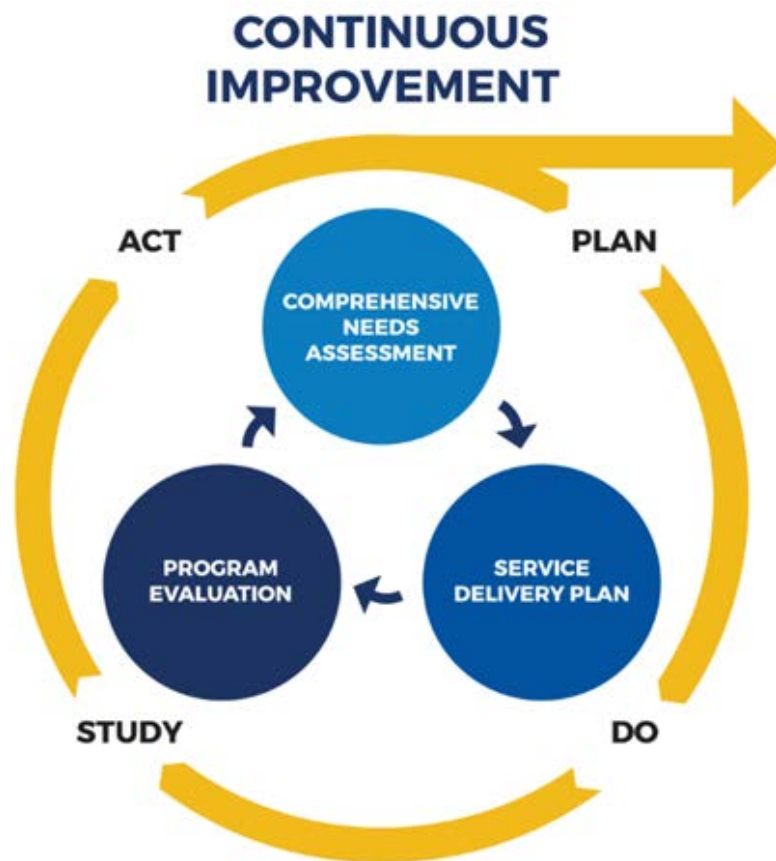


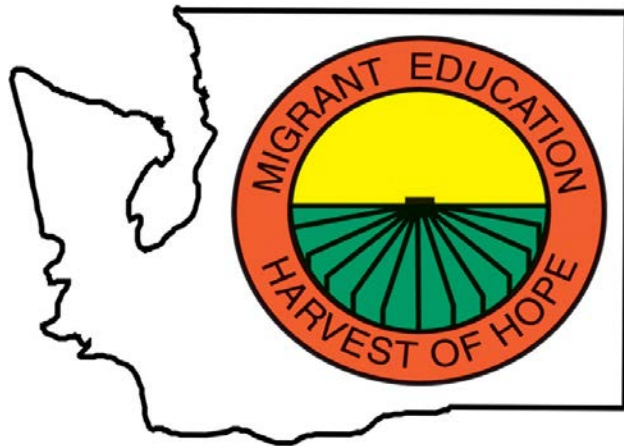
Service Delivery Plan

Washington Migrant Education Program



February 2021

Developed February 2021 for the 2021-22 through
2023-24 performance periods



Developed for

Washington Office of the Superintendent of Public Instruction (OSPI)
Migrant Education Program
Old Capitol Building
PO Box 47200
Olympia, WA 98504

By

META Associates
(720) 339-5349
www.metaassociates.com

Washington Service Delivery Plan Committee Membership

<p>Lee Campos Director, MSDRS Sunnyside School District</p>	<p>Lupe Mota MEP Administrator ESD 123</p>
<p>Marci Cox Federal Programs Director North Franklin School District</p>	<p>Mayra Navarro Gomez Migrant/Bilingual Coordinator Eastmont School District</p>
<p>Veronica Gallardo Director, Migrant & Bilingual Education OSPI</p>	<p>Ric Pilgrim Assistant Superintendent ESD 105</p>
<p>Carlos González Migrant ID&R Program Supervisor OSPI</p>	<p>Lucy Prieto Executive Director of Federal and State Programs Grandview SD</p>
<p>Diane Hull Special Programs Director Bridgeport School District</p>	<p>Sylvia Reyna Migrant Education Program Supervisor OSPI</p>
<p>Armando Isais-Garcia Migrant Health Program Supervisor OSPI</p>	<p>Tanya Rojas Migrant OSY/Health Services Coordinator Northwest ESD</p>
<p>Marty Jacobson Consultant META Associates</p>	<p>Alicia Sanchez Migrant Graduation Specialist Quincy School District</p>
<p>Jenny Kelly P3 and Migrant Coordinator Pasco School District</p>	<p>Cari Semivan Consultant META Associates</p>
<p>Heidi LaMare Migrant/Bilingual Coordinator Burlington-Edison School District</p>	<p>Charlotte Stingley Principal Pasco School District</p>
<p>Lupe Ledesma Migrant Education Program Supervisor OSPI</p>	<p>Cyndy Valdez Migrant Education Director North Central ESD</p>
<p>Maggie Mendoza Migrant Literacy and Early Learning Coordinator ESD 105</p>	

Abbreviations

Abbreviations	Meaning
CHC	Community Health Centers
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CRT	Culturally Responsive Teaching
CTE	Career and Technical Education
DCYF	Department of Children, Youth, and Families
DSHS	Department of Social and Health Services
ECE	Early Childhood Education
ECEAP	Early Childhood Education and Assistance Program
EL	English learner
ELA	English language arts
ELP	English Language Proficiency
EOC	End-of-Course
ESD	Education Service District
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FFN	Friends, Family, Neighbors
FSI	Fidelity of Strategy Implementation
FTE	Full Time Equivalent
GPRA	Government Performance and Results Act
HCA	Health Care Authority
ID&R	Identification and Recruitment
K-12	Kindergarten through Grade 12
LMS	Learning Management System
LOA	Local Operating Agency
MDA	Medically Diagnosed Alert
MEP	Migrant Education Program
MGS	Migrant Graduation Specialist
MPO	Measurable Program Outcome
MSA	Migrant Student Advocate
MSDRS	Migratory Student Data, Recruitment, and Support
MSIS	Migrant Student Information System
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
OIC	Opportunities Industrialization Center
OME	Office of Migrant Education (of the U.S. Department of Education)
OSPI	Office of the Superintendent of Public Instruction
OSY	Out-of-School Youth

Abbreviations	Meaning
PAC	Parent Advisory Council
PBL	Project-Based Learning
PD	Professional Development
PFS	Priority for Services
QAD	Qualifying Arrival Date
SAC	State Advisory Committee
SDP	Service Delivery Plan
SEA	State Education Agency
SEL	Social-Emotional Learning
STE(A)M	Science, Technology, Engineering, (Art), and Math
WaKIDS	Washington Kindergarten Inventory of Developing Skills
WSCA	Washington School Counselor Association

Definitions of Terms Related to the SDP

Areas of Concern: A broad area based on the root causes of the unique characteristics of the target group. The Office of Migrant Education has identified **Common Areas of Concern** which are educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services.

Concern Statements: Clear and consistent interpretations of the points that the Needs Assessment Committee (NAC) discussed that should be used to guide the development of the Comprehensive Needs Assessment (CNA). Concern statements identify areas that require special attention for migratory children.

Continuous Improvement Cycle: An approach to improving processes and increasing efficiency and effectiveness by identifying a problem, collecting relevant data to understand its root causes, developing and implementing targeted solutions, measuring results, and making recommendations based on the results.

Implementation Question: An evaluation question that addresses the extent to which a strategy is implemented.

Measurable Program Outcomes (MPOs): Outcomes (i.e., objectives) produced by a state's migrant education program (MEP) to meet the identified unique needs of migratory children and to help these children achieve the state's performance targets.

Management Team: A core group of advisors who may help the state MEP Director to develop the management plan and oversee the CNA process and development of the Service Delivery Plan (SDP).

Migratory Child: Per Section 1309(3)(A)–(B) of the of the Elementary and Secondary Education Act (ESEA), as amended, migratory child means a child or youth, from birth through 21, who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent, guardian, or spouse who is a migratory agricultural worker or migratory fisher.

Need: The difference between “what is” and “what should be”; may also be referred to as a gap.

Needs Assessment Committee (NAC): Broad-based committee of partners (stakeholders) who provide input and direction throughout the CNA process.

Need Indicator: A measure that can be used to verify that a particular gap/discrepancy exists for migratory children and that sets a parameter to specify the severity of that gap.

Priority for Services: ESEA Section 1304(d) establishes a Priority for Services (PFS) requirement. In accordance with this requirement, MEPs must give PFS to migratory children who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet the state's challenging academic standards or who have dropped out of school.

Service Delivery Plan: A comprehensive plan for delivering and evaluating MEP-funded services to migratory children. It is based on the results of an up-to-date statewide CNA and is intended to meet the unique needs of migratory children and their families.

Solution Strategy: A strategy that addresses an identified need.

Table of Contents

Washington Service Delivery Plan Committee Membership	3
Abbreviations.....	4
Definitions of Terms Related to the SDP	6
Introduction	8
Legislative Mandate.....	8
Description of the State Migrant Education Program	8
Description of the Planning Process.....	9
SDP Report Components	10
General Framework and SDP Alignment	12
State Performance Targets.....	12
Needs Identified Through the Statewide CNA	13
Evaluation Plan	24
Plan for Evaluation of Project Implementation and MPO Results	24
Student Assessment and Progress Monitoring Plan	29
Project Plan and Logic Model.....	30
Project Plan.....	30
GOAL AREA #1: ELA Project Plan	31
GOAL AREA #2: Mathematics Project Plan.....	34
GOAL AREA #3: Preschool/Kindergarten Readiness Project Plan	37
GOAL AREA #4: Graduation and OSY Achievement.....	39
GOAL AREA #5: Eliminating Educational Barriers through Support Services.....	41
Logic Model	43
Migratory Children Identified to Receive PFS	44
Definition of Priority for Services	44
Serving Priority for Service (PFS) Children.....	45
Identification and Recruitment and Quality Control Plans	45
Regulatory Requirements for ID&R Quality Controls.....	47
Parent and Family Engagement Plan.....	48
Family Engagement Framework.....	49
Student Records Exchange and MSIX Usage Plan.....	50
Migrant Student Information System (MSIS)	50
MSIX and MSIS.....	50
Student Move Alerts.....	51
Use of the MSIX/MSIS Consolidated Record	51
Use of MSIX by Parents/Guardians/Children and Youth.....	52
Implementation and Accountability in Local Programs.....	52
Local-level Communication and Professional Development.....	52
State Monitoring Process	56
Technical Assistance Process.....	56
Summary and Next Steps.....	58
Appendix A: SDP Meeting Agendas.....	59
Appendix B: Health Services	65

Introduction

Legislative Mandate

The Migrant Education Program (MEP) is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, as reauthorized in 2015 by the Every Student Succeeds Act (ESSA). The purpose of the MEP is to meet the unique educational needs of migratory children and their families to ensure that migratory children reach challenging academic standards and graduate high school. Specifically, the goal of state MEPs is to design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting migratory children from doing well in school and making the transition to postsecondary education or employment [Title I, Part C, Sec. 1301(5)].

To identify and address these unique educational needs, state education agencies (SEAs) that receive Title I, Part C funds must develop a statewide Service Delivery Plan (SDP) based on a recent Comprehensive Needs Assessment (CNA). Specifically, the SDP addresses the following (pursuant to Title I, Part C, Sec. 1306 and 34 CFR 200.83):

- provides for the integration of services with other ESEA programs;
- ensures that the state and its local operating agencies (LOAs) identify and address the unique educational needs of migratory children;
- reflects collaboration with parents of migratory children;
- provides migratory children with opportunities to meet the same challenging state academic content standards that all children are expected to meet;
- specifies measurable program goals and outcomes;
- encompasses the full range of services that are available for migratory children from appropriate local, state, and Federal educational programs; and
- reflects joint planning among local, state, and Federal programs.

Section 200.83(b) of the regulations requires the SEA to develop its comprehensive state SDP in consultation with the state migratory parent advisory council (PAC) in a format and language that the parents understand. SDP Committee representatives had close contact with parents and provided feedback from their perspective. The Washington State Advisory Council (SAC), which include regional PAC representatives met and provided input on draft strategies and measurable program outcomes (MPOs) drafted by the SDP committee.

Description of the State Migrant Education Program

According to the 2017 Census of Agriculture, the value of crops statewide in Washington is \$9.63 billion. The largest share of crop sales (37.5%) is for fruits, tree nuts, and berries. There are more than 160,000 workers employed in the agriculture and food industry, and over 300 commodities grown on 35,793 farms statewide. Most migratory agricultural workers engage in picking and processing, apples, cherries, grapes, pears, strawberries, and/or blueberries.

During 2018-19, the Washington MEP identified 31,744 migratory children (birth through age 21). The number of migratory children identified has remained steady since 2011-12 with only 2-5% increases or decreases annually. The three-year average (2016-17 to 2018-19) number of students identified is 30,949. Students with priority for services (PFS) accounted for 31% of those identified (excluding children birth to 2 who cannot be considered PFS). Of all eligible migratory children, 5% were birth to age two, 10% were ages three to five, 17% were early elementary (K to 2), 18% were upper elementary (3-5), 19% were in middle school (6-8), 24% were secondary-aged students (9-12), and 7% were out-of-school youth (OSY).

Sixty-six school districts and four education service districts (ESDs) provide direct services to migratory students. The three districts with the largest number of identified students are Kennewick, Yakima, and Pasco. The districts serving the largest number of students are Yakima, Wahluke, and Kennewick. The number of migratory students in funded districts ranges from 20 to more than 3,000. Seventeen projects have 400 or more migratory students, and 51 projects have fewer than 400 migratory students. The MEP provides funding for districts enrolling 29,384 migratory students, with the remaining 2,360 migratory students in non-project districts.

During the 2018-19 performance period, 44% of migratory children and youth ages 3 to 21 received MEP instructional and/or support services, and 9% of eligible students received services during the summer. More migratory students received support services (36%) compared to instructional services (17%) during either the academic year or summer.

Description of the Planning Process

MEP staff at the OSPI convened a team of key stakeholders to serve on the SDP Committee, including representatives from the OSPI, experts in the content areas of English language arts (ELA), mathematics, early childhood, and school health and safety; state-level MEP staff who coordinate data collection, professional development, educational programming, and parent engagement; and ESD and school district personnel who provide direct services to migratory children, preschoolers, and OSY. Refer to the [SDP Committee Membership list](#). SDP meetings were held virtually over 11 two-hour sessions beginning in August 2020 and concluding in November 2020.

