

INTERLOCAL AGREEMENT AMENDMENT 01

Modification of Interlocal Agreement between the State Office of Superintendent of Public Instruction, State of Washington (hereinafter referred to as "OSPI")

and

NORTHWEST EDUCATIONAL SERVICE DISTRICT 189
(hereinafter referred to as "ESD 189")

Which commenced the 1st day of September 2020, and terminates the 31st day of August 2021, and is numbered **20210101**.

For and in consideration of the mutual promises contained in this modification of Interlocal Agreement, OSPI and ESD 189 do mutually agree to modify the Interlocal Agreement identified above as follows:

STATEMENT OF WORK shall be amended to read as follows:

1. Deliver services and/or activities outlined in Attachment A - Scope of Work and Budget UPDATED 5/6/21, which is attached hereto and incorporated herein.
2. Ensure that staff delivering program services receive Professional Learning, if necessary, to ensure they have migrant program expertise.
3. Adhere to Migrant Education Program (MEP) reporting requirements as per OSPI's MEP guidance. All activity reporting shall be entered onto the Migrant Student Information System (MSIS) website: <https://www.msdr.org>.
4. Ensure that the services delivered, and costs incurred are in accordance with the MEP goals and purpose.

PAYMENT

Compensation for the work provided in accordance with this Agreement has been established under the terms of RCW 39.34. The parties have determined that the cost of accomplishing the work herein will not exceed a total of ~~nine hundred seventy-four thousand, three hundred fifty-six (\$974,356)~~ one million, thirty-three thousand, eight hundred fifteen dollars (\$1,033,815).

Payment for satisfactory performance of the work shall not exceed this amount unless the parties mutually agree to a higher amount. Compensation for services shall be in accordance with Attachment A - Scope of Work and Budget UPDATED 5/6/21, which is attached hereto and incorporated herein.

ESD 189 shall contact, Sylvia Reyna, the OSPI Contract Manager, via email, for approval of out of state travel prior to encumbering migrant funds for this purpose. One hundred percent (100%) of the funds for the payment of this Agreement are provided by federal program Title I Part C Migrant Education, CFDA #84.011A/Award #S011A190048.

Therefore, ESD 189 shall adhere to Attachment B - Federal Grant Terms and Conditions.

GOVERNANCE

This Agreement is entered into pursuant to and under the authority granted by the laws of the state of Washington and any applicable federal laws. The provisions of this Agreement shall be construed to conform to those laws.

In the event of an inconsistency in the terms of this Agreement, or between its terms and any applicable statute or rule, the inconsistency shall be resolved by giving precedence in the following order:

- Applicable state and federal statutes and rules
- Statement of work
- Attachment A – Scope of Work and Budget UPDATED 5/6/21
- Attachment B – Federal Grant Terms and Conditions
- Attachment C – Travel Guidance
- Attachment D – Migrant Education Program Professional Development Framework
- Any other provisions of the Agreement, including materials incorporated by reference.

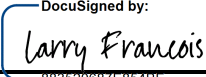
ALL OTHER TERMS AND CONDITIONS OF THIS AGREEMENT AND PREVIOUS AMENDMENT(S) REMAIN IN FULL FORCE AND EFFECT.

This modification of Agreement shall take effect at midnight the 17th day of May 2021, or the date of execution, whichever is later.

IN WITNESS WHEREOF, the parties have executed this Agreement Amendment.

NORTHWEST EDUCATIONAL SERVICE
DISTRICT 189

Superintendent of Public Instruction
State of Washington

DocuSigned by:

 883520887E854BE...
 Signature

Assist Supt
 Title

DocuSigned by:

 6A802A23B094AC3
 Kyla L. Moore, Contracts Administrator

Larry Francois
 Print Name

5/10/2021
 Date

5/10/2021
 Date

Approved as to FORM ONLY
by the Assistant Attorney General

Attachment A – Scope of Work and Budget UPDATED 5/6/21
Migrant Education Program: Northwest ESD 189
September 1, 2020-August 31, 2021

Note that the line item amounts may vary based on agreement needs, but only within the maximum consideration of this Agreement. If a budget line item change is necessary, NWESD 189 shall contact the OSPI Contract Manager, via email, to initiate an amendment prior to expending additional funds in any budget category.

