The Migrant Program’s Amendment to the Consolidated State Application approved by the Office of Migrant Education outlines the State’s responsibility for all aspects of ESEA Title I Part C Migrant Education. This application includes the process used to develop, implement, and document identified special educational and related needs of migrant children. Included in this document is the Priority for Services Definition, the LEA Funding Formula, Washington State’s Funding Formula, and the process to evaluate the effectiveness of migrant programs and projects.
AMENDMENT TO WASHINGTON STATE CONSOLIDATED STATE APPLICATION

b) Title I, Part C: Education of Migrant Children

Background

The Title I, Part C, Migrant Education Program (MEP), administered by the Office of Superintendent of Public Instruction, is charged to deliver a broad-based and diverse program to approximately 34,572 identified migrant youth. Within this count, migrant youth fall into the following categories: K-12 project and non-project school students; pre-school (ages 3-5 not yet in Kindergarten); and out-of-school youth (age 16-21). Of the state’s 295 districts, 156 identified eligible migrant students and currently, 69 of those districts provide educational and/or support services to approximately 22,968 migrant students and their families. Migrant students comprise fifty-seven percent (57%) of the total state LEP count.

Washington State’s migrant student population ranks third in the nation with migratory students and their families contribute to the well-being of Washington State as they work in the agriculture, fishing, forestry, and dairy industries. During the peak harvest season, June through August, approximately 8,646 identified migrant students come to Washington State, while another 4,730 come to Washington during the regular school year. These numbers document the migratory nature of these students and their families.

Timelines

Changes to the amended Consolidated State Application reflect the identified needs of the state and is scheduled for implementation beginning with the 2012-13 school-year. As reflected in the revised plan, the state set priorities and delineated the process to be used for implementation and evaluation of services to migrant students. Data will be reviewed on an annual basis to determine if changes need to be made to the services provided and to identifying best practices for serving migrant students.

Process to Award Sub-grants

A. Determine the projected funding allocation based on the State funding formula.

2. The needs of migrant children: Need in one or more of the academic areas (reading, math, writing, and science).
3. The statutory priority: Number of students identified as Priority for Service.
4. Other funds available.
5. Rural School Factor.

B. Technical assistance provided to Local Operating Agencies (LOAs)

1. The rules and regulations for supplement/supplant of migrant funds.
2. Services identified through the Comprehensive Needs Assessment (CNA) and Service Delivery Plan (SDP).
3. Data analyses to assist districts in identifying student needs.

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AMENDMENT TO WASHINGTON STATE CONSOLIDATED STATE APPLICATION

4. Development of the migrant application to the State.
5. Reporting requirements to document services provided.

C. OSPI ensures that applications address the unique needs of migrant students by:
   1. Including a listing of services identified by the CNA and SDP in the grant application.
   2. Reviewing of grant applications to ensure that LOAs have assessed student needs, are aligned to the SDP, and services are supplemental.

Criteria for Application Approval

1. Program Planning and Evaluation: Includes process for planning, reviewing, and improvement of the MEP.
2. Academic Support Services: Describes results of the data analysis that determine needs and identifies content areas to be targeted for supplemental support services.
3. Non-Academic Services: Selects non-academic services based on identified need.
4. Continuance: Identifies services to pre-kindergarten and drop-out students based on identified need.
5. Coordination of Services: Identifies coordinated services to be provided to migrant students.
6. Program Expenditures: describes cost for staff, equipment, instructional resources, and professional development.
7. Parent Advisory Councils and Parent Involvement: describes the process for meaningful involvement of parents in planning, implementation, and evaluation of the migrant education program.

Priorities for Program Services

Priority 1 – Academics: Close the achievement gap in reading, mathematics, writing, and science.

Priority 2 – Continuance: school readiness, increase graduation and decrease dropout rates based on need.

Priority 3 – English Language Proficiency: close the achievement gap between migrant English proficient and migrant Limited English Proficient (LEP), through coordination of services with the State Transitional Bilingual Instruction Program (TBIP), and the Federal Title III: English language Acquisition Program.

