

Washington State Title I, Part C Migrant Education Program

2017-2018 GRANT APPLICATION WEBINAR

MAY 18, 2017



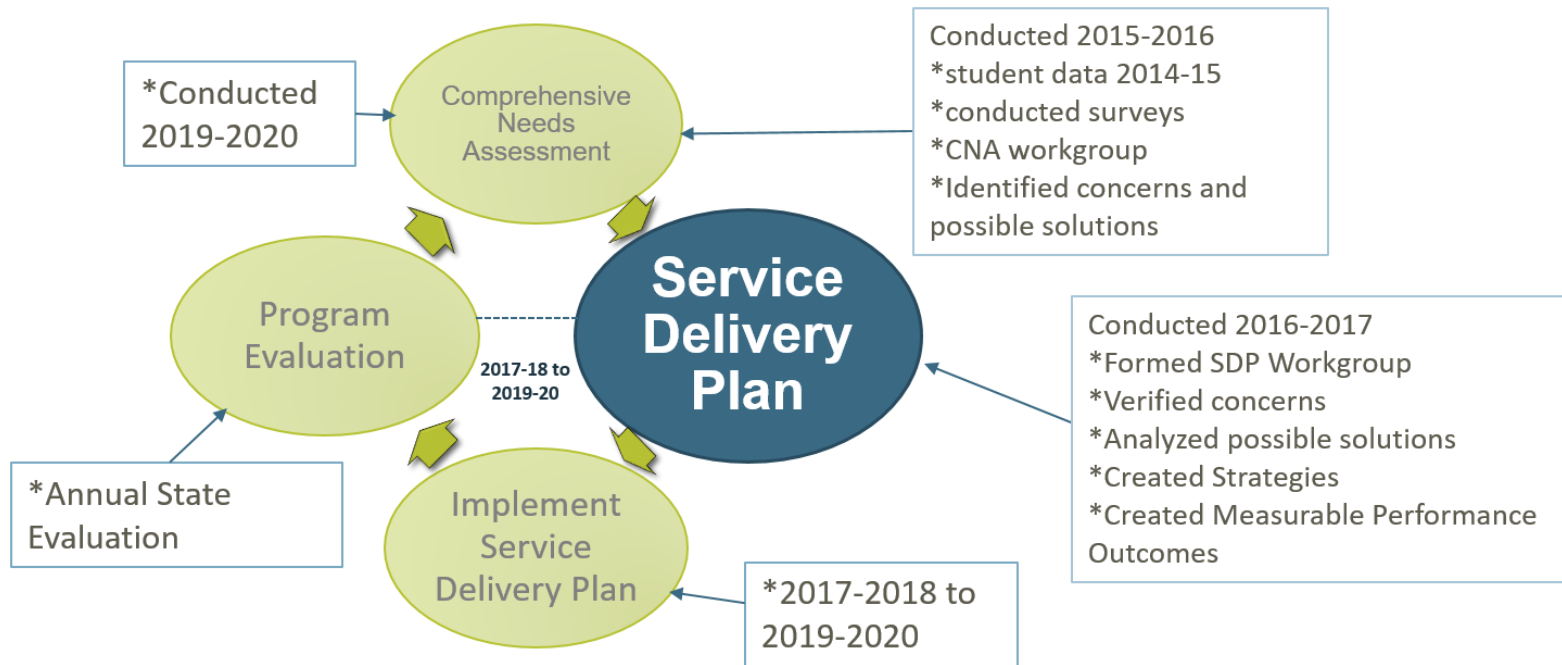
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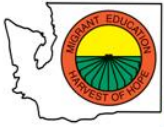
Components of Today's Training

- Continuous Improvement Cycle
- State Service Delivery Plan 2017-2020
- Conducting a Local Needs Assessment
- Program Plan
- Program Evaluation



