

Migrant Education Program Webinar

Title I Part C Migrant Education
Office of System and School Improvement Division
January 20, 2023



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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

- Welcome
- Mid-Year Check-In
- Parent Advisory Council
- Carryover 2021-2022
- Summer Programs
- MSDRS Reporting
- Priority for Service
- Supplemental Health Supports
- CWU Migrant Academic Student Academy
- Non-Academic Supports
- Contacts and Resources



Welcome



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Mid-Year Check In

Review the grant application and expenditure reports.

1. Are the program plans you noted in the grant application in alignment with your actual services and activities?
2. Are there gaps in available resources to migratory students that could be made accessible through Migrant Education Program?
3. What, if anything, should be adjusted in the application at this time?

Program Implementation

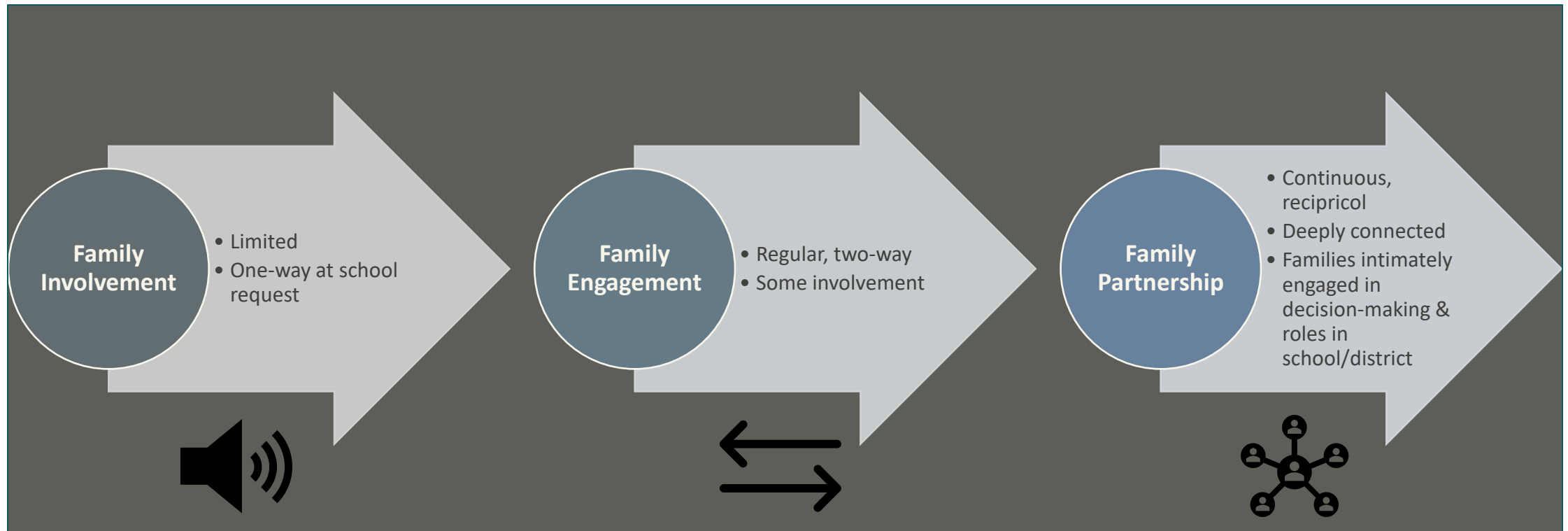
Parent Advisory Council

Lupe Ledesma



Parent Advisory Council-Consultation

Family Continuum



Family Continuum



Family Involvement	Family Engagement	Family Partnership
<p>Program design: Notify migrant families of the district plan for services to migrant students. Select/assign Core PAC Officers</p>	<p>Ask elected Core PAC Officers to provide input to the district's General Parent Advisory Council meetings and academic Family Nights. Use Family Engagement/PAC grant page for guidance.</p>	<p>Complete the district's grant with active participation with Core PAC which include families, students, and community members that are representatives who are advocates and have knowledge of the migrant student population.</p>
<p>Write PAC Bylaws and distribute to all families using multiple platforms.</p>	<p>Invite family members to participate in the writing of the PAC Bylaws and hold open comment periods for additional family input.</p>	<p>Implement a district-level family partnership mission statement, keeping the partnership central to the values of the district and including family representatives from all racial and ethnic groups representing the district's student population. Allocate district resources toward maintaining family partnerships (e.g. staffing, and implementation budget).</p>
