

Migrant Education Program Webinar

Title I Part C Migrant Education
Office of System and School Improvement Division
May 5, 2023



Washington Office of Superintendent of
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Vision

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

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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Tribal Land Acknowledgement

I would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.



Topics

- Welcome
- Program Evaluation
 - Cycle of Continuous Improvement
 - Parent Advisory Council - Planning, Implementation, Evaluation
 - End-of-Year Reports
 - MSDRS Reports – students served vs. grant application
 - Fidelity of Strategy Implementation
 - Surveys (parents, students, staff)
 - EGMS items (budget revisions, program revisions, summer application)
- Summer Student Events
- Health Services funding opportunity
- Identification and Recruitment Summer/Fall 2023
- Program Changes
- State Conference 2023 – August 17-18, Yakima Convention Center
- Outdoor Education Grant Opportunities – Sheila Wilson, Outdoor Education, OSPI
- Questions



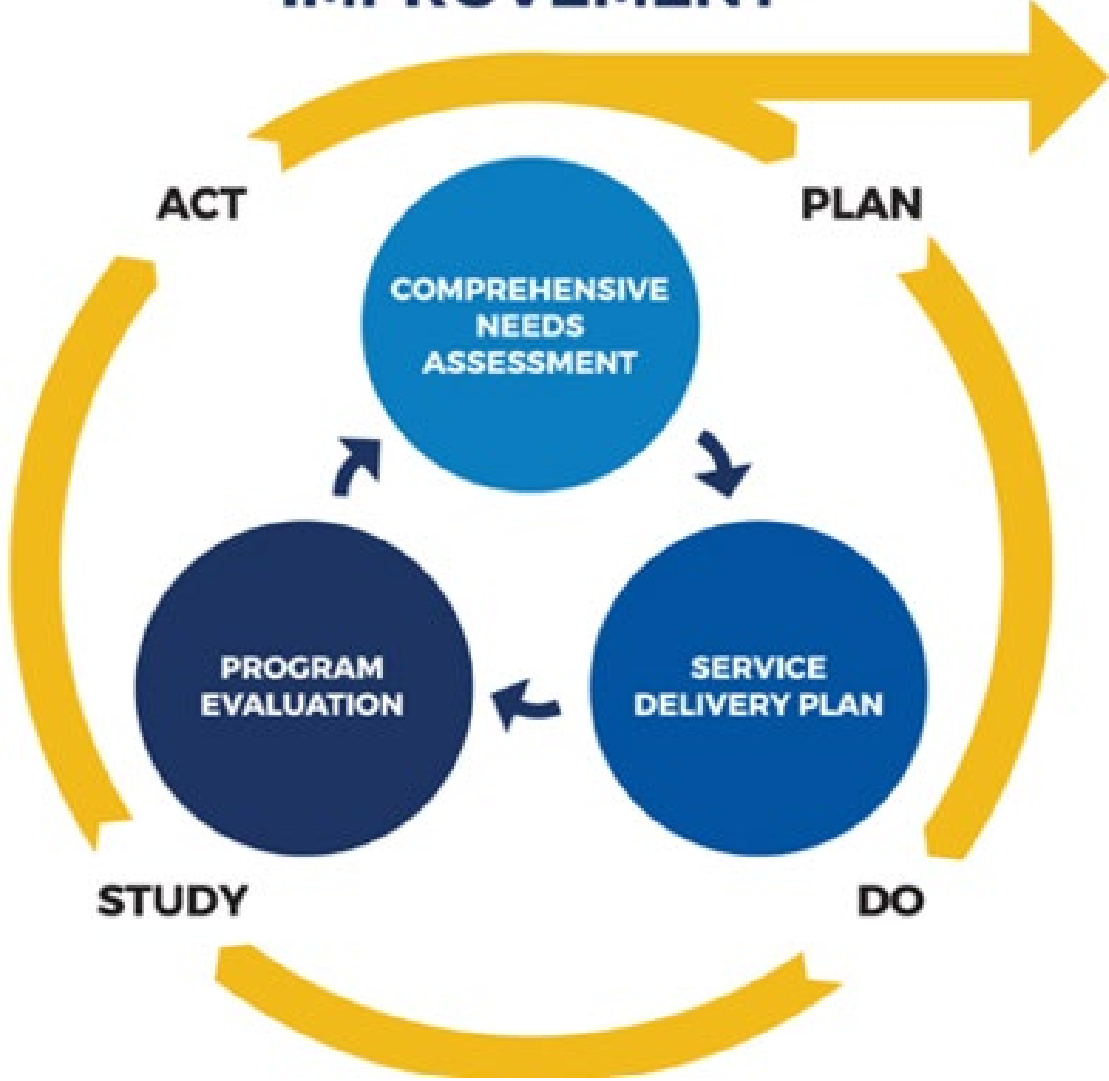


Program Evaluation



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CONTINUOUS IMPROVEMENT



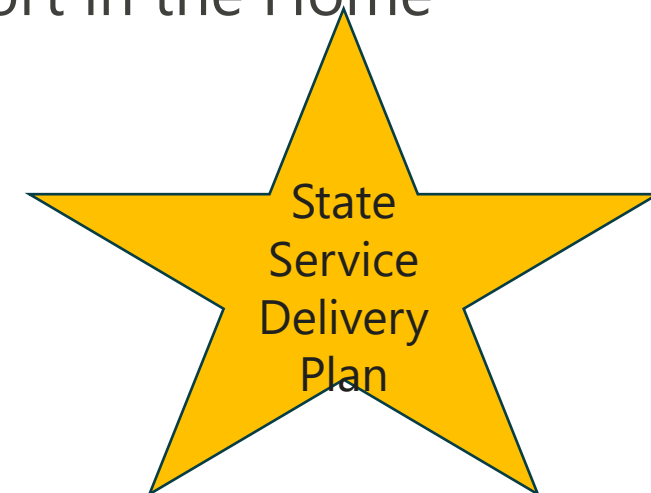
Comprehensive Needs Assessment

Components

- Identify questions to be answered in the process
- Identify and conduct data collection
- Invite stakeholders/partners, including Parent Advisory Council
- Conduct ongoing rigorous analysis and examination of results
- Consider additional questions
- Continue data collection and analysis
- Determine if there is a need to respond to gaps in analysis
- Identify academic and support needs
- Identify programs/services that may address need
- Identify additional supports and services to be provided with Migrant Education Program

