Washington Office of Superintendent of
PUBLIC INSTRUCTION

Supporting Migrant Students Under Title I, Part C During School Closures

2020

SUPPORTING MIGRANT STUDENTS UNDER TITLE I, PART C DURING SCHOOL CLOSURES

April 2020

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LETTER FROM THE DIRECTOR OF MIGRANT AND BILINGUAL EDUCATION

To the educational champions across our state:

Migrant students, their families, and entire school systems are experiencing unprecedented changes as a result of the novel coronavirus (COVID-19) pandemic and school facility closures. As we provide continuous learning, Washington state's Title I, Part C Migrant Education Program is committed to providing ongoing guidance and resources to support the provision of educational opportunities for migrant students. We greatly appreciate the innovative ideas being explored to provide continuous learning opportunities for migrant students in alignment with the recently released authorization from the U.S. Department of Education allowing funds to be used to support a technology infrastructure.

Migrant families are often agricultural workers who have been identified as essential workers. With the uncertainty of knowing the level of adult support available in the home, it is important to be as creative and flexible as possible when acknowledging that students and educators may be in different physical locations or accessible only in the evening. Program staff may need to analyze the best method to connect with migrant students and families. This resource offers suggestions for sustaining practices for migrant students through continuous learning.

Migrant students and their families may have feelings of unfamiliarity and discomfort when changes in services are made. By infusing patience, practice, and partnerships, positive supports for migrant students and their families will continue.

It is of great importance to continue to let migrant students know they are valued and their education is of utmost importance. This publication is intended to inspire an asset-based approach by providing ideas and resources to educators and families to meet the needs of migrant students.

This resource will be updated as additional information, questions, and input become available. We hope you will submit feedback, suggestions, and questions to us.

Stronger together (si se puede),

Veronica M. Gallardo
Director of Migrant and Bilingual Education
Office of Superintendent of Public Instruction

BACKGROUND

This guidance is designed as a companion resource to the Office of Superintendent of Public Instruction's (OSPI's) Continuous Learning 2020 publication, issued April 2020[1], which states: "Continuous learning" means establishing and maintaining connections with students and families to provide learning materials and supports using a variety of modalities (e.g., email, phone, printed learning materials, and available online platforms). The terms "online learning" and "remote learning" are both defined in RCW, and any use of those terms in this document should not be construed as superseding those definitions; they are simply used to communicate various ways of providing "continuous learning." All guidance is posted on the OSPI COVID-19 Guidance and Resources webpage.

Please note, migrant students who are eligible and entitled to receive services and resources from other local, state, and federal resources must receive those services prior to accessing Title I, Part C Migrant Education Program (MEP) services. As such, special education or English language development services must first be addressed by those applicable programs before migrant education funds may be used to supplement any additional needs the migrant student may have.

This resource is not an exhaustive list of tasks for districts to follow, but rather recommendations, strategies, and resources for providing inclusive continuous learning opportunities for migrant students during school facility closures as well as continued outreach to out-of-school youth. The information included in this document attempts to address the most frequently asked questions for providing academic and support services through continuous learning.

The purpose of this guidance is to provide strategies and information on how districts may provide supports and services during school closures. This is not considered to be a complete list of suggestions and recommendations, but rather some ideas for providing supplemental supports to migratory students during school facility closures.

OVERVIEW OF INCLUSIONARY PRACTICES FOR CONTINUOUS LEARNING FOR MIGRATORY STUDENTS (TITLE I, PART C)

Continuous learning should reflect the following tenets of inclusionary practices:

- All students feel a sense of belonging and value, as full members of the school community.
- All students have access to equitable and high-quality, meaningful instruction.
- Instruction is culturally responsive, and student and family centered.
- Instruction is structured to be accessed when the student is available.

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[1] Visit the OSPI COVID-19 webpage for the latest updates.

Options for Engaging Students with Continuing Learning[2]

Continuous learning instruction for migrant students may include print or online-based materials with scheduled times for instructional feedback and interaction. Some students may be more successful with a blended model incorporating multiple strategies while others may be able to successfully engage in online curriculum accessible in the home via computer and communications technology, with instruction and check-in times between educators and students.