Schedule of SDP Meetings

Meeting	Dates	Objectives
1a	8/13/20	<ol style="list-style-type: none"> 1. Understand how the program planning process interacts with the SDP 2. Create strategies for meeting migratory student needs 3. Review and decide on next steps toward determining the major components of the SDP
1b	8/18/20	
1c	8/20/20	
2a	9/22/20	<ol style="list-style-type: none"> 1. Review and approve strategies and decisions from the previous meeting 2. Align the Washington MPOs with the strategies and State targets 3. Review and decide on next steps toward determining the major components of the SDP
2b	9/24/20	
2c	9/29/20	
2d	10/1/20	
3a	10/27/20	<ol style="list-style-type: none"> 1. Review and arrive at consensus on strategies and MPOs

Meeting	Dates	Objectives
3b	10/29/20	2. Make decisions about components of the SDP report
3c	11/4/20	3. Update the MEP logic model
3d	11/10/20	4. Create the MEP project plan

Many members of the SDP Committee also served previously on the Washington MEP Needs Assessment Committee (NAC) to provide continuity to the process. This helped to ensure that systems were aligned to meet the unique educational needs of Washington’s migratory children.

The [General Framework Section](#) contains the strategic planning chart of the SDP decisions that were determined by the SDP Committee. This chart was used throughout the process as an organizer. Prior to the first meeting and as a result of the CNA process, the needs identified included the **concern statements**, **data summary**, and **need indicators**. The SDP Committee aligned strategies and MPOs with the concern statements and goal areas.

SDP Report Components

The [SDP Committee](#) focused on the following components in providing guidance for the Washington MEP’s updated SDP:

1. **Performance Targets.** The plan specifies the performance targets that the State has adopted for all migratory children for:
 - a. English language arts;
 - b. mathematics;
 - c. high school graduation;
 - d. the number of school dropouts;
 - e. school readiness; and
 - f. other performance targets that the State identifies for migratory children.
2. **Needs Assessment.** The plan includes identification and an assessment of:
 - a. the unique educational needs of migratory children that result from the children’s migratory lifestyle; and
 - b. other needs of migratory children that must be met in order for them to participate effectively in school.
3. **Measurable Program Outcomes.** The plan includes the MPOs that the MEP will produce statewide through specific educational or educationally related services. MPOs allow the MEP to determine whether and to what degree the program has met the unique educational needs of migratory children that were identified through the CNA. The MPOs should also help achieve the State’s performance targets.
4. **Service Delivery.** The plan describes the Washington MEP’s strategies for achieving the performance targets and MPOs described above. The State’s service delivery strategies address:
 - a. the unique educational needs of migratory children that result from the children’s migratory lifestyle, and

- b. other needs of migratory children that must be met in order for them to participate effectively in school.
5. **Evaluation**. The plan describes how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes.

The Washington MEP also included the policies and procedures it will implement to address other administrative activities and program functions, such as:

1. Migratory Children Identified to Receive **Priority for Services**. A description of how, on a statewide basis, the MEP will give priority to migratory children who have made a qualifying move within the previous 1-year period **and**
 - a. who are failing, or most at risk of failing, to meet the challenging State academic standards, or
 - b. have dropped out of school.
2. **Parent and Family Engagement**. This section includes strategies that the State will implement to ensure that parents of migratory children are involved in the education of their children. The plan includes information on State and local migratory PACs, supports for migratory parents, and resources.
3. **Identification & Recruitment Plan**. A description of the State's plan for identification and recruitment (ID&R) activities and its quality control procedures.
4. Exchange of **Student Records**. A description of the State's plan for requesting and using migratory child records and transferring migratory child records to schools and projects in which migratory children enroll.

General Framework and SDP Alignment

State Performance Targets

This section describes the performance targets that the State has adopted for all migratory children for ELA, mathematics, and high school graduation.

Performance Goals 1 and 5: ELA, Mathematics, and Graduation

During 2018-19, academic achievement in reading and math of students attending public school in Washington was assessed by two assessments: (1) the Smarter Balanced Assessment in ELA and Math (grades 3-12), and (2) End-of-Course (EOC) exams in Math (grades 10-12). Proficiency levels for all assessments are as follows: Level 1=Below Basic; Level 2=Basic; Level 3=Proficient; and Level 4=Advanced. Targets are for the percent of students scoring at Level 3 or higher.

The State of Washington has set measurements of interim progress leading toward long term goals for ELA and math proficiency rates and graduation rates in its ESSA State Plan. Below are Washington’s long-term goals and measurements of interim progress from 2017 (baseline) to 2027.

Washington’s Measurements of Interim Progress and Long-Term Goals

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ELA	61.9	64.7	67.5	70.3	73.1	75.9	78.7	81.5	84.3	87.1	89.9
Math	53.7	57.4	61.1	64.8	68.5	72.2	75.9	79.6	83.3	87.0	90.7
Graduation	79.1	80.2	81.3	82.4	83.5	84.6	85.7	86.8	87.9	89.0	90.1

Source: Washington ESSA State Plan

School Readiness

According to the Consolidated ESSA State Plan submitted September 17, 2017, kindergarten teachers are required to administer the Washington Kindergarten Inventory of Developing Skills (WaKIDS). WaKIDS has three major components: The Family Connection, The Whole-child Assessment, and The Early Learning Collaboration. The Whole-child Assessment helps kindergarten teachers learn about the skills and strengths of the children in their classrooms so they can meet the needs of each child. The WaKIDS assessment includes six domains: social emotional, physical, language, literacy, mathematics, and cognitive. SDP strategies and MPOs are aligned with these statewide efforts.

Graduation from High School

In the approved ESSA State Plan, Washington set the same long-term goal of 90 percent for the four-year adjusted cohort graduation rate for all students and for each subgroup of students by the 2027 school year. There are no specific targets for reductions in the number of students dropping out of high school.

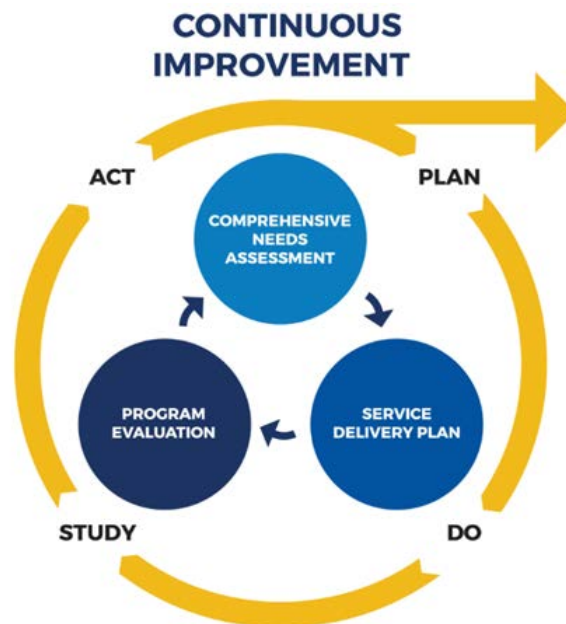
Support Services

Washington has not set targets for support services for all children in the ESSA State Plan. However, the MEP has identified unique needs of migratory children that can only be met

through support services and established outcomes within the SDP. See Appendix B for further information about Statewide health services under the MEP.

Needs Identified Through the Statewide CNA

The Washington MEP followed the Office of Migrant Education’s (OME) recommended Continuous Improvement Cycle for the development of the SDP. The SDP process builds on the findings from the recent CNA (completed in 2020 and on file with OSPI) using the five-step model of conducting preliminary work, exploring what is, gathering and analyzing data, making decisions, and transitioning to SDP development. The CNA serves as the foundation for the SDP process, in which key stakeholders convene to review the CNA findings, develop implementation strategies, and develop MPOs to assess impact on student progress. The State MEP will implement the strategies and data collection efforts through dissemination and training to local MEP staff beginning in the summer/fall of 2021. The evaluation measures in the SDP inform a statewide program evaluation to collect data on the MEP’s fidelity to implementing its intended strategies and the impact of those evidence-based strategies on student achievement. In addition to the findings from the CNA, the alignment chart to follow contains these SDP components:



- **Service Delivery Strategies:** The service delivery strategies identified by the SDP Committee took into consideration the needs identified and solution strategies determined during the CNA process. The strategies will be used as the target for the implementation of the MEP.
- **Measurable Program Outcomes:** The SDP Committee created MPOs that reflect the State performance targets and the needs and solution strategies identified in the CNA. MPOs are the desired outcomes of the strategies that quantify the differences that MEP services make. MPOs provide the foundation for the SDP and can be clearly communicated and evaluated.
- **Evaluation Questions:** The SDP Committee developed an Evaluation Plan for results (that relate to the State performance indicators/targets and MPOs) and for implementation (that relate to the strategies). The charts that follow provide a foundation for the MEP evaluation based on the questions identified during the SDP planning process. Please refer to the [Evaluation Plan](#) of this SDP for a detailed description of the Washington MEP Evaluation Plan.

Washington MEP SDP Alignment Chart

GOAL AREA #1: English Language Arts

Concern Statements:

- 1.1)** We are concerned that migratory students (grades K-8) are meeting grade level standards in ELA at a lower rate than non-migratory students because ELA instruction/interventions are not sufficient to address educational continuity and time for instruction that results from high mobility and a lack of access to resources that address needs.
- 1.2)** We are concerned that, due to the high vocabulary level of content language within the State standards, that migratory students are not acquiring language development and ELA proficiency at a sufficient rate to demonstrate achievement of standards on State assessments.

ELA Strategies, Output Measures, and MPOs

Strategies	Output Measures	MPOs	Implementation Questions	Results Questions
<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 ELP Standards using: 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"> • Staff training survey or evaluation regarding understanding the unique needs of migratory children and youth, increased understanding of SEL, CRT, and academic language support strategies. • Number and percent of migratory students (K-12, disaggregated by PFS) receiving instructional and support services and types of services received during the regular term. 	<p>1A) By the end of the 2021-22 school year, 75% of migratory students in grades K-8 who received regular term MEP supplemental reading instruction will show a gain of at least one point or one level on pre/post (non-SBAC) ELA assessments.</p> <p><i>(Note: for results for grades 9-12, refer to MPOs 4a and 4c.)</i></p>	<p>How many migratory students received instructional and support services in the regular term?</p> <p>How many staff received trainings of the type listed in the strategy?</p>	<p>What number and percent of migratory students (disaggregated by grade and PFS status) in grades K-8 made a gain of one point or one level on local ELA assessments?</p> <p>What were the results on the staff training survey regarding the topics listed in the strategy?</p>

Strategies	Output Measures	MPOs	Implementation Questions	Results Questions
<p>1.2) Provide summer 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: a) research-based, evidence-based, or best practices and resources, including CRT/SEL strategies as they relate specifically to migratory students and summer instruction; b) academic language support strategies; c) services aligned to individual needs; and d) targeted interventions and strategies through virtual/remote, home- or site-based instruction.</p> <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.</p>	<ul style="list-style-type: none"> • Number and percent of migratory students (K-12, disaggregated by PFS) receiving instructional and support services and types of services received during the summer. 	<p>1B) Upon completion of the 2022 summer program, 75% of migratory students in grades K-12 who received MEP summer reading instruction will maintain or increase their score by 2% on pre/post ELA assessments appropriate for the scope and duration of summer instruction.</p>	<p>How many migratory students received instructional and support services in the summer term?</p> <p>How many staff received summer trainings of the type listed in the strategy?</p>	<p>What number and percent of migratory students (disaggregated by grade and PFS status) in grades K-8 made a gain of 2% on local summer ELA assessments?</p> <p>What were the results on the summer staff training survey regarding the topics listed in the strategy?</p>
<p>1.3) Provide supports and resources for parents/families to practice classroom strategies in ELA to better support their child’s learning in the home during the summer and/or regular term.</p>	<ul style="list-style-type: none"> • Parent survey or evaluation regarding confidence in supporting literacy at home. • Number of parent involvement activities provided and number of parents attending. 	<p>Strategy supports MPOs 1A and 1B.</p> <p>1C) Increase the percentage of migrant parents who report an increased confidence in supporting ELA concepts in the home.</p>	<p>How many parents received support and resources of the type listed in the strategy and how many activities were provided?</p>	<p>What were the results on the parent survey regarding the topics listed in the strategy?</p>

GOAL AREA #2: Mathematics

Concern Statements:

- 2.1) We are concerned that migratory students (grades K-8) are meeting grade level standards in mathematics at a lower rate than non-migratory students because mathematics instruction/interventions are not sufficient to address educational continuity and time for instruction that results from high mobility and a lack of access to resources that address needs.
- 2.2) We are concerned that, due to the high vocabulary level of content language within the State standards, that migratory students are not acquiring language development and mathematics proficiency at a sufficient rate to demonstrate achievement of standards on State assessments.

Mathematics Strategies, MPOs, and Evaluation Questions

Strategies	Output Measures	MPOs	Implementation Questions	Results Questions
<p>2.1) 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 math and ELP Standards using: a) research-based, evidence-based, or best practices and resources, including CRT & 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"> • Staff training survey or evaluation regarding understanding the unique needs of migratory children and youth, increased understanding of SEL, CRT, and academic language support strategies. • Number and percent of migratory students (K-12, disaggregated by PFS) receiving instructional and support services and types of services received during the regular term. 	<p>2A) By the end of the 2021-22 school year, 75% of migratory students in grades K-8 who received regular term MEP supplemental math instruction will show a gain of at least one point or one level on pre/post (non-SBAC) math assessments.</p> <p>(Note: for results for grades 9-12, refer to MPOs 4a and 4c.)</p>	<p>How many migratory students received instructional and support services in the regular term?</p> <p>How many staff received trainings of the type listed in the strategy?</p>	<p>What number and percent of migratory students (disaggregated by grade and PFS status) in grades K-8 made a gain of one point or one level on local math assessments?</p> <p>What were the results on the staff training survey regarding the topics listed in the strategy?</p>

Strategies	Output Measures	MPOs	Implementation Questions	Results Questions
<p>2.2) Provide summer term academic support with program trained staff*, designed to help migratory students in grades K-12 meet or exceed WA State K-12 math and ELP Standards using: a) research-based, evidence-based, or best practices and resources, including CRT/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 virtual/remote, home- or site-based instruction.</p> <p>* Program trained staff include math 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.</p>	<ul style="list-style-type: none"> • Number and percent of migratory students (K-12, disaggregated by PFS) receiving instructional and support services and types of services received during the summer. 	<p>2B) By the end of the 2022 summer program, 75% of migratory students in grades K-12 who received MEP summer math instruction will maintain or increase their score by 2% on pre/post math assessments.</p>	<p>How many migratory students received instructional and support services in the summer term?</p> <p>How many staff received summer trainings of the type listed in the strategy?</p>	<p>What number and percent of migratory students (disaggregated by grade and PFS status) in grades K-8 made a gain of 2% on local summer math assessments?</p> <p>What were the results on the summer staff training survey regarding the topics listed in the strategy?</p>
<p>2.3) Provide supports and resources for parents/families to practice classroom strategies in math to better support their child’s learning in the home during the regular term and/or summer.</p>	<ul style="list-style-type: none"> • Parent survey or evaluation regarding confidence in supporting math learning at home. • Number of parent involvement activities provided and number of parents attending. 	<p>Strategy supports MPOs 2A and 2B.</p> <p>2C) Increase the percentage of migrant parents who report an increased confidence in supporting math concepts in the home.</p>	<p>How many parents received support and resources of the type listed in the strategy and how many activities were provided?</p>	<p>What were the results on the parent survey regarding the topics listed in the strategy?</p>

GOAL AREA #3: Preschool/Kindergarten Readiness

Concern Statements:

- 3.1) We are concerned that few migratory children, ages 3 to 5, are provided migrant-funded instructional or support services resulting in children not being fully ready for kindergarten.
- 3.2) We are concerned that migratory children enter kindergarten below their peers in social/emotional skills.
- 3.3) We are concerned that migratory children enter kindergarten below their peers in language and math skills.
- 3.4) We are concerned that staff have indicated that migratory parents and/or in-home caregivers have limited background knowledge as to how to support children's school readiness and access opportunities that support children's school readiness, including but not limited to hygiene, health, and nutrition.