Seven Areas of Opportunity (Concern)

- Educational Continuity
- Instructional Time
- School Engagement
- English Language Acquisition – academic language
- Educational Support in the Home
- Health
- Access to Services



Program Planning (Application)

1.1. The Local Educational Agency worked with a planning group that included the program director, parents of migratory children (required), and one or more of the following representative groups: school building principals, counselors, secondary migrant students, Migrant Graduation Specialist and/or Student Advocate.

3.1. The LEA has an active Parent Advisory Council (PAC) which helps in the planning, implementation, and evaluation of the local program.

3.2 At least 51% of parent group are parents of currently migrant eligible students.

PAC: Evaluation

Program Implementation

- What were you able to accomplish?
- Review services reported in MSIS.
- Review activities charged to Migrant Education (budget reports).
- Achievement of goals established for professional learning, student engagement, and family engagement.

What do we want to celebrate from this program period?

Where do we think we can do better?

PAC: Evaluation – Family Literacy

3.7. The program will offer a series of family engagement/literacy trainings that are research-based or best practice and culturally appropriate focused on:

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

Were you able to implement any of the items you may have checked in the grant application under Program Planning, Item 3.7?

If yes, please be sure to have parents complete the surveys

Survey link – QR Code/Link to Form 2: Parent Survey
<https://www.surveymonkey.com/r/WAMEPParentSurvey22-23>



What was the outcome of these efforts locally?
What can be improved?

PAC: Evaluation – Professional Learning

▲ Professional Learning

Describe the training plan designed in partnership with the local Educational Service District Migrant Education Program which the Local Educational Agency (LEA) will implement to ensure all school and district staff have an understanding of the migratory lifestyle of students and families residing within its boundaries (Migrant 101, Migrant 201). Training components to include cultural awareness, understanding the migratory lifestyle, student and family funds of knowledge, and the Seven Areas of Concern ⁱ

Will provide "Migrant 101" training. All schools are implementing SEL training. School leadership teams are planning for classroom observations with basic academic language support as an area of emphasis. District and school focus on literacy, belonging, and meeting student individual needs.

Were you able to implement the professional learning plans for the school year?
If yes, please be sure to have parents complete the surveys

QR Code/Link to Form 1: Staff Survey <https://www.surveymonkey.com/r/WAMEPStaffSurvey22-23>

What was the outcome of these efforts locally?
What can be improved?



PAC: Evaluation – Out-of-School Youth

▲ Services to Out-of-School Youth/Drop Outs

State Service Delivery Plan Measurable Program Outcome: By the end of the 2021-22 performance period, the percentage of migratory children who receive support services designed to improve access to instructional programs will increase by 3% compared to the baseline year.

Describe the outreach to be conducted to Out-of-School Youth (OSY) ages 16-21, eligible migrant H2A workers, and recently dropped out migrant students, to increase participation in MEP services. This may include referrals to educational or support services, access to migrant-funded services, or high school recovery. [Instruction Page for Service Definitions.](#) ⓘ

What was the outcome of these efforts locally?
What can be improved?

Program Evaluation

- ✓ Regular Year End-of-Year Report

Due: July 15, 2023

- ✓ Summer Program End-of-Year Report

Due: September 15, 2023

- Ensure services are reported in MSIS
- Ensure pre/post assessments reported in MSIS

The screenshot displays the Grants Management System interface. At the top, there are navigation tabs: Planning, Announcements, Applications, Grants, and Monitoring. The main header shows the Grant name: "ESEA Consolidated Grant Application". Below this, the status is "Active", the subaward is "AD-691", and the project period is "7/6/2022 - 8/31/2023". A progress bar indicates the grant is in the "Active" phase, with "Created" and "Closed/Completed" phases also shown. A navigation menu includes Overview, Subawards, Budget, Expenditures, Requests, Management, Files, History, and Collab. The "Progress Reports" section is expanded, showing a search bar and a table with 2 records.

EGMS ID	Title	Subaward	Submitted By	Status	Actions
PR--GT--00177-001	Title I, Part A, Comparabil...	AD--189	Amber Cliett	Approved	
PR--GT--00177-002	FP 206 - Title I, Part C - M...	AD--691	Amber Cliett	Approved	

Total Records: 2

Grants, Management, Progress Reports

Fidelity of Strategy Implementation

Planning Announcements Applications Grants Monitoring

Overview Subawards Budget Expenditures Requests Management Files History Collab

Grant Files

* Records are sorted by Last Modified Date ascending order

Title	Classification	File Extension	Description	Actions
No Records Found				

Supporting Documents Checklist

Search...

* Records are sorted by Last Modified Date ascending order

Showing 1 to 2 of 2 records

Description	Required	Applies To	Status	Template Link	Subrecipient Document Link
Schoolwide Waiver Request	Optional	Progress Report	Active	View	Not Applicable
Washington Migrant Education Program 2022-23 FIDE	Optional	Progress Report	Active	View	Not Applicable

Total Records:2

FSI – Why?