Priority 4 – Non-academic Services: Services to the extent feasible and identified need: (A) advocacy and outreach activities for migratory children and their families; (B) professional development programs; (C) family literacy programs; (D) the integration of information technology into educational and related programs; and (E) programs to facilitate the transition of secondary school students to postsecondary education or employment.
3) Title I, Part C—Education of Migrant Children

a) Process the State will use to develop, implement, and document comprehensive needs assessment that identifies the special educational and related needs of migrant children.

To develop the State’s CNA, the State will follow procedures outlined in Section Statutory Requirements: Title I, Part C, Sections 1304(b) and 1306(a) and Regulatory Requirements: 34 CFR 200.83 to identify the special educational and related needs of migratory students. The following process will include:

- **Selection of a statewide Needs Assessment Taskforce Committee:**

  Committee members represent migrant programs from across the state that include: superintendents, migrant program directors, community, teachers, SAC parent, staff from the High School Equivalency Program (HEP) and College Assistant Migrant Program (CAMP), the Migrant Education Regional Offices (MERO), Secondary Education Migrant Youth (SEMY), the Migrant Student Data and Recruitment (MSDR) office, non-project representative, and the director of the Commission on Hispanic Affairs from the Governor’s office. Committee members represent small, medium, and large districts to ensure that needs and services identified will be responsive to the regional needs.

- **Data Analysis:**

  The State has analyzed data in the following areas to determine migrant student’s needs. The Comprehensive Needs Assessment document provides detailed information of the results of these analyses.

  **Academic:** Academic data analysis in the areas of reading, math, science, and writing has been completed and reflect student performance during the 2010-11 school-year. Because 57% of migrant students are English language learners (ELLs), the results of the Washington English Language Proficiency Test are also included. These data analyses results form the foundation for examining academic gaps that may exist.

  **Continuance:** In addition to the academic analysis, continuance data is part of the CNA and the SDP. These data include retention, graduation and drop-out outcomes and post-secondary readiness. The state will conduct a research project to identify factors and characteristic affecting migrant student academic performance and school completion that need to be measured and controlled before concluding a given program service is having a substantive effect. The research results will guide the continuance areas not currently included in the CNA and SDP.

  **Non-academic Services:** To better support migrant student needs, OSPI will provide non-academic supports, identified in the CNA and SDP, that impact students ability to fully participate in their educational experience. Activities falling under this category are parent involvement, health services, and Out-of-school Youth support and recovery.

 Academic, English language proficiency, and continuance data are used to identify needs, services, and drive the goals, objectives, and activities of the SDP to support migrant students and their families.

b) Description of the priorities for the use of migrant education program funds, in order
to have migrant students meet the State’s performance targets for indicators 1.1 and 1.2 in Part I (as well as 5.1 and 5.2 that expressly include migrant students), and how they relate to the State’s assessment of needs for services.

The Washington Migrant Education Program (MEP) comprehensive SDP reflects and aligns with the results of its CNA. The comprehensive State CNA includes: complete data analysis that documents the substantiated needs of migrant students in the state, the extent of these needs, sets performance targets for meeting these needs. The SDP provides the general strategy for local response to these needs, provides suggested menu of supplemental activities, performance and outcome measures to document the extent to which needs were met, and how to evaluate whether and to what degree the program is effective, in implementation and results. Based on the CNA, priorities were set to meet the needs of migratory students.

Priority 1 – Academics: Close the achievement gap in reading, mathematics, writing, and science.

Priority 2 – Continuance: school readiness, increase graduation and decrease dropout rates based on need.

Priority 3 – English Language Proficiency: close the achievement gap between migrant English proficient and migrant Limited English Proficient (LEP), through coordination of services with the State Transitional Bilingual Instruction Program (TBIP), and the Federal Title III: English language Acquisition Program.