Preschool/Kindergarten Readiness Strategies, MPOs, and Evaluation Questions

Strategies	Output Measures	MPOs	Implementation	Results
<p>3.1) Provide MEP-funded instructional and/or support services to migratory children, ages 3 to 5.</p> <p>*Instructed by program trained staff. Program trained staff include those who have received professional development aligned to migratory student needs that may include: 1) strategies for increasing skills assessed in WaKIDS, 2) Early Learning Migrant 101, 3) CRT, 4) SEL, and 5) basic academic language support strategies.</p> <p>Strategy 3.2 Provide a minimum two-week MEP-funded early learning program with <u>program trained staff*</u> and <u>expand culturally responsive and developmentally appropriate</u> school readiness programs focusing on the WaKIDS social/emotional, language, and math skill domains using the Early Learning and Development Guidelines during regular or summer term to increase the number of students demonstrating K-readiness.</p>	<ul style="list-style-type: none"> • Number and percent of migratory children (ages 3-5, disaggregated by PFS) receiving instructional and support services and types of services received. • Staff training survey regarding understanding the unique needs of migratory children and ability to support migratory children in early learning programs. • Parent survey regarding confidence in supporting learning for preschool-aged children at home. <p>Number of parent involvement activities provided and number of parents attending</p> <p>3.2) Provide MEP-funded early learning programs* that are culturally responsive and developmentally appropriate</p>	<p>3A) By the end of 2021-22 performance period, 45% of children who receive MEP supplemental instruction prior to kindergarten will demonstrate skills of entering kindergarteners on WaKIDS in the domains of literacy, social-emotional, language, and math.</p> <p>3B) By the end of the 2021-22 performance period, 70% of migratory children ages 3-5 who receive MEP supplemental instruction for an appropriate amount of time for the assessment, will demonstrate a gain of 5% between pre/post on a developmental skills assessment.</p> <p>3C) Increase the percentage of migrant parents who report an increased confidence in</p>	<ul style="list-style-type: none"> • How many preschool migratory children (ages 3-5) received instructional and support services? • How many parents received support and resources of the type listed in the strategy and how many activities were provided? • How many staff received trainings of the type listed in the strategy? 	<ul style="list-style-type: none"> • What percent of migratory kindergarteners, who received MEP supplemental instruction, demonstrated skills of entering kindergarteners on WaKIDS in the domains of literacy, social-emotional, language, and math? • What percent of migratory preschool children ages 3-5 made a gain of 5% on local developmental skills assessments? • What were the results on the parent survey regarding the topics listed in the strategy? • What were the results on the staff training survey regarding the topics listed in the strategy?

<p>3.3) Offer a series of family engagement trainings during regular or summer term that are evidence-based, best practice, aligned to the needs of migratory families, culturally appropriate, and relevant.</p>	<p>that focus on the WaKIDS skills (i.e., social/emotional, language, and math) during regular or summer term with a minimum duration of two weeks.</p> <ul style="list-style-type: none"> • . 	<p>supporting preschool-aged concepts in the home.</p>		
--	---	--	--	--

GOAL AREA #4: Graduation and OSY Achievement

Concern Statements:

- 4.1)** We are concerned that migratory students do not have sufficient support to pass high school English classes because ELA instruction and interventions are not designed to meet needs resulting from high mobility and lack of access to resources.
- 4.2)** We are concerned that migratory students do not have sufficient support to pass Algebra I because mathematics instruction and interventions are not designed to meet needs resulting from high mobility and lack of access to resources.
- 4.3)** We are concerned that migratory students are graduating at a lower rate and not passing required core courses and completing unique district graduation requirements when compared to their non-migratory peers due to limited English language supports, home/school connections, and academic supports and resources.
- 4.4)** We are concerned that migratory students and OSY are not supported in meeting their unique academic needs nor provided re-engagement opportunities, due to lack of training and professional development for staff.
- 4.5)** We are concerned that migratory students and OSY are not receiving partial or transfer credits, guidance to understand graduation requirements, and career pathways, due to the diverse graduation requirements across districts and lack of training.

Graduation and OSY Achievement Strategies, MPOs, and Evaluation Questions

Strategies	Output Measures	MPOs	Implementation	Results
<p>4.1) Provide programs to access alternative pathways to award credit, and opportunities to <u>promote</u> school engagement and/or cultural identity to students and OSY during the summer or intercession (e.g., a summer program before high school such as Voices from the Field, Native Voices, Dare to Dream Academies).</p> <p>4.2) Create and provide or partner with other agencies for graduation pathways opportunities for migratory students and OSY identified as at-risk for not meeting graduation requirements (e.g., Leadership Conference, career and technical education [CTE], tech schools, Open Doors).</p> <p>4.3) Provide/coordinate supplemental technology services for engagement and reengagement opportunities to migratory youth and families.</p>	<ul style="list-style-type: none"> • Number and percent of migratory students (K-8 and 9-12, disaggregated by PFS) receiving supplemental technology services. • Student surveys regarding attitudes toward academics, relevance of culturally responsive activities, and confidence in ability to reach academic goal. • Number of students attending a summer program before high school such as Voices from the Field, Native Voices, Dare to Dream Academies, Leadership Conference, CTE, tech schools, Open Doors, etc.) 	<p>4A) By the end of the 2022 summer program, 75% of migratory students enrolled in MEP-funded credit accrual programs will obtain credit toward high school graduation.</p> <p>4B) By the end of the 2021-22 performance period, the 4-year cohort dropout rate for migratory students will decrease by 0.5%.</p>	<ul style="list-style-type: none"> • How many migratory students and OSY received supplemental technology services? • How many students (disaggregated by program, grade and PFS status) attended a summer program such as those listed in the strategies? 	<ul style="list-style-type: none"> • What percent of migratory students enrolled in MEP-funded credit accrual obtained credit for the courses in which they were enrolled? • What was the change in the 4-year cohort dropout rate compared to the previous year? • What were the results on the student survey regarding the topics listed in the strategies?

Strategies	Output Measures	MPOs	Implementation	Results
<p>4.4) Provide support through MEP-funded educational staff to address emotional supports, language barriers, limited bilingual/bicultural staff in schools, supports at the middle school and high school levels, and outreach to PFS migratory population (e.g., outreach in indigenous languages).</p> <p>4.5) Provide training and student advocacy for all school registrars, MGS, MSA, counselors, and migratory parents regarding partial credits, international transcripts, waivers and raise awareness of unique needs of migratory children and youth. These should be an integrated and intentional approach that overlaps with already existing opportunities: WSCA Conference or Migrant State Conference with the option of reimbursable travel or substitute time.</p>	<ul style="list-style-type: none"> • Number and percent of migratory students (7-12, disaggregated by PFS) receiving instructional and support services and types of services received. • Staff training survey regarding understanding the unique needs of migratory children and youth. 	<p>4C) By the end of the 2021-2022 performance period, 79% of migratory students in grades 7-12 who received support from MEP-funded educational staff (students participating in instruction and/or support services) will graduate or be promoted to the next grade level.</p>	<ul style="list-style-type: none"> • How many migratory students received instructional and support services? • What types of services were provided? • How many staff received trainings of the type listed in the strategy? 	<ul style="list-style-type: none"> • What percent of migratory students in grades 7-12 who received support from MEP-funded educational staff graduated or were promoted to the next grade level? • What were the results on the staff training survey regarding the topics listed in the strategy?

GOAL AREA #5: Eliminating Educational Barriers through Support Services

Concern Statements:

- 5.1)** We are concerned that migratory students experiencing health and social challenges do not have access to continuity of services to address their unique basic needs (such as mental health, immunizations, primary care).
- 5.2)** We are concerned that migratory children do not have access to quality supplemental programs due to barriers: limited access to transportation, limited enrollment in State and Federal preschool programs, mobility during enrollment periods, and other factors.

Support Services Strategies, MPOs, and Evaluation Questions

Strategies	Output Measures	MPOs	Implementation	Results
<p>5.1) Provide and/or partner with available Federal, State, and local programs for supplemental health and social services to all eligible migratory children with identified health or social needs (e.g., connection to immunizations; assistance with accessing Medicaid or other State or Federal-funded health and social programs; supplemental screening examinations for vision, hearing, physical or dental; corrective lenses; dental, nurse, orientation-mobility specialists, occupational therapists, and physical therapists, psychometrist, language pathologists, audiometrists; providing supplemental nutritional support beyond State/Federal food programs; interacting with parents regarding unresolved health issues (MDAs); cleaning supplies for disinfection/sanitation purposes, first aid supplies, personal hygiene supplies, hearing aids and batteries; loaned equipment to access online learning).</p> <p>5.2) Provide non-instructional supplemental services and/or partner with available Federal, State, or local programs to bridge access to supplemental instructional services and programs for all eligible migratory children (e.g., transportation services, translation, advocacy, assistance with applications for summer school programs, distance learning, enrollments, student advocacy for Running Start Programs, College in the High School, Advanced Placement, IB, other programs for which migratory students are eligible)</p> <p>5.3) Implement an individualized needs assessment process for newly enrolled and PFS migratory students and, for any migratory family with identified needs, to determine the type of services and advocacy needed by the student/family and to foster social and emotional well-being, explain graduation requirements, learn more about the family, provide the family with relevant district/community resources, and learn about student strengths, hopes, and needed supports that district teams (EL, SpED, counselors, etc.) can use to provide academic services.</p>	<ul style="list-style-type: none"> Number and percent of migratory students (PreK-12 and OSY disaggregated by PFS) receiving support services that include a needs assessment. 	<p>5A) 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 2018-19 baseline.</p>	<p>How many migratory students received support services that include a needs assessment?</p>	<p>What was the change in the percent of migratory children (PreK-12, and OSY) who received support services designed to improve access to instructional programs compared to the baseline year?</p>

Strategies	Output Measures	MPOs	Implementation	Results
<p>5.4) Provide support to all eligible migratory children with Medically Diagnosed Alerts (MDAs) to help address any unresolved or newly identified health and social needs (e.g., interacting with nurse, community healthcare provider, and parent or guardian to help meet student immunization requirements or health condition inhibiting academic participation).</p>	<ul style="list-style-type: none"> • Number and percent of migratory students (PreK-12, and OSY disaggregated by PFS) with MDAs. 	<p>5B) By the end of the 2021-22 performance period, the percentage of migratory children with MDAs who receive follow-up support to help address any unresolved or newly identified health and social needs will increase by 3% compared to the 2018-19 baseline.</p>	<p>How many migratory students had MDAs during the performance period?</p>	<p>What was the change in the percent of migratory children (preschool, K-12, and OSY) who received follow-up support to address unresolved or newly identified MDAs?</p>

Evaluation Plan

Plan for Evaluation of Project Implementation and MPO Results

The evaluation of the Washington MEP will be completed by the State with the assistance of an external evaluation firm, [META Associates](#), which is knowledgeable about migrant education, evaluation design, Federal reporting requirements and OME guidelines, the State context, and the operation of the Washington MEP. The evaluation will systematically collect information to improve the program and to help the State make decisions about program improvement and success.

The evaluation will report both **implementation** and **outcome** data to determine the extent to which the MPOs for the MEP in ELA, mathematics, school readiness, high school graduation, OSY achievement, and support services have been addressed and met. Questions answered by implementation and outcome data are included in the alignment chart.

Data on migratory children and services are collected by the State from each of its LOAs. Data sources include migratory students and parents, recruiters, migrant program administrators, and other staff as appropriate.

Data is collected by includes surveys, focus groups, structured interviews, and records reviews (including assessment results reported through the State data collection and reporting system). In addition, local projects use the Fidelity of Strategy Implementation (FSI) rubric to rate their implementation of strategies as stated in the SDP. Data analysis procedures at the conclusion of projects annually include descriptive statistics based on Washington migratory child demographics, program implementation, and student and program outcomes. Means and frequencies are calculated. Tests of statistical significance are completed, and trend analyses conducted on open-ended responses from stakeholders.

To comply with Federal guidelines, Washington prepares annual performance results evaluations to inform SEA decision-making. The evaluation includes performance results data on State performance targets related to Performance Goals 1 and 5, any additional performance targets identified by the State, Government Performance and Results Act (GPRA) indicators, results data on MPOs, implementation results, and implications and recommendations for improvement of services based upon implementation results and performance results data. The data to be collected for statewide evaluations are listed in the tables on the following pages. Suggestions for local MEP evaluations based on output measures in the alignment chart follow. Next to each data element for the statewide and local evaluation is information on the individual or agency responsible, the method of data collection, and the frequency of data collection.

