Title I Part C Migrant Education Program

Quarterly Webinar
January 17, 2020

Washington Office of Superintendent of
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Vision

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

Mission

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

Values

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

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Webinar Topics

- Changes at OSPI
- Records Clerks/Recruiters Tips and Reminders
- Supplemental Services Report/Supplemental Services
- Summer Programs 2020
  - Grant Application
  - Summer Events
  - State Conference 2020
- Health Services
  - Health Physicals (reporting services)
  - Medical Diagnosed Alerts (MDAs)
- Parent Advisory Council

New OSPI Logo

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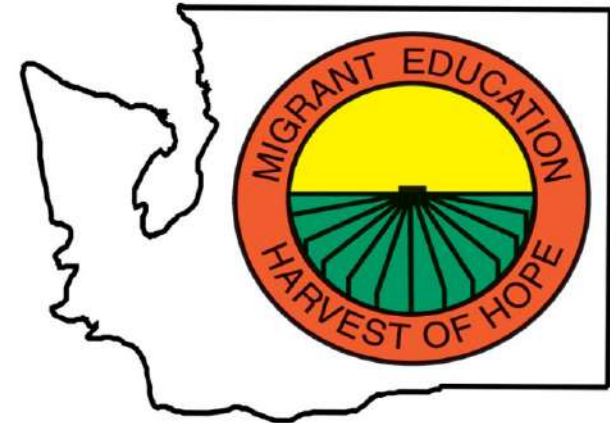
Things to Consider for Today

 What of the items presented today did I already know?

 What of the items do I need to do some follow-up?

 What of the items shared today make me wonder about my local program?

 What of the items make me want to do some further investigation and ask more questions?

Identification and Recruitment and Records Clerk Activities

Identification and Recruitment

Kudos to the following districts- WA MEP enrollment counts by 500+ students

Brewster
College Place
Columbia (Walla Walla)
Ephrata
Finely
Granger
Hoquiam
Kennewick

Mabton
Manson
Moses Lake
Mount Vernon
Olympia
Pateros
Quillayute Valley
Royal

Seattle
Sedro-Wooley
Selah
Shelton
Sunnyside
Wahluke
West Valley

Identification and Recruitment Plan Reminders

✓Winter Moves

✓Recruiter Logs

✓Recruiters and MEP staff meet on a monthly basis

Records Clerks
Tips and Reminders

- Review the MSDRS Planner 2019-20

- Report services provided first part of year in the Migrant Student Information System

- Any health updates, including immunization information, to report?

2020 MSIS and ID&R Spring Regionals
PLEASE JOIN US!

Times: MSIS - 9:00 a.m. – 12 Noon and ID&R - 1:00 p.m. – 4:00 p.m.
(Please Note: Registration Required – look for registration info in February 2020)

Date	Site	Address
Wednesday, March 4th	MSDRS Sunnyside	810 E Custer Avenue - Sunnyside *DB Board Room*
Wednesday, March 11th	ESD 123 Pasco	3918 W Court Street - Pasco *Classroom for the Future (1st floor)*
Tuesday, March 17th	ESD 171 Wenatchee	430 Olds Station Rd - Wenatchee *Ponderosa Room (2nd floor)*
Tuesday, March 24th	ESD 189 Anacortes	1601 R Avenue - Anacortes *Cap Sante Room*
Thursday, March 26th	Holiday Inn - Lacey Olympia	4460 3rd Ave SE - Lacey *Holiday Inn Express*

If you have any questions, please contact:
Martha Jimenez – mjimenez@msdr.org; Eric Garza – egarza@msdr.org; or Alvina Ocegueda @ aocegueda@msdr.org

Chat Box

The implementation of our Identification and Recruitment Plan is:

A. Fully Implemented

B. Implemented with Some Minor Tweaks

C. Starting to Gain Momentum

D. Under Review for Adjustments

Chat Box

The reporting into MSIS is:

A. Regular and On-going
(data reports reflect services in the approved grant application)

B. On Schedule for Submission

C. Need to Double-Check

Supplemental Services

Supplemental Services:

- Migrant Student Information System – Reports – Educational – Supplemental Services (by student, by building)

		MIGRANT-FUNDED SUPPLEMENTAL PROGRAMS														Service Approach	
		Academic Services								Non-Academic Services									
		CRED ACCR	EC LRN	ELA	ESL OSY	FIN LIT OSY	LF SKL OSY	MATH	SCI	CAR POST	DNTL	ED SUPL	HLTH	NON INST	SOC OUT	STDT LEAD ENG	TRAN	CASE MGMT	STDT ADV

Other Educational Services			
SPEC ED	ST BLNG	LAP	TITLE ONE

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Supplemental Services (continued)

- Do the reported services align with the approved grant application?
- Do you need to adjust the services planned for 2019-20?
- Submit a program and/or budget revision under Form Package 206 in iGrants Fiscal Period 2019-20.
- How are you keeping your Parent Advisory Council (PAC) involved in any proposed changes to your local program services?

