**PRESENTER AGENDA**

*(designed for 6-hour workshop but can be adapted to shorter time frame if needed)*

1. Welcome and Introductions (15 min)
2. Review Workshop Purpose, Outcomes and Agenda (10 min)
3. Review Big Picture Program Cycle (10 min)
	1. evaluate previous year against targets
	2. conduct annual needs assessment for new year
	3. review state and local targets; identify focus area(s) (Reading, Writing, Math, Science…)
	4. research effective practices for migrant students in the identified focus area(s)
	5. create a plan for instructional supplemental services, professional development, I&R, and the PAC that will help district meet targets
	6. submit plan to OSPI via iGrant
	7. implement program (instructional services, recruitment, data entry, PD and PAC) as in approved iGrant; adjust/revise as necessary;
	8. monitor program services, staff, student achievement throughout year
	9. evaluate program against student achievement targets and other evidence of learning

Explain that this workshop only addresses “g” and “h” and that the spring workshop “Using Data to Evaluate and Plan Your MEP” will pick up the cycle with beginning with evaluation, and move through the needs assessment and planning.

1. MSIS Data Scavenger Hunt (15 min)

Login to MSIS and go to the iGrants data tab. Find the answers to the MSIS data scavenger hunt questions.

1. Inter-District Sharing (15 min)

Get participants into groups of 2-4 (whatever makes sense for the size of your group and time frame); Instruct the groups: “For the content area of your greatest gap, share your 2014 target percent and current percent of achievement.” If time permits, one or two districts may volunteer to share out their status with whole group.

1. iGRANT Scavenger Hunt (25 min)

Login to OSPI iGrant and individually (or with your district team) find answers to the iGrant scavenger hunt questions in your 13-14 iGrant.

1. Inter-District Sharing (20 min)

Get into groups of 2-4 and share a summary of your migrant program planned services for 13-14. Time permitting, invite a couple of districts to share out whole group.

AM BREAK (15 MINUTES)

1. Orientation, Reporting, & PD (2 hours or as needed) (If you are doing a whole day workshop, you will need to build in a lunch break somewhere during this block of time.)

Instructions to participants go something like this, but put in your own words: “Now that we have reviewed our most current data, reviewed our plan in iGrants, and thought about any potential revisions to our plan that may be needed, it’s now time to turn our sites to implementation and monitoring our program throughout the year. Implementing involves the hiring of staff, which by now you have likely done. But since it also involves orienting the staff as to their role and the expectations of their position, this is a good place to start our discussion on implementation and monitoring. MEP staff need to know what the requirements are for student selection, reporting, delivery of services, achievement, and how they will be held accountable. They should know how and when you plan to monitor their work. And since there are different expectations for each MEP position, let’s take them one at a time and explore or brainstorm together what information can be tapped during implementation or monitoring. We all want our migrant students to be successful, and in order for that to happen, we need to have qualified staff that understand their duties and connect well with students and parents. We need to have strong leadership in the migrant director who sees their role as one who helps each staff person be successful so that the migrant students and program will in turn be successful.” (This brainstorming activity may be done in small groups followed by whole group share out if that will work better than whole group alone.)

Together in whole group, one position at a time, brainstorm what data (and other information) is needed when orienting MEP funded staff on their role, the expectations for reporting, accountability (evidence of success), etc. Tell the participants that all the responses will be typed up and sent back out to them as a follow up from the workshop so that they may use them as a kind of checklist for implementation. (SEE THE TEMPLATES FOR EACH OF THE FOLLOWING POSITIONS.)

1. Teacher
2. Paraeducator
3. Pass contact person
4. Recruiter
5. Records clerk
6. PAC liaison
7. Home/School liaison
8. MGS
9. MSA
10. Nurse
11. Implementing the Professional Development Plan (15 min)

Explain that the migrant professional development plan includes two pieces—1)what each MEP staff member needs to improve his/her skills in that position (orientation, required training and meetings, etc.) and 2)what all mainstream staff need to specifically address the special needs of migrant students. We just addressed the professional development that each of the MEP staff positions need, but what about the mainstream staff who also work with migrant students on a daily basis?

Share what the ESDs will provide this year. (Have a handout listing the workshops and dates.)

1. Interdistrict Sharing (15 min)

In small groups or whole group (as appropriate) ask directors share their mainstream staff PD plans for 13-14 and what funds will pay for the training. Discuss together and solicit input from group on how to best monitor the implementation of their PD plans and what documentation they should keep on file for accountability. Solicit ideas on how to monitor the classroom implementation of what is learned during the staff development and how to collect evidence that the PD is making a difference.

PM BREAK (15 min)

1. Draft A Monitoring Calendar (60 min)

Allow time for directors to create an annual monitoring calendar; mill around and work one-on-one with them on iGrant questions, staffing questions, monitoring questions, etc. They can stay as long as they need to complete their calendar and/or get all their questions answered.

1. Workshop Evaluation and Appreciations (10 min)

Link to workshop evaluation will be email to participants following the workshop, or provide time in class before dismissal for them to complete online or hand out paper copy of evaluation and have them answer on paper before dismissal