- Required component of the **implementation evaluation** of the Washington MEP.
- Serves as a **self-assessment** to guide local MEPs in implementing migrant-funded services.

FSI – What?



- Rubric-based **tool** that is completed by a small team of MEP staff.
- Measures the level of implementation of each **Strategy** in the Washington MEP Service Delivery Plan (SDP) to determine the extent to which MEP services are delivered with fidelity.

GOAL AREA 1: ENGLISH LANGUAGE ARTS (ELA)

Strategy 1.1	IMPLEMENTATION LEVEL																																								
	Not Evident	Aware	Developing	Succeeding	Exceeding																																				
<p>1.1) Provide regular term academic support by program trained staff*, designed to help migratory students in grades K-12 meet or exceed WA State K-12 ELA and English Language Proficiency (ELP) Standards using:</p> <p>a) research-based, evidence-based, or best practices and resources, including culturally responsive teaching (CRT) & social-emotional learning (SEL) strategies as they relate specifically to migratory students; b) academic language support strategies; c) services aligned to individual needs; and d) targeted interventions and strategies through small group, after school, and/or before school supplemental instruction.</p>	<ul style="list-style-type: none"> No provision of regular term ELA support during the school year using the methods listed in Strategy 1.1. No progress monitoring. No student participation. No record keeping. 	<ul style="list-style-type: none"> Inadequate provision of regular term ELA support during the school year using the methods listed in Strategy 1.1. Limited progress monitoring. Limited student participation. Inadequate record keeping. 	<ul style="list-style-type: none"> Some provision of regular term ELA support during the school year using the methods listed in Strategy 1.1. Some progress monitoring. Some student participation. Some record keeping. 	<ul style="list-style-type: none"> Sufficient provision of regular term ELA support during the school year using the methods listed in Strategy 1.1. Frequent progress monitoring. Frequent student participation. Sufficient record keeping. 	<ul style="list-style-type: none"> Extensive provision of regular term ELA support during the school year using the methods listed in Strategy 1.1. Regular progress monitoring. Regular student participation. Comprehensive record keeping. 																																				
<p>Check (✓) the ways in which this strategy was implemented in your project</p> <table border="0"> <tr> <td><input type="checkbox"/> Academic language support</td> <td><input type="checkbox"/> Formative assessments</td> <td><input type="checkbox"/> Peer-to-peer supports</td> </tr> <tr> <td><input type="checkbox"/> Balanced literacy</td> <td><input type="checkbox"/> Home-based instruction/services</td> <td><input type="checkbox"/> Remote learning opportunities</td> </tr> <tr> <td><input type="checkbox"/> Before/after-school instruction/support</td> <td><input type="checkbox"/> In-class instructional support</td> <td><input type="checkbox"/> Research-based practices and resources</td> </tr> <tr> <td><input type="checkbox"/> Benchmark assessments</td> <td><input type="checkbox"/> Instruction during intervention time</td> <td><input type="checkbox"/> Small group instruction</td> </tr> <tr> <td><input type="checkbox"/> Best practices and resources</td> <td><input type="checkbox"/> Leveled readers</td> <td><input type="checkbox"/> Social-emotional learning strategies</td> </tr> <tr> <td><input type="checkbox"/> Collaboration with other programs (e.g., 21st CCLC, Title I, Title III, LAP)</td> <td><input type="checkbox"/> Needs-based services</td> <td><input type="checkbox"/> Strategies to build reading skills</td> </tr> <tr> <td><input type="checkbox"/> Culturally responsive strategies</td> <td><input type="checkbox"/> One-on-one tutoring</td> <td><input type="checkbox"/> Student progress reports</td> </tr> <tr> <td><input type="checkbox"/> Differentiated instruction</td> <td><input type="checkbox"/> Online/computer-based literacy intervention programs</td> <td><input type="checkbox"/> Student self-assessments</td> </tr> <tr> <td><input type="checkbox"/> Direct instruction provided by certified staff</td> <td><input type="checkbox"/> Out-of-school time instructional support (before/after school, weekends, intersession)</td> <td><input type="checkbox"/> Targeted interventions and strategies</td> </tr> <tr> <td><input type="checkbox"/> Evidence-based practices and resources</td> <td><input type="checkbox"/> Paraeducators providing support</td> <td><input type="checkbox"/> Vocabulary development</td> </tr> <tr> <td><input type="checkbox"/> Extended learning opportunities</td> <td><input type="checkbox"/> Project-based learning</td> <td><input type="checkbox"/> Wordless books</td> </tr> <tr> <td><input type="checkbox"/> Experience-based learning</td> <td><input type="checkbox"/> Progress monitoring</td> <td><input type="checkbox"/> Writing</td> </tr> </table>						<input type="checkbox"/> Academic language support	<input type="checkbox"/> Formative assessments	<input type="checkbox"/> Peer-to-peer supports	<input type="checkbox"/> Balanced literacy	<input type="checkbox"/> Home-based instruction/services	<input type="checkbox"/> Remote learning opportunities	<input type="checkbox"/> Before/after-school instruction/support	<input type="checkbox"/> In-class instructional support	<input type="checkbox"/> Research-based practices and resources	<input type="checkbox"/> Benchmark assessments	<input type="checkbox"/> Instruction during intervention time	<input type="checkbox"/> Small group instruction	<input type="checkbox"/> Best practices and resources	<input type="checkbox"/> Leveled readers	<input type="checkbox"/> Social-emotional learning strategies	<input type="checkbox"/> Collaboration with other programs (e.g., 21 st CCLC, Title I, Title III, LAP)	<input type="checkbox"/> Needs-based services	<input type="checkbox"/> Strategies to build reading skills	<input type="checkbox"/> Culturally responsive strategies	<input type="checkbox"/> One-on-one tutoring	<input type="checkbox"/> Student progress reports	<input type="checkbox"/> Differentiated instruction	<input type="checkbox"/> Online/computer-based literacy intervention programs	<input type="checkbox"/> Student self-assessments	<input type="checkbox"/> Direct instruction provided by certified staff	<input type="checkbox"/> Out-of-school time instructional support (before/after school, weekends, intersession)	<input type="checkbox"/> Targeted interventions and strategies	<input type="checkbox"/> Evidence-based practices and resources	<input type="checkbox"/> Paraeducators providing support	<input type="checkbox"/> Vocabulary development	<input type="checkbox"/> Extended learning opportunities	<input type="checkbox"/> Project-based learning	<input type="checkbox"/> Wordless books	<input type="checkbox"/> Experience-based learning	<input type="checkbox"/> Progress monitoring	<input type="checkbox"/> Writing
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<p>Check (✓) the documentation that is kept onsite for this strategy</p> <table border="0"> <tr> <td><input type="checkbox"/> Curriculum/materials documents</td> <td><input type="checkbox"/> Formative assessment results</td> <td><input type="checkbox"/> Student records</td> </tr> <tr> <td><input type="checkbox"/> Documentation of staff providing services</td> <td><input type="checkbox"/> Samples of student work</td> <td><input type="checkbox"/> State ELA assessment results</td> </tr> <tr> <td><input type="checkbox"/> Enrollment/participation records</td> <td><input type="checkbox"/> Student needs assessment data</td> <td><input type="checkbox"/> WaKIDS assessment results</td> </tr> </table>						<input type="checkbox"/> Curriculum/materials documents	<input type="checkbox"/> Formative assessment results	<input type="checkbox"/> Student records	<input type="checkbox"/> Documentation of staff providing services	<input type="checkbox"/> Samples of student work	<input type="checkbox"/> State ELA assessment results	<input type="checkbox"/> Enrollment/participation records	<input type="checkbox"/> Student needs assessment data	<input type="checkbox"/> WaKIDS assessment results																											
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<p>Cite additional strategies/documentation here:</p>																																									
<p>If this strategy is rated "developing" or below, please indicate how you plan to improve the implementation of this strategy in the future:</p>																																									
<p><input type="checkbox"/> This Strategy is not applicable to our project - Reason:</p>																																									