Cycle of Continuous Improvement





Washington Migrant Education Program

Service Delivery Plan



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 Title I-C Migrant Education Program
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Table of Contents

| | |
|--|----|
| Introduction | 1 |
| Legislative Mandate | 1 |
| Developers of the Washington MEP SDP | 2 |
| Description of the Washington State Migrant Education Program | 3 |
| SDP Process | 5 |
| Organization of the SDP Report | 6 |
| Needs Identified through the Statewide Comprehensive Needs Assessment Process | 8 |
| Needs Assessment Framework for SDP Process | 8 |
| State Performance Targets and Priority for Services | 10 |
| State Performance Targets for All Students, Including Migrant Students | 10 |
| Priority for Services | 10 |
| Statewide Service Delivery Strategies and Measurable Program Outcomes | 12 |
| ELA Strategies and MPOs | 12 |
| Mathematics Strategies and MPOs | 13 |
| School Readiness Strategies and MPOs | 14 |
| High School Graduation Strategies and MPOs | 15 |
| Monitoring and Technical Assistance Plan | 16 |
| State Monitoring Process | 16 |
| Technical Assistance Process | 16 |
| Professional Development Plan | 18 |
| Instructional Focus | 18 |
| Administration of MEP Responsibilities | 18 |
| Professional Development Framework | 19 |
| Parent Involvement Plan | 20 |
| Statewide Parent Involvement | 20 |
| Parent Involvement Framework | 21 |
| Identification and Recruitment Plan | 22 |
| Evaluation Plan | 24 |
| Plan for Statewide Implementation Evaluation and MPO Results | 24 |
| Student Assessment and Progress Monitoring Plan | 25 |
| Washington's MEP Data Collection and Reporting System | 30 |
| Summary and Next Steps | 32 |

Ensuring migrant students have opportunities for success in our public schools that prepares them to access post-secondary training and education, and are equipped to thrive in their careers and lives.

Partnership with:

- OSPI
- Educational Service Districts
- MSDRS
- Local Educational Agencies

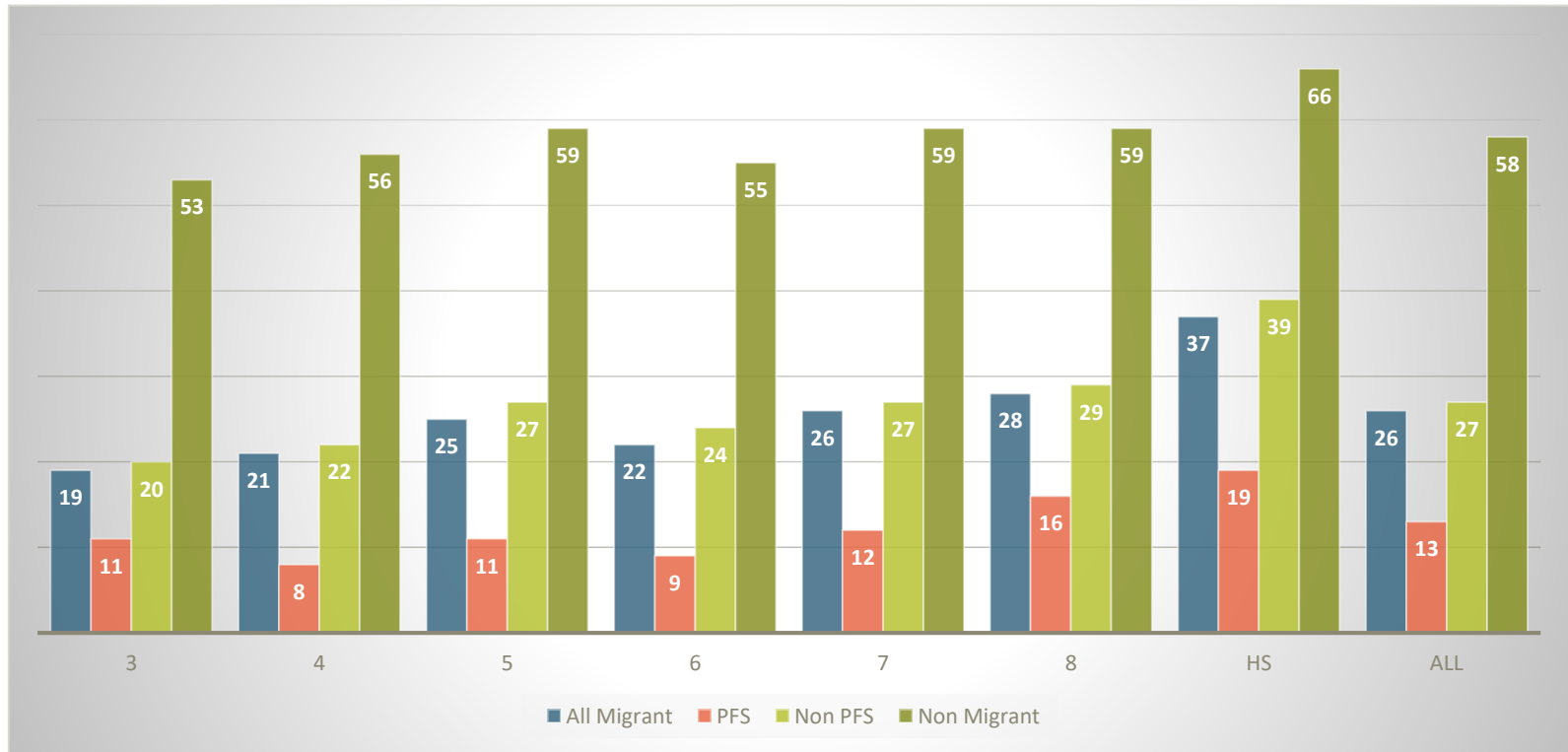


State Service Delivery Plan 2017-2020

- English Language Arts
- Mathematics
- Early Learning (Preschool)
- Graduation



English Language Arts



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English Language Arts - Strategies

1.1 Provide Regular Year Academic Support

As measured by:

Migrant students who received program funded support will show a gain of at least one point or one level on pre/post district reading/ELA assessment.

How: locally developed assessment or other measurement (not state assessment).



English Language Arts – Strategies Continued

1.2 Provide Summer Program Academic Support

As measured by:

Migrant students who received program funded support will show a gain of at least one point or one level on pre/post district reading/ELA assessment.

How: locally developed assessment or other measurement (not state assessment).



English Language Arts – Strategies Continued

1.3 Use OSPI ELA Suite (Menu of Best Practices; Early Literacy Pathways Literacy Plan Summer 2017) and additional family resources to provide family literacy resources and support family learning in the home

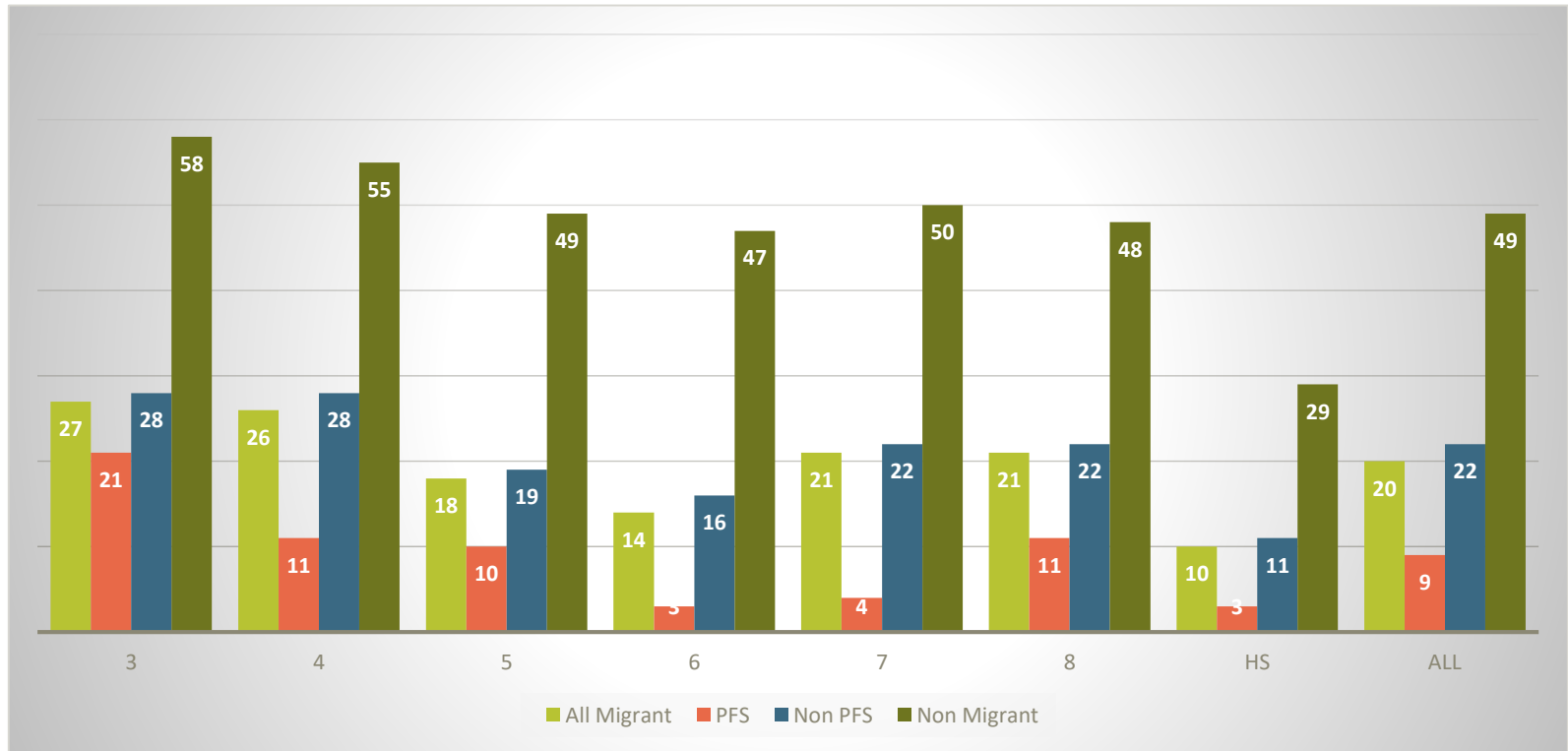
As measured by:

At least 75% of migrant families who participated in MEP family literacy services will report being better prepared to engage in activities to support reading in the home.

How: local survey of participating parents who provide a rating scale of 3 out of 4.



Math



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Math- Strategies

2.1 Provide regular Year Academic Support

As measured by:

At least 50% of migrant students in grades K-8 who participated in migrant-funded math support will show a gain of one point or one level on pre/post district math assessments.

How: locally developed assessment or other measurement (not state assessment).



Math - Strategies

2.2 Provide Summer Program Academic Support
As measured by:

Migrant students who received program funded support will show a gain of at least one point or one level on pre/post district math assessment.

How: locally developed assessment or other measurement (not state assessment).



Math – Strategies Continued

2.3 Use OSPI Mathematics Suite (Menu of Best Practices; Early Numeracy Pathways, Growth Mindset) to provide resources and strategies for families to learn about and support student academic discourse and core mathematical concepts.

As measured by:

At least 75% of migrant families who participated in MEP family literacy services will report being better prepared to engage in activities to support reading in the home.

How: local survey of participating parents who provide a rating scale of 3 out of 4.



School Readiness

| Percent of Students who Demonstrate Characteristics of Entering Kindergartners in Multiple Domains | MEP | All |
|--|-----------------------------|-----------------|
| 0 of 6 Domains | 191 12.5% | 2,346 5.9% |
| 1 of 6 Domains | 193 12.77% | 2,683 6.7% |
| 2 of 6 Domains | 178 11.78% | 2,966 7.4% |
| 3 of 6 Domains | 190 12.57% | 3,521 8.8% |
| 4 of 6 Domains | 215 14.22% | 4,853 12.1% |
| 5 of 6 Domains | 182 12.04% | 7,835 19.6% |
| 6 of 6 Domains | 173 11.44% | 15,830 39.5% |

| Percent of Students who Demonstrate Characteristics of Entering Kindergartners | MEP | All |
|--|-------------------------------|-----------------|
| Social-Emotional | 542 39.64% | 31,487 74.3% |
| Physical | 1,047 69.79% | 32,876 78.0% |
| Language | 938 62.45% | 29,213 70.3% |
| Cognitive | 808 54.01% | 31,087 74.1% |
| Literacy | 676 50.59% | 32,272 79.1% |
| Math | 297 19.91% | 22,064 52.9% |



Readiness - Strategies

3.1 Provide school readiness and culturally responsive training to early learning providers.

As measured by:

2017-18 development year – to be implemented 2018-19.



Readiness – Strategies Continued

3.2 Provide PK services to 3-5 year old migrant children not yet in K.

As measured by:

48% of migrant students who received MEP supplemental PK instruction will demonstrate skills typical of entering Kindergartener in four or more domains on WaKIDS.