Office of Superintendent of Public Instruction (OSPI)/Educational Service District (ESD)

Collaborative Goals:

- A. Clear alignment between Service Delivery Plan (SDP), iGrants, ESD Scope of Work, and reporting requirements;
- B. Cross collaboration with OSPI Learning and Teaching, Secondary Education, and Career and Technical Education Teams;
- C. Cross collaboration with OSPI Transitional Bilingual Instructional Program (TBIP) and Title III programs to ensure access to English Language development programs for migrant students;
- D. Cross collaboration with Migrant Student Data, Recruitment, and Support (MSDRS) to identify reports and data to assist districts with the planning, implementation, and evaluation of local programs.
- E. Closing the opportunity gap for migrant students in English Language Arts (ELA), and Mathematics;
- F. Graduation support for migrant students (e.g., grade promotion, drop-out prevention, drop-out student retrieval, credit retrieval, Migrant Graduation Specialist (MGS)/Migrant Student Advocate (MSA)/School counselor support) and transition of secondary school students to post-secondary education or employment;
- G. Support non-academic activities such as Health, Out of School Youth (OSY), Teacher and District Advocacy, and outreach on behalf of migrant students;
- H. Support the expansion of Early Childhood Programming models for Migrant Students. Expand Family engagement activities with focus on school readiness, ELA, and Math;
- I. With project and Non-project districts, identify innovative program models and interventions that have demonstrated improved student academic outcomes.

IDENTIFIED PRIORITIES – 2017-2021 Washington State Service Delivery Plan:

Priority 1 – Academics: Close the achievement gap for migrant students in English Language Arts (ELA).

Priority 2 – Academics: Close the achievement gap for migrant students in Mathematics.

Priority 3- School Readiness: Close the school readiness gap for migrant children ages 3-5 by increasing the number of migrant children who are identified and have access to high quality pre-school experiences.

Priority 4- Graduation: Increase the number of migrant students receiving high quality, targeted support in order to increase graduation rates, dropout recovery, and services for Out of School Youth (OSY).

<p>J. Support OSPI in efforts to communicate benefits of MEP to non-project districts.</p> <p>K. In alignment with SDP Strategies and Measurable Program Outcomes, coordinate professional learning opportunities with OSPI programs and ESD initiatives.</p>	
---	--

Activity	Deliverables	Budget Amount
<p>#1 MEP Program Coordination and Regional Communication Title I Part C Sec. 1301(5) Sec. 1306</p>	<p>1. Statewide Collaboration and Coordination With project and non-project districts, identify innovative program models and interventions that have demonstrated successful student academic outcomes and develop implementation plan.</p> <p>2. Migrant Data Analysis Using data provided by OSPI and Migrant Student Information System (MSIS), each ESD conducts regular internal meetings to use and analyze student data, including the following OSPI/MSIS analytics: graduation, absenteeism, discipline, health, out of school youth, and remediation rates; ELPA21 and Smarter Balanced ELA and Math scores; WAKIDS data; District Level data. Upon analysis of data and based on results communicate findings to districts and identify specific technical assistance opportunities.</p> <p>Work with OSPI to identify additional data needs throughout the year.</p> <p>3. Customized ESD Networks Coordinate regional network meetings between ESDs and district personnel to determine specific types of technical assistance needed and if resources are available from other ESD Migrant Program offices. Based on data, inform development and implementation of new program models and professional learning options for school districts whose migrant students are not meeting standard on state assessments or who show disproportionality on OSPI/MSIS data analytics. Coordinate with OSPI MEP on delivery mechanisms for these respective regional professional learning/technical assistance offerings.</p>	<p>\$241,307 <u>\$222,877</u></p>

4. Reporting

- Report data and activities to Migrant Student Information System (MSIS) Database.
- Ensure all ESD-sponsored district professional learning activities are reported to Migrant Student Information System through MSDRS.
- Coordinate with ESD/District staff to provide access to professional learning opportunities and reporting requirements with MSIS database, MSDRS reports, and OSPI professional learning.
- Submit to OSPI, performance-based reports/evaluations with invoices for completed activities.
- By September 10, 2020 submit projected annual activity calendar

5. Technical Assistance and iGrant Support

Provide technical assistance to districts on grant applications based on data results.

6. Summer School, Intersession and Summer Academy Programs

Provide technical assistance and professional learning to districts in identifying and planning supplemental services for migrant students including planning summer school and intersession programs to provide ELA, math/science support.

For project and non-project districts, identify dedicated ESD staff to support recruitment and coordination with districts/parents to increase student access and participation in summer school and intersession programs, Dare to Dream Academies and Voices from the Field Academies.

7. Language Development, Language Acquisition

Facilitate access to Title III and TBIP programs professional learning that address the academic content language needs of highly mobile migrant students as measured by state assessments (e.g., ELPA21, Smarter Balanced).

Support district access to coordinated services so that English learner migrant students are receiving language development services through the State Transitional Bilingual Instructional Program, Title III (extended day, summer, or intersession programming), or other applicable resources.