*Program trained staff include LEA staff who annually receive professional development aligned to migratory student needs that includes: (1) "Migrant 101", and one or more of the following: (2) CRT, (3) SEL, and (4) basic academic language support strategies.

Directions for Completing the FSI

- As part of evaluation process, convene participant group, including PAC and other key MEP staff, to discuss each Strategy, and **come to consensus** on each of the ratings.
- Place a **checkmark** in the box that best reflects your project's level of implementation of each of the Strategies in the five Goal Areas.
- If a particular Strategy is **not applicable** to your project, check "Not Applicable" and indicate a reason.



Directions for Completing the FSI, Cont.

- Indicate **the ways in which each Strategy was implemented** by your project and add any additional examples in the box below.
- Check the **documentation** that is kept onsite for each Strategy.
- If a Strategy is rated “developing” or below, indicate how you **plan to improve** the implementation of the Strategy in the future.

Complete each page as aligned to approved grant application:

- English language arts (regular year and summer)
- Mathematics (regular and summer)
- Early learning (regular and summer)
- Family literacy/supports to strengthen learning in the home (ELA, math, early learning)
- Graduation/Out-of-School Youth recovery and/or services
- Eliminating barriers
- Sponsored parent activities
- Sponsored professional learning
- Complete program surveys as noted on slide 11





Educational Grants Management System



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Education Grant Management System (EGMS)

The Education Grant Management System (EGMS) is an application designed for users to apply for funding opportunities, manage grants, and award grant recipients. The EGMS also provides recipient capabilities for organizations needing tools to administer, track, account for, and report on their grant-related activities.

All reports and form packages associated with School Year 2022–23 will remain in iGrants (e.g. end-of-year reports, budget revisions, etc.).

OSPI has extended the rollout timeline for the new EGMS application! **Federal grants** will transition to EGMS this spring/early summer. However, **state grants** will transition during spring/early summer of 2024. This means that these grants will remain in iGrants for another year, requiring a dual system approach to grant management. This approach will ensure the successful rollout of EGMS, for all grants, while meeting intentional and targeted improvements for school districts. **Note: All ESSER grants will stay in iGrants.**

Understanding EGMS

- [List of federal EGMS grants going live by 2023-24](#)
- [EGMS User Guide for Local Education Agencies \(LEAs\) \(PDF\)](#)
- [EGMS and iGrants Terminology Crosswalk \(PDF\)](#)

[Subscribe to receive newsletter updates!](#)

EGMS Log-in

If you need to log into your EGMS account, please visit the [EGMS Log In website](#).

Office Hours

- [Consolidated Grant and Continuous School Improvement Pre-Application Training \(PDF\)](#)
- [EGMS Office Hours: Multilingual Education and Continuous School Improvement Grants \(PDF\)](#)

Submit Amendment Requests with Budget Change

How do I explain my budget revision?