Supplemental Services Definitions

Resources

View useful migrant documents ar

Definitions

[Family Educational Rights and Privacy Act (FERPA)](#)

Priority for Service (PFS) Definition

Supplemental Service Definitions

msdr.org - resources

Supplemental Services Definitions (cont.)

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SY 2019-20 Supplemental Program Services and Definitions

The Supplemental Program Services listed below provide the service names and definitions for both Academic and Non-Academic services to serve migrant students and are reflected in the program grant application.

ACADEMIC SUPPLEMENTAL PROGRAM SERVICES	
SERVICE NAME	**DEFINITION**
CREDIT ACCRUAL	Academic services to allow a student to make up partial or full credits of course work necessary for grade promotion or to meet high school graduation requirements. For example PASS, NovaNet, and other.
MATH	Academic services that promote a student's attainment of Washington State's Math standards.
ENGLISH LANGUAGE ARTS (ELA)	Academic services that promote a student's attainment of Washington State's English Language Arts standards.
EARLY CHILDHOOD LEARNING (PRESCHOOL)	Academic services related to WaKIDS indicators for Kindergarten readiness: • Social-Emotional • Physical • Language • Cognitive • Literacy • Math
SCIENCE AND CTE	Academic services that promote a student's attainment of Washington State's Science standards or aligned Career and Technical Education science equivalencies: http://www.k12.wa.us/CareerTechEd/Clusters/CourseEquivalencies/CTEStatewideCourseEquivalencies.pdf
ENGLISH AS A SECOND LANGUAGE (ESL) – OSY	Academic services that promote an Out-of-School Youth (OSY) ages 16-21 acquisition of the English language.
FINANCIAL LITERACY - OSY	Academic services that promote an OSY's acquisition of financial concepts and practices. For example, banks in the United States, budgets, savings accounts, checking accounts, money orders, credit cards, debit cards and ATM cards, bank loans, and pros & cons of "Home Furnishings to Rent" stores.
LIFE SKILLS - OSY	Academic services that promote an OSY's acquisition of general life skills, including lifelong learning strategies with the ultimate goal of successful social and academic integration. Life skills include but are not limited to: health, parenting, employment, legal rights, and other topical areas that are geared towards improving living standards and communicating with daily life.

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SY 2019-20 Supplemental Program Services and Definitions

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NON-ACADEMIC SUPPLEMENTAL PROGRAM SERVICES	
SERVICE NAME	**DEFINITION**
CAREER EDUCATION AND POSTSECONDARY PREPARATION	Participation in: • Structured career awareness options, e.g. access to career role models, professions, interest surveys, career fairs, career and technical training programs • Formally structured training or individualized support in job seeking and obtaining skills • College and campus visits including: HEP, CAMP, GED Prep programs, and other drop-out prevention programs • Formally structured support with application(s) to postsecondary educational institutions
EDUCATIONAL SUPPLIES	Necessary supplies purchased in order to allow a student to meet the desired objectives specified in the service delivery plan.
HEALTH	Screening services to identify physical health, social/emotional, and preliminary dental condition(s) for referral and treatment which may require additional services so as not to negatively impact a student's educational participation. Screening services such as: • Preparing for MEP physicals • Procuring health services for migrant students including one-time emergency care • Interacting with parents regarding unresolved health issues so as not to negatively impact a student from educational participation • Providing supplemental nutritional support beyond what is provided through state/federal food and nutrition programs • Referral to dental services/screenings • Referral to other health and social/emotional needs; including referrals to drug rehabilitation and gang prevention
DENTAL	Screening services to identify dental health conditions which may require treatment so as not to negatively impact a student's educational participation such as: • Dental Disease • Pain • Infection
SOCIAL WORK/ OUTREACH	Coordination of activities with parents, other family members, teachers, service agencies, and others designed to ensure that migrant families receive the full range of services available to them. (Excludes identification and recruitment process for determination of eligibility)
STUDENT LEADERSHIP/ ENGAGEMENT	Formally structured small or large group activities to: build supportive networks, develop personal and interpersonal skills to enhance feeling of belonging in the school, and foster school engagement and academic achievement Project-based locally developed student activities that will foster home and school engagement and increase academic achievement.
TRANSPORTATION	Non-Academic services which have as their purpose the conveyance of pupils to and from school activities either between home and school, on trips related to school activities or the provision of support services, including health and dental needs