<p>Identify a district representative to respond to family questions when asked.</p>	<p>Develop district office hours (include times when families have available) to respond to family needs and questions. Ask parents how they would like to communicate with the district and receive communications from the district.</p>	<p>Develop a set of district responses to commonly asked questions to provide to families. Set districtwide expectations for responding to family needs/questions (e.g. respond within 48 hours).</p>
<p>Identify community partners for families and publish a district inventory of possible partners.</p>	<p>Invite community partners to meet with families to explain the resources they offer through video conferencing, brochures or other communication models.</p>	<p>Provide information to families on community partners that have MOUs with the district. Work with community organizations to eliminate fee structure issues for families</p>

Core PAC-Implementation and Evaluation

- Provide copy of approved 2023-24 grant application to officers and use as a basis for Core PAC agenda building
 - Discuss and evaluate program model being implemented
 - Provide data on migratory student academic performance compared to all students in district
 - Provide budget information and discuss carryover
 - Discuss summer school opportunities
 - Use FSI 2022-23 as a template for evaluation of program
 - [Migrant Education Program | OSPI \(www.k12.wa.us\)](http://www.k12.wa.us)

Agenda: Implementation/Evaluation Consultation with Core PAC

- *Identification and Recruitment Plan
- * Academic and non-instructional services
- *Health supports
- *PAC and Family Participation
- *Summer school & State sponsored student summer opportunities
- *Budget (parent friendly version)
 - *current budget breakdown for 2022-23 and Carryover

General PAC

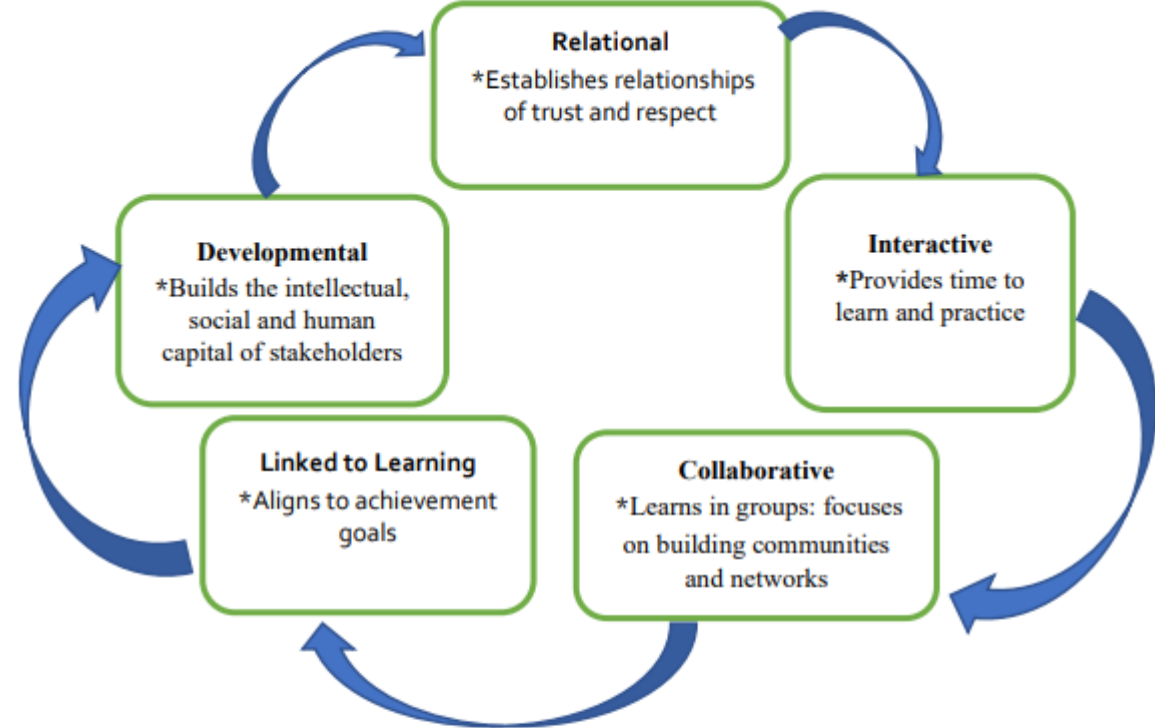
Challenge:

How do we work to engage families who have worked physically hard all day?