Focus Area	Budget Re-Direction Comments Required?	Scope of Work Amendment Required with the Budget Re-Direction?
Title I, Part A	Not required unless funds are budgeted under Capital Outlay. Capital Outlay is usually not allowable.	No
Title I, Part C	Revision comments should reflect the activities and services to be added or adjusted with program funds to support the academic and/or other identified needs of migratory students, including health supports.	Yes , if the budget re-direction is submitted due to a change in the LEA's Title I C Plan. Form page updates should be submitted for FP206 – Title I, Part C Migrant Education - Program Planning and Services items 4.1 program services, 4.2 non-academic services, or 4.3 health supports, as well as FP206 – Title I, Part C – Program Expenditures for position changes, equipment, or instructional materials.
Title I, Part D (Subparts 1 & 2)	Revision comments should reflect the activities and services to be added or adjusted with program funds to support the academic and/or other identified needs of institutional education students.	No

Submit Amendment Requests with Budget Change

Title II, Part A	Yes. Explain activities to be conducted based on budget redirection. Only budget in activities 21, 23, 27 and 31.	No
Title III, Part A	Revision comments need to explain activity code changes and the reason for the changes/movement of funds. Changes must still meet Title III allowable activities	No
Title IV, Part A	Yes. If completed without a Scope of Revision, then verify whether budget redirection is a redistribution of funds in support of an activity already included in your approved Title IVA plan. Provide clarifying information as needed.	Yes , required for all budget re-direction amendments where a new activity is added. You may opt to add a whole new entry related to need/funded activity/outcome OR just to revise an existing activity to include additional expenditures (e.g., you were contracting for services but now you will be paying staff salaries/benefits for the same activity)

Submit Amendment Requests with Budget Change

REAP	Yes. Explain activities to be conducted based on budget redirection.	Yes , if the budget re-direction is submitted because there is a change in the LEA's REAP application, submit a scope of work amendment so that the budget aligns with the plan.
RLIS (Title V, Part B)	Yes. Explain activities to be conducted based on budget redirection.	Yes , if the budget re-direction is submitted because there is a change in the LEA's RLIS application, submit a scope of work amendment so that the budget aligns with the plan.

[EGMS Post-Award Amendments and Progress Report Training \(www.k12.wa.us\)](http://www.k12.wa.us)

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 Completed Tasks

Activities

Grants, Subawards & Amendments

Grants

Subawards

Amendment Requests

Recently Viewed

ESEA Consolidated Gra...
 Spokane School District
 Spokane School District

Subaward
ESEA Consolidated Grant Application

EGMS ID: AD--340 Status: Activated Grant ID: GT--00023 Budget Period: 7/1/2021 - 3/30/2022

Created Submitted for Approval Approved Pending Activation Activated Amended Closed

[Overview](#) [Budget](#) [Expenditures](#) [Management](#) [Terms](#) [Performance](#) [Files](#) [History](#) [Collab](#)

Amendment Requests

Search...

Showing 1 to 3 of 3 records

EGMS ID

CR-AD--226-00
 CR-AD--229-00
 CR-AD--340-01

New

* Required to Save ⚠ Required to Submit

General Information ⓘ

*Please select request type

Available	Chosen
Budget Redirection	
Scope of Work Change	

Where do I Comment in EGMS Change?

Amendment Request
ESEA Consolidated Grant Application Send Back to Subrecipient Revise Submit for Approval ☰

Subrecipient Organization Coupeville School District	EGMS ID CR-AD--739-00	Status Submitted to Grantor	Initiated By State
---------------------------------------------------------	--------------------------	--------------------------------	-----------------------

Created Sent to Subrecipient Submitted to Grantor Submitted for Approval Approved

[Overview](#) [Transferability Options](#) [Responsibilities](#) [Forms](#) [Files](#) [History](#) [Collab](#)

▲ Overview

Subaward Id AD--739	Amendment Types <ul style="list-style-type: none">Funding ChangeScope of Work Change
Overall Justification ⓘ Title IC Summer School Changes Needed	Overall Impact ⓘ Increase in funds

▲ Change in Scope – Subaward Description

Subaward Title Title IC Summer School
Subaward Details Title IC Summer School

Where do I Comment in EGMS Change?

▲ Explanation of Changes

Please include explanation of changes to the budget table above.

Explanation





Summer 2023 Student Program Updates





Dates for 2023 DTD Academies

All Academies will be in-person for Summer 2023.

Eastern Washington University

- **Exploring Your Future Academy**

- Dates: July 10 – 15, 2023
- Will serve up to 20 students

University of Washington

- **Exploring Your Future, Math, & Health Sciences Academies**

- Dates: June 21- 27, 2023
- Will serve up to 130 Students:
 - 70 EYF, 30 Math, 30 Health Sciences*

Washington State University-Pullman

- **Math & Science Academies**

- Dates: June 25- July 1, 2023
- Will serve up to 60 students:
 - 30 Math, 30 Science

Western Washington University

- **Exploring Your Future, Math, & Biology Academies**

- Dates: June 25- July 1, 2023
- Will serve up to 110 students:
 - 50 EYF, 30 Math, 30 Biology



Timeline

- ✓ Dates established by universities for each academy: December 2022/January 2023
- ✓ OSPI with MSDRS releases number of eligible students by district: January 2023
- ✓ Registration forms released: February 2, 2023
- ✓ Virtual Informational Night: February 15, 2023 (7pm-8pm)
- ✓ Registration deadline: March 3, 2023
 - Open registration after March 3, 2023 (all unfilled spots will be open to districts on a first-come first-filled basis).
 - Final registration: Friday, March 24, 2023.
- Confirmation information sent to students/schools: May 2023
- **Registration Confirmation Videoconference: May 17, 2023 (7pm-8pm)**
 - Bus routes and other university information provided by universities directly.
- Registration cancellations and replacements deadline is two-weeks prior to start of each academy.
 - Bus routes and bus capacity may limit replacement counts.

