCIENCE AND CTE | Academic services that promote a student's attainment of Washington State's Science standards or a signed Career and Technical Education science equivalencies: https://www.k12.wa.us/CareerTech/d/Custom/CourseEquivalencies/CTEStatewideCourseEquivalencies.pdf |
| ENGLISH AS A SECOND LANGUAGE (ESL) - OSY | Academic supports that promote a student's acquisition of the English language. ESL support includes but is not limited to: <ul style="list-style-type: none"> • Providing direct supplemental education, tutoring, other academic support; • Providing support with access to existing ESL courses or supports; Resources: ELL OSYSP (osymigrant.org) |
| LIFE SKILLS - OSY | Academic supports that promote a student's acquisition of general life skills, including life-long learning strategies with the goal of successful social and academic integration. Life skills include but are not limited to: <ul style="list-style-type: none"> • Health; • Parenting; • Employment; • Financial literacy; • Legal rights and; • Other topical areas that are geared towards improving living standards and communicating with daily life. Resources: Life Skills OSYSP (osymigrant.org) |

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TECHNOLOGY

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

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| NON-ACADEMIC SUPPLEMENTAL PROGRAM SERVICES | |
|--|--|
| SERVICE NAME | DEFINITION |
| CAREER EDUCATION AND POSTSECONDARY PREPARATION | Participation in: <ul style="list-style-type: none"> • Structured career awareness options, e.g. access to career role models, professions, interest surveys, career fairs, career and technical training programs • Formally structured training or individualized support in job seeking and obtaining skills • College and campus visits including CAMP, • Formally structured support with application(s) to postsecondary educational institutions • Advocacy and supports for students to access IB, AP, and Running Start courses leading to dual credit opportunities. |
| EDUCATIONAL SUPPLIES | Necessary supplies purchased in order to allow a student to meet the desired objectives specified in the service delivery plan. |
| TECHNOLOGY | Activities and supports to facilitate the purchase and establishment of a lending library of technology resources for migratory students to meet the desired objectives specified in the state service delivery plan. This may include processes and functions of software, hardware, networks, telecommunications and electronics. Examples of technology service include the purchase of hardware such as notebooks, laptops, electronic calculators, and Internet access including hotspots or sim cards. Services may include training to students and families on how to use the equipment as well as appropriate usage within school or district policies. |
| HEALTH | Health supports that promote the identification and treatment of physical and social/emotional health, which may require additional services and supports so as not to negatively impact a student's educational participation. Health supports include but are not limited to: <ul style="list-style-type: none"> • Procuring and/or preparing for MEP-funded physical exams; • Procuring health services for migrant students; • Interacting with parents regarding unresolved health issues and ongoing follow-up; • Directly funding preventative supplemental health services such as vision exams, sports physicals, immunizations, etc. in event of a gap, even temporary, in state/federal programs. • Providing supplemental nutritional support beyond what is provided through state/federal food and nutrition programs; • Providing supplemental hygiene kits with appropriate health and safety education on the use of contents; • Providing health education intended to increase the awareness and knowledge of health and safety; • Referral to other health and social/emotional needs, including referrals to drug rehabilitation and gang prevention and follow-up to ensure students accessed the referred services. Resources: Health OSYSP (osymigrant.org) |
| DENTAL | Screening services to identify dental health conditions which may require treatment so as not to negatively impact a student's educational participation such as: <ul style="list-style-type: none"> • Dental Disease • Pain • Infection |
| SOCIAL WORK/ OUTREACH | Coordination of activities with parents, other family members, teachers, service agencies, and others designed to ensure that migrant families receive the full range of services available to them. (Includes identification and recruitment process for determination of eligibility) |