What does Family Engagement mean to them?



Family Engagement Framework

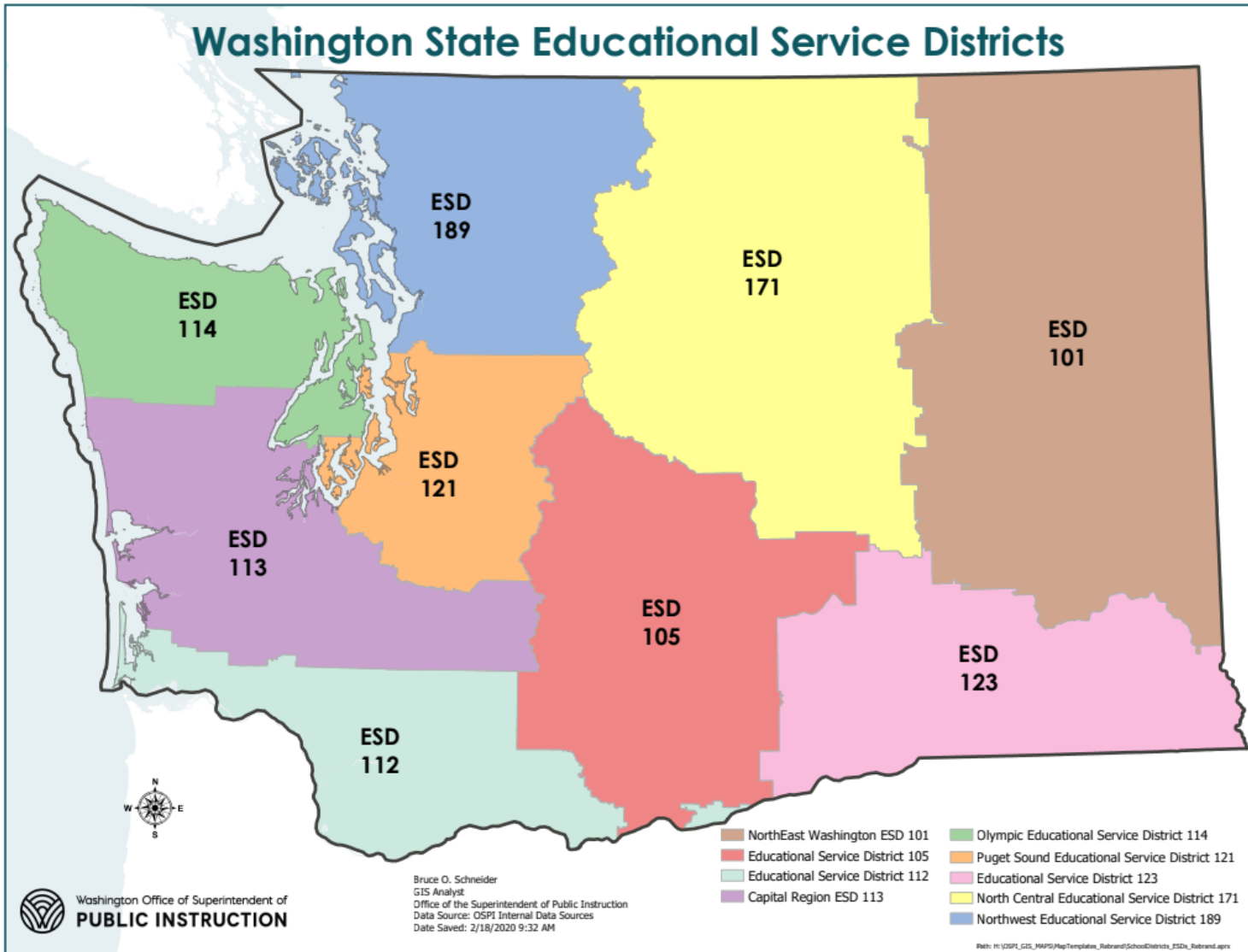


Students with Engaged Families:

- earn higher grades and test scores;
- enroll in higher-level academic programs;
- are promoted on time and earn more credits;
- adapt better to school and attend more regularly;
- have better social skills and behaviors; and
- graduate and go on to postsecondary opportunities

**Bari Walsh, Dr. Karen Mapp: Research Stories, Link It to Learning: Concrete Tips for making family engagement happen, posted: October 1, 2014





ESD 105

Claudia Figueroa Dominguez,
Migrant Family Engagement and
Student Leadership Coordinator

ESD 123

Adilene Espindola,
Migrant Community and Family
Engagement Coordinator

NCESD 171

Gaby Fernandez,
Student and Family Engagement
Specialist

NWESD 189

Faviola Martinez Bautista,
Migrant Family Engagement and Early
Learning Coordinator

Carry Over 2021-2022



Carryover Memo

- Emailed January 18, includes CNA process and Q&As
- Carryover posted in EGMS in the next few weeks.
- OSPI to send a message notifying districts that a budget adjustment has been created.
- Submit a budget revision
- MEP requires updates to the grant application pages if changes were made to staffing (Expenditure page 12), program plan (page 10), school building data where students will be provided academic supports (page 11)

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Chris Reykdal, Superintendent

January 18, 2023

TO: Title I, Part C Migrant Education Program Directors, and Coordinators

FROM: Sylvia Reyna, Assistant Director
Title I, Part C Migrant Education Program

RE: Title I, Part C, Migrant Education Program Carryover and Allowable Activities

The Title I, Part C Migrant Education Program will be shortly releasing carryover amounts reflecting the unspent funds from the 2021-2022 grant period. These funds will be available to use through August 31, 2023.

How to Access: Available funds will be posted to the 2022-2023 Educational Grants Management System (EGMS) Consolidated Grant Application. For Migrant Education, Local Educational Agencies (LEAs) will submit a budget amendment entering the funds within the appropriate budget activities. Updates to the program plan (page 10), public schools (page 11) and expenditures (page 12), will also be required to reflect any program and staff changes. Details can be found through the [Carryover Amendment](#) process at OSPI's EGMS website. OSPI is planning to schedule office hours to assist districts and answer any questions.

Planning and Supports: For program planning and other supports, including professional development and family engagement, contact Educational Service District Migrant Education Program in your region.

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Cyndy Valdez, Director NCESD 171 cyndyv@ncesd.org 509-665-3634	Sylvia Reyna, Assistant Director Migrant Education Program sylvia.reyna@k12.wa.us 360-742-4654

*Covering all of western Washington



Summer Programs



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Local Summer Programs

- Invitation to participate will be send the week of January 23
- Notify OSPI by February 6, 2023, of intent to participate
- Final summer allocations will be released in EGMS mid-February
- Complete the Summer Program page in EGMS (to be released with allocations)
- Submit to OSPI beginning March 13, 2023
- Work with Parent Advisory Council for ideas and suggestions on local summer program
- Does not have to be a large program, could target a few most at-risk migratory students
- Template to guide summer program planning and reporting

Migrant Education
 Summer Programs 2023
 Planning Template

MONTH	ACTIVITY	STATUS
November	Attend OSPI Zoom meeting regarding summer program planning	Completed
November	Gather academic and other data on migratory students in district (see MSIS reports for possible data sets including PFS Student List, Pre/Post academic growth data, SBAC results, input from staff providing academic services during regular school year)	In Process
November	Hold Parent Advisory Council Meeting to review data and determine if there is a need and agreement for summer program	Not Started
November	Discuss options with district leadership to offer a summer program for migratory students	Not Started
November	Identify dates to host summer program	Not Started
November	Brainstorm listing of possible local, regional, county, or state partners	Not Started
November	Contact potential partners to engage in conversation regarding how they may be able to support your program	Not Started
December	Meet with building leadership to inform them of summer program opportunity, including grade levels to be served and recruitment opportunity for certificated and classified teaching staff.	Not Started
December	Identify and invite staff, parents, and community members to be part of planning group to develop steps to be taken in building the summer program	Not Started
December	Determine how often the group will meet for on-going planning, how notes will be shared, and how communication will be maintained for ongoing work	Not Started
January	Respond to OSPI invitation to participate in Summer Program 2023	Not Started
January	Submit regular year grant budget revision to include 2021-22 carryover and include a comment if funds will be used as part of Summer Program 2023	Not Started
January	Meet with summer planning team to review progress in completing planning tasks	Not Started





