

# ESSA Title I, Part C, Migrant Education Program

ESSA FEDERAL PROGRAM DIRECTOR TRAINING  
FRIDAY, JANUARY 13, 9:00 A.M. — 11:00 A.M.

SYLVIA REYNA, PROGRAM SUPERVISOR  
LUPE LEDESMA, PROGRAM SUPERVISOR



# Finding our Way with ESSA

## In this Presentation:

- Program Overview
- Program Purpose/Reporting Requirements
- Continuous Improvement Cycle
- Measurable Performance Outcomes
- Consolidated Application
- Allowable Activities
- Health

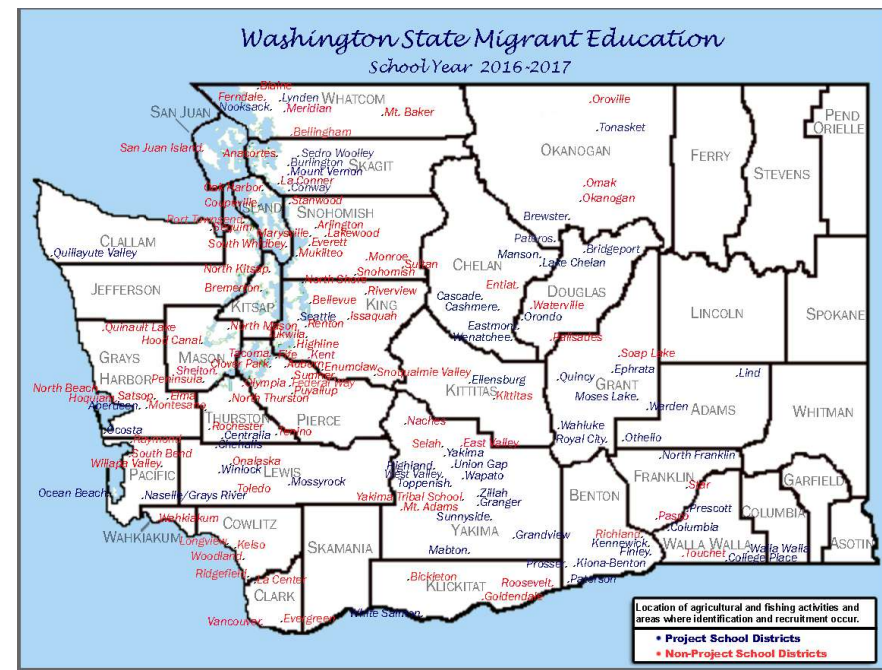


*The Migrant and Bilingual Education Programs at OSPI promote school environments that recognize language and cultural assets as valuable resources to learning that directly contribute to student's success in college, career, and life.*