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SERVICE NAME	DEFINITION

NON-INSTRUCTIONAL SUPPORT	In coordination with school counselor and other school staff, provide non-instructional support in:
	• Coaching and support on a one-on-one basis to expedite adjustment to new school environments and to promote positive interactions with school, peers, and community such as:
	  ○ Guidance for setting personal goals and solving general problems, referral to other school resources and courses, working with school counselor for referrals to address crisis situations, and personal/emotional, school or family/lifestyle challenges
	  ○ Orientation and welcome for students who transfer midterm between schools
	• Individual support and on-going advocacy to improve likelihood of academic success in K-12 setting or high school equivalent.
	• Development of High School and Beyond Plan unique to intended school of graduation
	• Facilitating access to supplemental instruction designed to help the student stay on track to complete graduation requirements prior to turning 22 years of age such as:
	  ○ Drop-out prevention programs, e.g. referrals to: High School Equivalency Programs (HEP), College Assistance Migrant Program (CAMP), and community organizations that provide support for GED prep
	  ○ High school recovery programs, e.g. credit accrual analysis, credit accrual, and program support through an Alternative Learning Environment (ALEs) such as alternative schools, on-line schools, etc; dual credit support through Career and Technical Education and job training support (e.g., Youth Build, OIC, etc.)
	• Credit accrual:
	  ○ Tracking of high school credit accrued across schools attended
	  ○ Analysis of credit accrual status; collaboration with counselors for appropriate placement
	  ○ Participation in alternative credit practices
	  ○ Participation in CTE, AP, and Running Start classes
	  ○ Receipt of credit for partial coursework
	• Support in mainstream classrooms for EL transitioned students

What is a Service?

DEFINITION OF "SERVICES"

Services are a subset of all allowable activities that the MEP can provide through its programs and projects. "Services" are those educational or educationally related activities that:

1. directly benefit a migrant child;
2. address a need of a migrant child consistent with the SEA's comprehensive needs assessment and service delivery plan;
3. are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and
4. are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets/annual measurable objectives.

The one-time act of providing instructional or informational packets to a child or family does **not** constitute a support service. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are **not** considered services. Other examples of an allowable activity that would **not** be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

What is NOT a Service?

- Hygiene supplies
- Purchasing t-shirts for field experiences or student events

What About A Referred Service?

- Office of Migrant Education (OME) no longer requests data on the number of referred services provided to migrant students.

- A referral would be counted as a **non-academic service** as long as it meets the four-part service definition and was not a one-time activity.

What's Considered an Activity

- Identification and Recruitment
- Parental Involvement
- Program Evaluation
- Professional Development
- Program Administration
- Notices and Information (such as flyers/leaflets that would benefit the students academically)
- Parent Meeting or Training Supports (including food and refreshments for migratory parents/students only)

Student Activities

- Field experiences tied to local academic program goals and aligned to the State Service Delivery Plan are allowable.
- When attending Civics Engagement activities with federal funds, **lobbying** is not allowed.
- If students will be attending an event that will include a visit to the state capitol or a visit to their representative or senator, the conversation must be neutral toward a specific issue or concern. In no way can federal funds be used to support or oppose a legislative bill.
- The focus should on Civic Engagement standards, building understanding of the legislative process, and the pro's and con's in a bill proposal.

Chat Box

- 1. What would be some other elements in Civics Engagement that could be part of the field experience?

- 2. What components would you consider as part of an evaluation for this field experience?

Where's My Carryover?

- Did you receive carryover funds from 2018-19? Do you need to update the activities to be conducted in the grant application?

- Do you need to submit a budget revision for carryover or revisions to your current budget?

