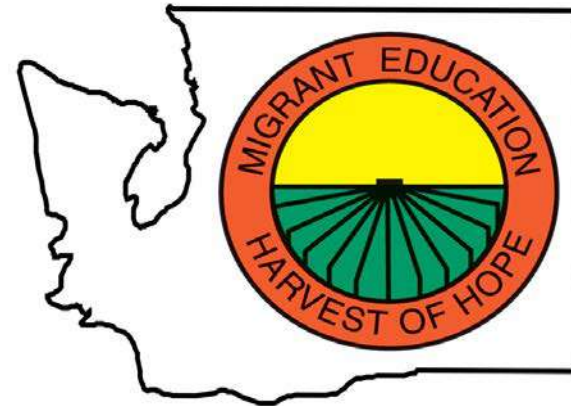# Washington State Title I Part C Migrant Education Program

Quarterly Webinar

September 18, 2020

10:00 a.m. – 11:30 a.m.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Office of Superintendent of Public Instruction

Chris Reykdal, State Superintendent

Vision

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

Mission

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

Values

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

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Equity Statement

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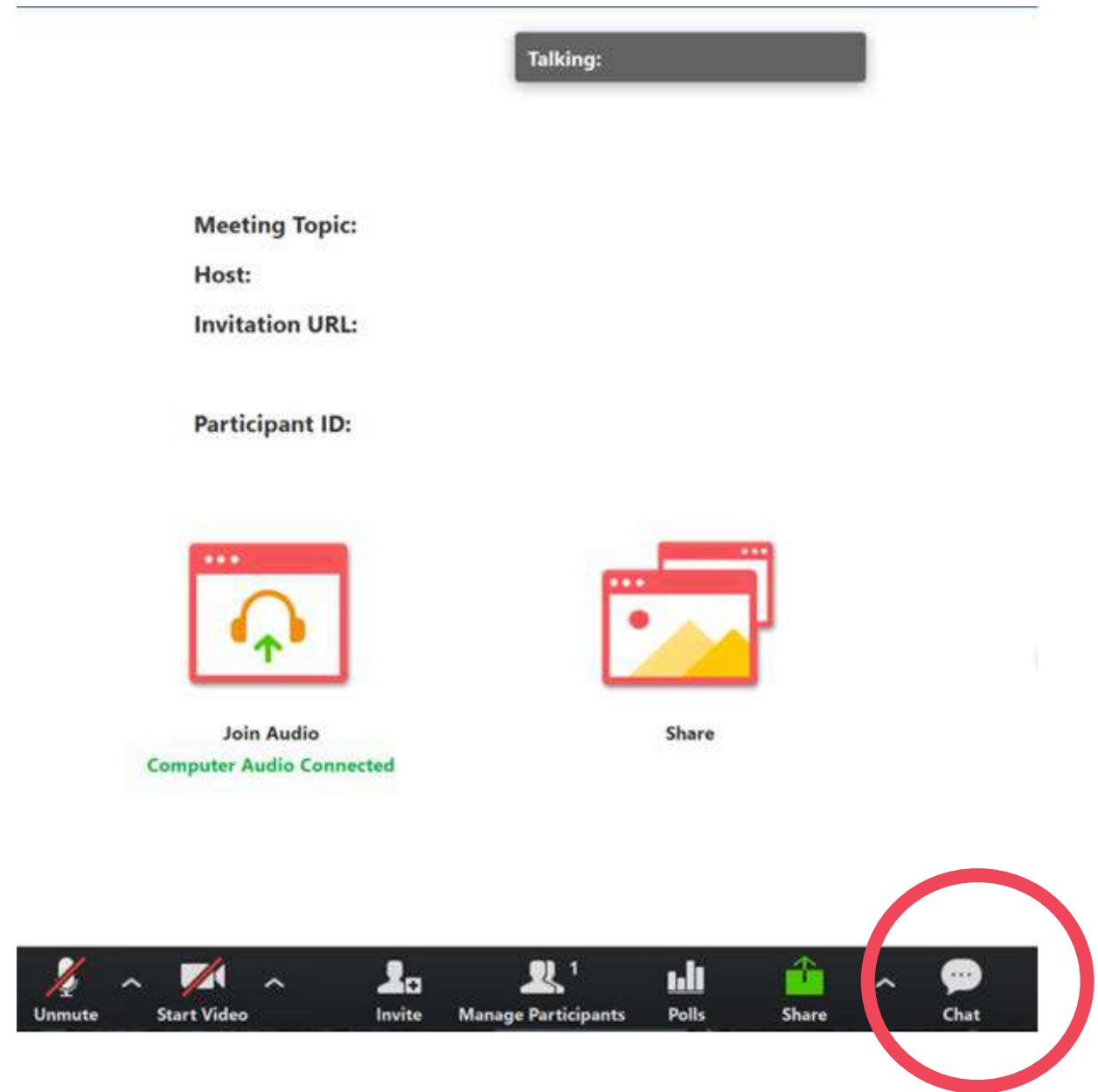
Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.

- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

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Tips for Participating

- Share comments and ideas in the **Chat** panel (send to "All")

- **PowerPoint** posted on OSPI Migrant Education webpage

Talking:

Meeting Topic:

Host:

Invitation URL:

Participant ID:

Join Audio
Computer Audio Connected

Share

Unmute   Start Video   Invite   Manage Participants   Polls   Share   Chat

Webinar Etiquette

Our goal is to provide relevant and timely information

Keep distractions to a minimum

Provide us your feedback

Consider different viewpoints

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Back to School Quick Reminders

- A student cannot be denied access to a public education regardless of immigration status.

- A student or families' immigration status can not be required as part of school enrollment.

- A student may be identified as homeless under the McKinney-Vento Act.

- A parent or guardian has the right to translation services/support when meeting with school personnel (district and school buildings should have a process in place for accessing translation/interpretation support and inform parent/guardian of this service). Visit http://www.k12.wa.us/Equity/Interpretation.aspx for more information and resources.

WELCOME!!

- Program Purpose
- Priority for Service Migrant Student Eligibility
- Health
- Identification and Recruitment (ID&R)
- Parent Advisory Councils and Family Engagement
- Program Services
- Timelines and Deadlines
- Resources

OSPI's Migrant Education Program Team

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360-725-6147

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# ESSA - Title I Part C Migrant Education