Statewide Evaluation Planning Chart

MPOs	How collected	Who collects	Timeline
English Language Arts and Mathematics			
1A) By the end of the 2021-22 school year, 75% of migratory students in grades K-8 who received regular term MEP supplemental reading instruction will show a gain of at least one point or one level on pre/post (non-SBAC) ELA assessments.	MSIS	LOAs	Analyzed annually
1B) Upon completion of the 2022 summer program, 75% of migratory students in grades K-12 who received MEP summer reading instruction will maintain or increase their score by 2% on pre/post ELA assessments appropriate for the scope and duration of summer instruction.	MSIS	LOAs	Analyzed annually
1C) Increase the percentage of migrant parents who report an increased confidence in supporting ELA concepts in the home.	Evaluations	LOAs	Analyzed annually
Mathematics			
2A) By the end of the 2021-22 school year, 75% of migratory students in grades K-8 who received regular term MEP supplemental math instruction will show a gain of at least one point or one level on pre/post (non-SBAC) math assessments.	MSIS	LOAs	Analyzed annually
2B) Upon completion of the 2022 summer program, 75% of migratory students in grades K-12 who received MEP summer math instruction will maintain or increase their score by 2% on pre/post math assessments.	MSIS	LOAs	Analyzed annually
2C) Increase the percentage of migrant parents who report an increased confidence in supporting math concepts in the home.	Evaluations	LOAs	Analyzed annually
Preschool/Kindergarten Readiness			
3A) By the end of 2021-22 performance period, 45% of children who receive MEP supplemental instruction prior to kindergarten will demonstrate skills of entering kindergarteners on WaKIDS in the domains of literacy, social-emotional, language, and math.	MSIS	LOAs	Analyzed annually

MPOs	How collected	Who collects	Timeline
3B) By the end of the 2021-22 performance period, 70% of migratory children ages 3-5 who receive MEP supplemental instruction for an appropriate amount of time for the assessment will demonstrate a gain of 5% between pre/post on a developmental skills assessment.	MSIS	LOAs	Analyzed annually
3C) Increase the percentage of migrant parents who report an increased confidence in supporting Early Learning/Preschool concepts in the home.	Evaluations	LOAs	Analyzed annually
Graduation and OSY Achievement			
4A) By the end of the 2022 summer programs, 75% of migratory students enrolled in MEP-funded credit accrual programs will obtain credit toward high school graduation.	MSIS	LOAs	Analyzed annually
4B) By the end of the 2021-22 performance period, the 4-year cohort dropout rate for migratory students will decrease by 0.5%.	MSIS	LOAs	Analyzed annually
4C) By the end of the 2021-2022 performance period, 79% of migratory students in grades 7-12 who received support from MEP-funded educational staff will graduate or be promoted to the next grade level.	MSIS	LOAs	Analyzed annually
Number of special student programs provided (e.g., Voices from the Field, Native Voices, Dare to Dream Academies, Leadership Conference, Open Doors, or other programs focusing on credits, career, college, or technology)	Student activity cover sheet	ESDs and LOAs	Following student activities
Student survey results regarding attitudes, confidence, and satisfaction with special student programs	Student survey	Student activity providers	Following student activities
Support Services			
5A) 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.	MSIS	LOAs	Analyzed annually

MPOs	How collected	Who collects	Timeline
<p>5B) By the end of the 2021-22 performance period, the percentage of migratory children with MDAs who receive follow-up support to help address any unresolved or newly identified health and social needs will increase by 3% compared to the previous year.</p>	MSIS	LOAs	Analyzed annually

Local Evaluation Planning Chart

Data Elements from Outcome Measures	How collected	Who collects	Timeline
English Language Arts and Mathematics			
Trends for number and percent of migratory students receiving services during the regular term (instructional and support)	MSIS	LOAs	Analyzed annually
Staff training survey regarding gains in knowledge	Staff survey	Trainers	Following each training
Number of staff training activities and number of instructional staff attending	Staff training cover sheet	ESDs and LOAs	Following each training
Trends for number and percent of migratory students receiving services during the summer term (instructional and support)	MSIS	LOAs	Analyzed annually
Number of parent involvement activities and number of parents attending	Parent activity cover sheet	ESDs and LOAs	Following parent activities
Parent survey results regarding gains in confidence	Parent survey	Parent activity providers	Following parent activities
Mathematics			
Trends for number and percent of migratory students receiving services during the regular term (instructional and support)	MSIS	LOAs	Analyzed annually
Staff training survey regarding gains in knowledge	Staff survey	Trainers	Following each training
Number of staff training activities and number of instructional staff attending	Staff training cover sheet	ESDs and LOAs	Following each training
Trends for number and percent of migratory students receiving services during the summer term (instructional and support)	MSIS	LOAs	Analyzed annually
Number of parent involvement activities and number of parents attending	Parent activity cover sheet	ESDs and LOAs	Following parent activities
Parent survey results regarding gains in confidence	Parent survey	Parent activity providers	Following parent activities
Preschool/Kindergarten Readiness			
Trends for number and percent of migratory children ages 3-5 receiving services during the performance period	MSIS	LOAs	Analyzed annually
Number of parent involvement activities and number of parents attending	Parent activity cover sheet	ESDs and LOAs	Following parent activities

Data Elements from Outcome Measures	How collected	Who collects	Timeline
Parent survey results regarding gains in confidence	Parent survey	Parent activity providers	Following parent activities
Staff training survey regarding gains in knowledge	Staff survey	Trainers	Following each training
Number of staff training activities and number of instructional staff attending	Staff training cover sheet	ESDs and LOAs	Following each training
Graduation and OSY Achievement			
Trends for number and percent of migratory students receiving supplemental technology services during the performance period	MSIS	LOAs	Analyzed annually
Trends for number and percent of migratory students (grades 7 to 12) receiving services during the performance period (instructional and support)	MSIS	LOAs	Analyzed annually
Staff training survey regarding gains in knowledge	Staff survey	Trainers	Following each training
Number of staff training activities and number of instructional staff attending	Staff training cover sheet	ESDs and LOAs	Following each training
Support Services			
Trends in the number and percent of migratory students (preschool, K-12, and OSY disaggregated by PFS) receiving support services that include a needs assessment during the performance period	MSIS	LOAs	Analyzed annually
Trends in the number and percent of migratory students (preschool, K-12, and OSY disaggregated by PFS) with an MDA during the performance period	MSIS	LOAs	Analyzed annually

Student Assessment and Progress Monitoring Plan

For **program improvement** purposes and in accordance with the **evaluation requirements** provided in 34 CRF 200.83(a)(4), the evaluation data and demographic information described in the preceding alignment chart and evaluation planning chart will be collected, compiled, analyzed, and summarized for the Washington MEP. These activities will help the State determine the degree to which the MEP is on target to reach the State performance targets and effective based on the chosen MPOs and outcome measures. Data collection will occur through standard data reporting to the State’s migrant-specific data system (MSIS) and an annual program evaluation data collection (assessment results spreadsheets, surveys, activity sheets, and summary of records forms).

Evaluation Tools

In addition to these data systems, the Washington MEP conducts MEP-specific data collection for CNA and evaluation purposes. Following staff, parent, and student activities or trainings, surveys will be conducted to gauge participant satisfaction, perceive gains in knowledge and confidence, and changes in attitudes. During the summer, the impact of MEP instructional services will be measure through local ELA, mathematics, and developmental skills assessments, which will be recorded in MSIS. Other standard data collection and reporting aligned to the Federal Migrant Student Information Exchange (MSIX) minimum data elements and CSPR data collection will be reviewed and analyzed as part of the evaluation.

Project Plan and Logic Model

Project Plan

The [SDP Committee](#) developed a **project plan** to flesh out activities and identify the resources needed for each strategy. All activities are for the local or ESD level, and the State is required to ensure that its LOAs comply with the comprehensive State plan. Local projects have flexibility to determine activities from within the options provided to implement the strategies in the SDP and to achieve the MPOs. The Committee considered the following key questions:

- What options do LOAs have for implementing the strategies?
- What other programs and agencies will be involved in the implementation of the SDP?
- What resources are needed for each activity—staffing, funding, or materials?
- What documentation should projects keep onsite about strategy implementation?

Following the project plans for each goal area is the **MEP logic model**. A logic model is a visual representation of the assumptions and theory of action that underlie the structure of an education program. The main components of the Washington MEP logic model include inputs, activities, outputs, and outcomes (separated into short, medium, and long term). It answers these guiding questions:

- Where are you going?
- How will you get there?
- What will show that you have arrived?

GOAL AREA #1: ELA Project Plan

Strategy	Options for implementation	Resources and partners	Ways to spend MEP funds	Documentation needed
<p>Strategy 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 ELP Standards.</p>	<p>Methods and strategies:</p> <ul style="list-style-type: none"> • Research-based practices and resources • Evidence-based practices and resources • Best practices and resources • CRT strategies • SEL strategies as they relate specifically to migratory students • Academic language support strategies • Services aligned to individual needs • Targeted interventions and strategies • Instructional time for in-class support • Instruction during intervention time • Before/after school instruction • Supplemental remote learning opportunities • Supplemental instruction on weekends <p>Curriculum and topics:</p> <ul style="list-style-type: none"> • Project-based Learning (PBL) • Experience-based learning • Inter-session curriculum aligned to regular school year outcomes • Credit accrual/retrieval opportunities <p>Professional development:</p> <ul style="list-style-type: none"> • Migrant 101 • SEL • CRT • Hybrid learning strategies 	<ul style="list-style-type: none"> • Classroom based assessments • ESD training • Portfolios • iReady • Access to regional level programs (ESD developed) with awareness to SD calendar conflicts 	<ul style="list-style-type: none"> • Supplemental FTE • Tutors • Educational materials to facilitate online and in-person learning • Online programs • Technology/devices 	<ul style="list-style-type: none"> • Training surveys • Training agendas • Training notes • Training sign-in sheets • Literacy pre- and post-assessment results • Evidence-based instructional materials/strategies used • Student participation (attendance) • Job descriptions • Samples of student work

Strategy	Options for implementation	Resources and partners	Ways to spend MEP funds	Documentation needed
<p>Strategy 1.2: Provide summer 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 ELP Standards</p>	<p>Methods and strategies:</p> <ul style="list-style-type: none"> • Research-based practices and resources • Evidence-based practices and resources • Best practices and resources • CRT strategies • SEL strategies as they relate specifically to migratory students • Academic language support strategies • Services aligned to individual needs • Targeted interventions and strategies • Site-based summer school • Virtual summer school • Supplemental support for non-MEP summer schools • Special summer sessions (workshops, activities, career development, etc.) <p>Curriculum and topics:</p> <ul style="list-style-type: none"> • Project-based Learning (PBL) • Experience-based learning • Summer curriculum aligned to regular school year outcomes • Credit accrual/retrieval opportunities <p>Professional development:</p> <ul style="list-style-type: none"> • Migrant 101 • SEL • CRT • Hybrid learning strategies 	<ul style="list-style-type: none"> • Classroom based assessments • ESD training • Portfolios • Access to regional level programs (ESD developed) with awareness to SD calendar conflicts • Summer curriculum • Summer assessments 	<ul style="list-style-type: none"> • Supplemental FTE • Tutors • Educational materials to facilitate online and in-person learning • Online programs • Technology/devices • Summer school costs 	<ul style="list-style-type: none"> • Training surveys • Training agendas • Training notes • Training sign-in sheets • Literacy pre- and post-assessment results • Evidence-based instructional materials/strategies used • Student participation (attendance) • Job descriptions • Samples of student work

Strategy	Options for implementation	Resources and partners	Ways to spend MEP funds	Documentation needed
<p>Strategy 1.3: Provide supports and resources for parents/families to practice classroom strategies in ELA to better support their child's learning in the home during the summer and/or regular term.</p>	<p>Face-to-Face</p> <ul style="list-style-type: none"> • Family nights • Family targeted ELA/Math professional development (PD) trainings connected to classroom instruction/curriculum • Family literacy/math kits • Home visits • Showcase (student work celebration) <p>Communication</p> <ul style="list-style-type: none"> • Outreach--published strategies • Newsletters, online asynchronous, mixed media <p>Technology support</p> <ul style="list-style-type: none"> • LMS navigation • Access (hardware, Wi-Fi, etc.) 	<ul style="list-style-type: none"> • Take home materials/ strategies connected to classroom instruction/ curriculum • Newsletters, online asynchronous, mixed media • ESD support • OSPI Title I/III- family engagement 	<ul style="list-style-type: none"> • Training costs • Educational/training materials • Supplemental FTE • Childcare associated fees • Meals 	<ul style="list-style-type: none"> • Auditable records • Report services in MSIS • Agendas • Sign-in sheets • Parent surveys • Invoices/ purchase orders

GOAL AREA #2: Mathematics Project Plan

Strategy	Options for implementation	Resources and partners	Ways to spend MEP funds	Documentation needed
<p>Strategy 2.1: 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 math and ELP Standards.</p>	<p>Methods and strategies:</p> <ul style="list-style-type: none"> • Research-based practices and resources • Evidence-based practices and resources • Best practices and resources • CRT strategies • SEL strategies as they relate specifically to migratory students • Academic language support strategies • Services aligned to individual needs • Targeted interventions and strategies • Instructional time for in-class support • Instruction during intervention time • Before/after school instruction • Supplemental remote learning opportunities • Supplemental instruction on weekends <p>Curriculum and topics:</p> <ul style="list-style-type: none"> • Project-based learning (PBL) • Experience-based learning • Inter-session curriculum aligned to regular school year outcomes • Credit accrual/retrieval opportunities <p>Professional development:</p> <ul style="list-style-type: none"> • Migrant 101 • SEL • CRT • Hybrid learning strategies 	<ul style="list-style-type: none"> • Classroom based assessments • ESD training • Portfolios • iReady • Access to regional level programs (ESD developed) with awareness to SD calendar conflicts 	<ul style="list-style-type: none"> • Supplemental FTE • Tutors • Educational materials to facilitate online and in-person learning • Online programs • Technology/devices 	<ul style="list-style-type: none"> • Training surveys • Training agendas • Training notes • Training sign-in sheets • Literacy pre- and post-assessment results • Evidence-based instructional materials/strategies used • Student participation (attendance) • Job descriptions • Samples of student work

Strategy	Options for implementation	Resources and partners	Ways to spend MEP funds	Documentation needed
<p>Strategy 2.2: Provide summer term academic support with program trained staff*, designed to help migratory students in grades K-12 meet or exceed WA State K-12 math and ELP Standards using: a) research-based, evidence-based, or best practices and resources, including CRT/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 virtual/remote, home- or site-based instruction.</p>	<p>Methods and strategies:</p> <ul style="list-style-type: none"> • Research-based practices and resources • Evidence-based practices and resources • Best practices and resources • CRT strategies • SEL strategies as they relate specifically to migratory students • Academic language support strategies • Services aligned to individual needs • Targeted interventions and strategies • Site-based summer school • Virtual summer school • Supplemental support for non-MEP summer schools • Special summer sessions (workshops, activities, career development, etc.) <p>Curriculum and topics:</p> <ul style="list-style-type: none"> • Project-based learning (PBL) • Experience-based learning • Summer curriculum aligned to regular school year outcomes • Credit accrual/retrieval opportunities <p>Professional development:</p> <ul style="list-style-type: none"> • Migrant 101 • SEL • CRT • Hybrid learning strategies 	<ul style="list-style-type: none"> • Classroom based assessments • ESD training • Portfolios • Access to regional level programs (ESD developed) with awareness to SD calendar conflicts • Summer curriculum • Summer assessments 	<ul style="list-style-type: none"> • Supplemental FTE • Tutors • Educational materials to facilitate online and in-person learning • Online programs • Technology/devices • Summer school costs 	<ul style="list-style-type: none"> • Training surveys • Training agendas • Training notes • Training sign-in sheets • Mathematics pre- and post-assessment results • Evidence-based instructional materials/strategies used • Student participation (attendance) • Job descriptions • Samples of student work