Carryover From 18-19:

Summer Programs and Events 2020

Local Summer Program

- Intent to Participate Due January 14 (didn't see the message? contact our office)
- Final Allocations and Grant Application launch by January 27
- Application Due March 13
- Contact Our Office if You Need Additional Time
- iGrants FP560, Fiscal Period 2019-20

Dare to Dream Academies 2020

UW	Exploring Your Future (Hero's Journey) Science and Math Academies Health Science Academy	June 22-28, 2020
CWU	Exploring Your Future (Hero's Journey) Science Academy	June 22-28, 2020
WSU (Spokane Campus)	Health Science Academy	June 14-20, 2020
EWU	Exploring Your Future (Hero's Journey) Math Academy	June 24-30, 2020
WWU	Exploring Your Future (Hero's Journey) Math Academy Biology Academy	June 22-28, 2020

Dare to Dream Academies 2020 (cont.)

- Notification to Districts in Process
- Postcards to Priority for Service students under development
- Registration Timeline – March 6, 2020 for your designated slots
- Informational Videoconference via Zoom, February 26, 2020, 7 p.m.
- Confirmation Videoconference via Zoom, May 13, 2020

MEP State Conference 2020

Summer Conference 2020

August 11-12, 2020
Yakima Convention Center
Yakima, Washington

o Required annual training for Records Clerks and Recruiters

o Great way to get your program year started and build a cohesive team

o Parent Strand

o Student Strand (Grades 6-12)

o Activity bag for little ones coming with parents

o Awards and giveaways!

There's Still Time….

- Haven't yet decided whether to be part of Comprehensive Needs Assessment Committee for Migrant Education?

- We would love your voice at the table!

- Meeting dates:
  - March 3, Olympia
  - April 21, Seattle/SeaTac Area
  - May 12, Sunnyside
  - August 13, Yakima (day after state conference

- Contact Sylvia Reyna if you would like to discuss further

Migrant Health: Updates & Reporting

Updates

MSIS Health Guide to be Release

- Assist MEP staff with the health screens and reports located in the MSIS;

Health Individual Data Entry Screens

- Enhanced screens allowing districts to enter the Vision Spot Screening Results under Screenings – as well as other screening and health services.

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Updates (continued)

Enhanced Health Exam Portal

- Menu allowing districts to enter other health services offered by contracted providers such as; vision, sports physicals, dental, mental health, hearing, and others;

- Other option added to capture services beyond general screenings;

- Scheduled services linked to financial system in MSIS to track expenditures.

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Migrant Physical Exams

Is a statewide program of physical examinations for migrant children.

- In alignment with the "Well-Child Exam" or EPTSD;

- Conducted through partnering clinical providers;

- Offered by districts as way to provide an MEP-funded service to families.

Physical Exams: Purpose in MEP

- **Physical exams** are conducted to:

  - Identify numerous chronic and acute health problems that may be untreated or unresolved;

  - Address growing health concerns of migrant youth coming into the state;

  - Allowed for key, high probability health factors to be given emphasis during the examination process;

  - Generate Medical Diagnosed Alerts (MDA) for state reporting purposes.

3-Year Physical Exam Report

Report lists students who may not have had of a recent physical examination within the last three (3) years.

- Students may have had exam, may not be recorded in MSIS;
- Recent exam dates generally collected at the time of recruitment.

Birth Date	Grade	Priority	Exam Date	Exam Result	Report District	Exam Status
01/23/2008	5	No				
03/31/2012	1	No				
06/04/2010	3	No				
						BELFAIR ELEMENTARY Total: 3

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Reporting Physical Exams

Physical exam dates may entered in several ways by records clerks and/ or recruiters, or migrant-funded nurse.

- If student has had a recent physical exam, exam can be reported via:

    - Mass/ Health/ Physicals;

    - Student Profile/ +New Screening Lab

- Remember: Student are eligible for an annual well-child exam per Medicaid, and every 3-years through MEP.

Mass Physicals

District: ABERDEEN
Building: WAABAC-A J WEST ELEMENTARY

| Physical | Parent Reported |
| Physical | Migrant Funded |

New Screening

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Reporting Physical Exams (continued)

If student has **not** had a recent physical exam, an exam can be offered and reported via:

- Health portal- via MSIS/ Quick Links Menu/ RC/ Schedule Health Exam.