Program Purpose
ESEA – Section 1301

1. High-quality educational programs and services.
2. Not penalized by disparities among States (curriculum, graduation requirements, and challenging State academic standards).
3. Opportunities to meet challenging State academic standards all children are expected to meet.
4. Overcome factors that inhibit the ability to succeed.
5. Help migratory children benefit from State and local systemic reforms.
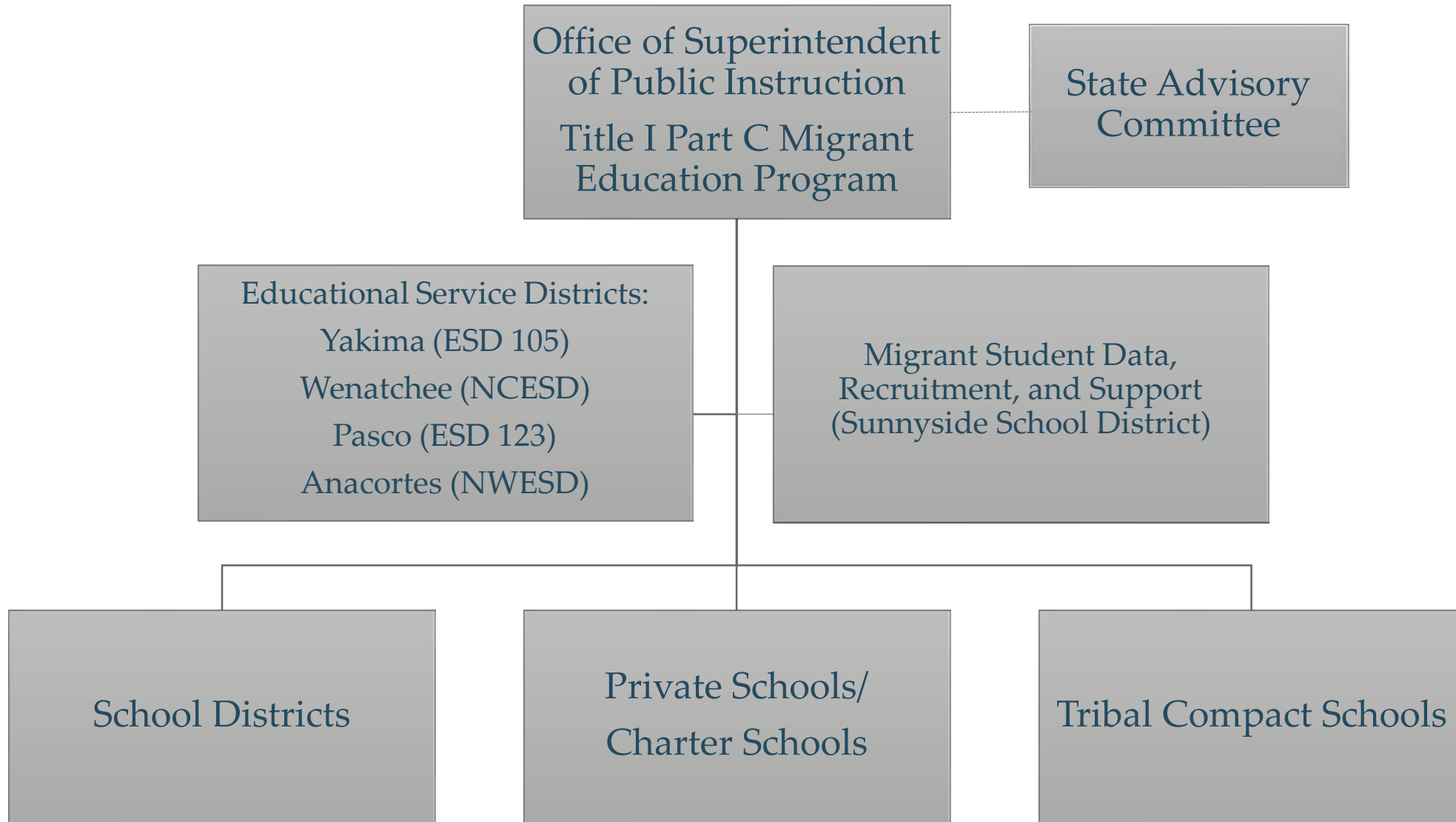
Migrant Student Eligibility

AGE:
3-21 years of age

SCHOOL COMPLETION:
Has not yet received a high school diploma or equivalent

MOVE:
Moved to obtain work in the agricultural or fishing industries
(by themselves or with their family)

ACROSS DISTRICT BOUNDARIES:
Crossed school district boundaries

TIME:
Within the last 36 months

Other Migrant Students

- Needs – students who may not have moved within the last 12 months (PFS) but are at-risk of not meeting state standards.

- Continuation of Service – students whose eligibility has ended but who may need continued Migrant Program support through the end of the term, for the school year or throughout their high school until they graduate. There must be no other resource available for students to access. High school is credit accrual services only.

- Out-of-School Youth – students ages 16-21 currently not enrolled in school. They may be drop-out students which could count as PFS as well.

Priority for Service

- Made a qualifying move within the last 1-year (12-month) period.
- **Most at-risk of not meeting state standards.**
- Or Drop out (not yet graduated)

Where state assessment data is unavailable use following proxy factors:

A. EL score is less than proficient.
B. Retained in same grade level.
C. Age and grade placement is two years or more.
D. High school credit deficient.
E. School attendance is less than 90% for time enrolled.
F. Qualified for Special Education services.
G. Identified as Homeless under McKinney-Vento.
H. Has less than 90 days total enrollment for the school year.

Priority for Service

2018-19 – 9,261 PFS count reported to Department of Education.
2019-20 – 10,352 reported into MSIS*
2020-21 – 1,592 currently reported; important to ensure students with those Proxy factors are reported into CEDARS for data sharing with MSDRS**.

*MSIS – Migrant Student Information System
**MSDRS – Migrant Student Data, Recruitment, and Support

What is a Service?

"Services" are allowable 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.

Services and Activities

Services are of **sufficient duration** and **intensity** to enable the program to **meet** its measurable **outcomes** and to contribute to the achievement of the State's performance targets.

The one-time act of providing instructional, informational packets to a child or family, 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.

Group Chat

Name at least two Proxy Factors that may be used if assessment results are not available:

A. EL score is less than proficient.

B. Retained in same grade level.

C. Age and grade placement is two years or more.

D. High school credit deficient.

E. School attendance is less than 90% for time enrolled.

F. Qualified for Special Education services.

G. Identified as Homeless under McKinney-Vento.

H. Has less than 90 days total enrollment for the school year.

Group Chat/poll

Can you <mark>only</mark> serve Priority for Service students with Migrant Education Program (MEP) Funds?

Answer: No. All eligible migratory students may be served with MEP funds if there are no other resources available to address their identified need.

Health

Continuous/Hybrid Learning

Continuous/ hybrid learning may introduce or compound existing health-related barriers. Consider the following questions:

- Do your students have essential medications to actively engage in learning?

- Do your students have a set or spare set of corrective lenses?

- Are families aware of ongoing school meal programs and how to access them?

- What health and social services are currently being used by families, and are there any other gaps in those services or basic needs?

Provision of Services

Districts may support eligible migratory children with supplemental health and social services when there is a delay or lack of availability from federal, state, or other local program resources.

Services must:

- Help children to participate academically;

- Not be ongoing or long-term types of services;

- And costs remain necessary, reasonable, and allocable to the MEP

COVID-19 Provisions

Districts may approach access other "necessities" when there is a delay or lack of availability from other sources. Other necessities may also include, but are not limited to:

- Cleaning supplies for disinfection/sanitation purposes;

- First aid supplies;

- Personal hygiene supplies/ PPE;

- Hearing aids and batteries;

- And loaned equipment to access online learning.

