

Title I, Part C Migrant Education Program

Summer Programs 2022

November 5, 2021



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Vision

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

Mission

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

Values

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



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Equity Statement

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

Ensuring educational equity:

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



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Tribal Land Acknowledgement

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



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Summer Program 2022

- Welcome!
- ESD 189 – conducting a local needs assessment and reaching out for community partnerships
- Earth Gen – summer science program
- Program Updates:
 - Dare to Dream
 - Voices from the Field Science Academy
 - Local Summer Programs
 - Demonstrating Student Growth



Northwest ESD 189

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Migrant Education Program

Washington State ranks second in the nation for the number of its migrant students, whose families make an enormous and valuable contribution to our agriculture, fishing, forestry, and dairy industries.

U.S. Department of Ed. Data Express 2010

The NWESD Migrant Education Program (MEP) is funded by the Washington State OSPI MEP Office and is contracted to deliver quality services to school districts with and without their own Migrant Education grants throughout western Washington. Dedicated to meeting the needs of our most at-risk population, the purpose of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning and productive employment. Migrant students are children who move from one school district to another alone or with family members to engage in a migratory agricultural work (including fishing and forestry).

[OSPI Migrant Education Website](#)

Teaching & Learning

Serving 25 Partner
School Districts in
Western Washington

ESD 189

- Lynden SD
- Nooksack Valley SD
- Ferndale SD
- Burlington-Edison SD
- Sedra-Woolley SD
- La Conner SD
- Mount Baker SD
- Mount Vernon SD
- Conway SD



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We are EarthGen.

EarthGen equips youth to grow their power as changemakers for a healthy environment.

Through EarthGen's science-based, action-oriented programs, young people gain the knowledge, skills, and experience they need to become leaders for climate solutions and environmental justice.



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[EarthGen – Learning sparks action \(earthgenwa.org\)](http://earthgenwa.org)

Polling Question





Student Program Updates



Dare to Dream Academy Exploring Your Future (Hero's Journey)

Eligibility: Migratory Student in Grades 9-10, School Year 2022-23

University Partners:

- Central Washington University
- Eastern Washington University
- University of Washington
- Western Washington University



Dare to Dream Academic Academies

Eligibility: Migratory Student in Grades 11-12, School Year 2022-23

University Partners:

- Central Washington University (Science)
- Eastern Washington University (Math)
- University of Washington (Math, Science)
- Western Washington University (Math, Biology)
- Washington State University, Pullman (Math, Science)



Credits in
Partnership
with
Association of
Washington
School
Principals

Dare to Dream Health Sciences Academy

Eligibility: Migratory Student* in Grades 11-12, School Year 2022-23

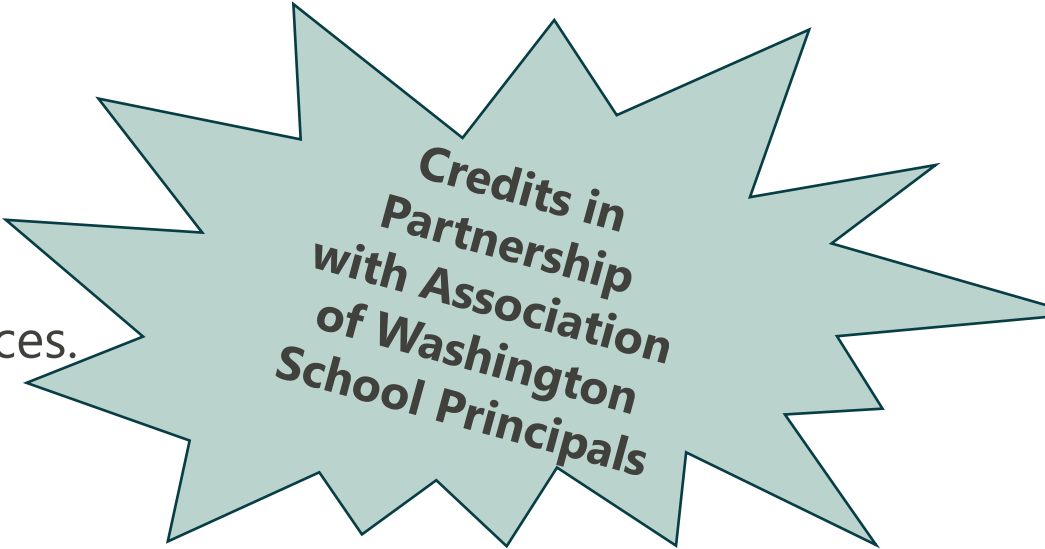
A Migratory student must meet these requirements*:

- A 3.2 or higher GPA OR demonstrate the ability to be academically successful.
- Taken at least one (1) advance course in biology, chemistry, math, etc.
- Plans to pursue a post-secondary education.
- Has an interest in pursuing a career in the health sciences.