Implementing Inclusionary Practices to Support All Students

When implementing strategies that support inclusionary practices for all students, include the following:

- Maintain focus on supportive relationships with students and families, beyond considerations for instructional content.
- Develop projects/choice boards with flexible choices for students and families, to foster interest, creativity, and build on student strengths.
- Incorporate strategies to support students with balancing continuous learning and home responsibilities.
- Design materials/activities that support technology and technology-free experiences for students.
- Provide individualized learning experiences utilizing accessible materials and multiple modalities.

CONTINUOUS LEARNING IMPLEMENTATION GUIDE

This implementation guide is to support districts with planning for services during school facility closure.

System Readiness Planning: Questions and Considerations	
Infrastructure	What is the district process for identifying the type of instructional delivery model to migratory students in their district boundaries? If technology will be used, what are the protocols for students and families using their own devices?
	If program purchased technology or print-based materials are to be used, what are the district guidelines for safely delivering devices and materials?
Staffing	Which staff are supporting the provision of supplemental services to migrant students and what are their roles? How will staff be informed about services and supports needed by students?
	How are staff schedules developed (including educators, service providers, interpreters, paraeducators, etc.), and how can those schedules be accessed?

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[2] Adapted from California Department of Education (CDE) Distance Learning guidance.

	How and how often will staff meet to coordinate continuous learning for migrant students?
	How will staff document time and effort, and travel related to planning and instruction?
Staff Support	Who is providing supervision/support for staff? (Schedule of supervision, documentation of decisions, problem-solving discussions, etc.)
	How will staff access needed professional learning and supports for continuous learning for all students? How will staff access additional supports related to accessibility features and providing education and related services through continuous learning instruction?
	What guidance has been developed to support the provision of continuous learning instruction and supports related to services to migrant students?
Family Partnerships and Communication	
Confidentiality	What practices and protocols are in place to maintain staff, student, and family confidentiality? What training has been provided?
Communication	How often are staff expected to communicate with students and families? What is the process for documenting and providing families' preferred methods of communication?
	How will staff contact families if staff do not have a district-issued phone?
	What is the staff process for accessing interpreter supports for communicating with families during school facility closure, whether online, by phone, or in person?
Partnerships	What is the role and expectation of family involvement and partnership?
	What supports will be provided to families on continuous learning strategies for migrant students?
	What will be the process for gathering and documenting observational data from families?

Student Engagement and Social-Emotional Supports		
Student Engagement	*How will the learning day be structured to support student engagement, aligned to OSPI recommended guidelines for age-appropriate time commitments[3] and individualized needs?*	
	What additional materials and/or resources do families need to support student engagement?	
Social-Emotional Supports	*What strategies and approaches will educators utilize to support the social-emotional health of students (and staff and families) engaged in continuous learning?*	
Early Learning		
Instruction	*What is the service model for children ages 3-5? How will services be delivered?*	
	What approaches will be used to facilitate family support and involvement in early learning?	
Graduation and Secondary Transition		
Graduation & Transition	*How will the immediate needs of graduating migrant seniors be addressed? By which staff?*	
	How will staff collaborate in the development and implementation of High School and Beyond Plans (HSBPs)?	

IDENTIFYING THE ACADEMIC AND SUPPORT NEEDS OF MIGRANT STUDENTS

Refer to OSPI's Continuous Learning 2020 publication for guidance on how to evaluate the district's overall readiness for providing continuous learning for all students. Districts should incorporate principals of universal design in systems planning, to support access for all students, including migrant students. See Item 13 - State Service Delivery Plan for additional strategies and considerations for meeting individualized student academic and support needs.

As cited in the Continuous Learning 2020 publication, services are to be implemented with compassion, communication, and common sense. It is essential that local educational agencies develop and implement a plan to meet the academic, health, and social-emotional needs of migrant students. Districts will provide for continued learning for all migrant students and especially with newly arrived migrant students if a family has moved to a new district to begin their agricultural or fishing activities.

Working as a program team, a student's readiness to learn outside the school facility should be based on:

- The social-emotional level of support in the home and how stable their home is (this should be assessed before academics begin – see Continuous Learning Maslow's Hierarchy of Needs page 7)
- Options for credit accrual and access to an academic mentor (online, telephone, etc.)

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[3] See *Recommended Time Guidelines and Suggested Activities* section of the OSPI publication Continuous Learning 2020.