Supplemental Funding Opportunity

One-page form:

- *Describe the planned coordination of services, including potential services, coordinating staff, and partnering organizations, to help resolve newly identified or existing heath or social barriers experienced by eligible youth.*

- In addition to regular grant allocation;

- Amount based on student enrollment count- up to $4k;

- Funds will rollover and made flexible;

Can MEP Cover the Cost?

Student was referred for personal hygiene/dental health concerns which are starting to interfere with their academic participation…

- School district has resources but are limited at this time of need;

- Community-based organizations are available but time of accessibility poses a burden;

- Student has Medicaid coverage available.

Can MEP Cover the Cost? (continued)

Yes, a hygiene supply service:
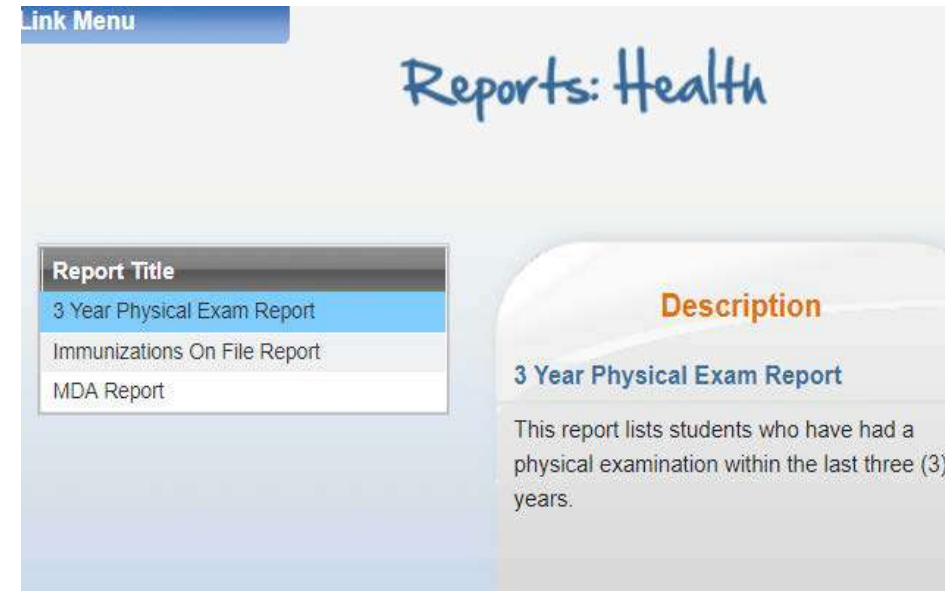
- Supports the students' academic participation;
- Temporarily fills gap in other resources available;
- Alleviates the burden of time to necessary services.

However, the need for dental services should be referred to clinical provider due to Medicaid eligibility.

Health Reports

Three main reports MSIS/Reports/Health:

- 3-Year Physical Exam;
  - Students without exams on record, populated from COE

- Immunizations on File;
  - Students without yes or no verification

- Medically Diagnosed Alert (MDA) Report.
  - Ongoing or unresolved health conditions as a result of a physical exam, or other source.

Migrant Health Data Resources

MSIS Health Dashboard
- Live snapshot report
- MSIS/Health Tab/Dashboard

Health Summary Report
- # Eligible for new exam,
- # Exams scheduled/ completed,
- # Reported in MSIS

State Dashboard | Request for Support

KENNEWICK

Needs for Service
- Physical Exams: 897
- Immunizations: 205
- Medical Alerts: 3

Progress Report
- Physical Exams Provided/Entered: 1,552
- Updated Immunizations: 2,253
- Migrant Physical Exam Dates Scheduled: 10

Physical Exams   Immunizations
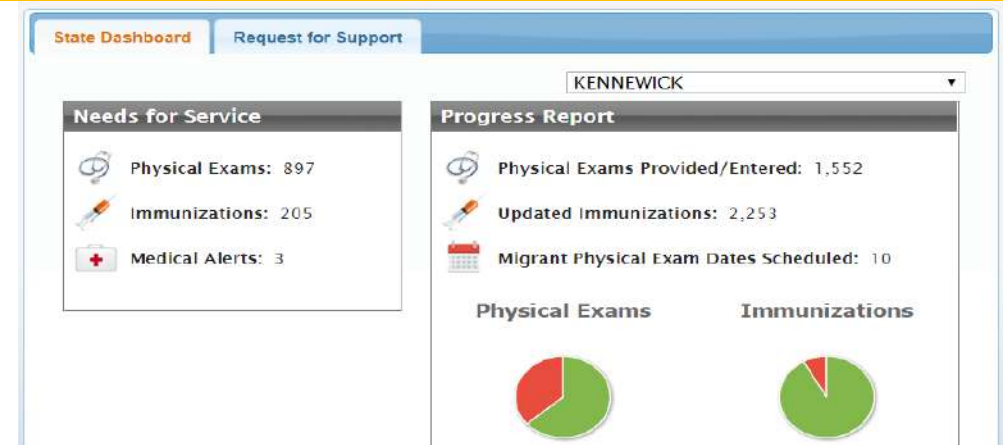
Good Morning,

Recently Enrolled Exam Summary

Below is a summary of the Students without Health exams summary emails that have been sent to the districts:

District	Students Eligible for New Exam Count	2018-2019 Exams Scheduled/Completed	2018-2019 Screenings Reported on MSIS
BRIDGEPORT	3	0	0
BURLINGTON-EDISON	76	0	4
CASCADE	6	0	9

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Need help accessing health and social resources?

Please connect with your regional ESD OSY/Health Coordinators:

- Cindy Cholico, ESD 105, 509-834-6828, cindy.cholico@esd105.org

- Juan Hurtado, ESD 123, 509-544-5721, jhurtado@esd123.org

- Tanya Rojas, NWESD, 360-299-4719, trojas@nwesd.org

- Ric Escobedo, NCESD, 509-888-7040, rice@ncesd.org

OSY/ Health Team:
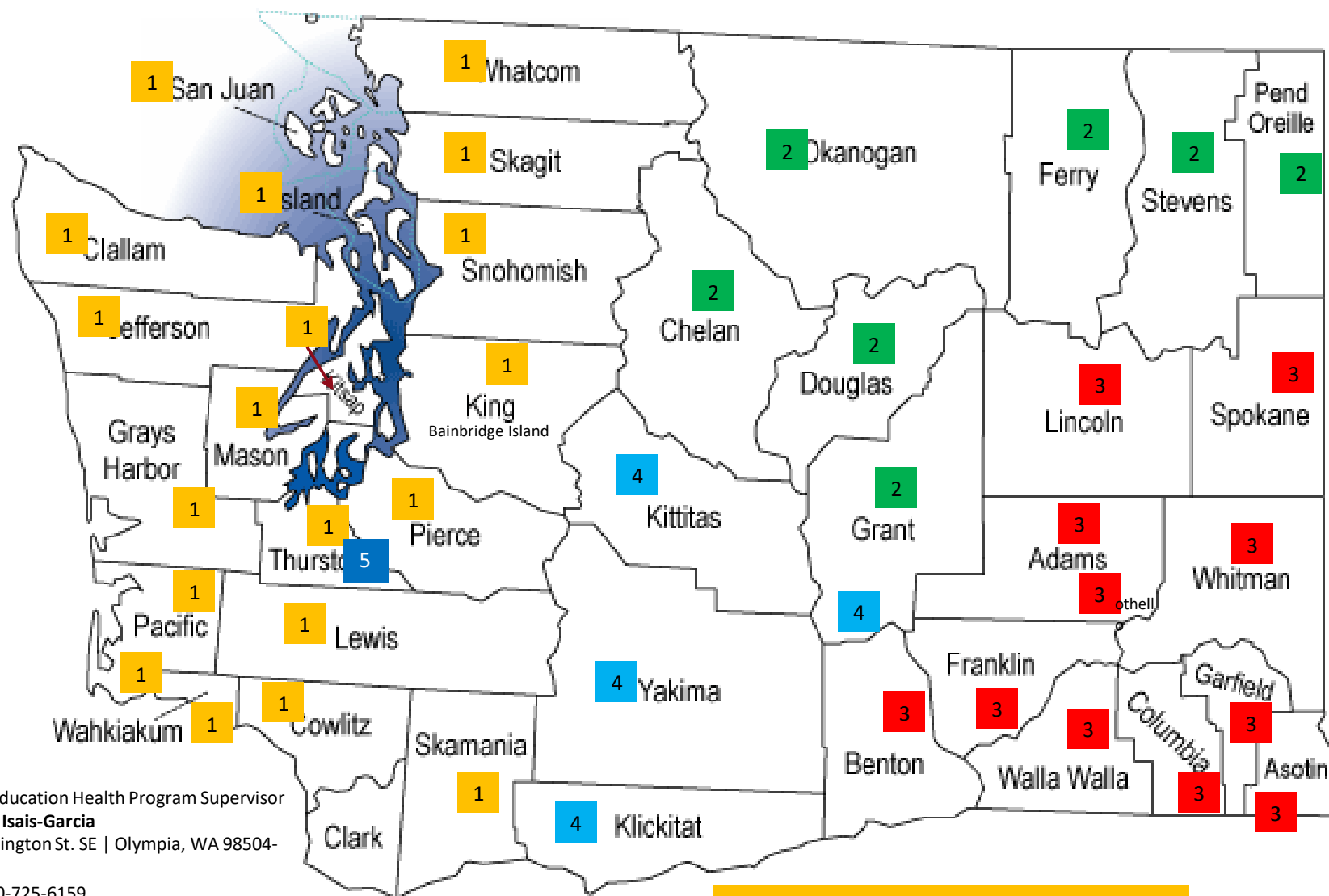
Educational Service District 189
Tanya Rojas
1601 R Avenue
Anacortes WA 98221
Office: 360-299-4719

Educational Service District 171
Ric Escobedo
430 Olds Station Road
Wenatchee WA 98801
Office: 509.888.7040

Educational Service District 123
Juan Hurtado
3924 West Court Street
Pasco WA 99301
Office: 509-537-1706

Educational Service District 105
Cindy Cholico
33 South Second Ave
Yakima WA 98902
Office: 509-834-6828

Migrant Education Health Program Supervisor
Armando Isais-Garcia
600 Washington St. SE | Olympia, WA 98504-7200
office: 360-725-6159

Migrant Health Nurse/Food and Nutrition Programs

Support for Students and Families

- Visibility, availability helps foster trust with families.
- Team up with school Liaisons or recruiters who have established trust with Migrant families.
- Engage in events that benefit the community.
- Collaborate and network with community leaders.
- Use social media to disperse information.
- Ultimate goal is to remove barriers that inhibit academic involvement.

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Resources Needed:

- Daycare services;
- Demand exceeds supply, especially bilingual providers;
- Mental Health services;
- Specialists services such as neurology, cardiology have long waiting periods;
- Bilingual tech support at school.

Partnerships

- Valuable partnerships include:
- SeaMar (mental health, primary care)
- Catholic Community Services, Compass   Health (mental health)
- Children of the Valley, daycare services.
- Skagit County Public Health Representatives
- MV Hope (city coalition)

Identification and Recruitment (ID&R)

Identification and Recruitment (ID&R)

ID&R District Plan*

The following snip is from the MEP Grant Application. Section 6 of the ID&R Handbook provides more information

5. [Yes ▼] RECRUITMENT - A migrant student recruitment plan is in place for each recruiter that includes the following items:

☑ Mapping recruitment boundaries

☑ Process to ensure staff are fully trained in recruitment requirements and receive on-going training.

☑ Annual plan identifying peak recruitment periods, locations to be targeted, extra staffing as needed, and process to conduct program revalidations.

☑ Process to assess quality control to ensure consistency in identifying eligible migrant students.

☑ Process to evaluate achievement of plan and I/R efforts, including annual review of COE completion rates.

NOTE: District staff conducting identification and recruitment activities must attend annual training for recertification of recruitment requirements.

Identification and Recruitment (ID&R)

Evaluation
Reports help identify barriers and create solutions

ID&R
Monthly Meeting

Deployment
Establishing relationships in the community

Revalidation
PFS students generate twice as much funding
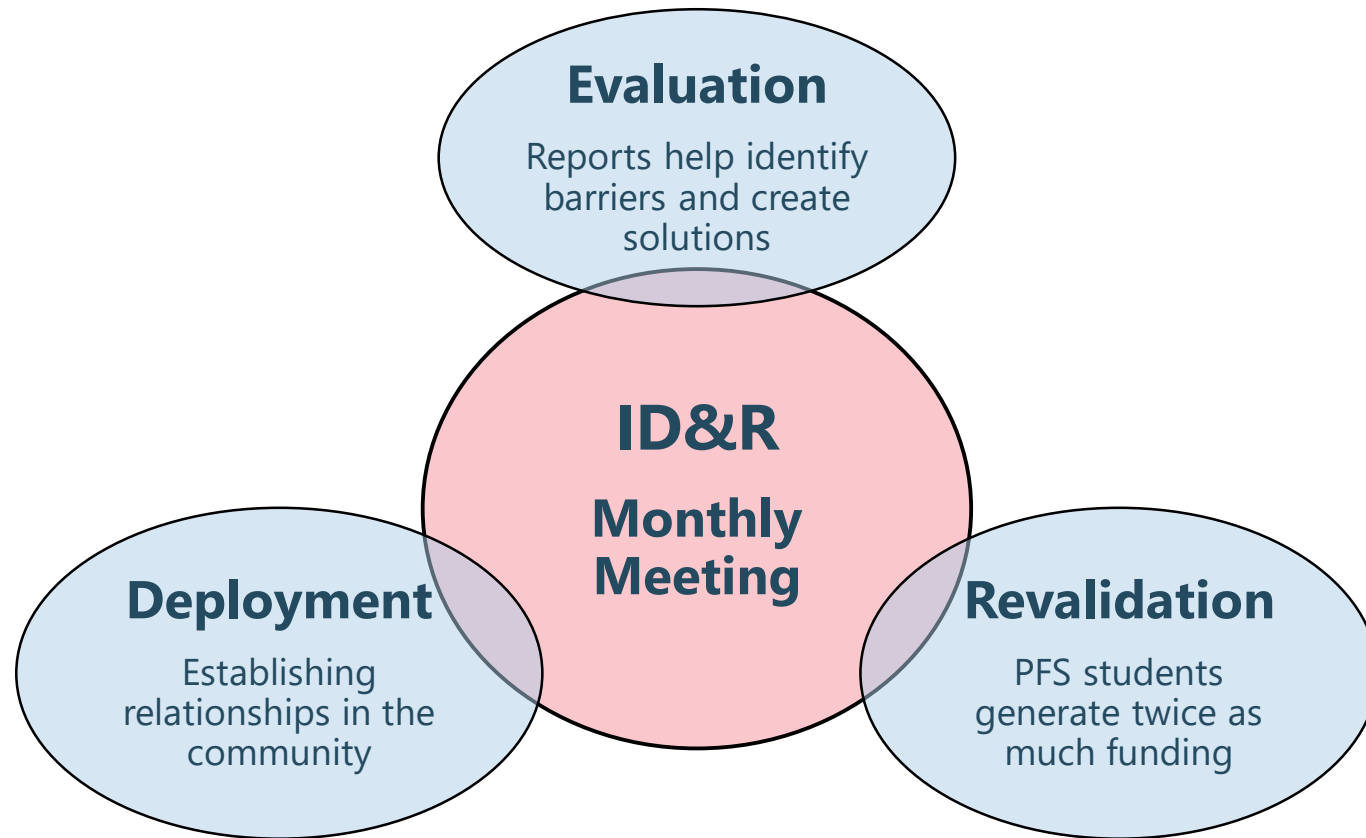
ID&R Fall 2020