Priority 4 – Non-academic Services: Services to the extent feasible and identified need. (A) advocacy and outreach activities for migratory children and their families, (B) professional development programs; (C) family literacy programs, (D) the integration of information technology into educational and related programs; and (E) programs to facilitate the transition of secondary school students to postsecondary education or employment.

c) Description of how the State will determine the amount of any sub-grants the State will award to local operating agencies, taking into account the numbers and needs of migrant children, the statutory priority for service in section 1304(d), and the availability of funds from other federal, State, and local programs. (Applicable only if not previously addressed in Part II, #2.)

Sub grants will be awarded to local operating agencies based on the SEA funding formula.

The state has amended the funding formula for distributing MEP funds that meets the requirements in section 1304(b) (5) of the statute and to respond to OME’s compliance item (Finding 1 – State Administration: Subgrant Formula). Funding to LOA will be determined by the following factors:
AMENDMENT TO WASHINGTON STATE CONSOLIDATED STATE APPLICATION

# LEA FUNDING FORMULA

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>WEIGHT</th>
<th>DEFINITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor 1</td>
<td>1.0</td>
<td>Number of students with a qualifying Certificate-of- Eligibility (COE).</td>
</tr>
<tr>
<td>Factor 2</td>
<td>0.25</td>
<td>Need in one or more of the academic areas (reading, math, writing, and science). Student counted only once regardless of areas not meeting state standards.</td>
</tr>
<tr>
<td>Factor 3</td>
<td>1.0</td>
<td>Number of students identified as Priority for Service</td>
</tr>
<tr>
<td><strong>Criterion #1</strong></td>
<td></td>
<td>Migratory children whose education has been interrupted during the regular school year, and</td>
</tr>
<tr>
<td><strong>Criterion #2</strong></td>
<td></td>
<td>Migratory children who are failing, or most at risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards.</td>
</tr>
<tr>
<td>Factor 4</td>
<td>Other funds available</td>
<td>Other funding sources (Title I A, Title III, Transitional Bilingual Program (TBIP), Learning Assistance Program (LAP) and Title I C divided into total migrant dollars allocated. Formula: Title I A + Title III +TBIP + LAP + Title I C = Total dollars Title I C dollars / by total dollars = percent of total other dollars</td>
</tr>
<tr>
<td>Other Funds Proportion</td>
<td>Rank</td>
<td>Increase or Decrease Factor</td>
</tr>
<tr>
<td>Districts with a larger portion of “other funding”.</td>
<td>0% - 5%</td>
<td>-15% factor</td>
</tr>
<tr>
<td></td>
<td>5% - 10%</td>
<td>-5% factor</td>
</tr>
<tr>
<td>Districts with a median percentage of Title I Part C funds.</td>
<td>10% - 15%</td>
<td>No factor</td>
</tr>
<tr>
<td>Districts with smallest portion of “other funding” available.</td>
<td>15% - 20%</td>
<td>+5% factor</td>
</tr>
<tr>
<td></td>
<td>25% and above</td>
<td>+15% factor</td>
</tr>
<tr>
<td>Factor 5</td>
<td>0.10</td>
<td>School districts that meet the definition of rural and are geographically remote.</td>
</tr>
<tr>
<td><strong>Washington State encompasses a large geographical area with approximately 50% of migrant families residing in rural areas of the state. The cost factor for LEAs to access support services such as parent regional meeting, state required trainings, professional development, and opportunities for students to participate in activities outside of the LEA require more resources.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The State’s Priority for Service Definition in the table below further defines the criteria used to meet the requirements of section 1304(b) (5) of the statute.
**Washington State Priority for Service Definition**

Section 1304(d) - In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year. Washington State Migrant Education Program Definition for Students Identified for Priority for Service:

Students:
- whose education has been interrupted during the regular school year
  
  **AND**

- who are failing, or most at risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards.