We ask that new exams and other health services offered by MEP are recorded via the health portal for reporting purposes to track:

- Scheduled exams with contracted providers

- Use of MEP funds for physical exams and other health services;

- New MDAs generated by providers;

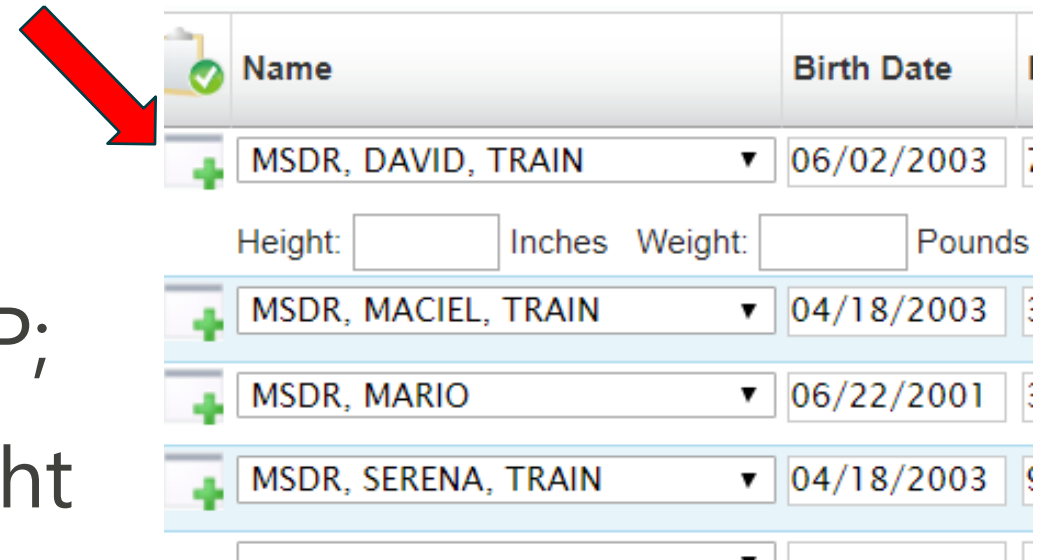- Provision of other health services beyond physical exams.

Reminder

Scheduling: Health Exam Portal

Districts are required to enter:

- All students referred for migrant physical exams or other health services possibly covered by MEP;

- Include student height and weight by clicking the green cross.

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What are Medical Diagnosed Alerts (MDAs)?

Student health information collected for the purpose of identifying underlying health conditions that may inhibit a student from participating academically.

- May include conditions such as allergies, limitations, medications, etc.

- Typically collected from a parent(s) or provider(s);

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MDAs: Purpose in MEP

- **Office of Migrant Education (OME)** requires each state to submit limited migrant student health information electronically to help inform schools across state boundaries.

  - Allowing schools to identify existing medical alerts, prior to students starting school;

  - Facilitate the timely enrollment and placement of all migrant students for highly mobile students;

  - And help coordinate access to care for untreated and/ or unresolved health condition for migrant youth.

MDA Report

MDA REPORT

Unresolved Alerts For Students Enrolled In The 2018-2019 School Year

Date Printed: 08/13/2019

	Student ID	SSID	Latest Enrollment	Current Grade
	22983805	6730520928	11/26/2018	10

Condition		Status	Comments
Dental Disease/Gums - Cavities		Unresolved	

	Student ID	SSID	Latest Enrollment	Current Grade
	11847489	2948897880	09/05/2018	3