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| | |
|--------------------------------|---|
| STUDENT LEADERSHIP/ ENGAGEMENT | Formally structured small or large group activities to: build supportive networks, develop personal and interpersonal skills to enhance feeling of belonging in the school, and foster school engagement and academic achievement |
| TRANSPORTATION | Project-based locally developed student activities that will foster home and school engagement and increase academic achievement |
| NON-INSTRUCTIONAL SUPPORT | Non-Academic services which have as their purpose the conveyance of pupils to and from school activities either between home and school, on trips related to school activities or the provision of support services, including health and dental needs In coordination with school counselor and other school staff, provide non-instructional support in: <ul style="list-style-type: none"> • Coaching and support on a one-on-one basis to expedite adjustment to new school environments and to promote positive interactions with school, peers, and community such as: <ul style="list-style-type: none"> ◦ Guidance for setting personal goals and solving general problems, referral to other school resources and courses, working with school counselor for referrals to address crisis situations, and personal/emotional, school or family/lifestyle challenges ◦ Orientation and welcome for students who transfer mid-year between schools • Individual support and on-going advocacy to improve likelihood of academic success in 6-12 setting or high school equivalent. • Supporting the development of High School and Beyond Plan unique to intended school of graduation • Facilitating access to supplemental instruction designed to help the student stay on track to complete graduation requirements prior to turning 22 years of age such as: <ul style="list-style-type: none"> ◦ Drop-out prevention programs, e.g. referrals to High School Equivalency Programs (HEEP), and community organizations that provide support for GED prep ◦ High school recovery programs, e.g. credit accrual and pass, credit accrual, and program support through an Alternative Learning Environment (ALE) such as alternative schools, on-line schools, etc; course equivalent credit support through Career and Technical Education, and job training support (e.g., YouthBuild, CFC, etc.) • Credit accrual: <ul style="list-style-type: none"> ◦ Tracking of high school credit accrued across schools attended ◦ Analysis of credit accrual status; collaboration with counselors for appropriate placement ◦ Participation in alternative credit practices ◦ Receipt of credit for partial coursework • Support in mainstream classrooms for EL transitioned students |

DEFINITION OF "SERVICES"

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

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

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

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Revised 9/2021





Program Carryover



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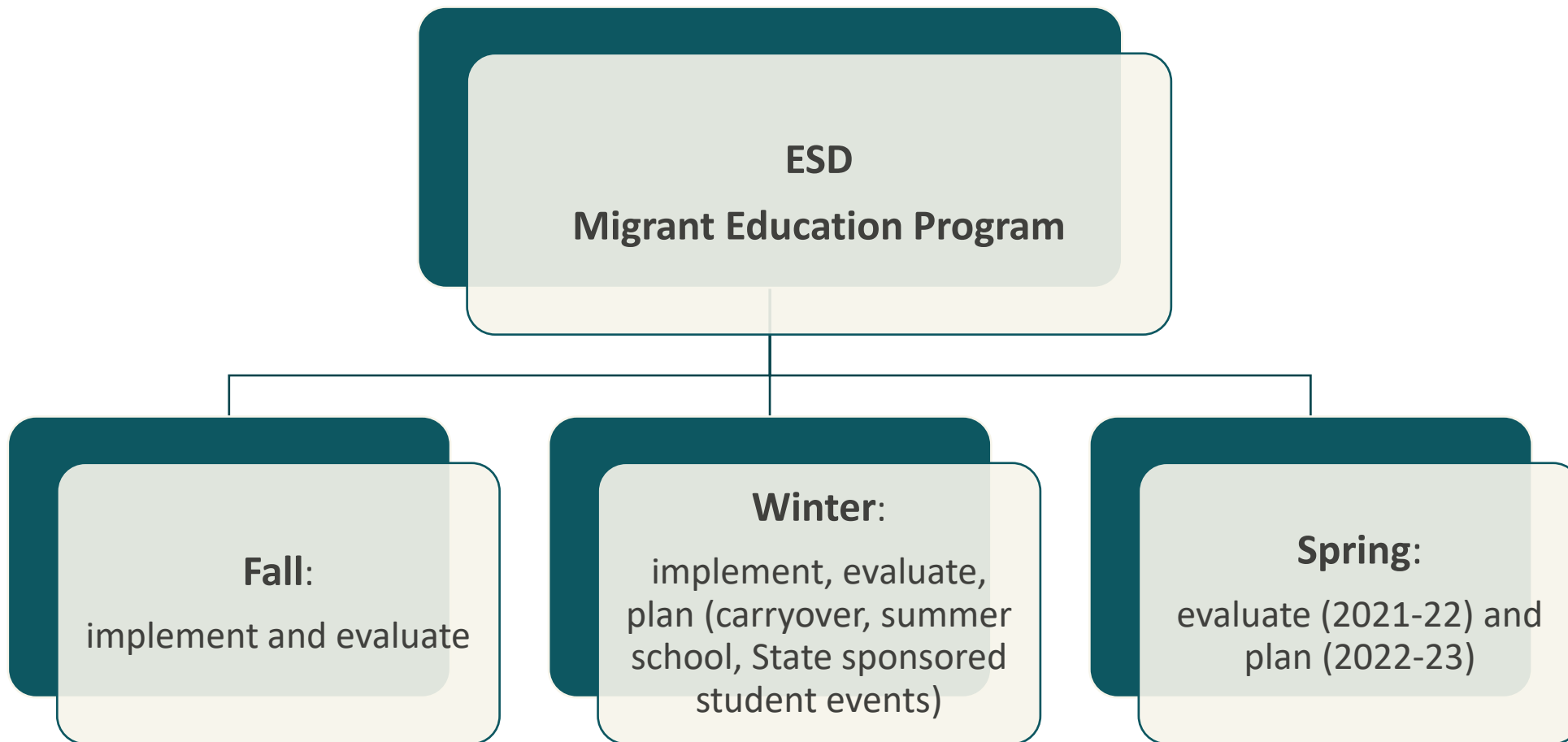