Fall 2020 ID&R

- ID&R COE Signature Guidance
- Social Distancing Directives
- Displaced Families

Quality Control

- Re-interviews
- Training

Resources

- Bi-weekly Zoom Meetings
- MSDRS Website

Chat Box

- I have my monthly ID&R meetings planned with my RT and MEP Staff? – Yes/No

- I have access to the Resource page on the MSDRS website? – Yes/No

Parent Advisory Councils
Virtual Meetings

Title I, Part C, Migrant Education Program 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)?

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

Parent Advisory Council (PAC)

- PAC Guide on OSPI website:

https://www.k12.wa.us/student-success/access-opportunity-education/migrant-and-bilingual-education/migrant-education-program

  - Parent Advisory Council Guide (English)
  - Parent Advisory Council Guide (Spanish)/PAC Consejo Asesor de Padres Guía
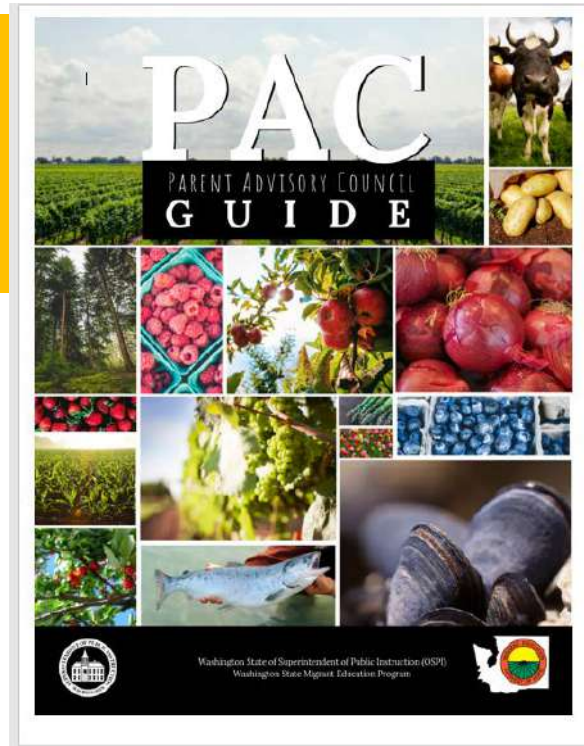
Family Engagement Continuum

Family Involvement
- Limited
- One-way at school request

Family Engagement
- Regular, two-way
- Some involvement in decision-making

Family Partnership
- Continuous, reciprocal
- Deeply connected
- Families intimately engaged in decision-making & roles in school/district
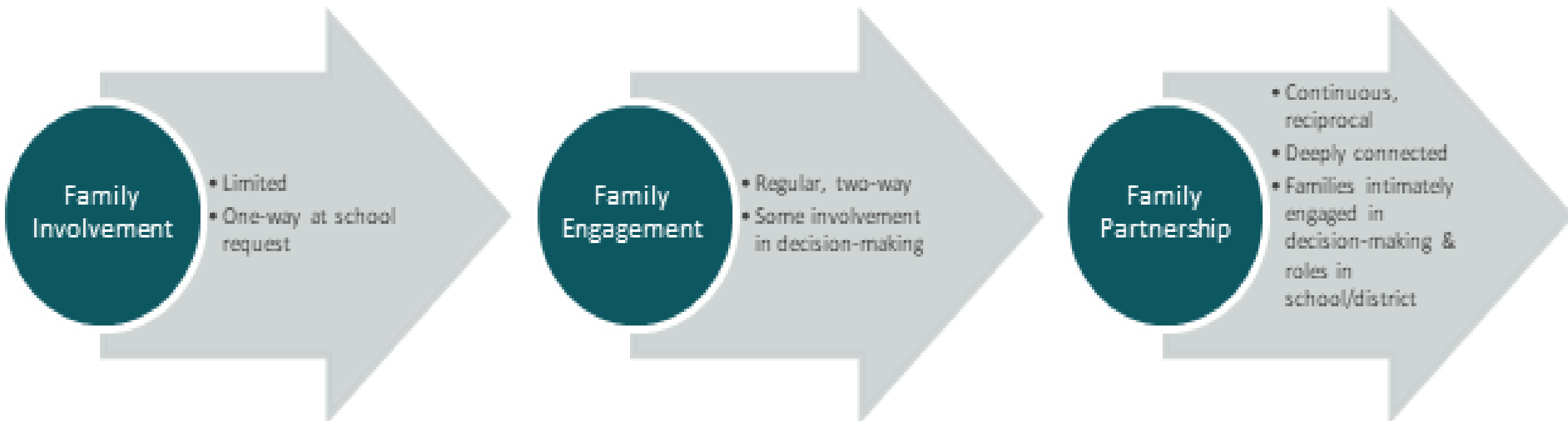
Implementation and Planning (Fall)

Based on surveying PAC officers, what meeting time works best?

Meetings may need to be divided into 2 or 3 one-hour sessions. If Zoom, may need to have a designated staff member be the monitor the Wait Room.

Ensure a staff member is keeping notes for documentation.