Condition		Status	Comments
Learning Disabilities		Unresolved	

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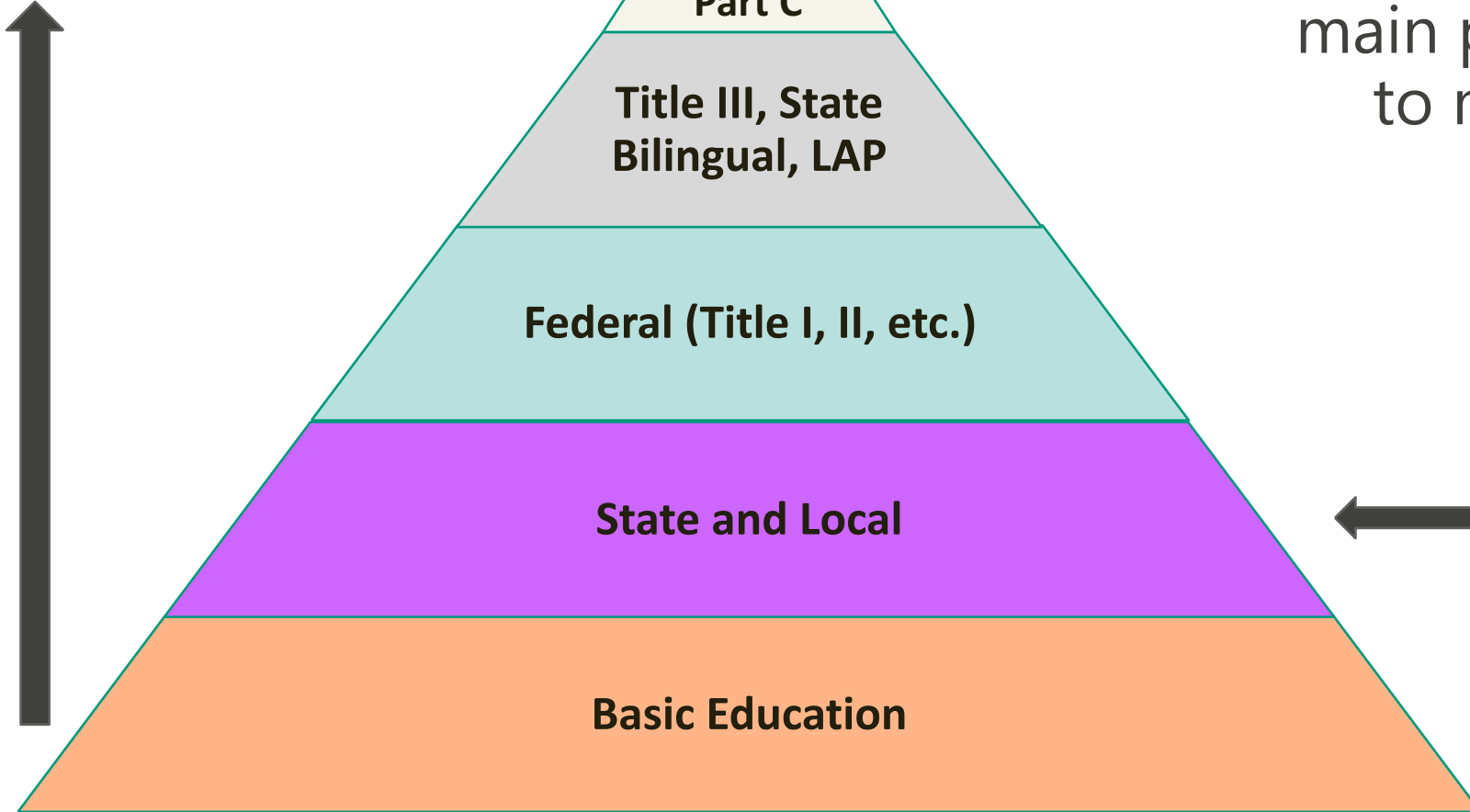PUBLIC INSTRUCTION

Resolving MDAs

Simple resolutions (such as verifying the acquisition of corrective lenses) may be resolved by records clerks and/ or recruiters by communicating with the families.

- Districts may have distinct roles for records clerks/ recruiters, so roles may vary;

- If MDA more critical or uncomfortable, seek support from a school nurse or other student support staff.

This applies to migrant nurse consortia districts as well.

Flow of District MEP Resources

Title I
Part C

Title III, State
Bilingual, LAP

Federal (Title I, II, etc.)

State and Local

Basic Education

A Supplementary Program **cannot** be the main provider of services to migrant students

Medicaid and other community health and social services included

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photos published by pixabay.com

Parent Advisory Council Role

Title I Part C Migrant Education Program

Grant Application

Page 3: B. Parent Advisory Council/Family Engagement

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Objectives:

The participant will have a working knowledge of:

- Federal guidelines on the Parent Advisory Council role
- WA State MEP expectations on PAC Officer and General PAC meetings
- Conduct effective PAC officer meetings and General PAC meetings

Non-Regulatory Guidelines, March 2017

- A2.   Why is parental consultation in planning the MEP important at the State and local level?

- B1.   When is an SEA and local operating agency required to establish a parent advisory council (PAC)?

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Non-Regulatory Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. Regulatory Requirements 34 CFR 200.83(b) pp 78-84

Non-Regulatory Guidelines, March 2017 (continued)

- B 2. What is the function of a PAC?

    A. Advise on local concerns of migrant parents

    B. Include as part of local needs assessment

    C. Design local plan for program services and activities for migratory students

    D. All of the above

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Non-Regulatory Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. Regulatory Requirements 34 CFR 200.83(b) pp 78-84

WA State Migrant Education Program requirements:

- Three meetings or more with PAC Officers
  - two-way discussions of local program occurs
    - planning,
    - implementing and
    - evaluating

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Chat Box

- How often are you meeting with PAC Officers to discuss the three components?