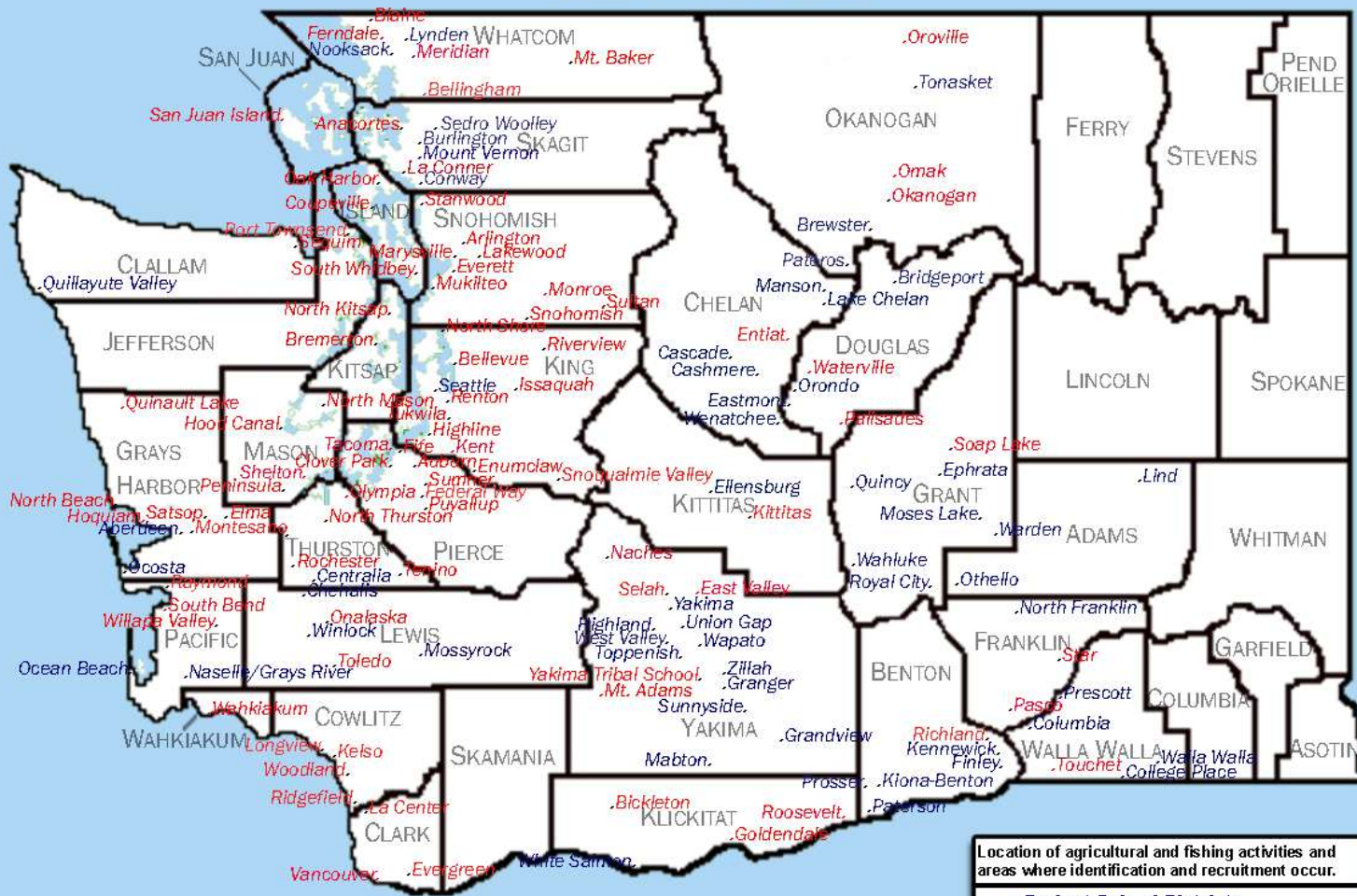
# Washington State Title I, Part C, Migrant Ed. Program

- 30,077 ages 3-21
- Office of Migrant Education has identified WA state as the second largest migrant student serving state.
- \$51 billion state agricultural industry



# Washington State Migrant Education

School Year 2016-2017



Project  
Non-Project

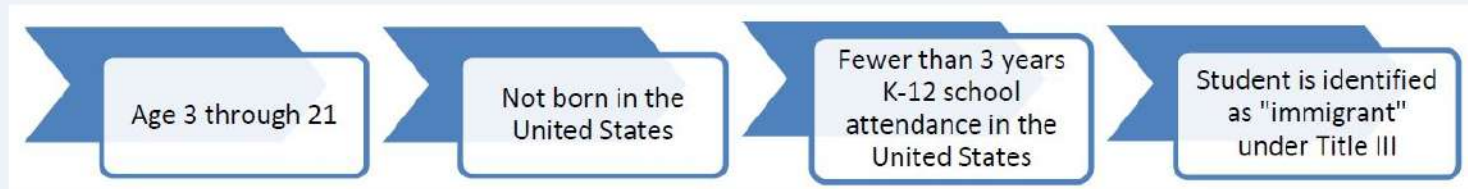


# Washington State Title I, Part C, Migrant Ed. Program

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Difference between a migrant students and immigrant

## Immigrant Student:



# Migrant Student Eligibility

## MIGRATORY AGRICULTURE WORKER OR FISHER:

- made a qualifying move in the preceding 36 months and,
- engaged in new temporary or seasonal employment or personal subsistence in agriculture or fishing, agriculture may be dairy work or the initial processing of raw agricultural products,
- may be considered migratory if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal agriculture or fishing employment.