Readiness – Strategies Continued

3.3 Offer family engagement trainings that are research-based or best practice and could include a focus on Funds of Knowledge; partnering with other early learning programs for combined parent outreach; ways for parents to support their child’s learning; early learning and school readiness strategies; access to counseling or advocacy programs; or education on the state’s 211 Referral Network.

As measured by:

75% of families of participating migrant students will report they are better prepared to support their child’s learning in 3 of 4 rating scale.



Readiness – Strategies Continued

3.3 Offer family engagement trainings that are research-based or best practice and could include a focus on Funds of Knowledge; partnering with other early learning programs for combined parent outreach; ways for parents to support their child’s learning; early learning and school readiness strategies; access to counseling or advocacy programs; or education on the state’s 211 Referral Network.

As measured by:

75% of families of participating migrant students will report they are better prepared to support their child’s learning in 3 of 4 rating scale.



Graduation

| Group | Adjusted 4-year Cohort Rate | Adjusted 5-year Cohort Rate | Adjusted 4-year Cohort Dropout Rate |
|--------------|------------------------------------|------------------------------------|--|
| All students | 77.2% | 79.9% | 12.3% |
| Migrant | 63.6% | 67.1% | 19.9% |



Graduation - Strategies

4.1 Provide wrap around support for migrant students with multi-tiered support systems including:

- Credit retrieval
- Dual credit or career and technical education applied credit
- Academic support focused on individual needs
- Professional learning for all teachers

As measured by: at least 75% of migrant students enrolled in credit bearing courses will obtain credit toward graduation.

By the end of 17-18 performance period, there will be an increase of at least 2% of migrant students Grades 9-12 receiving MEP instructional and/or support services.



Graduation – Strategies Continued

4.2 Provide student graduation and advocacy support that includes:

Monitoring and tracking attendance and academic progress leading toward graduation.

- Conducting referrals to services aligned to student’s needs;
- Facilitating access to services to address social/emotional needs;
- Fostering family/school connections and conducting home visits;
- Conducting parent information sessions to ensure that Migrant students and their parents understand assessment and graduation requirements and students understand their rights to an equitable and rigorous education that prepares them for college and career.
- Promoting access to or developing leadership and mentoring programs.

As measured by: at least 79% of migrant students in grades 9-12 who received Migrant Graduation Specialist support will be promoted to the next grade level or graduated.



Conducting A Local Needs Assessment



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Analyzing Local Data

- ELA Assessment Results
- Mathematics Assessment Results
- WaKIDS Assessment Results
- Graduation Rates

Source: OSPI Report Card and
Graduation Analytics



Analyzing Local Data Continued

MSIS Reports:

- Student Needs Assessment Report
- Secondary Credit Report
- Most Commonly Failed Courses Report
- Supplemental Services Summary Reports (school and building)



Grant Application 2017-2018

- Preliminary allocations are projected to be released at the end of May or beginning of June.
- Short turn around to notify OSPI of your intent to participate.
- Final allocations will be released in July.



Grant Application 2017-2018 Continued

- Program Planning p2
- Parent Advisory Council/
Family Engagement and
Literacy p3
- Program Services p4
- Coordination of Services
p4
- Schools to be Served p5
- Program Expenditures p6
- Staffing/Equipment/
Resources p6
- Graduation p7
- Professional Learning p7
- Student Event/Activities p8
- Budget



Substantially Approval Status

Due July 1, 2017

Submit:

Page 1

Page 2

Page 6

On page 1, Select “YES” from drop-down menu

Mark “Completed”

Send e-mail message after marking “completed”



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Program Planning – Page 2

1. What data/resources were used to analyze the needs of migrant students?
2. Private School Consultation occurred and services were determined.
3. Provide the Student Counts of PFS, Needs, PK, Out-of-School Youth ages 16-21 and migrant students who are on course academically.
4. Check the various members who participated in program planning – NOTE: Parent Advisory Council members are required to participate in local planning.
5. Note how the plan will be communicated to district administration, building principals, and other leadership teams.
6. Indicate whether the local Identification and Recruitment plan is in place and contains all the required components.



Parent Advisory Council – Page 3

- Complete this page to provide information on the local Parent Advisory Council.
- Include information on who is the district staff person responsible for the PAC; the name of the PAC chair; the selection/election of PAC officers; minute/notes when program planning took place; and the most recent bylaws.
- If bylaws were updated during the 2016-17 school year, please upload a copy under Item 2 of this page.
- If bylaws are older than 2015, they should be updated during the 2017-18 school year.