Core PAC Meetings

Three meetings:

- Fall: Implement/Evaluate

- Winter: Implement/Evaluate

- Spring: Evaluate/Plan

Fall: Implement/Evaluate

- Page 3-PAC/Family Engagement

- Page 4-Program Services

- Page 5- Public Schools Page

- Budget

Page 3: Item 13
- ❑ State Assessment and Accountability Results
- ❑ Graduation Requirements and supports, including Core 24 (5 Year Plan)
- ❑ Health, Dental, and Social Service Resources/ Information
- ❑ Career exploration and post-secondary education (HEP/CAMP)
- ❑ Credit Retrieval, PASS Program
- ❑ Credit Retrieval, Other
- ❑ Smarter Balanced Assessments
- ❑ Common Core State Standards
- ❑ Teacher/Principal Evaluation Pilot (TPEP)
- ❑ Other

Winter: Implement/Evaluation

- Page 3-PAC/Family Engagement

- Page 4- Program Services

- Page 5- Public Schools Page

- Budget

- Summer planning, if applicable

Spring: Evaluation/Planning

- Page 3-PAC/Family Engagement

- Page 4-Program Services

What should I submit to OSPI to demonstrate PAC consultation?

- Meeting Agendas with plan/evaluation topic

- Meeting minutes or notes which highlight results of the meeting
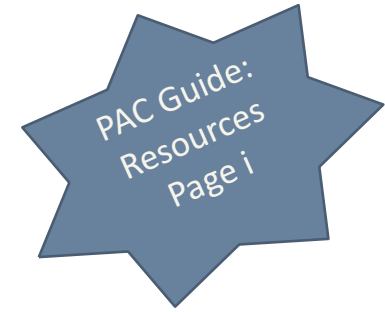
- Summary of survey that may have been administered