# Migrant Student Data, Recruitment and Support

## Sunnyside, Washington

800-274-6084  
msdr.org

Call Us: 800.274.6084 [Login](#) [Account](#)

Home [Recruiter Friday Emails](#)

[About MSDRS](#) [Reports and Maps](#) [PASS](#) [Student/OSY](#) [Resources](#) [MEP Links](#)

[ED Staff](#) [Family Engagement](#) [Forms Request](#) [FPD](#) [Homeless Education](#) [MGS/MSA](#) [MSIS Tutorials](#) [MSDRS Newsletters](#) [PASS](#) [Records Clerk](#) [Recruiter](#) [School District Directory](#)

[Calendar/Events](#) [Health Program](#) [Identification & Recruitment](#)

**Resources** **What's New** **Upcoming Events**

[ED Staff](#) [Forms Request](#) [FPD](#)

Wednesday, 14 December 2016  
**REMINDER: PASS Migrant Student of the Year Scholarship and Recognition Opportunity**

[See All](#)

- ✓ Annual and on-going training
- ✓ Conduct quality control reviews
- ✓ 3<sup>rd</sup> party re-interviews





# Pause and Reflect

What are your questions regarding:

- Migrant student eligibility?
- Project/non-project programs?
- Eligibility activities in Washington State?



# Washington State Title I, Part C, Migrant Ed. Program

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- 25.6% meeting standard ELA (grades 3-8)
- 22.5% meeting standard Math (grades 3-8)
- 11th grade 17.8% met standard in ELA and 10.7% met standard in math
- 18.8% demonstrate all six domain characteristics of entering Kindergarten students on WaKids 2016



# Washington State Title I, Part C, Migrant Ed. Program

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- 43% English learners (majority Spanish)
- 2,710 preschool-aged migrant students
- 4-year graduation rate 64.4%
- 5-year graduation rate 70.7%



# Program Purpose

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## **PROGRAM PURPOSE TO SUPPORT:**

- High-quality educational programs.
- No penalization in curriculum, graduation requirements, and state standard disparities.
- Opportunities to meet same challenging academic standards and graduation requirements.
- Overcome barriers to educational access and benefit from state and local systemic reforms.



# Reporting Requirements

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- The % who scored at or above proficient on the state's annual Reading/ Language Arts (English Language Arts ) and Mathematics assessments in grades 3-8.
- The % of migrant students Grades 7-12 who graduated or were promoted to next grade level.
- The % of who entered 11<sup>th</sup> grade that had received full credit for Algebra I.



# Focused on Reducing or Eliminating the Barriers to Academic Success

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Seven Areas of Concern:

1. Educational Continuity
2. Instructional Time
3. School Engagement
4. English Language Development
5. Educational Support in the Home
6. Health
7. Access to Services