Summer Student Program Updates



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Washington State
Migrant Education Program

Dare to Dream
ACADEMY

ACADEMIA

*Aprevele
a Soñar*



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

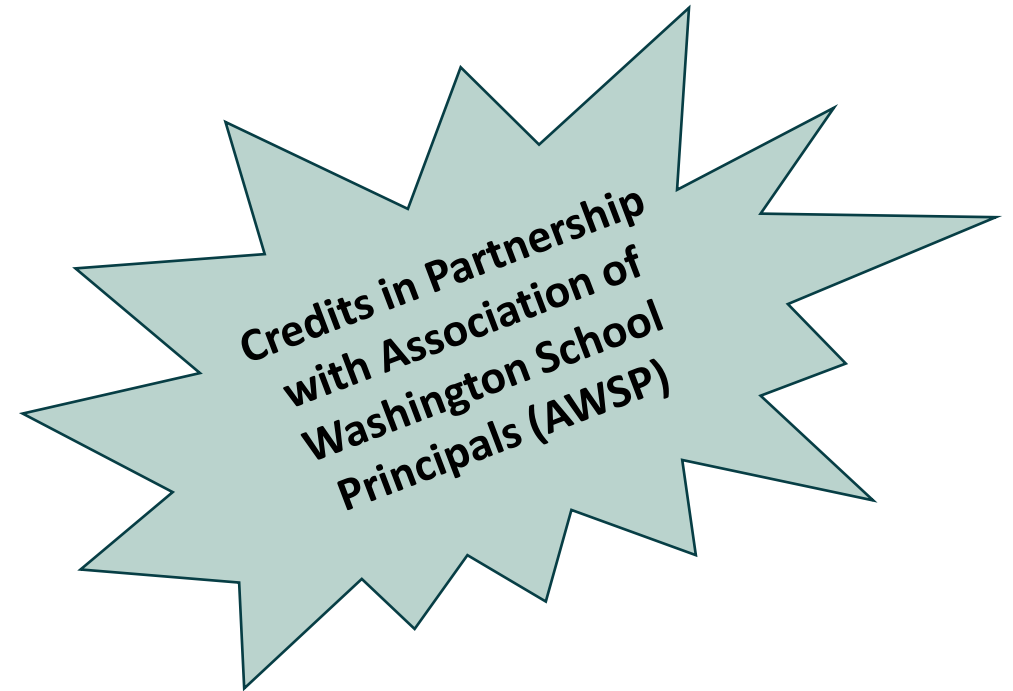
The purpose of this program is to provide at-risk migrant students a five-day on-campus experience with access to professional staff who will help students build their skills and abilities in the areas of math or science as well as develop student awareness of the requirements to graduate high school 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 Students in Grades 9-10, School Year 2023-24

University Partners:

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



Dare to Dream Academic Academies

Eligibility: Migratory Students in Grades 11-12, School Year 2023-24

University Partners:

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



Dare to Dream Health Sciences Academy

Eligibility: Migratory Students* in Grades 11-12, School Year 2023-24

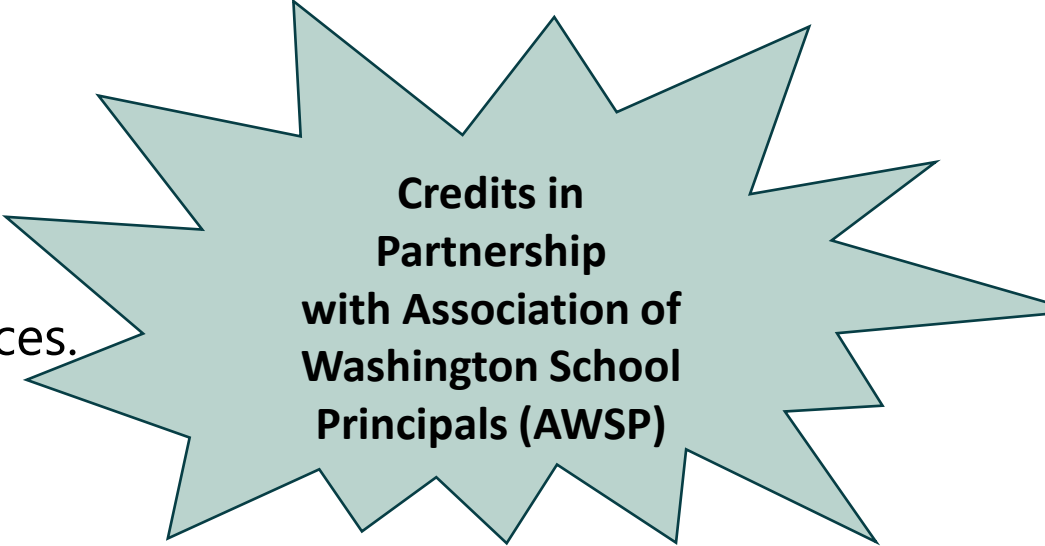
A Migratory student must meet these requirements*:

- 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)



**Credits in
Partnership
with Association of
Washington School
Principals (AWSP)**

Timeline

- Dates established by universities for each academy: December 2022/January 2023
- OSPI with MSDRS releases number of eligible students by district: January 2023
- Registration forms released: end of January 2023/beginning of February 2023
- Virtual Informational Night: February 15, 2023 (7pm-8pm)
- **Registration deadline: March 3, 2023**
 - Open registration after March 3, 2023 (all unfilled spots will be open to districts on a first-come first-filled basis)
- Confirmation information sent to students/schools: April 2023
- Registration Confirmation Videoconference: May 17, 2023 (7pm-8pm)
 - Bus routes and other university information provided by universities directly.
- Registration cancellations and replacements deadline is two-weeks prior to start of each academy.
 - Bus routes and bus capacity may limit replacement counts.

Voices from the Field Academies

The focus of the **Voices from the Field Science Academy (Islandwood)** and **Voices from the Field Arts Academy (Centrum)** is to provide quality arts-infused lessons and experiences for middle school students identified as migratory. These programs seek to help build student voice and to increase student skills and learning in mathematics, English Language Arts (ELA), science and social studies through the arts.

Voices from the Field Science Academy June 20-23, 2023

In partnership with Islandwood (Bainbridge Island)

- Up to 100 Priority for Service migratory students*
 - Invitation to 10 to 12 districts to send 8-10 migratory students grades 6, 7, and 8.
 - Notices will be sent in February/March 2023.*
- Districts provide:
 - Chaperone to accompany students.
 - Transportation to and from Islandwood.
 - Meals/snack during road trip to and from Islandwood.



Voices from the Field Arts Academy

June 20-24, 2023

In partnership with Centrum (Port Townsend)

- Up to 70 Priority for Service migratory middle school students
 - Invitation to 10 districts to send 6-7 migratory students grades 6, 7, and 8.
 - Notices will be sent in February/March 2023.
- Districts provide:
 - Chaperone to accompany students.
 - Transportation to and from Centrum.
 - Meals/snack during road trip to and from Centrum.

Summer Meals Programs

Summer Food Service Program

Good nutrition is essential for effective learning every day, all year long. Just as learning does not end when school lets out, neither does the need for good nutrition. Summer meal programs help children get the nutrition they need to learn, play, and grow throughout the summer months.

Summer sponsors receive payments for serving healthy meals and snacks to children 18 years of age and younger. Meal sites must be located in lower-income areas and must be approved to operate by the state agency. An overview of the program is provided in the [Summer Food Service Program Reference Sheet \(PDF\)](#).

Local Education Agencies (LEAs) that participate in the National School Lunch Program may choose to operate the [Seamless Summer Option \(SSO\)](#) instead of the SFSP. Review the [Comparison of Programs \(PDF\)](#) to help you determine the best program for your LEA.