- Process to keep track of students not participating in continuous learning and methods to reach out to see how you can help or why they can't or won't to participate in continuous learning
- Access to computer hardware, internet, or other technology devices and support and knowledge on how to use the device and any online courses
- Regular and ongoing check-ins with the student to see how they are doing, emphasize they are missed in a normal school setting, and ask how they can be helped during this time. Identify any barriers to learning and problem-solve together and/or with their family to navigate through those barriers to increase their academic success

CONSIDERATIONS TO POTENTIAL BARRIERS TO ACADEMIC AND SUPPORT SERVICES

Migratory children may have unique needs due to their mobile lifestyle.

It is important at this time to keep program staff apprised of migrant families as their financial situation may be such that they begin their mobility pattern earlier than anticipated and their students are no longer attending a school in the district. Districts are encouraged to provide families with the Migrant Student Data, Recruitment, and Support office's toll free number: 800-274-6084. Keeping the records clerk and recruiter informed of the student's location will provide an opportunity for continuous learning now and in the next school.

Barriers may include:
- Access to services
    - Need for child care
    - Food and nutrition programs
- Health issues
    - Lack of health insurance
    - Inability to pay additional fees/co-payments
    - Trauma from possibly fleeing war-torn countries
    - Trauma from insecurities in the home
- Education supports in the home
    - Adequate space to learn
    - Multiple families living in one home
    - Adult ability to help with academics
- English language development
    - Learning materials may not be scaffolded for language access
    - Materials only available in English
- Instructional time
    - May need to support family/household needs
    - No time to study or access lessons
- School engagement
    - May not have a connection to school, teachers, or classmates
    - May feel isolated due to immigration sentiment expressed in the media and

community
- Education continuity
  o May not have the opportunity to attend a full school year in one location
  o May leave school early due to harvesting seasons
  o May enroll in school later due to harvesting seasons

Addressing the potential barriers may come from a variety of resources, outreach, and contacts. Educators may wish to expand their knowledge of how to respond to an identified barrier by participating in professional learning created specifically to address the academic and support needs of migratory children. Training is offered through partnerships with educational service district (ESD) migrant education programs at NEWESD (Anacortes), ESD 105 (Yakima), North Central ESD 171 (Wenatchee), and ESD 123 (Pasco).

Search the PD Enroller or ESC Web for online trainings in Migrant 101 and Migrant 201.

During Governor Inslee's "Stay Home Stay Healthy" order, staff should:
- Follow the school district's policies and procedures in reaching out to migrant families
- Follow the latest local, state, and federal health guidance
- Contact students via phone calls and/or emails
- Leverage social media platforms to share and receive information with families

COMMUNICATING WITH PROGRAM PARENT REPRESENTATIVES FOR SUPPORT AND ADVOCACY

The local Migrant Education Programs Parent Advisory Council (PAC) plays an important role in identifying the supports and services needed during this time of continuous learning. It is important to establish contact with the parent representatives (core PAC) to seek feedback on what is currently feasible and practical and to re-establish the importance of their input and perspective in providing services to migrant students. At a minimum, the core PAC plays a pivotal role in assisting in identifying options for how services can be delivered and helps in connecting with hard-to-reach migrant families. Through their participation in the service options, they are advocates for the supports to be provided by local programs.

Some items to take into consideration:
- Contact family in their native language, ask how they are doing, offer support (contact number) for now or in future. Keep track of the supports requested.
- Work with families on the best method to stay in communication

Student and Family Communication

When transitioning to continuous learning outside of the traditional school classroom, positive relationships and shared decision-making with families is critical. Refer to the *Providing Family Supports* section of OSPI's Continuous Learning 2020 publication for recommendations on

communicating with and supporting all families during school closures.

Inclusive continuous learning requires that schools and families work together to facilitate learning and positive experiences for migrant students during school closures. Families are essential partners, as homes become the hub of learning. Consider the following:

Be sensitive to family needs, family and student cultures, language differences, and strengths. All families have a wide variety of strengths and needs that should be recognized and addressed throughout the provision of continuous learning. Work with families around providing instructional supports and related services, it may be helpful to include discussions of schedules, content, modality, flexibility, and focus.