Program Implementation and Evaluation



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Core PAC Regional Workshops



Core PAC: Implementation and Evaluation

- Winter Meeting Content:
 - **Review** services being offered (Pg. 4: Program services) and coordination with other programs)
 - Summer **planning**
 - **Reports** on:
 - ID&R district plan & efforts
 - Non-academic services
 - Academic services
 - Health services
 - Student recruitment for State sponsored Student events
 - **Budget:**
 - Carryover
 - Summer costs
 - Need to submit revision based on change in current year service changes

ESD Winter Core PAC Workshops:

ESD 105: Thursday, February 24

ESD 123: Monday, February 28

NCESD 171: Thursday, March 10

NWESD 189:

- North-Tuesday, February 22
- South-Tuesday, March 1



How to Share Data and Budget with PAC Officers

| Activity | | Services |
|----------------|-----------|-------------------------------|
| 21-Supervision | \$43,821 | Records Clerk, secretary |
| 24-Guidance | \$106,019 | Counselor, Parent Liasian, |
| 26-Health | \$4,432 | Coordination, educate parents |
| 27-Teaching | \$136,200 | ELA, Math, Credit Accrual |
| Indirect | \$14,697 | |
| Total | \$305,169 | |

- Carryover from 20-21: \$200,000
- Discuss needs identified by staff after reviewing services being delivered and student progress:

| Enrolled | Academic Services | | | Served | Subject |
|----------|-------------------|---------------|-----------------------------|--------|---------|
| 0 | | | | | |
| 24 | | | | | |
| | Academic Services | Number Served | Subject | | |
| | In Class | 12 | ENGLISH LANGUAGE ARTS | | |
| | | | | | |
| | Academic Services | Number Served | Subject | | |
| | In Class | 2 | MATHEMATICS | | |
| | | | | | |
| | Academic Services | Number Served | Subject | | |
| | In Class | 1 | SCIENCE | | |



OSPI Tableau Dashboard



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Migrant Student Information System



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Reports: Statistical



END-OF-YEAR DATA SUMMARY

School Year 2020-2021

Date Printed: 01/19/2022

Statistical

- COE Time Lapse Report
- District Reporting Summary
- End-of-Year Data Summary
- Enrollment Comparison Summary
- Grade/Age Distribution Summary
- ID&R Activities – Three Year Comparison
- iGrant Graduation Report
- Mobility Report
- MSIS Data Reporting Activities
- Served In Preschool Report
- Statewide Dashboard
- Three Year COE/Enroll Comparison
- Top Crop and Activity Report

Hover your mouse over a description.