Strategy	Options for implementation	Resources and partners	Ways to spend MEP funds	Documentation needed
<p>Strategy 2.3: Provide supports and resources for parents/families to practice classroom strategies in math to better support their child’s learning in the home during the regular term and/or summer.</p>	<p>Face-to-Face</p> <ul style="list-style-type: none"> • Family nights • Family targeted math PD trainings connected to classroom instruction/curriculum • Family math kits • Home visits • Showcase (student work celebration) <p>Communication</p> <ul style="list-style-type: none"> • Outreach--published strategies • Newsletters, online asynchronous, mixed media <p>Technology support</p> <ul style="list-style-type: none"> • LMS navigation • Access (hardware, Wi-Fi, etc.) 	<ul style="list-style-type: none"> • Take home materials/ strategies connected to classroom instruction/ curriculum • Newsletters, online asynchronous, mixed media • ESD support • OSPI Title I/III- family engagement 	<ul style="list-style-type: none"> • Training costs • Educational/training materials • Supplemental FTE • Childcare associated fees • Meals 	<ul style="list-style-type: none"> • Auditable records • Report services in MSIS • Agendas • Sign-in sheets • Parent surveys • Invoices/purchase orders

GOAL AREA #3: Preschool/Kindergarten Readiness Project Plan

Strategy	Options for implementation	Resources and partners	Ways to spend MEP funds	Documentation needed
<p>3.1) Provide MEP-funded instructional and/or support services to migratory children, ages 3 to 5.</p>	<ul style="list-style-type: none"> • Conduct a needs assessment of children ages 3-5 to determine instructional participation and needs • Offer migrant preschool programs that are supplemental (home-based, weekends, after school, summer, intercession) • Offer developmentally appropriate online learning programs • Identify and connect with FFN (Friends, Family, Neighbors) to provide home-based programs that focus on academics • Offer supplemental Ready for Kindergarten! or similar workshops to migratory families (curriculum, activities, some districts could be offering these programs) 	<ul style="list-style-type: none"> • Jumpstart • Inspire • Head Start (Migrant, Seasonal) • Early Childhood Education and Assistance Program (ECEAP) • Community/faith-based schools • Licensed childcare • Non-licensed/FFN • Educational Service Districts (ESDs) • DSHS • HCA • OSPI Early Learning • DCYF 	<ul style="list-style-type: none"> • Staffing-existing staff or tutors FTE • Curriculum • Educational material/ supplies • Professional development • Supplemental transportation • Online programs 	<ul style="list-style-type: none"> • Position description • Time & effort • Attendance/engagement • Invoices/purchase orders • Sign-in sheets/evaluations, agendas • MSIS 3-5 student list • Auditable records • Reporting services in MSIS • Photos/videos (release on file)
<p>3.2) Provide MEP-funded early learning programs with program trained staff* and expand culturally responsive and developmentally appropriate school readiness programs focusing on the WaKIDS social/emotional, language, and math skills during regular or summer term with a minimum duration of two weeks.</p>	<ul style="list-style-type: none"> • Connect with ESD Early Learning Coordinators that have established relationships with early learning providers • Identify centers where migratory children are already identified in and connect with centers to establish partnership • Provide supplemental training for staff • Facilitate access to or provide online programs 	<ul style="list-style-type: none"> • Jumpstart • Inspire • Head Start • Early Childhood Education and Assistance Program [ECEAP] • Community/faith-based schools • Licensed childcare • Non-licensed/FFN • Inspire Development Center • ESDs 	<ul style="list-style-type: none"> • Culturally responsive professional development and/or coaching. • Materials to be used in professional development and also to be used with migratory children at centers • Training costs, travel, materials 	<ul style="list-style-type: none"> • Sign-in sheets, agenda, feedback from participants, and evaluation for participating educators in any professional development • MSIS Student Lists • Auditable records • Photos/videos (release on file)

Strategy	Options for implementation	Resources and partners	Ways to spend MEP funds	Documentation needed
<p>3.3) Offer a series of family engagement trainings during regular or summer term that are evidence-based, best practice, aligned to the needs of migratory families, culturally appropriate, and relevant.</p>	<ul style="list-style-type: none"> • Establish home-based models that include a focus on Funds of Knowledge and culturally responsive teaching • Establish partnerships with other early learning programs to combine parent outreach efforts. • Embed ongoing early learning strategies for parents to learn what students are learning and ways to support their learning • Access counseling and advocacy programs, and health resources for migratory families; education about the State 211 Referral Network to be shared and presented at general PAC meetings • Access and deliver protective equipment, hygiene products, and information on effective health practices while working in agriculture or factories to families through PAC meetings or home visits • Use technology to create instructional videos for parents that model instructional strategies • Weekend or after school trainings 	<ul style="list-style-type: none"> • Head Start, ECEAP, community agencies, health care providers, State 211 Referral Network, • Faith-based organizations • INSPIRE • ESD • Education Ombuds • WA Family Engagement • Childcare Aware • Tribal leaders 	<ul style="list-style-type: none"> • Early learning staff • Staff for coordinated children’s activities • Meals • Materials/supplies related to the training • PPE • Technology tools to engage families • Transportation • Registration fees • The PD • Logistic fees (hall rentals, etc.) 	<ul style="list-style-type: none"> • Home-based program logs • Time & effort • Referrals to outside agencies/districts • Flyers/publicity • Sign-in sheets, agenda, feedback from participants • Invoices/purchase orders • Photos/videos (release on file)

GOAL AREA #4: Graduation and OSY Achievement

Strategy	Options for implementation	Resources and partners	Ways to spend MEP funds	Documentation needed
<p>4.1 Provide programs to access alternative pathways to award credit, and opportunities to <u>promote</u> school engagement and/or cultural identity to students and OSY during the summer or intercession (e.g., a summer program before high school such as Voices from the Field, Native Voices, Dare to Dream Academies).</p>	<ul style="list-style-type: none"> • Assist PFS and needs list students in registering and attending summer academies sponsored by OSPI • Implement a local or regional alternative pathways program (for credit accrual or student engagement) • Assist students in attending State-sponsored summer conferences 	<ul style="list-style-type: none"> • OSPI • MSDRS • Universities • Venues • CAMP programs • ESDs • Chicano Ed/Latinx Departments at universities 	<ul style="list-style-type: none"> • Transportation • Meals • Lodging • Materials • Staffing & chaperones • Curriculum as a part of materials 	<ul style="list-style-type: none"> • Exit survey (pre/post) • MSIS Graduation Report • OSPI Graduation Report
<p>4.2 Create and provide or partner with other agencies for graduation pathways opportunities for migratory students and OSY identified as at-risk for not meeting graduation requirements (e.g., Leadership Conference, career and technical education [CTE], tech schools, Open Doors).</p>	<ul style="list-style-type: none"> • Create and directly provide engagement opportunity (with non-traditional hours). • Engagement activities during school breaks or weekends • Engagement activities during summer • Engagement activities during the evening • Partner with local districts and ESD to provide engagement opportunities collaboratively 	<ul style="list-style-type: none"> • CTE Programs • University diploma/GED programs • HEP • OIC (Opportunities Industrialization Center) of Washington • Open Doors • GRADS • Washington Youth Academy • WorkSource • Apprenticeship programs • Community health partners 	<ul style="list-style-type: none"> • Transportation • Lodging • Meals • Materials • Registrations and venue costs • Conference facilitators • Instructional tools 	<ul style="list-style-type: none"> • Exit survey (pre/post) • MSIS Graduation Report • OSPI Graduation Report • Needs assessment • Sample schedules & promotional materials • Student lists • OSY Tool Student Profile Data
<p>4.3 Provide/coordinate supplemental technology services for engagement and reengagement opportunities to migratory youth and families.</p>	<ul style="list-style-type: none"> • Provide examples of supplemental technology support. • Training Time Parent Meeting/PAC • Technology devices • Resource Event options for learning • Training for parents on platforms for remote learning • Collaborate with partners to provide technology access and learning opportunities for families 	<ul style="list-style-type: none"> • District technology department • Link System • Regional libraries • Together for Youth • Common Sense Media • Community college/skill centers • ESDs 	<ul style="list-style-type: none"> • Training • Headsets • Internet hotspots • Devices such as Chromebooks/tablets • Staffing costs 	<ul style="list-style-type: none"> • MSIS will need to be updated to include supplemental technology support. • Training survey

Strategy	Options for implementation	Resources and partners	Ways to spend MEP funds	Documentation needed
<p>4.4 Provide support through MEP-funded educational staff to address emotional supports, language barriers, limited bilingual/bicultural staff in schools, supports at the middle school and high school levels, and outreach to PFS migratory population (e.g., outreach in indigenous languages).</p>	<ul style="list-style-type: none"> • MGS, MSA • Assist families in navigating the school system • Assist families in accessing community programs • Outreach in indigenous languages • Coordinate with OSPI’s Student support for SEL, Project Aware, School Climate • Referral services by MEP staff • Home visits, including virtual 	<ul style="list-style-type: none"> • School counselors and TBIP staff • OSPI • ESDs • Consulate/tribal connections • Connect with local school counselor meetings 	<ul style="list-style-type: none"> • Training • Training materials • Staff costs • Staff travel 	<ul style="list-style-type: none"> • Auditable records • Student services log/reports
<p>4.5 Provide training and student advocacy for all school registrars, MGS, MSA, counselors, and migratory parents regarding partial credits, international transcripts, waivers and raise awareness of unique needs of migratory children and youth. These should be an integrated and intentional approach that overlaps with already existing opportunities: WSCA Conference or Migrant State Conference with the option of reimbursable travel or substitute time.</p>	<ul style="list-style-type: none"> • Send counselors and registrars, who engage with migratory students, to training • Send counselors and registrars, who engage with migratory students, to webinars • Host informational sessions for all grade levels on graduation requirements • Host training as part of other district professional development events- summer training, weekend, spring break, pre-new year 	<ul style="list-style-type: none"> • ESDs • OSPI • Transcript translation agency • WSCA • PAC meetings • Networking with other MEP districts 	<ul style="list-style-type: none"> • Registration fees • Translation fees • Traveling costs • Training costs-FTE/sub time • Training materials 	<ul style="list-style-type: none"> • Pre/post surveys • Auditable records • Agendas • Attendance sheets

GOAL AREA #5: Eliminating Educational Barriers through Support Services

Strategy	Options for implementation	Resources and partners	Ways to spend MEP funds	Documentation needed
5.1) Provide and/ or partner with available Federal, State, and local programs for supplemental health and social services to all eligible migratory children with identified health or social needs.	<ul style="list-style-type: none"> • Referrals services fair • Supplemental nutrition • Immunization records and referrals • Coordination with community healthcare providers for health and dental services • Coordination with ESDs to access services • Coordination with community-based organization for social services • Assist families with accessing Medicaid or other State or Federal funded health and social programs • Family events with wellness components 	<ul style="list-style-type: none"> • Community health care centers (CHCs) • DSHS and other social welfare programs • Community/faith-based schools • Childcare centers • HCA • OIC of Washington • ESDs • Dental providers • Optometry • Rehabilitation • Comprehensive mental health 	<ul style="list-style-type: none"> • Health services • Staff time • Training costs • Informational materials (allowable activity, not allowable service) • Supplemental nutrition costs • Transportation to services • Family event costs 	<ul style="list-style-type: none"> • Auditable records • Exam results • Reported exams and services in MSIS • Surveys • Agendas • Notes • Evaluations • Needs and services summary and log(s)
5.2 Provide non-instructional supplemental services and/or partner with available Federal, State, or local programs to bridge access to supplemental instructional services & programs for all eligible migratory children.	<ul style="list-style-type: none"> • Referral services fair • Supplemental transportation • Supplemental translation services • Supplemental instructional program records and referrals • Advocacy and coordination with existing Federal, State, or local instructional program services for enrollments, distance learning, placements, supplemental testing. • Coordinate with ESDs to access services. • Parent liaisons • Family events specific to supplemental instruction components 	<ul style="list-style-type: none"> • Running Start Programs, College in the High School • Advanced Placement • ESDs • OIC of Washington • International Baccalaureate • Other programs migratory students are also eligible for (e.g., Title I, McKinney Vento, LAP, TBIP, Title III) • CTE, skill centers 	<ul style="list-style-type: none"> • Enrollments (excluding tuition costs for dual credit) • Testing • Educational materials • Staff time • Training costs • Informational materials • Technology • Supplemental translation • Supplemental transportation • Family event costs. 	<ul style="list-style-type: none"> • Other auditable records • Reported services in MSIS • Sign-in sheets • Parent surveys • Agendas • Notes • Transcripts • Evaluation • Fiscal records • Needs and services summary and log

Strategy	Options for implementation	Resources and partners	Ways to spend MEP funds	Documentation needed
<p>5.3) Implement an individualized needs assessment process for newly enrolled and PFS migratory students and, for any migratory family with identified needs, to determine the type of services and advocacy needed by the student/family and to foster social and emotional well-being, explain graduation requirements, learn more about the family, provide the family with relevant district/community resources, and learn about student strengths, hopes, and needed supports that district teams (EL, SpED, counselors, etc.) can use to provide academic services</p>	<ul style="list-style-type: none"> • Host informational sessions for all grade levels • Conduct home visit or virtual family intake • Conducted needs assessments during enrollment intake or recruitment • Advocate for Running Start and other college and career readiness programs • Collaborate with other school events, parent teacher nights 	<ul style="list-style-type: none"> • English Language Specialist • Special Education coordinators/staff • Counselors • District Student Supports • OIC • ESDs • Community-based social welfare programs/non-profits- DSHS, Catholic Charities, faith-based, food banks, etc. • Other programs for which migratory students are eligible 	<ul style="list-style-type: none"> • Enrollments • Testing • Educational materials • Staff time • Training costs • Informational materials • Technology • Supplemental translation • Supplemental transportation • Family event costs 	<ul style="list-style-type: none"> • Other auditable records • Reported services in MSIS • Sign-in sheets • Parent surveys • Agendas • Notes • Transcripts • Evaluation • Fiscal records • Needs and services summary and log
<p>5.4 Provide support to all eligible migratory children with Medically Diagnosed Alerts (MDAs) to help address any unresolved or newly identified health and social needs.</p>	<ul style="list-style-type: none"> • Interaction with school staff (e.g., school nurses, counselors, social workers, therapist) and/or parent or guardian to help meet student health needs • Provide supplemental nutrition, medication, equipment • Coordination with community healthcare providers for health and dental services • Coordinate with ESDs to access services • Coordinate with community-based organization for social services 	<ul style="list-style-type: none"> • Community health care centers (CHCs) • DSHS and other social welfare programs • ESDs • Community/faith-based schools • Childcare centers • HCA • Dental providers • Optometry • Rehabilitation • Comprehensive mental health 	<ul style="list-style-type: none"> • Health services • Staff time • Training costs • Supplemental nutrition, medication, equipment costs • Transportation service costs 	<ul style="list-style-type: none"> • CHC forms- i.e., fiscal records, contracts, MOUs, BAAs • Exam results • Other auditable records • Reported exams and services in MSIS • Surveys • Agendas • Notes • Evaluations • Needs and services summary and log(s)