General PAC Meetings

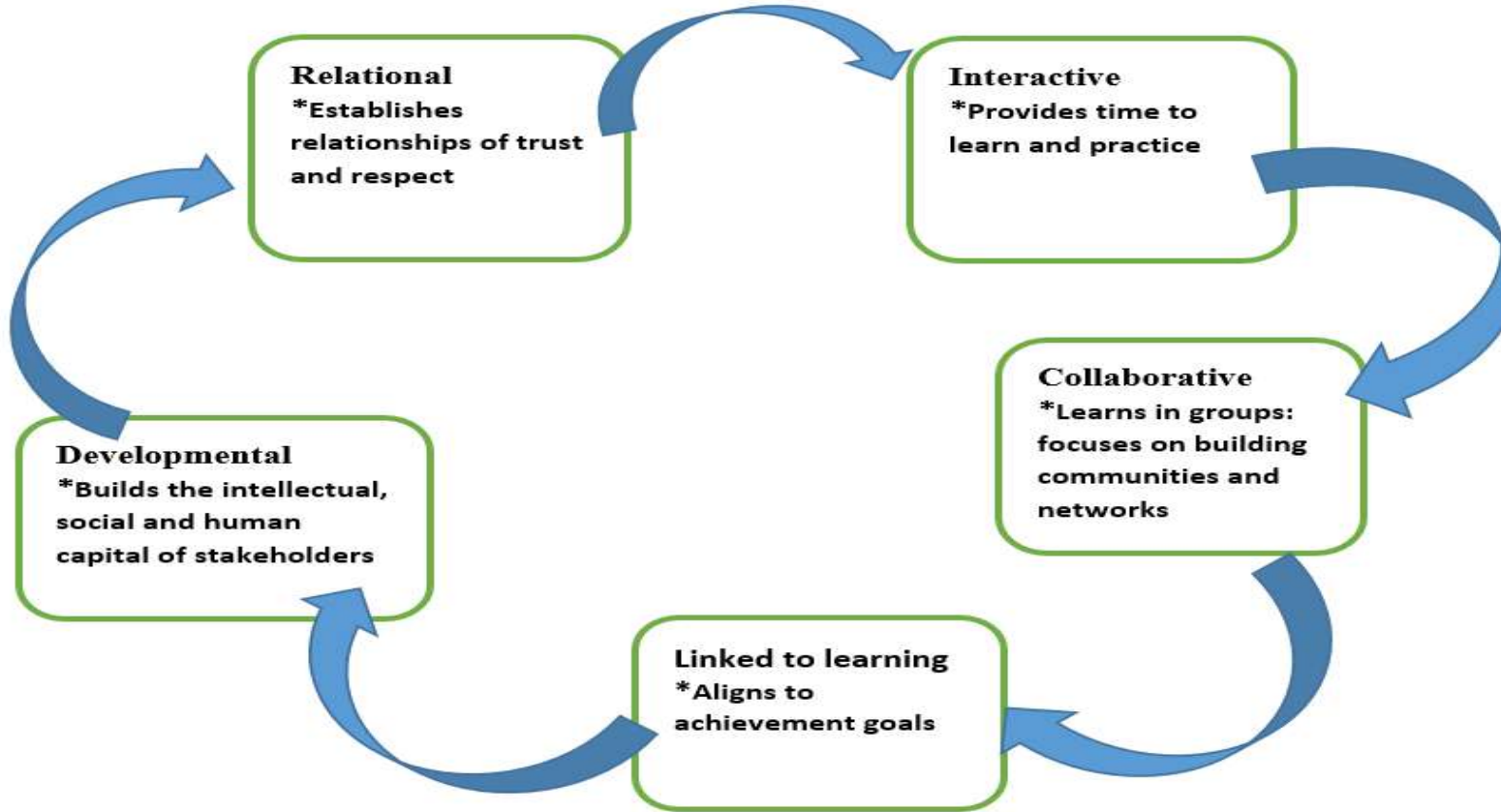# Family Engagement Framework

PAC Guide:
Resources
Page i

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
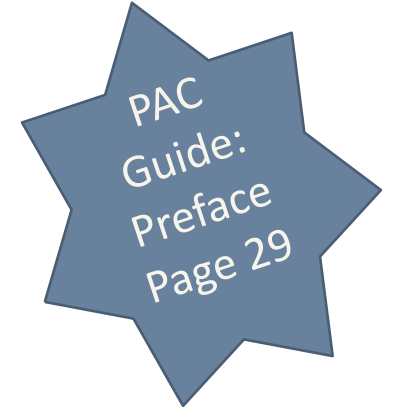
Family Engagement Framework (cont.)

Relational
*Establishes relationships of trust and respect

Interactive
*Provides time to learn and practice

Collaborative
*Learns in groups: focuses on building communities and networks

Developmental
*Builds the intellectual, social and human capital of stakeholders

Linked to learning
*Aligns to achievement goals

PAC Guide: Preface Page i

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Family Engagement Framework Guide

Parent and Family Engagement (PFE) Guide-Checklist

Name of LEA/ School Name:

Date:		Activity Lead(s):	

General Information

Funding source(s) for activity	☐Federal ☐State │ Amount:
How will the LEA or school remove barrier(s) for participation?	☐ Transportation ☐ Childcare ☐ Meal ☐ Other:

1. Linked to Learning – Align to achievement goals	
Aligned to needs assessment/ improvement plan	☐ Staff reviews their needs assessment or the school improvement plan to create the family engagement activity that best fits and aligns to achievement goals.
What is the purpose of the activity?	Write a brief description:
Grade level targeted	Indicate the grade level(s):
Content area(s)	☐ELA ☐Math ☐Science ☐Social Studies ☐Arts ☐Other, If Other, please specify:
Place and time	Time: │ Location

2. Relational – Establishes relationships of trust and respect	
Welcoming Environment	☐ Create welcoming standards with staff ☐ Invitations (simple and clear language) ☐ Welcome families and visitors with signs around school

3. Developmental – Builds the intellectual, social and human capital of stakeholders	
Develop families' self-confidence:	**The following strategies are _required_ by Title I, Part A under building capacity:** ☐ Provide materials and training

PAC Guide: Preface Page 29

Relational
Collaborative
Interactive
Developmental
Linked to Learning

Sample General PAC Agenda

I. Welcome/Housekeeping announcements

II. Special Activity

III. Presentation based on academics

IV. Presentation on list on Page 3, Item 13

V. Public opinion/open mic

VI. Evaluation

VII. Closure

Chat Box

I will use the Parent and Family Engagement Checklist to ensure activities/events are:

1. Linked to Learning
2. Fostering Relationships
3. Building Stakeholder Capital
4. Building Communities and Networks
5. Providing time to learn and practice
6. All of the above

Thank You for Participating!

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