Statewide

All Buildings

| Grade Level | Total Students Enrolled | | | Promoted To Next Grade Level* | | | Meeting State Assessment Standards** | | | Supplemental Program Data | | | | | Students With 80% Or Better Attendance | | | |
|--------------------|-------------------------|--------------|--------------|-------------------------------|------------|-------------|--------------------------------------|-------------|-------------|---------------------------|-----------------|--------------|-------------------|-------------|--|-------------|------------|-------------|
| | | M | F | YES | NO | Unknown | Math | ELA | Science | Migrant | Title I Regular | State BIL | Special Education | LAP | Yes | No | % Yes | Unrep |
| P2 | 9 | 4 | 5 | | | | | | | 1 | | | | | | | 0% | |
| P3 | 247 | 130 | 117 | | | | | | | 28 | | | 17 | | | | 0% | |
| P4 | 383 | 210 | 173 | | | | | | | 74 | | 2 | 47 | | | | 0% | |
| P5 | 96 | 49 | 47 | | | | | | | 13 | | 3 | 9 | | | | 0% | |
| K | 1462 | 774 | 688 | | | | | | | 810 | 3 | 1171 | 187 | 679 | 899 | 447 | 61% | 131 |
| P2-K Totals | 2197 | 1187 | 1010 | | | | | | | 828 | 3 | 1178 | 280 | 878 | 388 | 447 | 41% | 131 |
| 1 | 1542 | 809 | 733 | 1261 | 82 | 199 | | | | 791 | 10 | 1252 | 181 | 891 | 938 | 443 | 61% | 177 |
| 2 | 1580 | 769 | 811 | 1332 | 65 | 183 | | | | 791 | 10 | 1228 | 173 | 914 | 986 | 441 | 62% | 174 |
| 3 | 1684 | 866 | 818 | 1450 | 53 | 181 | | | | 900 | 9 | 1136 | 228 | 948 | 1097 | 456 | 65% | 157 |
| 4 | 1780 | 913 | 867 | 1537 | 51 | 192 | 3 | 3 | | 911 | 13 | 1094 | 258 | 1005 | 1143 | 485 | 64% | 177 |
| 5 | 1879 | 993 | 886 | 1609 | 50 | 220 | 440 | 330 | | 947 | 27 | 929 | 250 | 962 | 1211 | 477 | 64% | 206 |
| 1-5 Totals | 8486 | 4360 | 4126 | 7189 | 301 | 876 | 443 | 333 | | 4040 | 89 | 6809 | 1080 | 4721 | 6376 | 2302 | 83% | 381 |
| 6 | 1920 | 979 | 941 | 1690 | 51 | 179 | 413 | 378 | | 1172 | 13 | 808 | 278 | 700 | 1177 | 555 | 61% | 202 |
| 7 | 2022 | 1035 | 987 | 1751 | 58 | 213 | 367 | 469 | 319 | 1299 | 40 | 831 | 273 | 715 | 1283 | 550 | 63% | 206 |
| 8 | 2069 | 1043 | 1026 | 1809 | 46 | 214 | 397 | 465 | 314 | 1357 | 24 | 825 | 276 | 621 | 1254 | 590 | 61% | 235 |
| 6-8 Totals | 8011 | 3967 | 3954 | 8260 | 156 | 806 | 1177 | 1212 | 833 | 3783 | 77 | 2484 | 827 | 2098 | 5714 | 1886 | 82% | 843 |
| 9 | 2015 | 995 | 1020 | 1741 | 53 | 221 | 359 | 487 | 2 | 1203 | 14 | 885 | 276 | 489 | 1087 | 731 | 54% | 210 |
| 10 | 1964 | 1017 | 947 | 1728 | 57 | 179 | 343 | 459 | 312 | 1116 | 17 | 867 | 278 | 328 | 1074 | 690 | 56% | 203 |
| 11 | 1963 | 972 | 991 | 1725 | 79 | 159 | 304 | 407 | 285 | 1181 | 11 | 797 | 229 | 201 | 1090 | 674 | 56% | 203 |
| 12 | 1914 | 998 | 916 | 1438 | 341 | 135 | 195 | 525 | 12 | 1167 | 18 | 747 | 256 | 157 | 1089 | 633 | 57% | 188 |
| 9-12 Totals | 7368 | 3882 | 3574 | 6632 | 630 | 894 | 1201 | 1378 | 811 | 4867 | 80 | 3286 | 1058 | 1175 | 4340 | 2723 | 66% | 304 |
| Total | 24629 | 12668 | 11972 | 19071 | 898 | 2276 | 2821 | 3623 | 1244 | 13721 | 208 | 12575 | 3218 | 2811 | 14328 | 7172 | 68% | 2488 |

*Due to student mobility and re-enrollments, the totals may exceed the actual total number of unique students.