Logic Model

Input	Activities	Output	Short-term Outcome	Mid-term Outcome	Long-term Outcome
<p>Systems:</p> <ul style="list-style-type: none"> -MEP funding -MEP staff (coordinators, recruiters, record clerks, parent liaisons, graduation specialists, student advocates, instructors) -State CNA, SDP -Intrastate collaboration -Interstate collaboration -Collaboration with ESDs -IDRC collaboration <p>Information:</p> <ul style="list-style-type: none"> -PFS determinations -Student records -Demographic data -Assessment data (ELA/Math, ELL, 504, IDEA, WaKIDS, etc.) -Graduation rates -WA Healthy Youth Survey -MSIS data -MSIX data -Family needs assessments <p>Materials:</p> <ul style="list-style-type: none"> -Technology -Evidence-based curriculum -Consortium materials -Mexican Consulate materials -English lessons -College awareness & GED materials -Family engagement materials 	<p>Student services:</p> <ul style="list-style-type: none"> -Instructional services (reading and math tutoring, summer programs, counseling sessions, home- or site-based, etc.) -Book distribution -Credit accrual/recovery -College and career readiness activities -Goal setting sessions -Discovery programs (field-based activities, extra-curricular programs) -Technology support at home and school -Tuition support for PreK programming -Health screenings and other support services -Leadership opportunities and skill building (Dare to Dream, Voices from the Field, Native Voices Arts Academy) <p>Family services:</p> <ul style="list-style-type: none"> -Family engagement (e.g., family literacy events) -Parent education activities <p>Training:</p> <ul style="list-style-type: none"> -Staff/tutor training and development including academic and technology integration strategies 	<p>Student outputs:</p> <ul style="list-style-type: none"> -Participation in MEP programming and instruction -PFS students served -Assessments provided and results recorded -Participation in credit-bearing courses, advising and college and career readiness activities -Individual Migrant Education Plans completed -Enrollment in PreK programs -Books distributed -Health screenings completed -Technology support provided <p>Family outputs:</p> <ul style="list-style-type: none"> -Participation in family engagement and literacy events -Participation in PAC <p>Training outputs:</p> <ul style="list-style-type: none"> -Staff participation in training -Use of evidence-based curriculum -Technology integration in lessons 	<p>Student outcomes:</p> <ul style="list-style-type: none"> -Increased participation in ELA and math instruction -Gains on curriculum-based assessments in ELA and math -Increased attainment of readiness skills on WaKIDS -Increased participation in support services -Increased access to existing support services -Improvement in classroom grades for grades 7-12 <p>Family outcomes:</p> <ul style="list-style-type: none"> -Parents understand and access the services available -Parents can identify the needs of students and get help <p>Training outcomes:</p> <ul style="list-style-type: none"> -Increased staff knowledge and use of strategies 	<ul style="list-style-type: none"> -Interim performance targets met on the State assessment for ELA and math -Increased use of community resources and self-advocacy -Increased engagement at MEP events, school functions, and the educational environment -Increased percentage of students on-track for graduation 	<ul style="list-style-type: none"> -Percentage of migratory students scoring below proficient on the State assessment in ELA and math reduced -Advocacy and self-efficiency in the educational environment -Increased percentage of students with a long-term plan for post-graduate careers or schooling -Increased percentage of students entering at the kindergarten-ready level -Increased percentage of students with continuity of/long-term healthcare

Migratory Children Identified to Receive PFS

Definition of Priority for Services

Section 1304(d) PRIORITY FOR SERVICES.—In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who—

- (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or
- (2) have dropped out of school.

Migratory students Priority for Services Criteria	
Criterion #1 –Migratory children who made a qualifying move within the previous 1-year period	
Qualifying Move within Previous 1-Year period defined by the following parameter: <ul style="list-style-type: none"> • A Qualifying Arrival Date (QAD) has been made within the last 365 days (<i>within the last 12 months, including summer</i>). 	Documentation Required <ul style="list-style-type: none"> • Certificate of Eligibility (COE)
AND	
Criterion #2 – Migratory children who are failing, or most at risk of failing, to meet the State’s academic standards or dropped out of school.	
<input type="checkbox"/> Has not met standard on Smarter Balanced or WA-AIM (Washington-Access to Instruction and Measurement) in Grades 3-8 or 11 in either English language arts or math; <input type="checkbox"/> Has not met standard on Next Generation Science Assessment Grades 5, 8, or 11 [including alternative assessment]; <input type="checkbox"/> Has not demonstrating readiness characteristics of entering Kindergartners as measured by WaKIDS.	Documentation Required <ul style="list-style-type: none"> • Student level assessment results in the areas tested
OR	
<input type="checkbox"/> Has been identified as drop-out (not yet graduated).	<ul style="list-style-type: none"> • State student database system indicates the student is no longer enrolled in WA State school. • State or federal (MSIX) database system does not indicate student transferred out-of-state. • State or federal (MSIX) database system does not indicate the student received a high school diploma or equivalent.
USE OF PROXY RISK FACTORS when State assessment data is not available to determine whether migratory students are failing, or most at risk of failing, to meet the State’s standards.	
One Proxy risk factor may be applied when:	
<ul style="list-style-type: none"> • The student was not present in the district when the State assessment was administered, OR • The student is enrolled in a grade level where a State assessment is not administered (grades 1-2 and high school). 	
Proxy Risk Factors to Criteria #2	
<input type="checkbox"/> 2–a) Student has not yet met Washington’s English language proficiency level on State assessment.	<ul style="list-style-type: none"> • Enrolled in State Bilingual Education Program.

<input type="checkbox"/> 2-b) Retained – student is enrolled in same grade level from one school year to the next.	<ul style="list-style-type: none"> • Grade level retained.
<input type="checkbox"/> 2-c) Grade Age Compatible (Over Age for Grade)-age does not match acceptable range for grade level placement within 2 years.	<ul style="list-style-type: none"> • Age and grade level placement.
<input type="checkbox"/> 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.	<ul style="list-style-type: none"> • Number of credits deficient and area of deficiency
<input type="checkbox"/> 2-e) Attendance – Student attendance is less than 90% of days enrolled	<ul style="list-style-type: none"> • Number of days attended divided by number of days enrolled
<input type="checkbox"/> 2-f) Special Education	<ul style="list-style-type: none"> • Identified with IDEA flag
<input type="checkbox"/> 2-g) Homeless	<ul style="list-style-type: none"> • Identified with homeless flag in State database
<input type="checkbox"/> 2-h) Minimal Enrollment Days -	<ul style="list-style-type: none"> • Total days enrolled in a WA State school is fewer than 90
<input type="checkbox"/> 2-i) Qualifying move during COVID-19 time period	<ul style="list-style-type: none"> • Qualifying move between March 15, 2020 to August 31, 2021

Serving Priority for Service (PFS) Children

Washington LOAs receiving Title I-C, MEP funds must target funds to provide services to migratory children. Districts may serve children who do not meet the “priority for services” criteria so long as they provide opportunity for services to children who do meet the criteria first.

Identification and Recruitment and Quality Control Plans

Eligibility for services through the MEP is determined per the Title I, Part C, Education of Migratory Children section of the ESEA, in conjunction with the Non-Regulatory Guidance provided by the United States Department of Education, OME. (Note: Eligibility determinations are made following existing regulations and guidance developed under ESSA. When OME provides updated regulations and guidance, Washington’s ID&R plan will be updated accordingly.)

Children are eligible to receive Washington MEP services if they meet the definition of “migratory child” as defined in the Statute and if the basis for their eligibility is properly recorded on the Washington COE, which is aligned to the national COE. Determining whether a child meets this definition occurs during an interview of the person responsible for the child, or of the youth, in cases where youth move on their own. Washington has established detailed **quality control procedures**, which are described in the ID&R Manual that is on file with OSPI. In general, each person reviewing the information contained on the COE, from the recruiter to the SEA-designated reviewer(s), must have confidence in the eligibility determination. Through the lens of recruiters’ and reviewers’ knowledge and experience, the information provided by the interviewee should generally be sufficient to determine eligibility. However, states may require

additional documentation to substantiate the information provided by the interviewee if they believe such information is necessary to confirm eligibility for the MEP.

Migrant education recruiters are responsible for local ID&R. MEP recruiters find, identify, and confirm their eligibility; and conduct ongoing data checks to ensure quality control. The LOA is responsible for maintaining accurate records and performing data entry to the migratory student database. The Washington MEP has an extensive and comprehensive ID&R Manual that includes the following information:

- Information about the Washington MEP
- Eligibility criteria
- Information about interviewing migratory families
- Eligibility scenarios/ruling
- How to complete the COE
- Local ID&R responsibility
- MSIS for the recruiter
- Reference materials

Components of ID&R include eligibility determination, the COE, the migratory student database and record transfer system, the child count, quality control, and collaboration with migrant service providers throughout the State. These components result in migratory student enrollment in the MEP system, ultimately allowing for service provision that targets the educational services needed by individual migratory students while they are in Washington.

Washington has established procedures for **ongoing re-interviews** to ensure accurate eligibility determinations are made. Local recruiters accompany the reviewer during the re-interview and observe proper interviewing techniques. If ineligible students are found during this process, school district staff are notified in writing of children who were found to have been inaccurately qualified. In addition, re-interview results are used in the next program period trainings, weekly eligibility emails, and in eligibility surveys presented to recruitment staff. Recruiters who were found to have inaccurately qualified children for the migrant program during the previous year will have additional COEs reviewed during the next year.

The complete ID&R Manual including the quality control procedures is maintained by the Office of Migratory Student Data, Recruitment and Support (MSDRS). MSDRS, in collaboration with OSPI, is primarily responsible for implementing the Washington MEP ID&R Manual. The manual extensively covers training for ID&R staff, ID&R activities, recruiter roles and responsibilities, quality control plans, regulations and guidance as issued by OME, sample interview scripts, a directory of useful contacts, and information about agriculture in Washington.

The data collected and information provided by MSDRS through MSIS allows ESDs to look at regional data and trends, as well as LEA and State data. Support from ESDs then can include technical assistance with MSIS data analysis in the areas of productivity, number of students

identified annually, and trends in data that may indicate a need for focusing ID&R toward particular groups or areas of the local region.

Regulatory Requirements for ID&R Quality Controls

34 CFR § 200.89(d): An SEA must establish and implement a system of quality controls for the proper ID&R of eligible migratory children on a statewide basis. At a minimum, this system of quality controls must include the following components:

1. Training to ensure that recruiters and all other staff involved in determining eligibility and in conducting quality control procedures know the requirements for accurately determining and documenting child eligibility under the MEP.
2. Supervision and annual review and evaluation of the ID&R practices of individual recruiters.
3. A formal process for resolving eligibility questions raised by recruiters and their supervisors and for ensuring that this information is communicated to all LOAs.
4. An examination of each COE by qualified individuals at the SEA or LOA level to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligible for MEP services.
5. A process for the SEA to validate that eligibility determinations were properly made, including conducting prospective re-interviewing.
6. Documentation that supports the SEA's implementation of this quality-control system and a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so.
7. A process for implementing corrective action if the SEA finds COEs that do not sufficiently document a child's eligibility for the MEP, or in response to internal State audit findings and recommendations, or monitoring or audit findings of the Secretary.

The Washington ID&R manual provides processes and procedures for each of the required components. In addition, the Washington MEP is a member of the Identification and Recruitment MEP Consortium Incentive Grant (CIG) which provides extensive training and technical assistance to its member states.

Parent and Family Engagement Plan

Federal guidance defines parent/family engagement as the participation of families in regular, two-way, meaningful communication involving student academic learning, student academies, and other school activities, including ensuring

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
- the carrying out of other activities, such as those described in section 1118 of the ESEA. [Section 9101(32), ESEA]

The Washington MEP and migratory families jointly develop the plan for coordination with the State Migrant Education Advisory Committee (SAC); family engagement activities to improve student academic achievement and school performance; building parent/family capacity for strong family engagement; coordinating and integrating family engagement strategies with other programs; and involving families in the child’s education.

The SAC meets four times a year and members include migratory parents and students (the majority of committee representation), teachers, principals, grants managers, superintendents, school board directors, representatives from community agencies (e.g., the Commission on Hispanic Affairs—CHA), paraprofessional educators/home visitors, records clerks, and secondary school counselors. Parents are nominated to the SAC from the local PACs. Staff representatives are recruited through announcements to school districts and ESDs. Migratory student representatives are recruited through migratory student conferences, such as Dare to Dream Academies, during which those interested are encouraged to apply. The SAC is governed by established bylaws at both the State and local levels. Bylaws are on file with OSPI.

Parents’ insights into their children’s strengths and challenges play a pivotal role in planning the educational programs in which their children participate. This helps build their capacity to assist in their children’s learning at home. Through their participation in the planning process, migratory parents also are more likely to be empowered to become advocates and supporters of the MEP by having knowledge of the program and a more personal stake in its success.