Some homes have more than one student in multiple grades and will need to coordinate resources and expectations from different instructors. The student's age, grade level, and learning needs will affect the level of support and supervision needed by families. It is also important to recognize that many families may not understand the concepts and assignments that students are expected to demonstrate. This could cause family members to become overwhelmed and frustrated if expectations are not clear and manageable for the adults and their students. Some families might find it particularly challenging to support their student with activities or work that is presented only in English when that is not the language spoken in the home.

Some families may need access to additional resources to meet basic needs before they are ready to incorporate a plan of education for their student. In some instances, families may need to connect with other community resources.

The following resources may support families with information and advocacy during school facility closure:

- [Coronavirus Resources for Parents](#) from the Center for Parent Information and Resources
- [Virtual Early Intervention Home Preparation Checklist for Families](#) from Idaho
- [Washington Partnerships for Action, Voices for Empowerment (PAVE)](#)
- [Open Doors for Multicultural Families](#)

Provide learning resources and a schedule. Consider creating a communication plan in collaboration with families to include assigned learning tasks and phone or virtual connections so learning can be structured, and within a schedule that works for both staff and families. Resources can include loaned books, written learning materials, internet links, templates, and prescribed activities. Be sure to ask families what resources they need, how they would like to receive them, their choices for selecting and completing activities, and their preferences for maintaining ongoing communication. Be prepared to adapt schedules, expectations, and lessons as necessary.

Staff considerations. Educators and educational staff associates (ESA) will be planning, instructing, assessing, and responding to multiple students during the school facility closure. A weekly planner/activity log will be essential for managing time, resources, communication with families, and plans. A system of organization (such as a folder on their computer/device) will be essential to document the needs and assets of each family, the services and accommodations, and the progress of each student. General and special educators are encouraged to meet virtually and collaborate to share instructional strategies, resources, and lesson plans (while maintaining student confidentiality).

Confidentiality considerations. Staff should be aware of confidentiality requirements for student information. With regard to virtual classrooms, the Family Education Rights and Privacy Act (FERPA) requirements apply to the information contained within educational records and do not specifically prohibit a parent from observing their child's virtual classroom [see recent guidance issued by the U.S. Department of Education Student Privacy Policy Office (SPPO)].

ALLOWABLE SERVICES AND ACTIVITIES FOR MIGRATORY CHILDREN AND THEIR FAMILIES

Supplemental Services

Migrant-funded services are student-centered, enabling migrant students to access equal opportunities to high-quality instruction and student support despite disparities among states' curriculum, graduation requirements, and challenging state academic standards.

A service is a subset of all allowable activities that the Migrant Education Program can provide through its programs and projects. "Services" are those educational or educationally related activities that:

- Directly benefit a migrant child
- Address a need of a migrant child consistent with the comprehensive needs assessment results, and developed State Service Delivery Plan
- Are grounded in scientifically based research or, in the case of support services, are a generally accepted practice
- 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

Academic and support supplemental services may include:

- High school credit accrual towards graduation
- Career education and postsecondary preparation
- English language arts (grades K–8)
- Mathematics (grades K–8)
- Preschool/readiness (ages 3–5 not in kindergarten)
- Non-Instructional supports (including advocacy and counseling supports)
- Transportation
- Student leadership/engagement
- Educational supplies

Health and Social Services

Allowable health and social services are activities that go above and beyond the basic educational program services and are to be provided to a migrant student. Supplemental services, by design, are always tied to helping migratory children meet their learning need such as:

- Helping migratory families navigate and/or advocate for existing community-based health and social services
- Providing supplemental nutritional support beyond state/federal food programs

- Interacting with parents or guardians to help resolve unresolved health issues

ADDRESSING HEALTH NEEDS OF MIGRATORY STUDENTS, INCLUDING SOCIAL-EMOTIONAL NEEDS

Health and Social Needs

As an integral part of the essential workforce, it's important that we connect with migrant families and learn from them as to their situation at home. Are they able to stay home? If not, who are students with during the day? Is the family able to successfully connect to the school's meal distribution programs and other community-based health and social services during school facility closures?

Migratory families often rely on the support of the public education system to help establish linkages to community-based health and social services. As such, migratory students and their families may need additional supports to ensure essential continuity of care and access to other supplementary resources to ensure their basic needs are being met and to increase academic engagement. When providing supplemental health and social services beyond the traditional face-to-face settings, staff members are advised to be culturally responsive and utilize technology. This allows staff to maintain communication with students and their families in creative ways or provide multiple opportunities for advocacy to ultimately reduce equity barriers. Opportunities may include WhatsApp, Facebook Messenger, and text messages.