Migrant Student Information System



- Student
- Mass
- Health
- Reports
- Search

- Health
- Statistical
- Student Lists
- Eligibility
- Educational

Link Menu

Reports: Educational

Assessment

- Building Pre/Post Test Summary
- District Pre/Post Test Summary
- Formal Assessment Report

Secondary

- Commonly Failed Courses Report
- Grade Level Credits Earned Summary
- Math/English Assessment Report
- Secondary Credit Report
- Student Credits Earned Summary

Supplemental

- Building Supplemental Services Summary
- District Supplemental Services Summary
- Student Supplemental Services Report

Description

Hover your mouse over a report to see a description.

| SUBJECT | COURSE_TITLE | TOTAL_ENROLLMENTS | FAILCOUNT | PASSCOUNT | PERCENTFAILED |
|---|--------------------------------|-------------------|-----------|-----------|---------------|
| | French 1 | 21 | 5 | 15 | 23.8 |
| | French 1B | 18 | 5 | 13 | 27.8 |
| | French 2 | 11 | 2 | 9 | 18.2 |
| | French 2B | 11 | 1 | 10 | 9.1 |
| | Spanish 1A | 58 | 4 | 48 | 6.9 |
| | Spanish 1B | 54 | 11 | 43 | 20.4 |
| | Spanish 2 | 8 | 1 | 6 | 12.5 |
| | Spanish 2A | 26 | 6 | 17 | 23.1 |
| | Spanish 2B | 31 | 9 | 22 | 29 |
| Architecture and Construction | Construction 1A | 9 | 2 | 5 | 22.2 |
| Business and Marketing | Personal Finance | 6 | 1 | 5 | 16.7 |
| Business and Marketing | Student Store/DECA Den | 6 | 2 | 4 | 33.3 |
| Communications and Audio/Visual Technolog | Mixed Media-3D Design | 14 | 4 | 10 | 28.6 |
| Communications and Audio/Visual Technolog | Video Production | 4 | 1 | 3 | 25 |
| Communications and Audio/Visual Technolog | Yearbook A | 4 | 2 | 1 | 50 |
| Communications and Audio/Visual Technolog | Yearbook B | 3 | 1 | 2 | 33.3 |
| Computer and Information Sciences | Intro to 3D Solid Modeling | 4 | 2 | 1 | 50 |
| Engineering and Technology | Intro to Aerospace Engineering | 6 | 1 | 5 | 16.7 |
| Engineering and Technology | Introduction to Engineering | 7 | 2 | 5 | 28.6 |
| Engineering and Technology | Robotics Electronics and Progr | 7 | 1 | 5 | 14.3 |
| Engineering and Technology | Robotics Mechanics and Pneum | 12 | 1 | 11 | 8.3 |
| English Language and Literature | American Literature | 9 | 2 | 6 | 22.2 |
| English Language and Literature | American Literature A | 78 | 17 | 60 | 21.8 |
| English Language and Literature | American Literature B | 72 | 29 | 43 | 40.3 |
| English Language and Literature | Bridge to College Literature B | 20 | 1 | 19 | 5 |
| English Language and Literature | Composition I:Cr1 Reading and | 23 | 5 | 18 | 21.7 |
| English Language and Literature | Contemporary Literature A | 22 | 1 | 21 | 4.5 |
| English Language and Literature | Creative Writing | 11 | 5 | 6 | 45.5 |
| English Language and Literature | English 10 | 100 | 20 | 77 | 20 |
| English Language and Literature | English 10 B | 79 | 18 | 60 | 22.8 |
| English Language and Literature | English 10 Honors | 12 | 1 | 11 | 8.3 |
| English Language and Literature | English 10 Plus | 17 | 3 | 14 | 17.6 |
| English Language and Literature | English 9 | 193 | 41 | 146 | 21.2 |





McKinney-Vento Homeless Education



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Foster Care Supports and Services



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Student Program Updates



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Dare to Dream Academies

Dare to Dream Academy, Exploring Your Future (Hero's Journey)

The purpose of this program is to bring awareness to migratory students on the requirements for high school graduation and options beyond high school available to them. Students have an opportunity to attend a five-day on-campus academy at a university in order to experience elements of university life. This academy is intended for 9th and 10th grade students. Those who successfully participate and complete required work at the Exploring Your Future (Hero's Journey) Academy will earn .5 English Language Arts (ELA) credit.

Dare to Dream Academic Academies

The purpose of this program is to provide at-risk migrant students a five-day on-campus experience with access to professional staff who will help students build their skills and abilities in the areas of math or science as well as develop student awareness of the requirements to graduate high school and plan for post-secondary education or employment. These academies are intended for 11th and 12th grade students. Those who successfully participate and complete required work for the academy they attend can earn .5 credit in science or math.