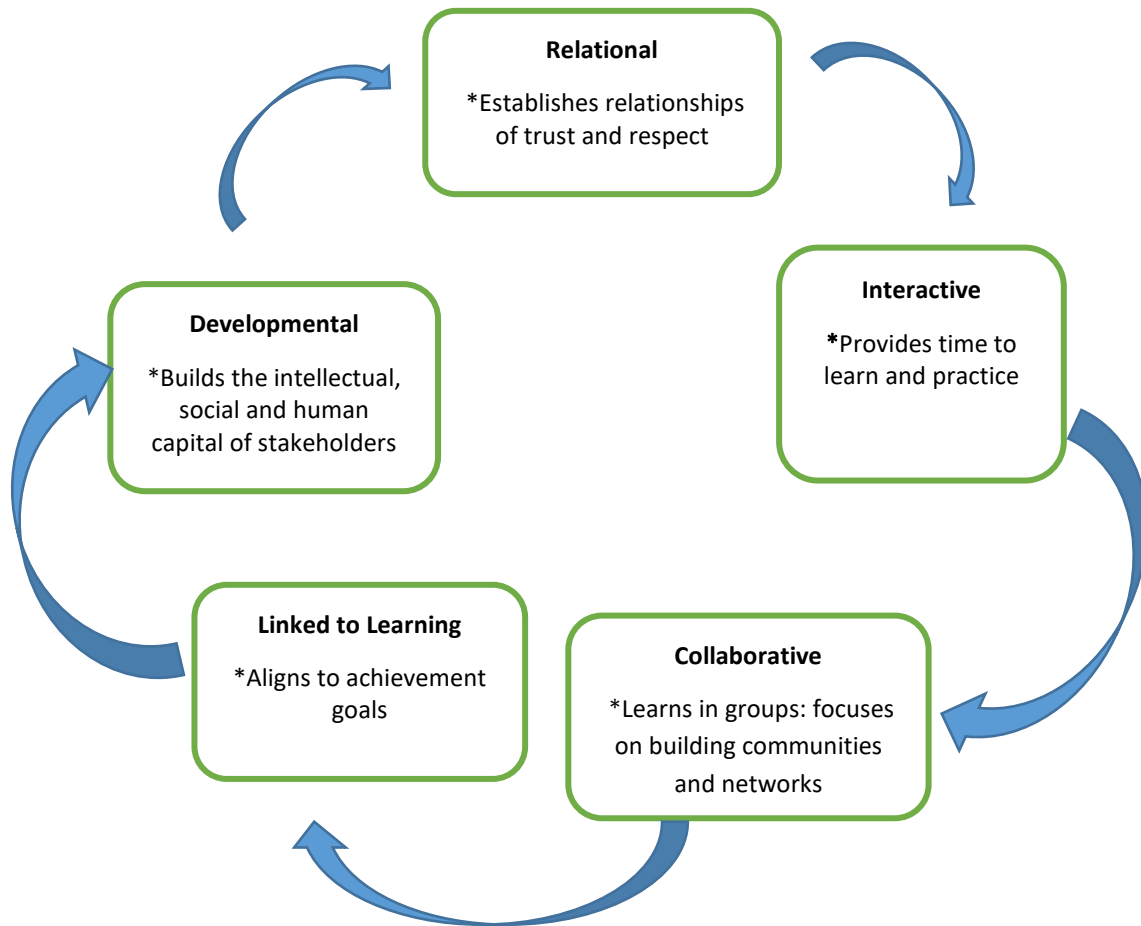
Title I supports family engagement by enlisting parents to help their children do well in school. In compliance with ESSA, the Washington MEP requires that local projects receiving MEP funds consult with parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the local MEP. The SEA and LOAs are required to establish and consult with PACs in planning, operating, and evaluating MEPs [ESEA Sec. 1304(c)(3)]. In addition, LOAs are expected to have established bylaws for PACs, an annual event sponsored by the PAC, and regular meetings that include the minutes showing decisions and election of officers.

PAC activities are informed by the OSPI 2019 PAC Guide. The PAC Guide, on file with OSPI, describes the MEP, purpose of the PAC, roles of PAC members and officers, PAC and MEP coordination, developing PAC bylaws, running meetings, and other tools useful for PACs.

Also included in the PAC Guide is the Family Engagement Framework. In support of establishing strong, healthy, and systematic school, family, and community partnerships statewide, the Washington State SDP 2017-2020, established a Family Engagement Framework Committee. The committee included members from the ESDs 189, 171, 123, and 105; parents of migratory students; and local educational agency school building representatives to develop a tool describing expectations and implementation strategies for integrated family engagement.

This *Family Engagement Framework* provides guidance to educators, districts, schools, families, and communities as they plan, implement, and evaluate strategies across multiple programs for effective family engagement to support student achievement and reduce the academic opportunity gap that currently exists between migratory students and all students in Washington State.

Family Engagement Framework



Students with engaged families earn higher grades and test scores; enroll in higher-level academic programs; are promoted on time and earn more credits; adapt better to school and attend more regularly; have better social skills and behaviors; and graduate and go on to postsecondary opportunities. (Bari Walsh, Dr. Karen Mapp: *Research Stories, Link It to Learning: Concrete Tips for making family engagement happen*, posted: October 1, 2014.)

Each local MEP sponsors parent/family development, family events for learning from parents and sharing information and resources, and culminating activities such as end-of-year programs highlighting their child's educational success in which parents are invited to participate and bring their whole family.

Student Records Exchange and MSIX Usage Plan

Migrant Student Information System (MSIS)

A computerized database system, the Washington MEP MSIS stores, maintains and transfers educational and health information for migratory students. MSIS has the capability of providing migratory students transfer documents, State and school district monthly and yearly reports, and data for the Federal performance report. The MSIS assists educators by providing continuity in educational and health reporting and record keeping. By utilizing the online capabilities of MSIS, educators have immediate access to student academic and health information. In addition, MSIS facilitates the merging of student data with a national database and web portal known as MSIX. MSIX is a web-based portal that links states' migratory student record databases to facilitate the national exchange of migratory students' information among the states.

MSIX and MSIS

Washington State's MSIS is linked to the national migratory student database system developed by the OME called MSIX. This web-based interface system allows for the collection, consolidation, and sharing of critical education data to authorized staff within Washington State and the nation for the educational benefit of migratory youth. For MSIS access, contact the Migrant Student Data Recruitment & Support Office.

MSIS does the following:

- Retrieves and views student information;
- Contains educational data necessary for the assessment of proper enrollment, service, grade and course placement, and accrual of credits for migratory children;
- Produces a single consolidated record for each migratory child that contains information from each state in which the child has been enrolled; and
- Provides a means of sending and receiving notifications of moves for migratory students.

Demographic, educational and health data on migratory students in Washington is maintained in MSIS. These data are uploaded to MSIX daily to ensure timely access by MEP staff in all states. MSIS is another important tool for recruiters as it can:

- Facilitate the identification of potentially eligible children moving into the State;
- Serve as a tool to identify a child's arrival or departure to other schools;
- Document previous migratory agricultural history for a family/youth;

- Assist in maintaining the accuracy of student demographic information as reported on the COE, and subsequently, in the migratory student data systems; and
- Generate reports that may be useful for quality control purposes.

Recruiters may find MSIS very useful in verifying demographic information. In addition, using a student’s history of previous moves, MSIS may assist in predicting the arrival of students and/or the destination of a student’s subsequent moves.

Student Move Alerts

A key feature of MSIS is the communication link between MSIS and MSIX to notify LEAs of Student Move Alerts that are sent via email from MSIX to MSIS. These messages are then forwarded to local ID&R staff to assist in quickly identifying recently arrived migratory students.

Move alerts contain the following secure information: the child/youth name; the state from move information, and possibly the school and/or school district to which they are going; and additional comments, if provided. Immediately upon receipt of a move alert, the recruiter should initiate efforts to locate the family/youth and schedule a time to conduct an eligibility interview. When recruiters receive a Student Move Alert, they will contact the sender for additional information that would assist them in identifying the family.

Washington State MEP staff also send move notifications via the MSIS Withdraw Screen when they become aware of a family moving to another school district within Washington or another state. Staff is strongly encouraged to provide available information to aid in locating the family at the next destination and to respond promptly to any requests for additional information made by the “receiving” program. Staff are trained to not to enter personally identifiable information (PII) via insecure methods, such as email messages, to ensure student information confidentiality.

Use of the MSIX/MSIS Consolidated Record

The MSIX/MSIS Consolidated Record is distributed to be integrated into the process of enrolling a student in school and in the MEP, appropriately placing that student and, for secondary students, ensuring the student’s ability to accrue credits toward high school graduation. The MSIX/MSIS consolidated record is a critical link in exchanging student information across school districts and states to facilitate ID&R of MEP-eligible students and to enable students to experience continued educational progress. The following procedures should be taken by district staff in utilization of the educational record:

- Use of the MSIX/MSIS Consolidated Record to obtain additional information regarding previous migratory agricultural history, including qualifying moves, for a family/youth to assist in documentation of a student’s eligibility for the MEP.
- Verify the student’s demographic information including the spelling of the student’s name, birthplace, and birth date to ascertain if there are any discrepancies between the COE completed, MSIS, and MSIX as presented in the MSIX Demographics Screen. Follow up with parents or youth to confirm or change information on the COE or in the data systems, as needed.

- Use for a CNA to determine educational and/or other supplemental needs to facilitate academic participation.

Use of MSIX by Parents/Guardians/Children and Youth

MEP local administrators, recruiters, parent liaisons, and data entry specialists should make every effort to inform migratory parents/guardians about MSIX/MSIS and its intent, purpose, and academic benefit for migratory children. Parents/guardians may be interested, for example, in viewing their child’s MSIX/MSIS Consolidated Student Record and actively use the information it contains when enrolling their child in the next school to assist with grade placement, credit accrual, and health information. If a parent/guardian, or a youth himself/herself, recognizes any incorrect or incomplete information in the record, project staff must research the request for change or correction as soon as possible, but no later than 30 days. As soon as a decision is made, project staff should notify the parent/guardian/youth of the outcome and submit any needed data updates to MSIS/MSIX within four days.

Implementation and Accountability in Local Programs

Local-level Communication and Professional Development

Professional development is designed to support instructional and support services that meet the program objectives included in the SDP. PD takes many forms including annual meetings and conferences, ongoing PD opportunities, collaboration with ESDs, as well as partnerships with institutions of higher education, and monitoring and assistance for LOAs.

The Washington MEP provides extensive PD in (a) instructional practices to meet the unique educational challenges experienced by migratory students, and (b) administration of general MEP responsibilities. Improving instructional services for migratory children is the intent of the design of the strategies and MPOs, and this foundation requires a process of PD to ensure educators both understand effective instructional techniques and how these apply to the unique needs of migratory students. PD is included as an integral part of the SDP as well as an expectation for local programs to build capacity for staff.

Instructional Focus

As outlined in the strategies of the SDP, local, regional ESD, and national trainings are provided to help teachers learn strategies to improve students’ math and literacy skills, increase school readiness, and ensure high school graduation, and college and career readiness. For example, teachers may need PD in culturally relevant practices, SEL, academic language, and/or assessing and meeting the needs of diverse learners. PD activities should include:

- State level meetings for Migrant Graduation Specialists (MGSs) and Migrant Student Advocates (MSAs) that focus on support and advocacy for graduation.

- Early learning and Migrant 101/201 workshops at the local program level to help, certificated teachers, classified staff, and building and district administrators understand the unique needs of migratory students.
- ESD professional learning addressing mathematics, ELA, and school readiness.

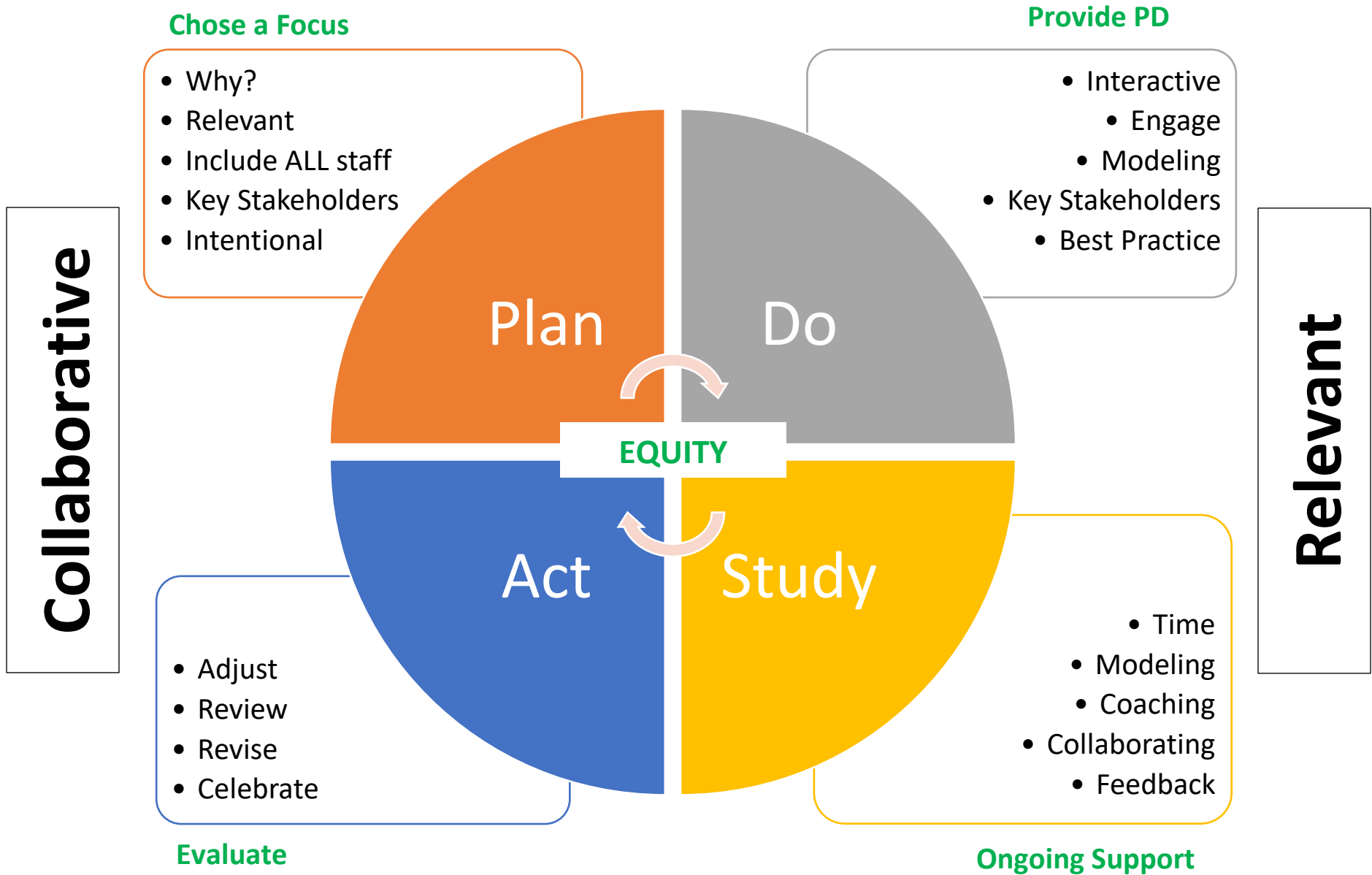
Administration of MEP Responsibilities

In addition to the PD related to instruction, the State provides an ongoing series of administrative PD activities that are designed to improve processes and procedures within local MEPs. MEP staff build capacity to administer program requirements through activities such as:

- CNA and SDP meetings
- ID&R PD, including:
 - State and regional trainings, and
 - meetings for recruiters and project administrators
- State and regional trainings regarding migrant services, conducting migrant PACs, and data systems including collection, disaggregation, and analysis.
- Consolidated Grant application training and technical assistance
- Annual Migrant Education Directors’ Meetings and New Directors’ Orientation
- Coordinated services by ESDs regarding PD focused on addressing the components of the SDP

The Professional Development Framework on the following page guides the development of PD provided through MEP funds in collaboration with ESDs. It was created in 2019 with a committee of stakeholders as established under the previous SDP.

Migrant Education Program Professional Development Framework



In addition to the wide variety of training at the local and State level, Washington leverages national sources of PD. The organizations represented below have print materials, presentations, and conferences that are useful for providing more information about the needs of migratory students and best practices for providing services. In addition, many organizations also have resources in ELA, math, school readiness, parent engagement, ID&R, and graduation from high school.