**Migrant Students Priority for Services Criteria**

**Criterion #1** – Migratory children whose education has been interrupted during the regular school year

<table>
<thead>
<tr>
<th>Interrupted School Year defined by the following parameter:</th>
<th>Documentation Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ A Qualifying Arrival Date (QAD) has been made within the 180-day school year and excludes the summer months.</td>
<td>• Certificate of Eligibility (COE)</td>
</tr>
</tbody>
</table>

**AND**

**Criterion #2** – Migratory children who are failing, or most at risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards

<table>
<thead>
<tr>
<th>Academic Proficiency in State Assessments – student has not demonstrated proficiency in at least one of the following assessments at grade levels tested:</th>
<th>Documentation Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Measurements of Student Progress (MSP) grades 3-8 (reading, math, writing, and science); or</td>
<td>• Student level assessment results in the areas tested.</td>
</tr>
<tr>
<td>□ High School Proficiency Exam (HSPE) grades 9-12 (reading and writing); or</td>
<td></td>
</tr>
<tr>
<td>□ End-of-Course (EOC) Exams grades 7-12 (math); or</td>
<td></td>
</tr>
<tr>
<td>□ Washington Alternate Assessment System (WAAS).</td>
<td></td>
</tr>
</tbody>
</table>

***USE PROXY RISK FACTORS when State assessment data is not available to determine whether migrant students are failing, or most at risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards.***

**One** Proxy risk factor may be applied when:

1. The student was not present in the district when the State assessment was administered, OR
2. The student is enrolled in a grade level where a State assessment is not administered (grades K-2 and 9).

**Proxy Risk Factors to Criterion #2**

| • 2–a). Student’s score on Washington’s English Language Proficiency test is within the limited English proficient levels (1, 2, and 3). | • English language proficiency score. |
| • 2–b). Retained- student is enrolled in same grade level from one school year to the next. | • Grade level retained |
| • 2–c). Grade Age Compatible (Over Age for Grade)- age does not match acceptable range for grade level placement within 2 years. | • Age and grade level placement. |
| • 2–d). Credit Deficiency (for secondary-age students only) - student has not earned sufficient credits per his/her school’s graduation requirements and grade level. | • Number of credits deficient and area of deficiency. |
d) Description of how the State will promote continuity of education and the inter–state and intra–state coordination of services for migrant children.

The state has established coordination efforts with current partners and will increase those efforts that promote the continuity of education and coordination of inter–state and intra–state of services for migrant children as identified needs occur. Listed below are areas of coordination that are currently in place.

**Transfer of Student Records:** Transfer Student records through the Migrant Student Information System (MSIS) and through the National Migrant Student Information Exchange (MSIX) student data exchange which is fully integrated in the MSIS system and allows for intrastate and interstate access of student information. The system provides statewide online access to school districts through secure internet communication lines.

**Intra-state Coordination:** Coordinate with medical, dental and optical providers for migrant families with health agencies across the state and with the Department of Social and Health Services (DSHS) to ensure LOAs are connected to their local and regional DSHS Community Services Office (CSO) to acquire all available social services. Collaboration with the High School Equivalency Program (HEP) and the College Assistance Migrant Program (CAMP) assist in referrals and recruitment efforts, while partnerships with institution of higher education provide coordinated academic and student leadership supports.

**Inter-state Coordination:** Provide technical assistance and/or share resources to other states in Identification and Recruitment (I/R) including random re-interview process and notification of student locating to their state, Student Leadership Practices Inventory materials, and coordination with the Texas Education Agency and Texas Migrant Interstate Program (TMIP) on secondary credit accrual and out of state Texas testing.

**International Coordination:** Participate in the Bi-National U.S.–Mexico Teacher Exchange Program and facilitates the on-line Bi-National Student Transfer Document, share with Mexico, transcript training materials, facilitate access to apostilles for families with secondary-age students in Mexican schools, and participate in CONEVyT to increase literacy levels of migrant parents.

e) Description of the State’s plan to evaluate the effectiveness of its migrant education program and projects.