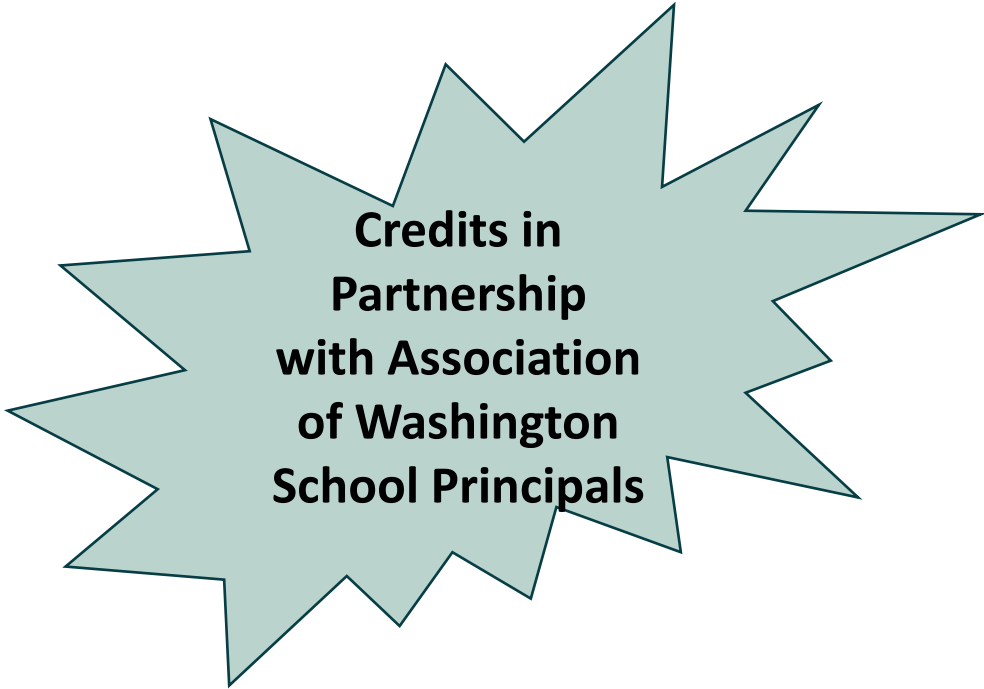


Dare to Dream Academy Exploring Your Future (Hero's Journey)

Eligibility: Migratory Student in Grades 9-10, School Year 2022-23

University Partners:

- Central Washington University
- Eastern Washington University
- University of Washington
- Western Washington University