Implementation and Evaluation (Winter)

Review:

- Page 3-PAC/Family Engagement
- Page 4- Program Services
- Page 5- Public Schools Page
- Budget
- Summer planning, if applicable

Evaluation and Planning (Spring)

Review:

- SY2020-21 evaluation of services to migrant students
- Feedback on parent/family engagement opportunities
- Feedback on services to migrant students

Chat Box

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

Taking the first step...Wahluke SD's Core PAC

Continuing the journey...Pasco SD's Core PAC
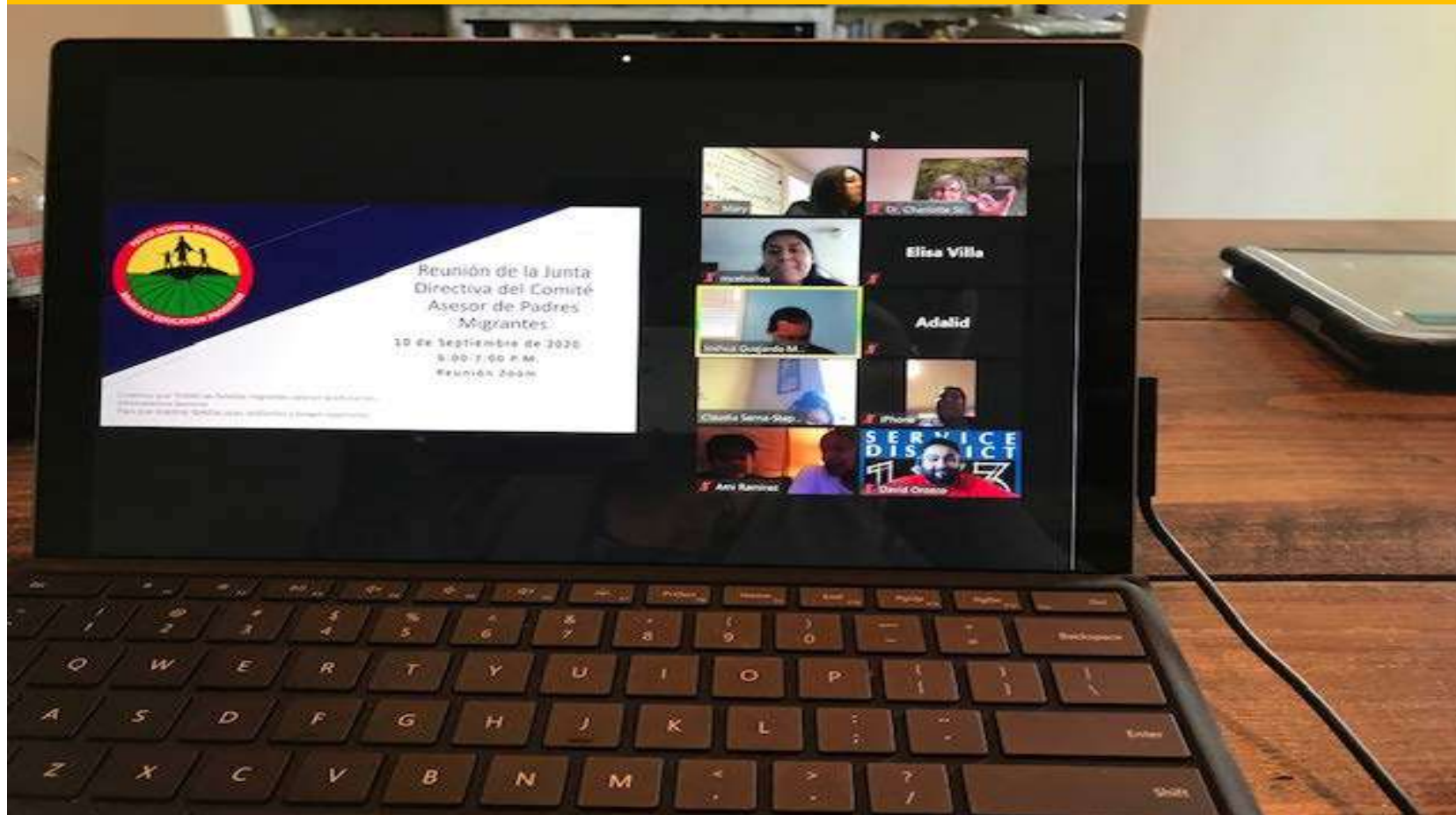
-**On-going building of relationships**

-**Different mode of communication**

-**one-on-one tech support prior to meeting to meet tech needs**

-**deliver board packets**

-**display documents during meetings**

ESD Migrant Education Program Family Engagement Coordinators/Specialists

ESD 105, Yakima
Donald Bender
donald.bender@esd105.org
509.454.2856

ESD 123, Pasco
David Orozco
dorozco@esd123.org
509.544.5782

ESD 171, Wenatchee
Bárbara Guzmán
barbarag@ncesd.org
509.667.3633

ESD 189, Anacortes
Enrique Lopez
elopez@nwesd.org
360.299.4048

Washington State MEP State Advisory Committee

Membership

- 10 Parent representatives (2 vacancies; ESD 105 & ESD 171)
- 4 Student representatives (1 vacancy)
- 1 Counselor/MGS/MSA representative (vacant)
- 1 Superintendent/School Board Member representative (vacant)
- 1 Recruiter/Records Clerk/Paraeducator (vacant)
- 1 Commission on Hispanic Affairs (vacant – nominated by CHA)
- 1 Teacher representative
- 1 Principal representative
- 1 Federal Programs Director representative (vacant)

OSPI staff (program support)

MSDRS staff, secretarial and meeting coordination (program support)

Temporary Emergency Rule: Definition of Absence

August 13, 2020: BULLETIN NO. 064-20

The emergency rule includes:

- Definition of absence from remote instruction

- Daily attendance taking

- An expanded list of excused absence categories specific to the COVID-19 pandemic

- A new non-truancy absence code

- The provision of tiered supports for students accruing absences

Program Services

State Service Delivery Plan

Title I Part C Migrant Education Program

State Service Delivery Plan

Measurable Program Outcomes:

- English Language Arts
- Mathematics
- Credit Accrual
- Out-of-School Youth
- Early Learning
- Family Literacy

Activities:

- Identification and Recruitment
- Family Engagement Framework
- Interstate/Intrastate Coordination
- Health
- Records Transfer

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.

Services and Activities

Services are of **sufficient duration** and **intensity** to enable the program to **meet** its measurable **outcomes** and to contribute to the achievement of the State's performance targets.

Supplement/Supplant

- Federal funds cannot replace activities or services previously conducted with other local, state, or federal resources (supplanting).

- Must be in addition to what the student(s) would receive from other resources (supplement).