Next Steps

Reminders:

- Confirmation materials (including bus routes, what to pack, etc.) will be mailed directly to students from university partners.
- Please encourage students registered to participate in Dare to Dream 2023 to attend the Confirmation Videoconference on May 17, 2023 (7pm-8pm)
- Stay in touch with students to ensure they attend their academy, and/or address any concerns/issues that may arise.

Questions/concerns can be directed to:

➤ Email: Griselda.Guevara-Cruz@k12.wa.us

LIVE 2023 Dare to Dream Academies VIDEO CONFERENCES

discover questions where? how? why challenge who? clues


ask who? discover what? when? knowing investigation how ask why? know

QUESTIONS

Join us with your Questions & Concerns to decide.

SHOULD I STAY OR SHOULD I GO?
FEBRUARY 15 | 7-8 PM
 Detailed overview of the registration forms. Districts are encouraged to have families submit and/or complete registration forms at this event.


GETTING READY TO GO!
MAY 17 | 7-8 PM
 What to pack, transportation and EVERYTHING you need to know before you go.




SHOULD I STAY OR SHOULD I GO?
 February 15, 2023 | 7 to 8 PM
 ZOOM Link:
<https://us02web.zoom.us/j/84348840735>
 Meeting ID: 843 4884 0735

GETTING READY TO GO!
 May 17, 2023 | 7 to 8 PM
 ZOOM Link:
<https://us02web.zoom.us/j/88066715882>
 Meeting ID: 880 6671 5882

QUESTIONS: Contact Griselda Guevara-Cruz
 Office of Superintendent of Public Instruction
 360-584-5485 or
Griselda.Guevara-Cruz@k12.wa.us



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EN VIVO 2023 Academias Atrévete a Soñar de 2023 Video Conferencias

descubre haciendo preguntas ¿dónde? ¿por qué? reto ¿quién? ¿cómo? ¿por qué? investigación

pregunta ¿quién? ¿cómo? ¿cómo? ¿por qué? investigación

PREGUNTAS

Únete a nosotros con tus preguntas y preocupaciones para ayudarte a decidir.

¿DEBO IR O DEBO QUEDARME?
15 DE FEBRERO | 7-8 PM
 Descripción detallada de las formas de registro. Se anima a los distritos a que las familias envíen y/o completen los formularios de registración en esta reunión.

¡PREPARÁNDOSE PARA IR!
17 DE MAYO | 7-8 PM
 Qué empacar, transporte y TODO lo que necesitas saber antes de ir.



¿DEBO IR O DEBO QUEDARME?
 15 de febrero, 2023 | 7 a 8 PM
 Enlace ZOOM:
<https://us02web.zoom.us/j/84348840735>
 ID de REUNION: 843 4884 0735

¡PREPARÁNDOSE PARA IR!
 17 de mayo, 2023 | 7 a 8 PM
 Enlace ZOOM:
<https://us02web.zoom.us/j/88066715882>
 ID de REUNION: 880 6671 5882

PREGUNTAS: Contactar a Griselda Guevara-Cruz
 Office of Superintendent of Public Instruction
 360-584-5485
Griselda.Guevara-Cruz@k12.wa.us



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These [flyers](#) are available on the MSDRS website.

Voices from the Field Academies

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



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

In partnership with IslandWood (Bainbridge Island)

- Up to 100 Priority for Service migratory students
 - Invitation was sent to 11 districts to send 8 migratory students grades 6, 7, and 8.
- Districts provide:
 - Chaperone to accompany students.
 - Transportation to and from IslandWood.
 - Meals/snack during road trip to and from IslandWood.



List of School Districts Invited to VFF Science

School Districts Invited to the 2023 Voices from the Field Science Academy

ESD 105:

- Mabton School District
- Sunnyside School District
- Toppenish School District
- Wahluke School District
- Wapato School District

ESD 123:

- Kiona-Benton City School District
- North Franklin School District

ESD 171:

- Brewster School District
- Quincy School District
- Moses Lake School District
- Tonasket School District

ESD 189:

- Burlington-Edison School District



Voices from the Field Arts Academy

June 20-24, 2023

In partnership with Centrum (Port Townsend)

- Up to 60 Priority for Service migratory middle school students*
 - Invitation was sent to **9 districts** to send **6* migratory students** grades 6, 7, and 8.
- Districts provide:
 - Chaperone to accompany students.
 - Transportation to and from Centrum.
 - Meals/snack during road trip to and from Centrum.



List of School Districts Invited to VFF Arts

School Districts Invited to the 2023 Voices from the Field Arts Academy

ESD 105:

- Yakima School District
- Grandview School District

ESD 123:

- Prosser School District
- Kennewick School District
- Pasco School District
- Walla Walla School District

ESD 171:

- Eastmont School District
- Wenatchee School District

ESD 189:

- Mount Vernon School District





Health



Behavioral Health Grant Opportunity

Behavioral Health Grant 2023-2024

Grant application goes live May 2023, open until August 25th, 2023, for the 2023-2024 school year. Use of funds must:

1. Address specific behavioral health needs of local educational agencies' migratory eligible students;
2. Be supplemental to existing local, state, federal, or other resources; and
3. Alignment with the MEP State Service Delivery Plan activities and services.

Behavioral Health Grant Opportunity

Behavioral Health Grant 2023-2024

Eligibility: Participating Title I, Part C school districts with carryover less than \$450,000.00.