[Summer Food Service Program | OSPI \(www.k12.wa.us\)](http://www.k12.wa.us)

Administering the SFSP

- [New Sponsors - Start here to become a sponsor!](#)
- [Program Application, Materials, and Requirements](#)
- [Summer Food Service Program Newsletter Updates](#)
- [Claims and Reimbursement Rates](#)
- Program Eligibility
 - [Averaged Eligibility Map](#) (by Share Our Strength)
 - [Income Eligibility Information for Camps and Closed Sites](#)





Migrant Student Data, Recruitment, and Support Updates



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MSDRS Updates

Re-Interviewing Families Returning from Winter Homes

- Keep an open mind during the interview
 - *Don't assume it was for vacation*
 - Don't assume it was a change of residence
- Network with school building staff to identify returning or new families

Transfer Documents Notification Automatically Sent

- Unresolved or Ongoing Medically Diagnosed Alert reported in the MSIS
- Hours Attended reported in the MSIS
- Student is new to your district

Report Hours Attended if Appropriate

- When credit or partial credit is not an option
- May be consolidated with other hours for credit purposes later

MSDRS Updates

Review Services Reported into the MSIS

- Review the Building Supplemental Services Summary Report
- Compare with submitted grant

Family Re-Interviews

- MSDRS staff will conduct another set of two reviews per recruiter
- Some re-interviews will be in person if possible and you will receive notification

Inspire Collaboration

- MSDRS staff enrolling children into Inspire Centers

PASS Student Services

- If students are behind in credits, PASS is a great alternative to get caught up
- Contact local PASS Contact in your district or Heather Mendoza here as MSDRS



Priority for Services Migratory Students



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Priority for Service

- Notice sent by MSDRS
- Reports located in MSIS, Student Lists
- Important to determine need and services available for PFS students first and then all other migratory students.
- Review the Student Supplemental Services Report in MSIS under Educational tab to see what PFS students have been receiving services and if there are students who would benefit from MEP supports



Supplemental Health Services



Provision of Services

Districts may support eligible migratory youth with supplemental health and social services when there is a delay or lack of availability from federal, state, or other local program resources.

Services must:

- Help children to participate academically;
- Not be ongoing or long-term types of services;
- And costs remain necessary, reasonable, and allocable to the MEP

Provision of Services (continued)

Supplemental health and social services may include, but are not limited to:

Supplemental screening examination for vision, hearing, physical or dental;

Connection to community-based health and social services such as immunizations, corrective lenses, dental, nurse, orientation-mobility specialists, occupational therapists, and physical therapists, etc. (confirmed referrals); psychometrist, language pathologists, and audiometrists, and their secretarial, clerical, and other assistants;

Providing supplemental nutritional support beyond state/federal food programs;

Interacting with parents regarding unresolved health issues (MDAs).

Examples of Supplemental Health Supports

“Student's glasses are broken. Parent states they aren't able to get new ones per the provider. The family confirmed that the student has had 2 pairs a year this year replaced by Apple Health.”

- MEP can cover the cost of glasses due to gap in temporary service

“Student has reoccurring lice (4th time being seen in health room for lice).”

- MEP can cover the cost of lice treatment if treatment poses an economic barrier to family- including support for washing linens.

Examples of Supplemental Health Supports

“Student expressed having dental pain, has never seen a dentist.”

- MEP can cover transportation costs (if needed) and initial consultation if student is not immediately Medicaid (Apple Health) eligible. Remember, Medicaid can be charged retroactively.

“Student has a hx of asthma but does not have an inhaler. Mom was informed of episodes at school and need for inhaler.”

- MEP can cover of a supplemental inhaler if there is a barrier to academic participation.



CWU Migrant Academic Student Academy



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We're here for your future

If you haven't yet finished high school and want to continue your education, the **Migrant Academic Services Academy (MASA)** is here to help.

MASA is a free program that offers:

- Tutoring to improve academic level to finish high school or get a GED
- Flexible times and dates
- Online and in-person tutoring
- Cultural trips and events
- Transportation assistance
- College visits
- Educational advising
- Placement assistance

REQUIREMENTS:

- Must be between 16 and 21 years old
- Previous participation in the migrant program with a certificate of eligibility (COE)
- Not currently enrolled in high school.

We're here for your future

More Information: Call 509-494-3982 or visit our office at 2618 W Nob Hill Blvd. in Yakima.

CWU is an EEO/AA/Title IX Institution. For accommodation email: DS@cwu.edu.