2020-2021 Supplemental Program Services and Definitions Reported into MSIS

ACADEMIC SUPPLEMENTAL PROGRAM SERVICES

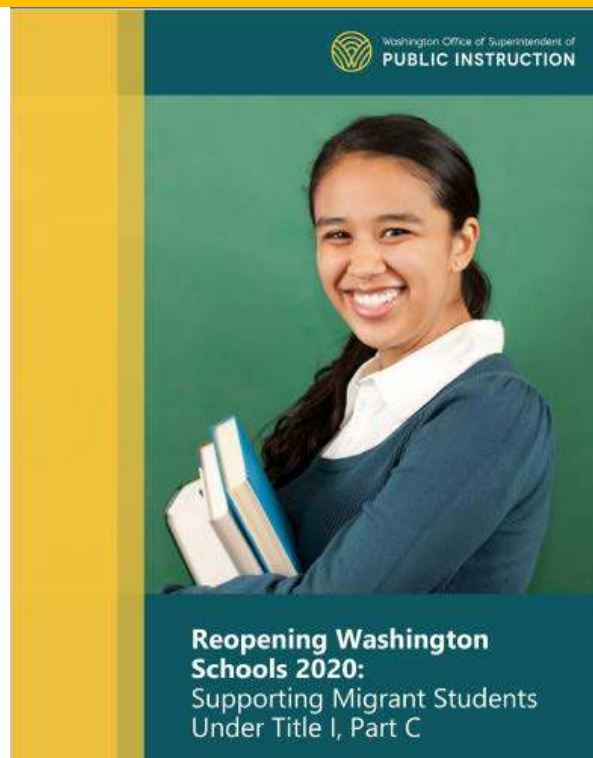| SERVICE NAME	DEFINITION
CREDIT ACCRUAL	Academic services to allow a student to make up partial or full credits of course work necessary for grade promotion or to meet high school graduation requirements. For example PASS, NovaNet, and other.
MATH	Academic services that promote a student's attainment 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 OSY's 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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Program Coordination
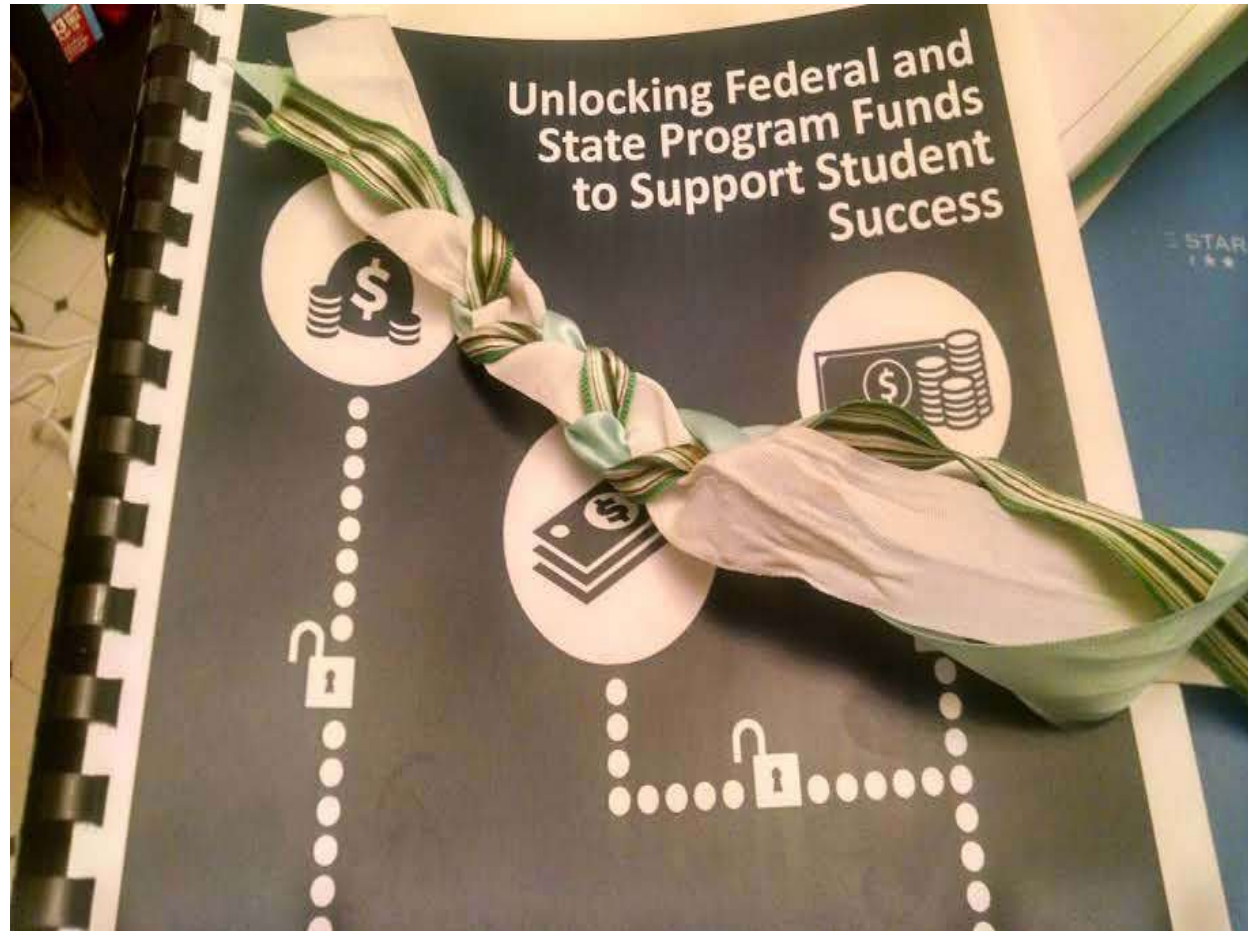
OSPI Title I Part A webpage

Re-Opening Schools

Reopening Washington Schools 2020

Re-Opening Washington Schools 2020

The reopening of schools should reflect the following tenets of inclusionary practices:

• All students feel a sense of belonging and value, as full members of the school community.

• All students have access to equitable and high-quality, meaningful instruction.

• Instruction is culturally responsive, culturally sustaining, and student and family centered.

• Instruction is structured to be accessed when the student is available.

Supplemental Support

Example:

Paraeducator support in the classroom

- During remote learning – paraeducator may support core instruction by being a co-host in a Zoom class and gauging the responses of migrant students in the classroom.
- Paraeducator can work with small group in a breakout room.
- Establish staff hours where students/parents can connect with paraeducator/teacher to get clarification on school assignment or ask questions.

Migrant Student Data, Recruitment, and Support (MSDRS)

Welcome to MSDRS

The goal of the Title I Part C Migrant Education Program is to ensure all migrant students reach challenging academic standards and graduate with a high school diploma (or equivalent) that prepares them for responsible citizenship, further learning, and productive employment. As a support office funded by the Office of Superintendent of Public Instruction's Migrant Education Program, MSDRS play a significant role in implementing state program directives. A working agreement between OSPI and Sunnyside School District ensures program requirements and activities are implemented in a timely fashion.