Priority will be given to districts based on:

- Proposal feasibility- can be implemented with ease, reasonable, and effective,
- Summer term programming- OSPI is looking to offer more summer services,
- Low carryover allocation- offer opportunity to less funded LEAs, and
- Proposals with braided funding- demonstrating supplemental status.

Behavioral Health Grant Opportunity

- **Behavioral Health Grant 2023-2024**

- Applications will be evaluated by partner ESDs and OSPI to help adjust scope of service if needed. Evaluation will consider:

- **Type of activities proposed,**
- **Allowable and allocable,**
- **PAC consultation feasibility,**
- **Award size requested, and**
- **Alignment with SDP.**

- Award will be included as a part of your 23-24 program budget and tracked as a part of your expenditure under health (activity #26).

MEP Behavioral Health Grant 2023-2024

DESCRIPTION:

The Washington Migrant Education Program (MEP) is making federal funds available to participating school districts to help migratory children benefit from the introduction or expansion of high-quality behavioral health programs and services. The introduction or expansion of behavioral health programs and services must:

1. Address specific behavioral health needs of local educational agencies' migratory eligible students; and
2. Be supplemental to existing local, state, federal, or other resources;
3. In alignment with the MEP State Service Delivery Plan activities and services.

Funds will be available in five different block grant opportunities depending on the level of need, migratory student count, and program(s)/services proposed.

ELIGIBILITY:

Eligible Applicants: Existing or new local school districts accepting a Title I, Part C. Migrant Education Regular Grant

Additional Information on Eligibility: Participating Title I, Part C school districts with carryover less than \$450,000.00

Priority:

Priority will be given to districts based on the following criteria:



Identification and Recruitment ID&R



Revalidations



Purpose

- Helps identify families who have made a move within the last year.
- Those recently moved families will have a new COE and extend eligibility.
- Conducting the revalidations annually will ensure PFS students are identified in the MSIS.
- All this = \$\$\$\$\$

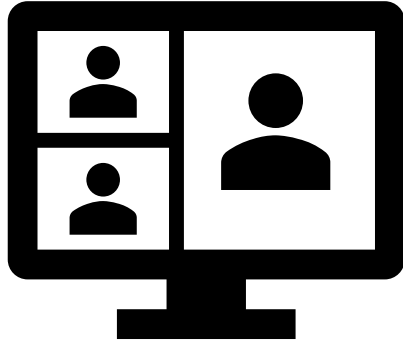
Revalidations



Activity

- Recruiters have a list in their iPad that they can work off.
- Schedule so families are home.
- FPDs can check the report via MSIS. Schedule an ID&R Huddle for help/support.

Professional Development



ID&R Professional Development May 22-26, 2023

- The institute is FREE
- Sessions are daily, fit most schedules
- Great way to see what other states are doing

Professional Development

<https://www.idr-consortium.net/>

Wkova
registration



**IDRC 3rd Annual Virtual Summer
Recruitment Institute**

May 22 - 26, 2023



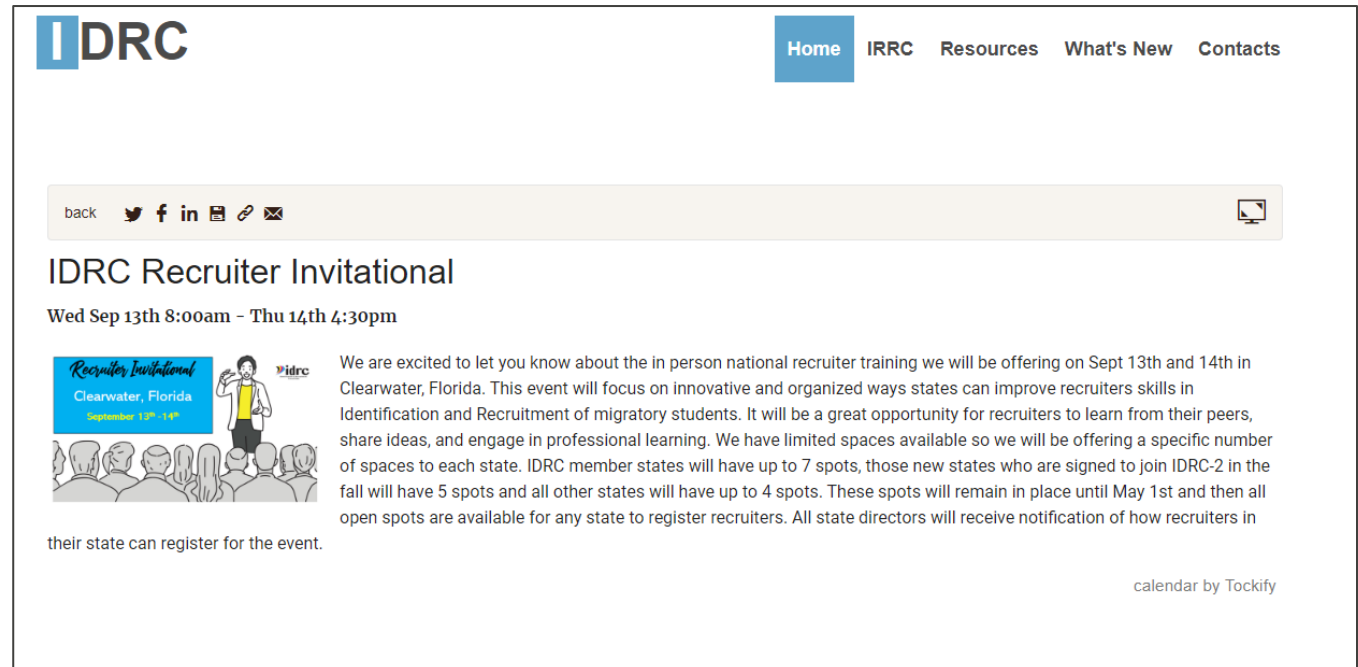
Washington Office of Superintendent of
PUBLIC INSTRUCTION