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Non-Academic Supports



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EGMS Page 10 – Program Planning

4.2. NON-ACADEMIC SERVICES

- Non-Instructional Support
- Educational Supplies
- Career Education and Postsecondary Preparation
- Health/Dental
- Student Leadership/Engagement
- Transportation
- Social Work/Outreach

3.7. The program will offer a series of family engagement/literacy trainings that :

- Activities to support pre-school and Kindergarten readiness
- Activities to support reading in the home.
- Activities to support math in the home.

- Paid with Migrant Education Program grant?
- Meet the definition as noted in the Services Definition?
- Reported in MSIS
- Captured for End-of-Year and Fidelity of Strategy Implementation Reporting
- Family literacy supports include process for administering survey questions
- See Application Instructions for materials and links to surveys



Identification and Recruitment ID&R



ID&R Support

- Limited Access to State Recruiters
- Consider How Carryover May Be Used for Additional ID&R Time
- Consider How Carryover May Be Used to Purchase ID&R Materials

Save the Dates

- Program Updates at Quarterly Webinars, Friday, 10:00-11:30 am
 - March 24, 2023
 - May 5, 2023

join Zoom Meeting

<https://us02web.zoom.us/j/87978791419>

Meeting ID: 879 7879 1419

Save the Dates

Washington State Migrant Education Conference
Yakima Convention Center
August 17-18, 2023

National Association for Directors of Migrant Education
(NASDME)
April 30-May 3, 2023
Albuquerque, New Mexico



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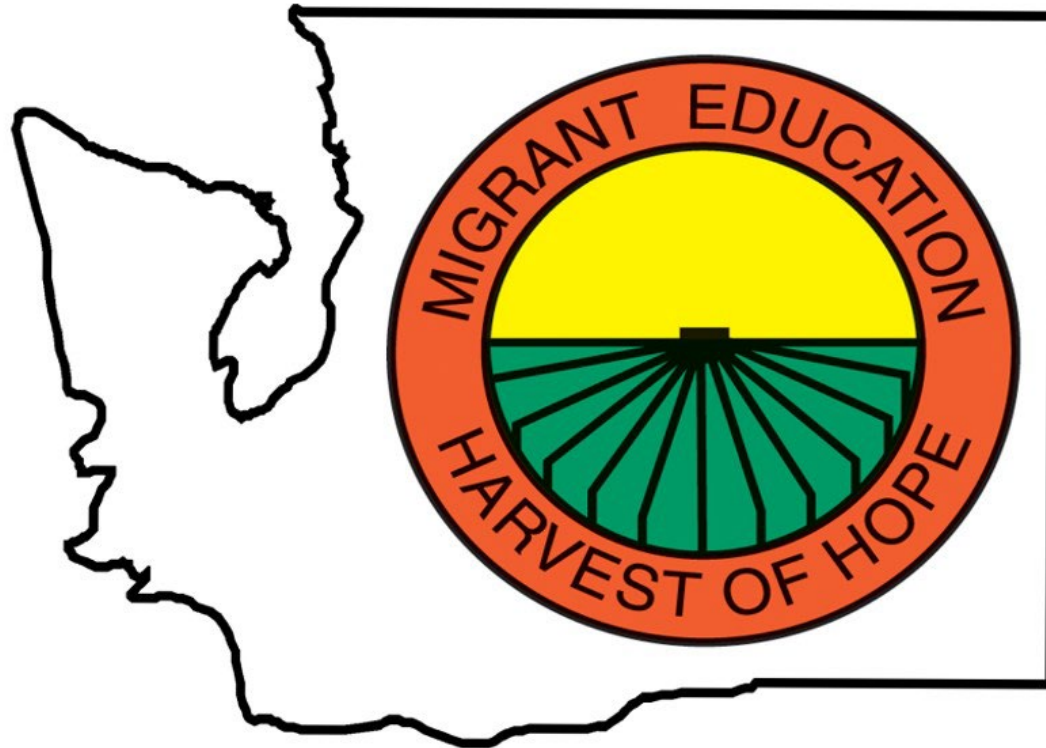
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ESD and MSDRS Program Partners

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- ESD 123 – esd123.org
Lupe Mota, Program Administrator
509-544-5756
- ESD 105 - esd105.org
Cindy Cholico, Program Manager
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- Migrant Student Data, Recruitment, and Support – msdr.org
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Contact Us!



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Questions?