The evaluation plan reflect goals, objectives, and activities of the Service Delivery Plan (SDP) and will include formative and summative components: Formative data collected will be used to ensure that planned service activities are implemented as intended with the anticipated degree of student participation. Annual data analyses will be used formatively to determine whether activities are having the desired impact and in some cases, the approach to activities needs to be reconsidered. Summative data will be used annually and at the end of the projected three-year period, to show the degree to which achievement gaps in the four subject areas were reduced and projected outcomes were attained.

The data collected to inform the effectiveness of the program will include academic data, educational continuance, and non-academic services.
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- The statewide academic assessment data will be used to determine: 1. the achievement gap between migrant students and the general population; 2. the anticipated amount of reduction in the respective achievement gaps for each year encompassed by the SDP; 3. the methods and measures that will determine the success of the services; and 4. the selected services to address the academic needs and reduce the achievement gap.

- Educational continuance data will include retention, drop-out and graduation outcomes focusing on factors that impact student’s ability to meet the state academic standards. These factors may include students not on track for graduation, absenteeism, grade retention; credit accrued for graduation, age-grade discrepancy, social isolation, disciplinary referrals, financial demands, access to post-secondary and work opportunities, etc.

- Non-academic services provide supportive to migrant students educational experience. Activities falling under this category are parent involvement, health services, and Out-of-School Youth support and recovery.

- The State will use both the formative and summative results of the evaluation to determine how the impact of academic and non-academic service have provided migrant-eligible students with the supports needed to meet the intent of the migrant program. The evaluation results will also be used to determine changes, if any, need to be made to the services provided and to identifying best practices for serving migrant students.

f) Identification of the amount of funds that OSPI will retain from its Migrant Education Program (MEP) allocation.

The State will retain Migrant Education Program funds for State and unique State administration functions, third party vendors, and direct funding to LOAs. The chart outlines the functions within each percentage allocated.
## Washington State Proposed Funding Formula

<table>
<thead>
<tr>
<th>State MEP Administration</th>
<th>No more than 1%</th>
<th>General Administration Cost (e.g. application review, compliance monitoring, and dissemination of information etc.)</th>
</tr>
</thead>
</table>
| Unique State Administration | 20%             | • Technical Assistance Unique to MEP  
• Identification and Recruitment  
• Data Collection System & Transfer of Student Records  
• Comprehensive Needs Assessment/Service Delivery Plan  
• Evaluation  
• Health Services  
• State Parent Advisory Council  
• Research  
• State level student activities  
• Professional Development Unique to MEP |
| Third Party Providers | 9% | The OSPI will reserve migrant funds to engage third party providers in the conduct of special projects to facilitate statewide services that cannot most effectively and efficiently be managed centrally (e.g. professional development, direct student services, parent participation activities).  
**Guidance for Funding for Special Projects:**  
To this end, OSPI will:  
• Identify local, regional, and statewide needs and services set forth in the CNA and SDP  
• Evaluate the capacity of the state agency and/or third party providers to successfully provide identified services in timely fashion (recognizing staff qualifications and migrant education program experience and expertise)  
• Outline specific deliverables and outcome/accountability measures  
• Establish schedules and work plans to ensure that all deliverables are provided  
• Develop reasonable estimates of all staff and non-staff costs to be incurred in delivering specified services  
• Identify sub grantees/vendors that are qualified to meet all deliverable provisions  
• Independently negotiate with each subgrantee/vendor to ensure that each deliverable is provided at the most reasonable cost using the OSPI estimates as a basis for evaluating competing cost proposals  
• Ensure that the evaluation of the services is documented to determine if the services have had an effect on the educational outcomes for students.  
• Execute a contract that assures strict compliance with all deliverable terms and vests management prerogative solely in OSPI |
| Direct funding to LOAs - 70% | 1. Regular School Year Sub-Grants - 60%  
2. Summer/Intersession Sub-Grants - 10% |