Parent Engagement/Literacy Trainings – Page 3

- Complete this section to indicate whether trainings will be provided to migrant families in the area of:
 - Early learning and school readiness
 - Literacy in the home (including primary language literacy)
 - Activities to support math in the home.
- Include the number of trainings to be offered for each category.



Program and Coordinated Services – Page 4

- Check the Academic and Non-Academic Services to be provided with Migrant Education Program funds in alignment with State Service Delivery Plan.
- Describe the Coordination of Services for migrant students who may be eligible and entitled to services in the Transitional Bilingual Instructional Program, Title III, Title I A, LAP or any other state or federal program.



Public School Breakdown – Page 5

ONLY FOR ACADEMIC SERVICES TO BE PROVIDED WITH MIGRANT EDUCATION PROGRAM FUNDS!!

Complete for each building in which academic services will be provided.

Create for each service to be provided within each building.

REGULAR School Year Only



Program Expenditures – Page 6

Provide the staffing, projected expenditures, and a description of the duties to be performed by staff funded under the Migrant Education Program.

The job duties for recruiter, records clerk, and graduation specialist have already been identified in the grant application. These duties should be reviewed with the staff performing them to ensure the duties are clear.

Training for these positions will be provided at the State Migrant Education Conference August 17-18 at the Yakima Convention Center.

Identify the equipment and instructional resources to be purchased with program funds, describe how they will meet the identified needs of migrant students, and where on the budget page these expenditures will be located.



Graduation – Page 7

- Provide graduation rates for the district and migrant students.
- Provide percentage rates of migrant students who obtained credit toward graduation; who received MEP instructional and support services; and were enrolled in Highly Capable (gifted) Programs, Advanced Placement, College in the High School, Running Start, or other similar programs.
- Check the services to be provided with Migrant Education Program funds.
- Note if the district will be providing a Migrant Graduation Specialist.



Professional Learning – Page 7

Check all the professional learning opportunities that will be provided to school and district staff to better prepare them to work with migrant students and families.



Student Events and Activities – Page 8

Check all those items that the local program will assist or support migrant student access to or completion of including:

- Access to AP, IB, Dual Credit, Highly Capable (gifted) Education, College in the High School, or similar courses.
- Post Secondary Information and Resources
- Dare to Dream Academies
- Voices from the Field Academies
- Extended Learning Opportunities Using Applied Experiences

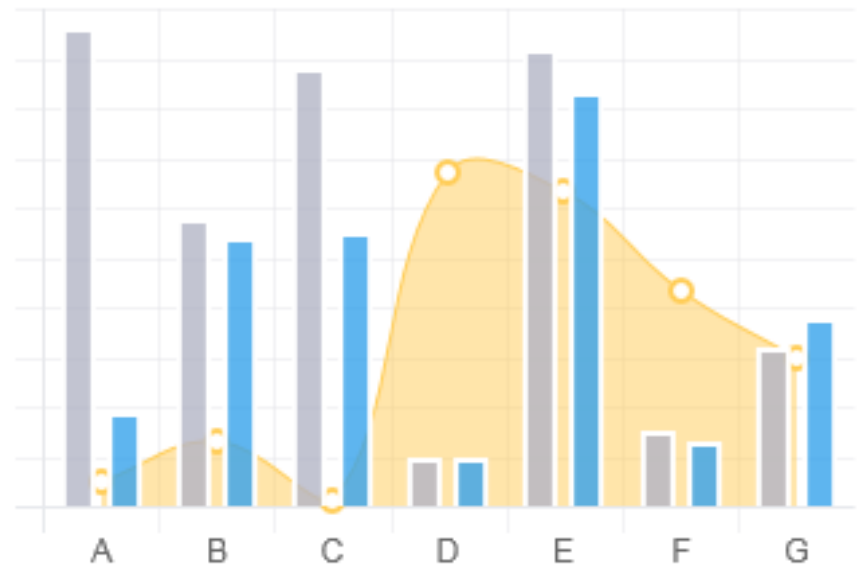


Budget Page

Will be available once final allocations are released.



Program Evaluation



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