- **Colorín Colorado**, a bilingual site for families and educators of English Learners (ELs), is found at <http://www.colorincolorado.org/>
- **Instructional Services for Out-of-school and Secondary Youth (iSOSY)** is a CIG funded in 2020 and projected through 2023 by OME at the USDE to build capacity in states with their secondary-aged and migratory OSY population. iSOSY disseminates materials designed to help participants identify migratory OSY and at-risk secondary youth and provide services to meet their unique needs. <http://osymigrant.org>
- The **Identification & Recruitment Consortium (IDRC)** is a consortium of 26 states, including Washington, designed to improve the proper and timely ID&R of eligible migratory children whose education is interrupted. <https://www.idr-consortium.net/>
- **Interstate Migrant Education Council (IMEC)**: IMEC's mission is to advocate for the highest quality education and other needed support for the nation's migratory children and youth. <http://imec-migrated.org/>
- The **National Association for the Education of Young Children** is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8. <http://www.naeyc.org>
- The **National Association of State Directors of Migrant Education** offers its annual National Migrant Education Conference in the spring. At this event, staff learn strategies in curriculum and instruction, parent engagement, assessment, ID&R, and program administration. www.nasdme.org
- The **National Center for Families Learning** offers information and materials on family literacy. <http://www.familieslearning.org/>
- **The Portable Assisted Study Sequence (PASS)** Program consists of self-contained, semi-independent study courses which enable students to earn secondary-level academic credits. <http://www.npcpass.org>
- **Teaching of English to Speakers of Other Languages** offers everyone involved in English language teaching and learning an opportunity to be part of a dynamic community, where professionals connect with and inspire each other to achieve the highest standards of excellence. <http://tesol.org/>
- The **National Center for Farmworker Health (NCFH)** is a private, not-for-profit corporation dedicated to improving the health status of farmworker families by providing information services, training and technical assistance, and a variety of products to community and migrant health centers nationwide, as well as organizations,

universities, researchers, and individuals involved in farmworker health.

<http://www.ncfh.org/>

- **Project SMART: Making Mathematics Meaningful** is a Texas summer math migrant program created by the Texas Education Agency in collaboration with the Education Service Center, Region 20. The objectives and activities of Project SMART were designed for the most mobile students enrolled in summer migrant programs. The overarching goal of the project is to improve the math skills of migratory students through scientifically based instruction, technology integration, professional development, and parent engagement. <https://www.projectsart.net/>

State Monitoring Process

Monitoring of local MEPs is the responsibility OSPI and migrant programs are a part of the consolidated monitoring of all Federal programs. This includes both compliance monitoring and fiscal monitoring.

The goals of the MEP onsite monitoring visits are to:

- examine compliance and programmatic issues based on the Federal statute and regulations;
- review how districts are addressing the needs of migratory students through the MEP; and
- provide technical assistance.

In addition to an annual review of all school districts to determine potential risk factors, the State uses a five-year review cycle to ensure every project is monitored. After a review is completed, a project has 45 days to respond and either fix a compliance issue or put a plan in place to become compliant. In addition to onsite monitoring, the State goes through an annual risk assessment of 11 indicators to identify programs in need of monitoring out of cycle. The 11 indicators are identification of needs, attendance, PD, ID&R, data and records keeping, services, PACs, and allowable activities. The risk assessment and the Consolidated Program Review (CPR) process are posted on the State website (<https://www.k12.wa.us/policy-funding/grants-grant-management/consolidated-program-review>). The SEA provides annual training to LEAs to be reviewed. The SDP Committee recommends ESDs convene annual regional meetings to go over the monitoring checklist, respond to questions, and provide technical assistance.

Technical Assistance Process

Technical assistance is provided to local MEPs through activities designed to assist projects to meet compliance requirements, improve program implementation, increase student outcomes, and make sound programmatic decisions. This may include curriculum development/selection and implementation, instruction, student assessment, program evaluation, parent involvement, and other areas essential to MEP success.

Ongoing technical assistance is provided through phone calls, correspondence, meetings/trainings, remotely, and onsite visits. Technical assistance may be provided through statewide or regional initiatives or upon request from individual projects for assistance with (a) program development and implementation, (b) follow-up to monitoring findings, (c) response to specific issues of eligibility or implementation encountered at local projects, and/or (d) support of new and ongoing initiatives that are undertaken statewide to improve the MEP (i.e., the rollout of new strategies in the SDP).

Technical assistance is provided to ensure proper maintenance of student eligibility and services. Project student data for both eligibility and services is entered into MSIS. Data entry personnel (records clerks) receive ongoing training on MSIS and MSIX and feedback from data analysts on the progress of entering information into the MSIS system as it relates to the approved grant application.

OSPI conducts quarterly webinars to distribute information, training, and resolutions to questions (such as questions about allowable use of funds and eligibility). In addition, MSDRS publishes a quarterly newsletter that includes this type of information. See <https://www.msdr.org/main/news-events.cfm> for the most recent newsletters.

Summary and Next Steps

The comprehensive process for needs assessment and service delivery planning used by the Washington MEP involved many migrant educators, administrators, parents/community representatives, and specialists with knowledge about the content areas of ELA, mathematics, school readiness, promoting high school graduation, and programs and other services for meeting the unique educational needs of migratory children and families. Washington will begin implementation of the new SDP with the 2021-22 sub-allocation application. New MPOs and strategies will be phased in over the 2021-22 and 2022-23 program years.

In the summer and fall of 2021, the Washington MEP will continue its strategic planning and systems alignment process by undertaking the following key activities:

- Convene a small workgroup of key decision makers to focus on systems alignment. This workgroup will consist of the Washington MEP Director, an SEA staff member with expertise in data collection and reporting, a local MEP coordinator, and a consultant knowledgeable about the Washington MEP and the alignment of systems to support the implementation of the SDP.
- Revisit all data collection decisions and examine current procedures to determine whether they are in alignment with the evaluation plan described in the SDP.
- Develop new tools as necessary that measure the degree to which the MPOs have been achieved.
- Implement frameworks for professional development and parent engagement.
- Review the sub-grantee application and revise it to align with the new MPOs, strategies, and resources.
- Design and deliver an SDP rollout to include technical assistance for designing services to match SDP strategies, using new data collection forms, and reporting new or revised strategies and MPOs.
- Revisit the Washington MEP monitoring tool to include accountability for progress made toward meeting the Washington MPOs and other aspects of the new SDP.
- Update the FSI to align to the new strategies and put in place procedures for observing and evaluating the implementation of strategies. This activity will help ensure that the data needed for the implementation evaluation is collected each year to include in an annual evaluation report.

Appendix A: SDP Meeting Agendas

Agenda SDP Meeting #1

Virtual Service Delivery Plan (SDP) Meeting #1 in 3 Sessions

Session 1a: August 13 from 1:00 p.m. to 3:00 p.m.

- | | |
|-------------|---|
| 1:00-1:15 | Welcome, virtual meeting logistics, and objectives |
| 1:15 – 1:35 | Padlet activity : Identify direct services that the MEP should measure |
| 1:35 – 2:00 | <u>Breakout groups</u> : Review major concerns, supporting data, and solutions found in the recent Comprehensive Needs Assessment (CNA); review state performance targets |
| 2:00 – 2:30 | SDP requirements and components |
| 2:30 – 2:45 | Padlet activity : Return to the Padlet. Identify where CNA solutions fit. |
| 2:45 – 3:00 | Report out, wrap up, and preview of next session |

Session 1b: August 18 from 1:00 p.m. to 3:00 p.m.

- | | |
|-------------|--|
| 1:00-1:15 | Welcome, objectives, and review of previous session |
| 1:15-1:45 | Purpose of the SDP strategies and how to write effective strategies |
| 1:45-2:45 | <u>Goal area group activity #1</u> : Review existing strategies and CNA solutions. Draft strategies that align with student needs. |
| 2:45 – 3:00 | Wrap up, and preview of next session |

Session 1c: August 20 from 1:00 p.m. to 3:00 p.m.

1:00-1:15	Welcome, objectives, and review of previous session
1:15-1:30	<u>Goal area group activity #2</u> : Review draft strategies and prepare them for other groups to view.
1:15-2:30	<u>Round robin review</u> : Review and make suggestions to other groups' strategies
2:30 – 2:45	Report out
2:45 – 3:00	Wrap up and preview of next session

Meeting Objectives

1. Understand how the program planning process interacts with the State SDP.
2. Create strategies for meeting migratory student needs.
3. Review and decide on next steps toward determining the major components of the SDP.

Agenda SDP Meeting #2

Virtual Service Delivery Plan (SDP) Meeting #2 in 4 Sessions

Session 2a: September 22 from 1:00 p.m. to 3:00 p.m.

- | | |
|-------------|---|
| 1:00-1:15 | Welcome, virtual meeting logistics, and objectives |
| 1:15 – 1:30 | Review of strategies, strategy requirements, and suggestions from META. |
| 1:30 – 2:00 | <u>Goal area group activity #1</u> : Make final revisions to the strategies |
| 2:00 – 2:15 | Reporting out about strategies |
| 2:15 – 2:45 | MPO requirements and components, discussion regarding previous MPOs including creating an MPO together. |
| 2:45 – 3:00 | Report out, wrap up, and preview of next session |

Session 2b: September 24 from 1:00 p.m. to 3:00 p.m.

- | | |
|-------------|---|
| 1:00-1:15 | Welcome, objectives, and review of previous session |
| 1:15-1:45 | Purpose of the MPOs and how to write effective MPOs |
| 1:45-2:45 | <u>Goal area group activity #2</u> : Review existing MPOs. Draft MPOs that align with strategies. |
| 2:45 – 3:00 | Wrap up, and preview of next session |

Session 2c: September 29 from 1:00 p.m. to 3:00 p.m.

1:00-1:15	Welcome, objectives, and review of previous session
1:15-1:30	<u>Goal area group activity #3</u> : Review draft MPOs and prepare them for other groups to view.
1:30-2:30	<u>Round robin review</u> : Review and make suggestions to other groups' strategies
2:30 – 2:45	Report out
2:45 – 3:00	Wrap up and preview of next session

Session 2d: October 1 from 1:00 p.m. to 3:00 p.m.

1:00-1:15	Welcome, objectives, and review of previous session
1:15 – 1:30	Review META suggestions
1:30-2:00	<u>Goal area group activity #4</u> : Make changes to MPOs based on feedback and finalize.
2:00-2:45	Present final MPOs to the group and discuss as needed. If time allows, discuss criteria for Priority for Services.
2:45 – 3:00	Wrap up and preview of next session

Meeting Objectives

- 1) Review and approve strategies and decisions from the previous meeting.
- 2) Align the Washington MPOs with the strategies and state targets.
- 3) Review and decide on next steps toward determining the major components of the SDP.

Agenda SDP Meeting #3

Virtual Service Delivery Plan (SDP) Meeting #3 in 4 Sessions

Session 3a: October 27 from 1:00 p.m. to 3:00 p.m.

1:00-1:15	Welcome, virtual meeting logistics, and objectives
1:15 – 1:30	Review of MPOs and suggestions from META.
1:30 – 2:00	<u>Goal area group activity #1</u> : Make final revisions to the MPOs
2:00 – 2:30	Reporting out about MPOs
2:30 – 2:45	Introduction to building the MEP project plan and logic model
2:45 – 3:00	Report out, wrap up, and preview of next session

Session 3b: October 29 from 1:00 p.m. to 3:00 p.m.

1:00-1:15	Welcome, objectives, and review of previous session
1:15-1:30	What are the ingredients for a project plan? (Hint: it doesn't include eye of newt or toad toes)
1:30-2:00	<u>Goal area group activity #2</u> : Draft elements of the project plan, including suggestions for data collection forms for all MPOs.
2:00-2:45	Carousel review of the project plans
2:45 – 3:00	Wrap up, and preview of next session

Session 3c: November 4 from 1:00 p.m. to 3:00 p.m.

1:00-1:15	Welcome, objectives, and review of previous session
1:15-1:30	Review the elements of the logic model
1:30-2:00	<u>Goal Area Group Activity #3</u> : Review and edit the logic model
2:00 – 2:15	Report out
2:15 – 2:45	Whole group discussion of the other elements of the SDP
2:45 – 3:00	Wrap up and preview of next session

Session 3d: November 10 from 1:00 p.m. to 3:00 p.m.

1:00-1:15	Welcome, objectives, and review of previous session
1:15 – 1:30	Review SDP requirements for other sections
1:30-2:15	<u>Goal area group activity #4</u> : Review ID&R plan, student records plan, professional development plan, parent involvement plan, technical assistance plan
2:15-2:45	Report out about edits to SDP sections
2:45 – 3:00	Wrap up and next steps for the SDP

Meeting Objectives

- 1) Review and arrive at consensus on strategies and MPOs.
- 2) Make decisions about components of the SDP report.
- 3) Update the MEP logic model.
- 4) Create the MEP project plan.

Appendix B: Health Services

Migrant Health

The Washington State Migrant Education Program (MEP) helps eligible migratory students and their families gain access to supplemental health and social services free of charge.

Provision of Service

Per the Office of Migrant Education, supplemental health and social services may be provided by the MEP to help meet the identified needs of migratory children for a limited period, until other Federal, State, and local programs for which they are eligible become available (see ESEA section 1306(b)(2)) to

- ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet; and
- help migratory children overcome educational disruption as a result of various health-related problems, and other social factors that inhibit their ability to succeed in school.

The MEP advises that staff document efforts to obtain health and social services from existing sources prior to using MEP funds to supplement and to not supplant. As with any use of MEP funds, the costs must comport with the principles outlined in the Uniform Guidance in 2 C.F.R. part 200 (e.g., the costs are necessary, reasonable, and allocable to the MEP). Grantees and subgrantees must also continue to adhere to the Uniform Guidance requirements for financial management (2 C.F.R. § 200.302) and retention of records (2 C.F.R. § 200.333).

Services

MEP funds may be used to support a broad array of supplemental health and social services that support a student's ability to engage academically including, but are not limited to:

- supplemental screening examination for vision, hearing, physical or dental;
- connection to community-based health and social services such as immunizations, corrective lenses, dental, nurse, orientation-mobility specialists, occupational therapists, and physical therapists, etc. (confirmed referrals); psychometrist, language pathologists, and audiometrists, and their secretarial, clerical, and other assistants;
- providing supplemental nutritional support beyond State/Federal food programs;
- interacting with parents regarding unresolved health issues, such as medically diagnosed alerts (MDAs).

We encourage local MEP staff to think creatively about methods to deliver needed services that do not require regular face-to-face contact or congregating in group settings during distance/remote learning (COVID-19). To comport with Federal guidance, please remember that services rendered must (1) support migratory children with their learning need(s); (2) must not be classified as an ongoing or long-term type of service; and (3) costs remain necessary, reasonable, and allocable to the MEP.