Professional Development

IDRC Recruiter Invitational Development

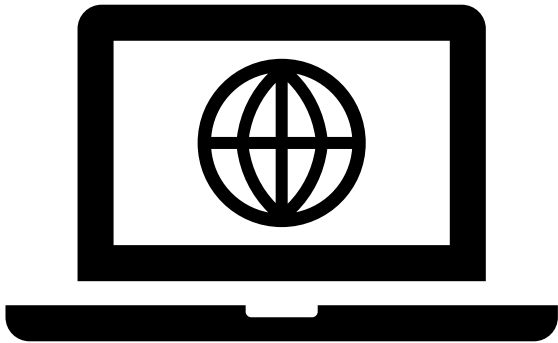
<https://www.idr-consortium.net/>

- Limited space
- May 1 spaces open to general public
- Contact IDRC directly with questions



The screenshot shows the IDRC website with a navigation menu (Home, IRRC, Resources, What's New, Contacts) and a social media bar. The main content area features the event title "IDRC Recruiter Invitational" with dates "Wed Sep 13th 8:00am - Thu 14th 4:30pm". A graphic for the event is displayed, showing a speaker and an audience. The text describes the event as a national recruiter training in Clearwater, Florida, focusing on innovative recruitment methods for migratory students. It mentions limited spaces and registration details for member and non-member states. A "calendar by Tockify" link is visible at the bottom right.

Summer ID&R Survey



Summer ID&R

Survey

- May 3, sent to FPDs
- Should only take 1 minute to respond
- Purpose- tracking summer recruitment efforts





Program Changes



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Title I, Part C Migrant Education State Conference – August 17-18, 2023

- Registration opening soon (PDEnroller)
- Collaborative conference in partnership with Arts Education
- Keynote speakers
- Student and Staff Awards
- Breakout Sessions
- Pre-Conference on Motivational Interviewing
- Opportunities to connect with colleagues from across the state





Welcome Outdoor Education!



Washington Office of Superintendent of
PUBLIC INSTRUCTION



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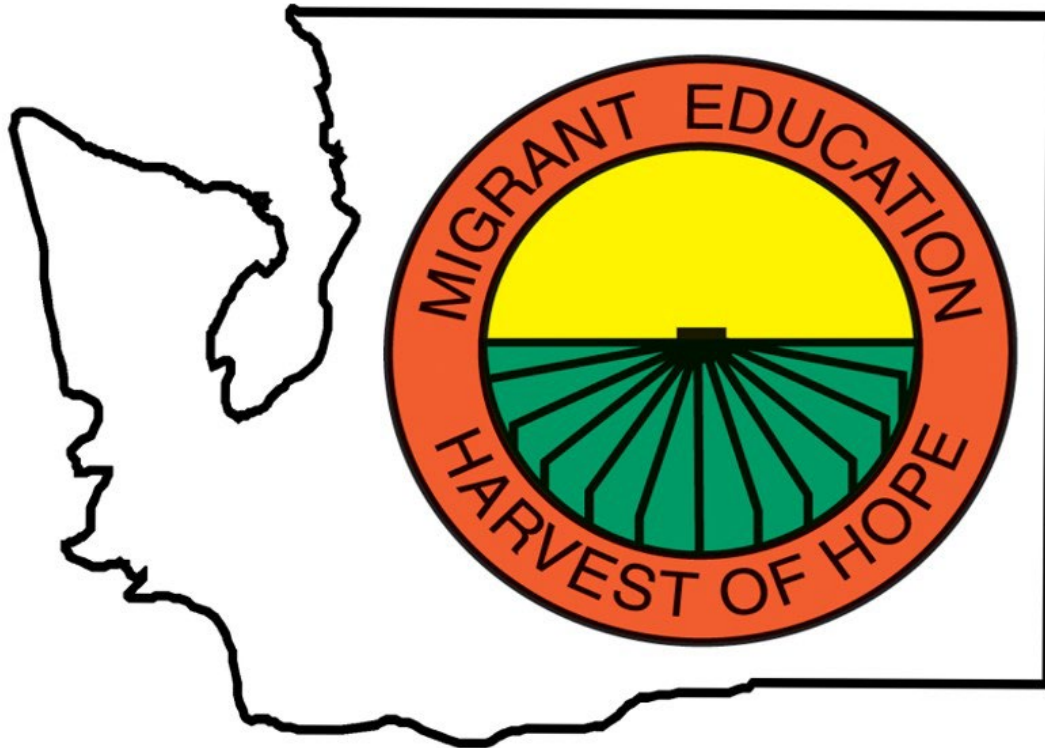
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ESD and MSDRS Program Partners

- North Central ESD - ncesd.org
Cyndy Valdez, Director
509-630-6150
- ESD 105 - esd105.org
Cindy Cholico, Program Manager
509-834-6828
- Northwest ESD 189 – nwesd.org
Sarah Southard
360-299-4045
- ESD 123 – esd123.org
Lupe Mota, Program Administrator
509-544-5756
- Migrant Student Data, Recruitment, and Support
– msdr.org
Lee Campos, Director
509-837-2712
- CWU Migrant Academic Services Academy (OSY)
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Contact Us!



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Questions?