Learn More

- **Identification and Recruitment training**
- **Migrant Student Information System**
  - **Password access – request an account/password renewal coming up this October, a notice will arrive from MSDRS.**
  - **Various reports to use for analyzing the academic and support needs of migrant students.**
  - **Program directory information – update on regular basis to ensure all local program staff receive most up-to-date information.**
  - **Summer Events student registration**
- **Portable Assisted Study Sequence – high school credit accrual**

2020-21 MSDRS PLANNER

WASHINGTON STATE MIGRANT EDUCATION PROGRAM
MIGRANT STUDENT DATA, RECRUITMENT AND SUPPORT

SEPTEMBER 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7 LABOR DAY MSDRS OFFICE CLOSED	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29 MIAMI 2020 NATIONAL ID&R FORUM	30			

ACTIVITY CHECKLIST

RECORDS CLERK	RECRUITER	NOTES
☐ PROCESS MASS ENROLLMENTS ☐ ENROLL ALL OUT OF SCHOOL YOUTH BASED ON VERIFICATION IF STILL RESIDING IN DISTRICT ☐ ENSURE ALL STUDENT ENROLLMENTS AND WITHDRAWALS ARE PROCESSED FOR PREVIOUS SCHOOL YEAR ☐ ASK FPD FOR COPY OF iGRANT TO VERIFY SUPPLEMENTAL SERVICES APPLIED FOR ☐ PROVIDE FPD DIRECTOR /COORDINATOR THE THREE-YEAR PHYSICAL EXAM REPORT TO IDENTIFY MIGRANT STUDENTS IN NEED OF A HEALTH EXAM AND DETERMINE NEXT STEPS	☐ WORK ON REVALIDATIONS AND END OF ELIGIBILITY LIST ☐ WORK WITH SCHOOL ENROLLMENT STAFF TO IDENTIFY NEW STUDENTS TO DISTRICT ☐ COMPLETE AND SUBMIT DISTRICT ID&R PLAN TO MSDRS FOR CURRENT SCHOOL YEAR BY SEPTEMBER 15TH. ☐ LOG RECRUITMENT ACTIVITIES ☐ ATTEND MEP TEAM MONTHLY QUALITY CONTROL EVALUATION MEETING ☐ REVIEW POSSIBLE MISSED COE REPORT	_____

MSIS USEFUL REPORTS

RECORDS CLERK	RECRUITER
• Migrant Free & EOE Lunch Student Lists • Enrollment Comparison Summary • Possible Missed Sibling Enrollment List	• COE Revalidation Report • Possible Missed COE Report • Qualifying Arrival Date (QAD) Report

Resources

ESD and MSDRS Program Partners

- North Central ESD - ncesd.org
  Cyndy Valdez, Director
  509-630-6150
- ESD 105 - esd105.org
  Cynthia Juarez, Director
  509-454-2488
- Northwest ESD 189 – nwesd.org
  Sarah Southard, Director
  360-299-4045

- ESD 123 – esd123.org
  Lupe Mota, Program Administrator
  509-547-5756
- ESD Migrant Education Program Champion
  Ric Pilgrim
  ESD 105
  509-454-3138
- Migrant Student Data, Recruitment, and Support – msdr.org
  Lee Campos, Director
  509-837-2712

Identification and Recruitment (ID&R)

ID&R District Plan *continued…*

- Evaluation
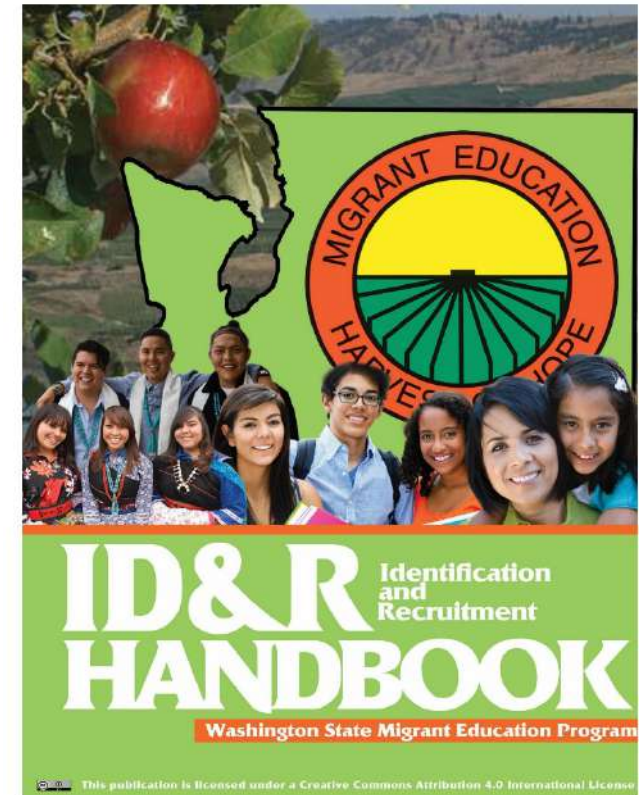
OSPI Agency Resources

Multilingual Families Toolkit

- The Multilingual Families Toolkit is designed to help Local Educational Agencies (LEAs) create and maintain effective strategies with multilingual families. We explore and model best practices for the use of technology in teaching, as well as for assessing and communicating with diverse adults. The following guide is applicable for face-to-face, blended, and online instruction, and can also serve as a toolkit. In addition, it includes a section on state and federal allowable costs, and technology resources for adult computer literacy trainings.

BACK TO SCHOOL

Washington State's Title I Part C **Migrant Education Program** allows local educational agencies the opportunity to provide academic and support services to migratory students to meet their unique needs and enhance the services and resources available from other local, state, or federal funds from which students may be eligible. Here are a few ways these supports can be provided directly with Title I Part C funds or in partnership with other resources.

Health

Supplemental health and social services may be provided by the Migrant Education Program (MEP) during these extraordinary circumstances to help meet the identified needs of migratory children for a limited period, until other resources become available.

Including, but not limited to:

Cleaning supplies for disinfection/sanitation purposes, first aid supplies, nutrition, personal hygiene supplies, eyeglasses, hearing aids and batteries.

Per the *Washington State Department of Health K-12 Schools – Fall 2020-2021 Guidance*, all students, volunteers, or guests must wear cloth face coverings or acceptable alternative at school when indoors. Schools should provide face coverings for staff and students if they do not have their own. The best option to prevent the spread of pathogens is to wash hands with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand gel with at least 60 percent alcohol.

Material & Equipment
(may be provided)

- Equipment to access online-learning.
- Earphones with microphone.
- Instructional materials and technology devices.
- School supplies for home instruction.

School districts must continue to ensure that eligible migratory children are provided services from other available Federal, State, and local programs for which they are eligible. (See the Elementary and Secondary Education Act (ESEA) section 1306(b)(2)).

*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).

✓ In addition to…
✓ Expedited need
✓ Reducing barriers to academic access
✓ Supports the academic and non-academic needs of migratory students
✓ Tied to a program outcome in the State Service Delivery Plan

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Applications and Reports

- Regular Year Grant Application – Form Package 206; SAS due June 30; all other pages due Sept. 15
- 2019-20 Regular Year End-of-Year Report – Form Package 521 – Due: September 15
- 2019-20 Summer Program Report – Form Package 249 – Due: September 15
- Fidelity of Strategy Implementation 2019-20 – Word document – Due: September 15; 2020-21 Due September 15, 2021
- Parent Surveys focused on Family Literacy Engagement in math and ELA during 2019-20 program period – Due September 15 same for 2020-21
- Summer Program 2021 – grant application to be released February 2021
- 2019-20 Student Data into MSIS – September 30, 2020

Save the Date

MEP State Conference 2021
August 19-20, 2021
Yakima Convention Center
Yakima, Washington

Join Us for the Following Webinars

Quarterly Webinars (Bilingual 9-10; Migrant 10-11:30)

September 18, 2020

January 22, 2021

March 26, 2021

May 7, 2021

June 4, 2021

Grant Application 2021-22

February 19, 2021

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Thank you for your participation!

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