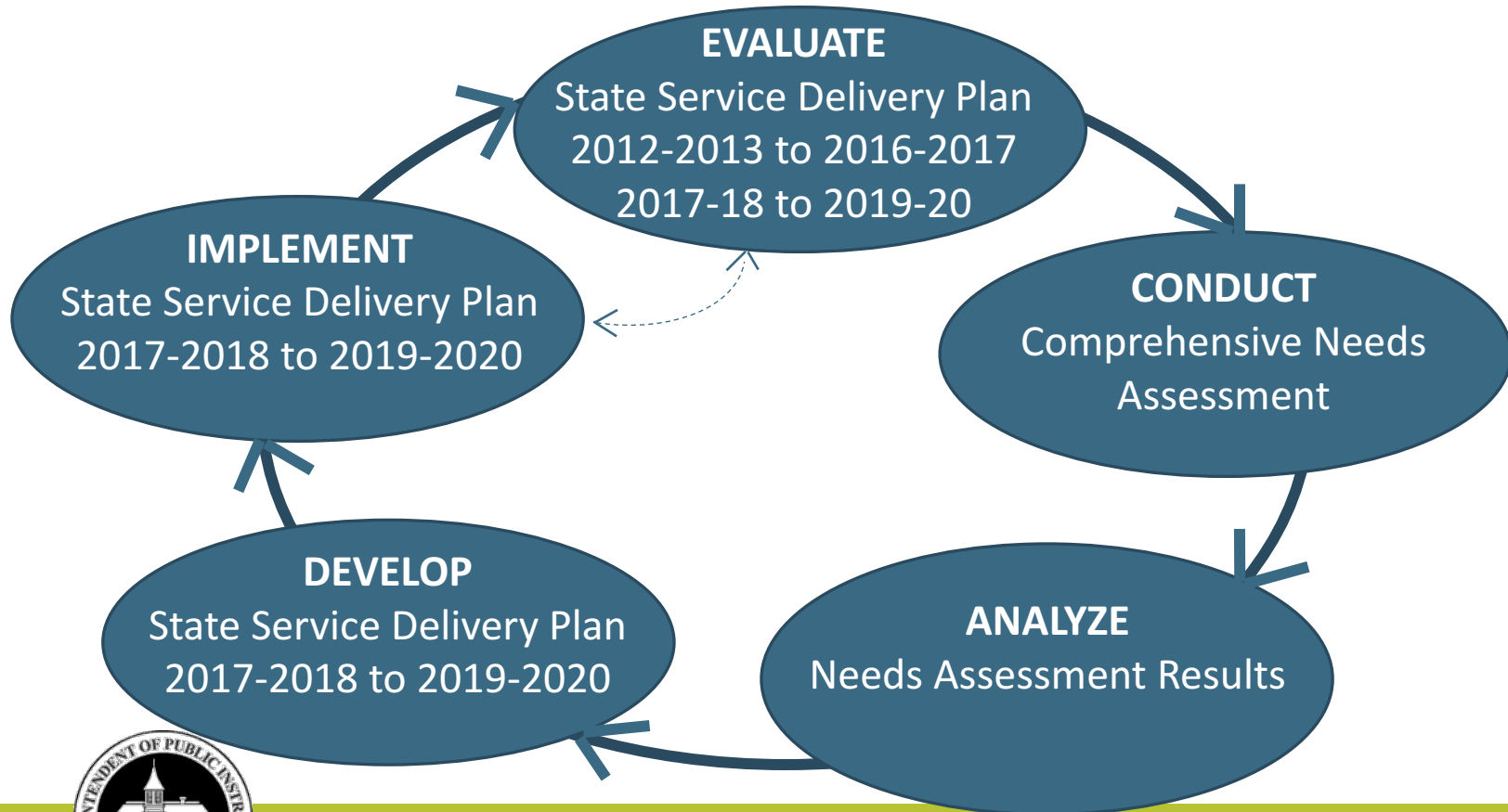


# Pause and Reflect

What other barriers have you encountered in attempting to serve mobile students in your school or school district?



# Continuous Improvement Cycle



# State Service Delivery Plan

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Goal Areas:

1. English Language Arts
2. Mathematics
3. School Readiness
4. High School Graduation



# State Service Delivery Plan

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- Crafting goal statements
- Developing Measurable Performance Outcomes (MPOs)
- Identifying data collection needs for MPOs
- Creating methods to evaluate MPOs
- Determining changes to allocation factors for LEA subgrants



# ESSA Consolidated Application Requirements (p. 175-178)

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- Identification and recruitment of eligible migratory children on a statewide basis.
- New** • Assess unique migrant student needs, including **preschool** and children who have **dropped out**.
- Provide a full range of services available through local, state, and federal educational programs.
- Promote interstate and intrastate coordination.



# ESSA Consolidated Application Requirements (p. 175-178) Continued

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- Develop measurable program objectives
- Consultation with parents of migratory children (Parent Advisory Council)
- New** • Update Priority for Service (PFS)
- Communicating PFS to LEAs





# Update

## Priority For Service

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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.



# Allowable Activities

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- Services must be supplemental (in addition to) other services provided by local, state, and federal programs for which migrant students may be eligible and entitled to access.
- Services can be either academic or support, or both.
- Services can be in coordination/collaboration with other local, state, and federal programs.
- Cannot replace (supplant) services for which a migrant student would be eligible to access.



# State Sponsored Events

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Voices from the Field Science – Islandwood

Voices from the Field Arts – Fort Worden

Dare to Dream Exploring Your Future

Dare to Dream Academic Academies







# Health Services

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Welcome Armando!

- Supporting the health needs of migrant students.
- Coordinating services with state, county, and local resources.
- Collaborating with OSPI's Student Support office.
- Transition services provided through NCESD to OSPI.
- Explore partnership with Nursing Corp and CTE.



# Contact

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# Questions & Answers