Identification of student-specific health and social needs in continuous learning instruction. The transition from brick-and-mortar learning environments to continuous learning may introduce or compound existing health-related barriers in the absence of routine student supports for migratory students. Therefore, it is important for migrant education program staff to identify and, whenever possible, work to remove or alleviate these barriers to support meaningful academic engagement during this time.

If continuous learning will be provided using online learning platforms or programs, staff should determine what types of health or social needs exist and how to help alleviate them, so they do not interrupt learning. Understanding a migratory student's individualized plan, for example, may help determine specific health or social needs and help them get connected with services available to enable independent learning.

Whatever the continuous learning modality—consider some of the most common questions with regard to health and social barriers to academic engagement for migratory students:

- Does the student have essential medications to actively engage in learning?
- Does the student have a set or spare set of corrective lenses?
- Does the student have active healthcare coverage in the event of an emergency?
- Is the family aware of ongoing school meal programs and how to access them?
- What health and social services are currently being used by the family, and are there any other gaps in services or basic needs?

Resources to Support Health and Social Service Needs in Continuous Learning

- Food pantries in Washington state
- School meal sites across Washington state
- Comprehensive resource list for migratory families in Washington state compiled by Northwest Educational Service District 189
- Resources supporting migrant students, staff, and families. Resources were compiled by the Consortium Incentive Grant funded by the Office of Migrant Education within the U.S. Department of Education

Social-Emotional Supports

Social and emotional learning (SEL) is broadly understood as a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. When we think of educating the whole child, their social and emotional development must be considered as a part of overall instruction. The Washington State Social Emotional Learning Framework describes six social-emotional learning competencies, including self-awareness, self-management, self-efficacy, social awareness, social management, and social engagement.

Supporting migratory students' social-emotional needs using inclusionary practices requires educators to intentionally create learning environments that validate student participation and voice, respect diverse views and opinions, promote respectful language and action, and create a sense of community. The primary need of all learners is to feel safe in the learning environment, and, once safety is established, both academic and social-emotional learning can occur. Relationships—and student voice to identify emotions to support those relationships—are key to building a responsive and socially competent learning community.

Migratory students face unique challenges, and they may have distinct social-emotional needs. For example, some may have trauma from fleeing war-torn countries if they are newcomers to the country or from being separated from family members during the migratory process; they are dealing with this trauma while simultaneously negotiating new roles and identities in an unfamiliar cultural context. Migratory students who identify as immigrant may feel alienated culturally and socially, even if they experience academic success (Ladson-Billings, 1995). These students may experience stressors that differ from those experienced by their non-immigrant peers, such as loss of social support, the need to learn a new language, and navigation of unfamiliar systems to access services when they arrive in the United States (Suárez-Orozco & Suárez-Orozco, 2001).

Another critical component related to students' social-emotional growth involves understanding the neurobiological impact of trauma and stress on one's ability to regulate emotions. To help students build resilience and overcome the impact of trauma or stress, they need to develop attachment through relationships, self-regulation, and learn social skills (see Trauma-Informed Approach to Teaching through Coronavirus).

When supporting students with behavioral challenges through continuous learning, it is important to work from the lens that "kids do well if they can." Remember that, as supported by neuroscience research over the past thirty years, these students often require supports to practice and master critical problem solving, planning, and thinking skills. Ross Greene (*The Explosive Child*, 2014)

explains that these students "are lacking the skills of flexibility, adaptability, frustration, tolerance, and problem solving, skills most of us take for granted" (p. 10).[4] As such, it is important that educators consider the function of behavior to identify skills or other needs that are reflected in the behavior. This information is used to make environmental and instructional changes needed to better support the student.

Individualized instruction for these students often extends beyond traditional academic domains, to include domains such as regulating one's emotions, considering the outcomes of one's actions before one acts, understanding how one's behavior is affecting other people, having the words to let people know something's bothering you, and responding to changes in plans in a flexible manner.