**Credits in
Partnership
with Association
of Washington
School Principals**

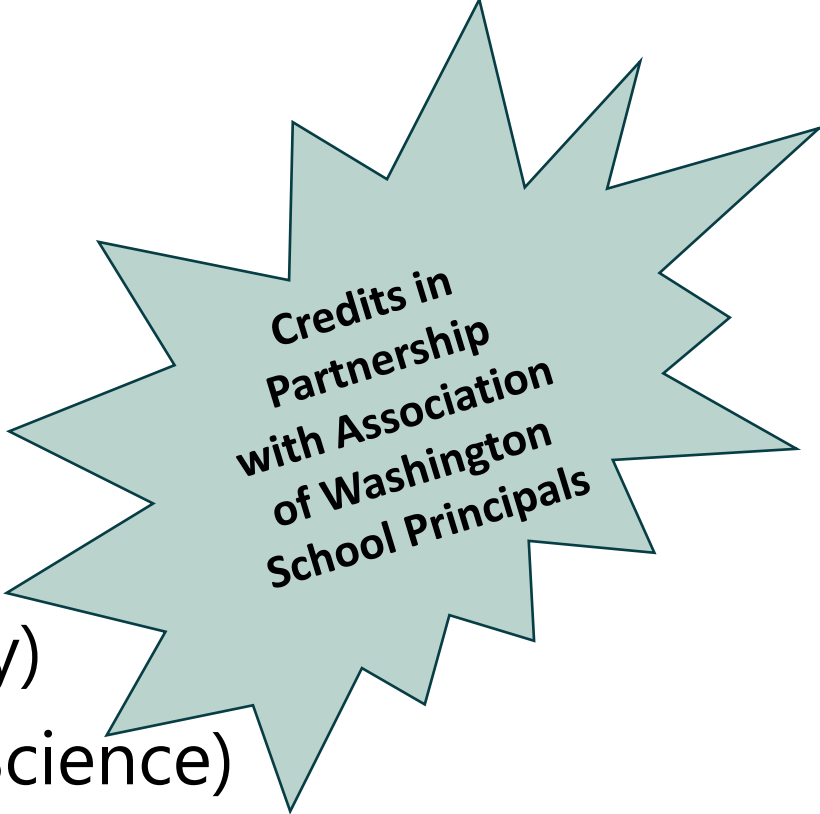


Dare to Dream Academic Academies

Eligibility: Migratory Student in Grades 11-12, School Year 2022-23

University Partners:

- Central Washington University (Science)
- Eastern Washington University (Math)
- University of Washington (Math, Science)
- Western Washington University (Math, Biology)
- Washington State University, Pullman (Math, Science)



Credits in
Partnership
with Association
of Washington
School Principals

Dare to Dream Health Sciences Academy

Eligibility: Migratory Student* in Grades 11-12, School Year 2022-23

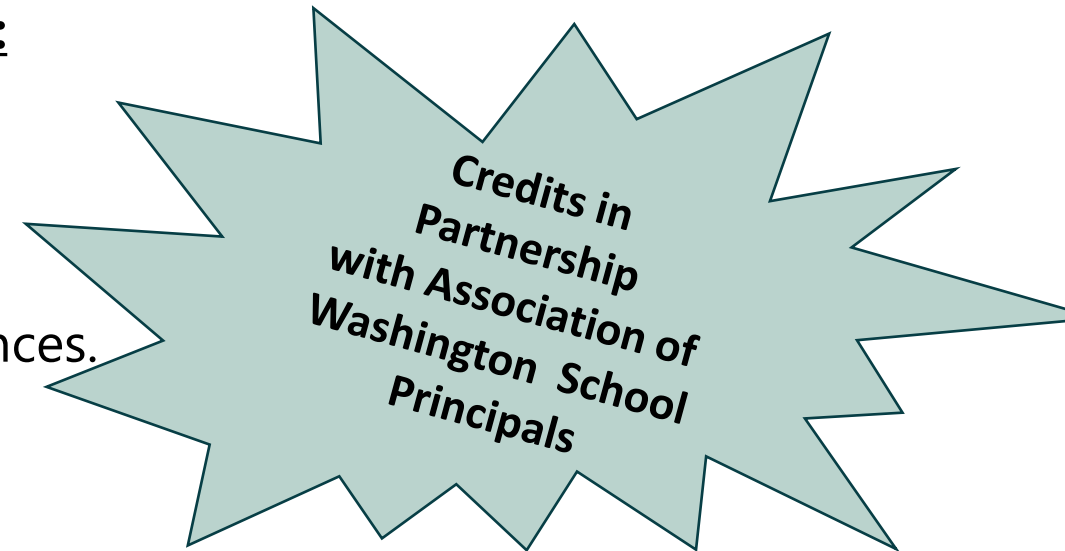
A Migratory student must meet these requirements*:

- A 3.2 or higher GPA OR demonstrate the ability to be academically successful.
- Taken at least one (1) advance course in biology, chemistry, math, etc.
- Plans to pursue a post-secondary education.
- Has an interest in pursuing a career in the health sciences.

University Partners:

University of Washington

Washington State University (Spokane)



Updates regarding COVID-19

All academies will be virtual for summer 2022.

- **Exploring Your Future (Hero's Journey)**
 - Dates: End of June –Mid-July (3 weeks)
 - Serve 250 students
- **Eastern Washington University**
 - Dates: June 28 – July 13
 - Serve 40 students (math)
- **Washington State University-Pullman**
 - Dates: June 25- July 1
 - Serve 100 students (50 math, 50 science)
- **Western Washington University**
 - Tentative dates: June 19- July 1



Timeline

- Universities establish dates for each academy- December 2021/January 2022
- OSPI with MSDRS release number of eligible students by district to register- end of January/Feb 2022
- Registration forms released- February – March 2022
- **Registration deadline: April 2022**
- Confirmation information sent to students/schools- May 2022
- Registration cancellations and replacements deadline is two-weeks prior to start of each academy.

Questions?





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ESD and MSDRS Program Partners

- North Central ESD - ncesd.org
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- Northwest ESD 189 – nwesd.org
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