University Partners:

University of Washington

Washington State University (Spokane)



**Credits in
Partnership
with Association
of Washington
School Principals**



Timeline

- Universities to establish dates for each academy (Nov/Dec '21)
- OSPI with MSDRS releases number of eligible students by district to register (January)
- Registration forms released from February – March 2022
- **Registration deadline is due March 2022**
- Confirmation information sent to students/schools April 2022
- Bus routes and other university information provided by universities – May 2022
- Registration cancellations and replacements deadline is two-weeks prior to start of each academy.
- Bus routes and bus capacity may limit replacement counts.

Questions



Voices from the Field Science Academy

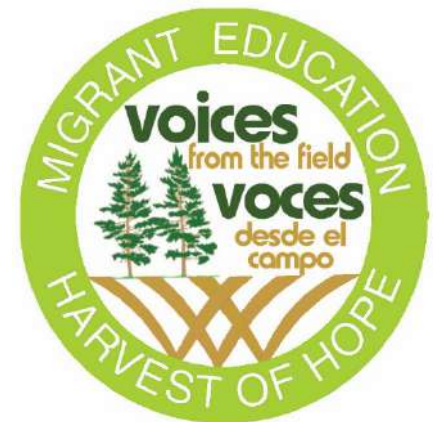
June 21-25, 2022

Partnership with Islandwood, Bainbridge Island

- Up to 100 students (may be less with COVID-19 guidance)
- Invitation to 10 to 12 districts to send 8-10 migratory students grades 6, 7, and 8.
- Notices to be sent – February/March
- Priority for Service migratory students.
- District to provide:
 - Chaperone to accompany students
 - Transportation to and from Islandwood
 - Meals/snack during road trip to and from Islandwood



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Local Summer Programs

- Preliminary summer program allocation to be released first of January (after winter break)
- District invited to apply by end of January
- February release final allocations and grant application
- Application may be submitted March 2022 or afterwards (before end of regular school year)
- May include health supports and services
- Should have an Identification and Recruitment plan



Demonstrating Student Growth

- Portfolio of students' work in all subjects
- Exams
- Critical thinking skills
- Problem-solving skills
- Group Projects
- Written and oral presentations
- Class projects and experiments



Pick Three or Four Elements

- Ability to follow directions
- Understanding Content
- Grammar and academic language
- Working as a Team

What was their ability at the beginning of the summer program?

What was their ability at the end of the summer program?

Creative Project Assessment Rubric

Category	Score of 5	Score of 4	Score of 3	Score of 2
Required Elements Score:	Goes over and above all the required elements stated in the directions & instructions	Includes all of the required elements as stated in the directions/instructions	Missing one or more of the required elements as stated in the directions/instructions	Several required elements are missing from the project
Creativity Score:	Exceptionally clever and unique in showing deep understanding	Thoughtfully and uniquely presented; clever at times in showing understanding of the material	A few original touches enhance the project to show some understanding of the material	Shows little creativity, originality and/or effort in understanding the material
Neatness and Attractiveness Score:	Exceptionally attractive and particularly neat in design and layout	Attractive and neat in design and layout	Acceptably attractive but may be messy at times and/or show lack of organization	Distractingly messy or very poorly designed. Does not show pride in work.
Grammar Score:	No grammatical or mechanical mistakes in the project	A few grammatical/mechanical mistakes which are not distracting	Several grammatical/mechanical mistakes which are distracting	Many grammatical or mechanical mistakes throughout the project. Clearly not proofread.
Understanding of Content Score:	Shows a sophisticated understanding of the themes in the work	Shows an understanding of the major themes of the book	Displays a somewhat limited understanding of the book. May have a few misinterpretations.	Does not show an understanding of the text. Misses plot points and has quite a few misinterpretations.
Overall Effectiveness and Completion Score:	Project is engagingly organized and presents material that is captivating for the viewer.	Project is somewhat organized, complete and holds the attention of the viewer	Project is disorganized and incomplete at times and is somewhat able to hold the attention of the viewer	Project is incomplete and not easy to follow



Contact Us!

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