Ideas for supporting social-emotional learning for migratory students through continuous learning instruction include:

- Begin lessons with routine opportunities for students and staff to check-in with how they are feeling and what they need to be mentally ready to focus on work.
- Select reading content that can provide opportunities for students to learn how others manage their emotions in a variety of situations (e.g., bullying, disasters, making tough decisions).
- For writing assignments, encourage students to keep journals and, when possible and with their approval, respond to their journal writings with affirmation and empathy.
- Have students dedicate a portion of their school day at home to "service projects" and keep track of things they do to help their families. This could be expanded to include student reporting of their student projects and identifying how it felt to be helping and how those who received the help felt.
- Teach explicit strategies for conflict resolution and anger management, and have students make posters to remind them of the steps to follow, role play them with staff or in small groups, and be ready to share-out when they used the strategy and how well they worked.
- Teach students to identify the emotion they are feeling, and possible strategies for successfully managing it (e.g., It is okay to be angry, but it is not okay to hurt people or things).
- Debrief student communications that involve social/emotional struggles as an opportunity to use and reinforce previously learned language and coping skills (e.g., what happened, how did it make you feel, did you get a desired outcome, what else could you have tried)
- Introduce students to a apps or online sites to help them manage or monitor physical and mental health (e.g., fitness tracker, apps to support sleep, meditation, yoga, taking breaks).
- Provide and teach students strategies for self-calming and managing anxiety (e.g., quiet time, painting, singing, listening to music, drawing, exercising).

The following resources may be used in providing social-emotional supports during continuous learning:

- OSPI's Social Emotional Learning webpage includes implementation resources and research

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[4] Greene, R. (2014). *The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children* (5th ed.). Harper.

- [Responding to COVID-19 from the Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention](#)
- [Zones of Regulation: Resources & Ideas to Support Distance Learning during COVID-19](#)
- [Collaborative for Academic, Social, and Emotional Learning (CASEL)](#)

CONTINUING IDENTIFICATION AND RECRUITMENT OF ELIGIBLE MIGRANT STUDENTS

Identification and Recruitment (ID&R) activities should continue during this time of school facility closure to ensure eligible migratory children and families receive critical services. ID&R recruiters and migrant education program (MEP) staff should adhere to COVID-19 guidance issued by federal, state, and local health departments when conducting ID&R.

The health and safety of MEP staff and families are a priority. Please remember that any ID&R should comply with social distancing directives and health and safety recommendations.

Identification and Recruitment Interviews

The U.S. Department of Education and OSPI's MEP are allowing MEP recruiters and staff to conduct recruitment activities via telephone or video conferencing to reach families, employers, and community organizations. MEP recruiters and staff need to follow phone and technology policies issued by their school district.

Recognizing the vital role MEP staff play in outreach and advocacy for migratory families, it is imperative that MEP recruiters and staff assess the immediate needs of migratory children and their families and work to address those needs either directly or by connecting the families to other available resources.

Certificate of Eligibility Signatures

Per the U.S. Department of Education and OSPI's MEP, staff conducting ID&R can proceed to process the Certificate of Eligibility (COEs) without a parent or guardian signature. However, expect to collect a parent or guardian signature later (if it is safe and the interviewee resides within the school district).

The COE signature steps are as follows:

1. Contact the family via phone or video conferencing to conduct an interview and complete a COE.
2. Obtain a verbal confirmation. Explain that a verbal confirmation is a temporary signature, and you might reach out to them later to get a formal signature.
3. Add a note in the comments section of the COE to explain the circumstances that prevented the recruiter/interviewer from obtaining the signature from the interviewee (COVID-19 prevented signature gathering).
4. Stress the sharing of data with (HEP/CAMP, Health Physical Exam, and Early Childhood

Programs).

5. Sign COE with COVID-19 and submit COE.

Remote Identification and Recruitment Tasks

Through Migrant Student Information System (MSIS) and the iPad eCOE application, MEP recruiters and staff can access reports to assist with ID&R. MEP staff needing support can access the MSIS handbook through the resources tab on the MSDRS website. MSDRS staff are also available for support at 509-840-1133 or msdr@msdr.org.

