Title I, Part C, Migrant Education Program Webinar

April 25, 2014

Office of Superintendent of Public Instruction
Webinar Items

* iGrant Form Package Updates
* Dare to Dream and Voices from the Field Updates/Reminders
* Monitoring Items to Keep in Mind
* MEP State Conference 2014
* NASDME Conference 2015
* State Advisory Committee Representative Vacancies
* Notification to School Districts
FP 560 Fiscal Period 2013-14– Summer School Grant Application – under review; if you have not yet submitted, please notify our office of when we would expect to receive the application.


Special Project Grants 2014-15

- MEP funds available to districts regarding any targeted services/activities you would like to target with migrant students.
- Special grant application to be made available this summer – open-ended.
- Aligned to State Service Delivery Plan.
- Talk to your building principals and see what you may come up with! Could be intersession activities as well.
Thanks to all who have recruited and registered students to attend. All Academies are full.

Please continue to replace any cancellations with same-gender students or notify Heather Mendoza, MSDR, if there will be a vacant spot from your allotted count as we have students on the waiting list from other districts.

Please make sure all registration materials are completed and submitted to MSDR, even for those on the waiting list (note if the student registration packet is on the wait list).

If a document requested is not available from your district, please mark as not available. Templates will be provided to students.
Keep students motivated to go! Universities may begin to make contact with students for additional encouragement to attend.

- Confirmation packet sent to students and includes what to pack, bus pass and pick-up/drop-off times and locations.
- Copy of packet with extra bus passes will be sent to school district contact.
- Some students will need to catch the bus at a different location. Migrant Education Program can help provide funding to cover costs for staff and travel to drop-off/pick-up sites.
- Materials and resources to support the student can be provided with program funds if there are no other resources available.
- The week-long intensive academy provides over 70 hours of jam-packed activities and sessions focused on helping migrant students graduate from high school and plan their futures.
- Nationally recognized partnership with the College Assistance Migrant Programs (UW; WSU; CWU; EWU) and the Association of Washington School Principals.
Students may need to travel to pick-up site outside their location (e.g., Ephrata pick-up in Quincy)
Targeting currently enrolled 6\textsuperscript{th}/7\textsuperscript{th} grade students.

- 18 districts identified to send 100 students and 10 chaperones.
- Field experience focused on science, math, and writing in an applied environment.
- Work with graduate students and staff in coordination with University of Washington.
- Thanks to all the participating districts – we look forward to hearing great things!
Monitoring Items to Keep in Mind

- Program Planning using MSIS data
- Paraprofessional duties
- Graduation Specialist/Student Advocate logs and follow-up
- Identification and Recruitment Plans to MSDR
- Parent Advisory Council Meetings vs. General Parent Engagement Activities
Item 3.1 Addressing the Unique Needs of Migrant Students

* Analyze data in MSIS e.g., iGrants, Needs Assessment Report, attendance rates, Priority for Service, Assessment results.
* Describe the process used to identify the academic and support needs of migrant students.
* Note the services to be provided to migrant students (whether provided by Migrant Program or other resources)
* Demonstrate evidence that this information has been shared with building principals and staff and services to be provided (e.g., meeting agenda, notes, e-mail, etc.)
DUTIES OF PARAPROFESSIONALS.—

“(1) IN GENERAL.—Each local educational agency receiving assistance under this part shall ensure that a paraprofessional working in a program supported with funds under this part is not assigned a duty inconsistent with this subsection.

“(2) RESPONSIBILITIES PARAPROFESSIONALS MAY BE ASSIGNED.—A paraprofessional described in paragraph (1) may be assigned—

“(A) to provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;

“(B) to assist with classroom management, such as organizing instructional and other materials;

“(C) to provide assistance in a computer laboratory;

“(D) to conduct parental involvement activities;

“(E) to provide support in a library or media center;

“(F) to act as a translator; or

“(G) to provide instructional services to students in accordance with paragraph (3).

“(3) ADDITIONAL LIMITATIONS.—A paraprofessional described in paragraph (1) may not provide any instructional service to a student unless the paraprofessional is working under the direct supervision of a teacher consistent with section 1119; And

“(B) may assume limited duties that are assigned to similar personnel who are not working in a program supported with funds under this part, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

“(h) USE OF FUNDS.—A local educational agency receiving funds under this part may use such funds to support ongoing training and professional development to assist teachers and paraprofessionals in satisfying the requirements of this section.

Paraprofessional Qualification Requirements under the ESEA

B1. How do the new paraprofessional qualification requirements apply to paraprofessionals in a schoolwide program?

The requirements in B-1 apply to all paraprofessionals with instructional duties in a schoolwide program, without regard to whether the position is funded with Federal, State, or local funds. In a schoolwide program, Title I funds support all teachers and paraprofessionals.

B2. How do the new paraprofessional qualification requirements apply to paraprofessionals in a targeted assistance program?

In a Title I targeted assistance program, the requirements in B-1 apply to all paraprofessionals with instructional duties who are paid with Title I funds.

B3. Do the paraprofessional requirements apply to persons paid with funds under Title I, Part B (Student Reading Skills Improvement Grants), Part C (Education of Migratory Children) or Part D (Programs for Children and Youth who are Neglected, Delinquent, or At-Risk)?

The paraprofessional qualification requirements in B-1 do not apply to individuals paid with funds under Title I, Part B (Student Reading Skills Improvement Grants), Part C (Education of Migratory Children) or Part D (Programs for Children and Youth who are Neglected, Delinquent, or At-Risk), unless these individuals are working in a schoolwide program school. (See Question B1 above).
Only paraprofessionals funded Title I, A, are applicable to Section 1119.

Staff funded with Title I, Part C, Migrant Education but not Title I, A would follow local hiring procedures in alignment with program requirements and appropriate supervision.