The following are MSIS reports that MEP recruiters and staff can utilize for ID&R:

1. Revalidations
2. Exit Interviews
3. End-of-Eligibility
4. Qualifying Arrival Date (Exit Interview) student lists

EARLY LEARNING AND CHILD CARE

Migrant students ages 3–5 not yet in kindergarten are eligible for early learning program services and supports. OSPI recommends continuous learning options include a combination of direct instruction with additional time for imaginative play and movement activities each day. Below is a sample schedule:[5]

- 5 minutes: Daily routines (review daily schedule, engage in connection activities, review the calendar/date, etc.—educators can provide ideas that overlap with familiar school routines)
- 5 minutes: Story time (video from educator or read to by family member)
- 5 minutes: Break (music and movement—ideas provided by educator)
- 5 minutes: New content (video from educator or instructed by family member)
- 10 minutes: Hands-on activity related to content or story (activities provided by educator)
- Extension activities 30–60 minutes of outdoor play, exploratory projects, or household chores
- 90+ minutes of imaginative play; 10–20 minutes of reading with family (books of their choice)

Additional ideas for engaging early learners may depend on safety guidelines throughout school facility closure:

- Provide resources/directions with all activities, to support families and caregivers—which may include older siblings helping with instruction.
- Make kits with hands-on materials to have families pick up/be delivered (weekly or bi-weekly).
- Help families create predictable routines for learning and play, based on family schedules – share recommendations for minutes of each activity that families can easily accomplish.
- Have parents take pictures of work and submit through app/email through daily/weekly "challenges," and to showcase learning.
- Emphasize the importance of daily reading with students.

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[5] Adapted from Kansas Department of Education (KSDE) Continuous Learning Task Force Guidance

- Model what instruction looks like in the classroom and how that can translate to home settings.
- Provide guidance on how to follow their child's lead and how learning success can look.
- Provide prompts (questions/videos) for families to use during play and reading that encourage critical thinking. ("Tell me about what you are drawing." "What made you think of that?").
- Share classroom strategies that could also work at home, focusing on what's familiar.

The following resources can support early learners (ages 3–5) and their families with continuous learning:

- Healthy at Home–A toolkit for supporting families impacted by COVID-19
- Early learning resources–Washington's Open Educational Resources (OER) Hub
- Tips for providing tele-services and continuous learning–Early Childhood Technical Assistance Center
- Colorín colorado–A bilingual site for educators and English language learner families
- Scholastic Magazine–Classroom magazines to support learning at home
- Starfall-Educational alternative to other entertainment choices for children and is especially effective for special education, homeschooling, and English language development (ELD, ELL, ESL)
- Nick Jr.–Kids can watch videos, play games, and interact with their **Nick Jr**. friends on desktop, tablet, and mobile devices
- Seussville–Online learning with Dr. Seuss characters
- Lake Shore Free Video of Activities
- Explore free Weekly Boost resources
- Sesame Street Videos–Learn at Home
- Captain Compassion–Bullying prevention

As farmworkers are considered essential employees to our nation's economy, migrant workers may need access to child care. Title I, Part C Migrant Education Programs may provide coordinated services in collaboration with local organizations who provide childcare in appropriate settings for migrant students. Services may include addressing the social-emotional learning of migrant students in at least one of the identified SEL standards in a child care setting.

GRADUATION AND CREDIT ACCRUAL

Today, secondary transition is seen as more than providing service routes in the individual's movement from high school to employment. Rather, it is a comprehensive approach to educational program aligning student goals with educational experiences and services. When we move these activities to continuous learning environments, we stretch our thinking about how this can be done.

Please refer to Bulletin 022-20 and the *Planning Guide for Graduating Seniors* section of OSPI's Continuous Learning 2020 publication for information on supporting high school seniors in meeting graduation requirements, assessment options for graduation, special education services for high school students, alternative learning settings, and supporting students' emotional well-being.

Eligible migrant students may access the **Portable Assisted Study Sequence (PASS)** provided through Sunnyside School District for credit accrual toward high school graduation. The PASS Program provides courses for semi-independent study. Each course is a series of five units and a unit exam is administered after the student has completed the unit. A final exam is administered after the student has completed the full course. These exams must be proctored by a school district representative.

Districts may contact PASS@MSDR.ORG for guidance on enrolling students in a course, accessing course materials, submitting completed course materials (if needed), and additional guidance for proctoring the unit or final course exams.

Approved Online Course Providers: Approved course providers have met a minimum qualification and assurances to meet Washington state learning requirements in Washington Administrative Code (WAC) 392-502. Districts may contract with these providers for online courses based on WAC 392-121-188.

Approved Multidistrict Online School Programs: OSPI approves and monitors programs that offer students ongoing online learning. These programs may not be entirely online, and students may be expected to participate in non-online courses. The online courses may also have other requirements including in-person or site-based elements.

ADDRESSING THE ACADEMIC AND SUPPORT NEEDS OF OUT-OF-SCHOOL YOUTH

Out-of-school youth, also known as OSY, refers to migrant eligible youth between the age of 16–21 who are not currently enrolled in a K–12 education, have not yet graduated from high school, or have not received a high school equivalency diploma but are still eligible for academic services. This may include:

- Students who have dropped out of school and have not received a GED
- An individual who has never enrolled in a K–12 educational system
- Youth who are working on a GED outside of a K–12 school

This population includes immigrant students who fit the profile of "Here-to-Work," meaning they have no intention of enrolling in the U.S. educational system. However, it is important to recognize that many individuals in this population are underage and are entitled to a free public education (through grade 12) under state law, or they are at a grade level at which the educational agency provides a free public education.

Supports and Needs of Migratory Out-of-School Youth

Out-of-school youth face many barriers that impede their academic participation, such as limited access alternative educational programs, adequate and stable housing, food security, transportation, language, culture, geographic isolation, health and social services. In addition, they may also face the obligations of financial support, which include providing basic needs for themselves and/or their family members.

Whatever the continuous learning modality, consider some of the most common questions with regard to the supports and needs of out of school migratory students toward academic

engagement or reengagement:

- Has there been continuous outreach to OSY during school closure?
- Does the student have their basic needs met prior to reengagement (i.e., housing, food, health and social services, etc.)?
- Has the student been connected with other school district staff in addition to migrant education program staff for services and credit retrieval?
- What services is the student currently accessing and are there any gaps in services to support?

Educational service district (ESD) migrant education out-of-school youth/health coordinators located in Yakima, Pasco, Anacortes, and Wenatchee, are available to help districts draft a plan to support OSY. Each coordinator serves as the regional point of contact for their respective ESD and works collaboratively with school districts and community organizations who currently serve and/or conduct OSY recovery efforts – including, but not limited to, referrals and linkages that can help students locate and gain access to the right educational placement. Linkages to services may include alternative high schools, migrant health clinics, other social services, or an adult education program. Some students may need basic English as a second language support initially while others may prefer an appropriate regional occupational program (ROP) or vocational program. This includes supporting eligible migrant students in migrant-funded school districts and non-migrant funded school districts.

The following resources can support out-of-school youth with continuous learning:

- Graduation and Outcomes for Success for OSY's (GOSOSY's) centralized list of resources and information specific to migrant OSY
- Colorín colorado's resource page addressing student anxiety, trauma, and depression

STATE SERVICE DELIVERY PLAN

Pursuant to *Title I, Part C, Sec. 1306* and 34 CFR 200.83, the state education agency is required to develop a comprehensive state service delivery plan (SDP) in consultation with the state migrant education parent advisory council (PAC), in a format and language that parents and guardians understand.

The SDP addresses the following:

- Provides for the integration of services with other ESEA programs
- Ensures that the state and its local operating agencies identify and address the special educational needs of migratory children
- Reflects collaboration with migrant parents
- Provides migratory children with opportunities to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children are expected to meet
- Specifies measurable program goals and outcomes
- Encompasses the full range of services that are available for migratory children from appropriate local, state, and federal educational programs
- Reflects joint planning among local, state, and federal programs

PROGRAM CONTACTS

Office of Superintendent of Public Instruction

Title I, Part C Migrant Education Program
Veronica Gallardo, Director of Migrant and Bilingual Education
360-725-6148
veronica.gallardo@k12.wa.us
www.k12.wa.us

Migrant Student Data, Recruitment, and Support Office

Sunnyside School District
Lee Campos, Director
509-837-2712
lcampos@msdr.org
www.msdr.org

Educational Service Districts

105 – Yakima
Cynthia Juarez, Director
509-454-2488
cynthia.juarez@esd105.org
https://www.esd105.org/domain/56

NCESD – Wenatchee
Cindy Valdez, Director
cyndyv@ncesd.org
http://www.ncesd.org/service/migrant-education-program/

NEWESD – Anacortes
Sarah Southard, Director
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123 – Pasco
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LEGAL NOTICE

ESTD 1889

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