“Services” are a subset of all the activities that the MEP provides 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.

- Instructional services (e.g., educational activities for preschool-age children and instruction in elementary and secondary schools, such as tutoring before and after school); and
- Support services (e.g., educationally related activities, such as advocacy for migrant children; health, nutrition, and social services for migrant families; necessary educational supplies; transportation).
Item 3.11 – Graduation Specialists and Student Advocates Services and Role

* Ensure the logs maintained by specialist and advocate demonstrate the on-going work providing to migrant students.
  * Logs should reflect the purpose of the meeting with student.
  * How the discussion topic was resolved.
  * What will be the follow-up by specialist or advocate to ensure topic is being resolved and student progressing toward graduation.
### MGS/MSA Log Example

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td>Student ID</td>
<td>CASE MANAGEMENT (MGS)</td>
<td>STUDENT ADVOCACY (MSA)</td>
<td>Grade</td>
<td>Enrollment Date</td>
<td>Withdrawal Date</td>
<td>ACADEMIC GUIDANCE</td>
<td>CAREER ED AND POST SECONDARY NON-ACADEMIC GUIDANCE</td>
<td>SOCIAL WORK OUTREACH</td>
<td>STUDENT LEADERSHIP / ENGAGEMENT</td>
<td>PFS</td>
<td>Comments</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>9/4/2013</td>
<td></td>
<td></td>
<td>Y</td>
<td>Note: 1. Purpose of discussion/visit 2. What was the resolution 3. When follow-up will occur</td>
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</tr>
<tr>
<td>9</td>
<td>9/4/2013</td>
<td></td>
<td></td>
<td>X</td>
<td>EXAMPLE: 4/15/2014 Met with student to discuss attendance; Student helping family with harvesting asparagus in the a.m. and coming to school after 1st period; Asked if has discussed these items with counselor and teacher. Student said would speak with teacher and counselor tomorrow to see how can make up assignments; FOLLOW-UP E-mail to counselor and teacher regarding whether student has connected 4/14 (ticket in calendar for follow-up with counselor response 4/20/14).</td>
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<td></td>
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<tr>
<td>9</td>
<td>11/8/2013</td>
<td>3/4/2014</td>
<td>Y</td>
<td>3/12/2014 - student shared with me wasn't too sure if school work from previous school was transferred to high school. I told him I would follow-up with school counselor and one of us would get back to him; Follow-up with counselor on transfer documents MSIS does not show any credits in noted classes.</td>
<td></td>
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Item 3.9 Identification and Recruitment throughout the District Boundaries

* District developed I/R plan as submitted to MSDR.
* Locations where I/R will occur outside of school buildings.
* How schedule will be adjusted to conduct peak recruitment periods and revalidate COEs.
* Process to assess quality control for consistent eligibility.
* Process to evaluate achievement of plan and I/R efforts.
District needs to ensure they can differentiate the role of the council in planning, implementing, and evaluating the local program vs. providing input into activities and general parent meetings that are not specific to the Program.

District should ensure migrant parents are adequately represented in general parent engagement activities and demonstrate that activities are occurring at times and locations when parents can attend.
Today’s Students – Tomorrow’s Leaders
August 14-15, 2014
Yakima Convention Center

Art Contest Deadline – May 16, 2014

Register on-line at MSDR.org

Registration is free!
Required training for Recruiters, Records Clerks
Training for Graduation Specialists and Student Advocates
Updates and information for Program Directors/Coordinators
Work sessions for instructional staff, parents, and students (Grades 7-12)
National Association of State Directors for Migrant Education Annual Conference

* Seattle, Washington
* March 22-25, 2015
* Mark your calendars
* Make a note in your grant application – if you plan to attend
* Bring your rain gear (MEP funds cannot be used to purchase rain gear)
Variety of representative vacancies on the advisory committee including:

- Parent Representatives
- Counselor Representative
- Principal Representative
- Teacher Representative

Their voice is needed! Contact Sylvia Reyna for more information or to recommend someone for the committee.
Information that comes from OSPI that would be beneficial to share with parents!

Information that comes from OSPI that would be beneficial to share with building principals!

Information that comes from OSPI that would be beneficial to students!

Share the Wealth – Pass it On!
State Program Contacts

Title I, Part C, Migrant Education Program
Office of Superintendent of Public Instruction
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600 Washington Street SE
Olympia WA 98504-7200
360.725.6147
www.k12.wa.us/migrantbilingual

Helen Malagon, Director
helen.malagon@k12.wa.us

Lupe Ledesma, Program Supervisor
lupe.ledesma@k12.wa.us

Sylvia Reyna, Program Supervisor
sylvia.reyna@k12.wa.us

Thomas Romero, Program Supervisor
thomas.romero@k12.wa.us
Statewide Program Support

Migrant Student Data and Recruitment Office
800.274-6084/509.837.2712
msdr.org
810-B E. Custer Avenue
Sunnyside, WA 98999
PASS Fax: 509.836.8409

Migrant Health Program
509.682-3248
ncesd.org/migranthealth
PO Box 2424
Chelan, WA 98816
Migrant Education Field Offices

Educational Service District 105
Migrant Education Program
509.454.2854
esd105.org (educational services)
33 S. Second Avenue
Yakima, WA 98902

Educational Service District 123
Migrant Education Program
509.544.5751
esd123.org (educational services)
3918 W. Court St.
Pasco, WA 99301

Educational Service District 171
Migrant Education Program
509.665.2616
ncesd.org (services)
430 Olds Station Road
PO BOX 1847
Wenatchee WA 98801

Educational Service District 189
Migrant Education Program
360.299.4048
esd189.org (support programs)
1601 R. Avenue
Anacortes, WA 98221