Provide technical assistance to schools to develop and implement content support in appropriate settings including before/after school, lunch, intercession, and summer programs focused in the areas of comprehension and academic vocabulary development.

8. Advocacy/Outreach

State Migrant Education Conference-all direct service MEP funded ESD staff are to attend

- Preparation, Attendance and Presentations.

National Migrant Education Conference

- Attendance and Presentations. Each ESD shall coordinate with OSPI on presentation proposals and number of staff to attend/participate.

State Advisory Committee

- Family Engagement Specialist/ Coordinator attend at least one (1) State Advisory Committee (SAC) per year, closest to their respective region. Schedule provided by OSPI after first SAC meeting in early fall.

Parent Advisory Council

- Using Parent Advisory Council Training Guide, embedded with the Family Engagement Framework, provide LEA PAC officer and FPD/PAC Coordinator training and technical assistance as needed within the region.

Federal Program Directors' Meetings and Support

- Participate in regional FPD meetings, Convenings, or Grants Managers Meetings to provide support to new and veteran staff implementing a local program.
- Provide ongoing support to new FPDs (less than three (3) years in program) to ensure they are developing capacity to implement effectively a sustainable local program. OSPI will provide list of new FPDs.

<p style="text-align: center;">#2 MEP Program Design and Development Title I Part C Sec. 1301(5) Sec. 1306</p>	<p>9. State Service Delivery Plan 2020-2021 Participate with OSPI in the development of the State Service Delivery Plan by either attending as representative or providing feedback to developed work.</p> <p>10. Non-project Districts With OSPI, proactively identify high migrant student serving districts who are not participating in academic or support services in state MEP. Provide outreach and information to those districts about the benefits of state MEP and encourage applying.</p>	<p>\$32,174 <u>\$15,000</u></p>
<p style="text-align: center;">#3 Professional Learning and Technical Assistance Title I Part C Sec. 1301(5) Sec. 1306</p>	<p>11. Needs Assessment/Understanding Migratory Lifestyle With OSPI, work with both project and non-project migrant districts to determine migrant student needs and assist districts in the identification and access to other programs and resources for which migrant students are eligible.</p> <p>Conduct <i>Migrant Education 101</i> trainings for new districts and ESD personnel assigned to Migrant Education Programs.</p> <p>Conduct ongoing, as needed, <i>Migrant Education 101 and 201</i> training for districts in each respective region.</p> <p>12. School Readiness Program Models With OSPI and MSDRS, support efforts to identify eligible migrant preschool students ages 3-5. Support efforts to identify and recommend effective program models, funding sources, collaborations, and implementation processes by region to support early childhood programming for migrant children.</p> <p>Provide ongoing training and technical assistance on Early Learning Migrant Ed. 101 modules.</p> <p>Continue to develop and implement home visit procedures aligned to early learning guidelines, http://www.dcyf.wa.gov/sites/default/files/pdf/guidelines.pdf, to assist parents with early numeracy and literacy strategies.</p>	<p>\$120,653 <u>\$140,000</u></p>

In alignment with Memorandum of Understanding (MOU), as signed by all ESD's with Inspire, collaborate with Inspire Centers that have at least 50% migrant early learning population and appropriate regional entities to support family engagement activities targeted to pre-school aged children. Strategies may include instructional support for early literacy and early math, funds of knowledge, school readiness strategies, jumpstart models, and collaboration with other agencies, community resources and referral networks.

13. Graduation

With OSPI, provide training, technical assistance and PLC's for Migrant Graduation Specialists (MGS), Migrant Student Advocates (MSA), and School Counselors on the most recent graduation requirements to address the following initiatives and services for migrant youth to support on course toward graduation and post-secondary education including: meeting state standards, social emotional wrap-around services, referrals to health and behavioral resources, credit retrieval options, dropout recovery, and student leadership opportunities such as Dare to Dream (DTD) and Voices From the Field (VFTF)

Coordinate trainings and ongoing technical assistance to support districts in conducting parent information sessions to ensure that migrant students and their parents understand the High School and Beyond Plan, assessments, the high school transcript, and graduation requirements. Work with local school districts to identify and/or coordinate the training needed for graduation specialist and advocates about post-secondary education opportunities including financial aid, scholarships and other grant applications

Use MSIS Graduation Report on the percentage of migrant students enrolled in AP, IB and gifted courses by region to communicate with parents, district leadership, and guidance counselors to increase migrant student access to high quality academic offerings, credit accrual options, and supports.

14. OSPI, ESD, MSDRS, and AESD Meetings and Collaboration

With OSPI staff, attend designated scheduled OSPI, ESD, MSDRS, and AESD meetings to address the logistical and operational aspects of Title I Part C Migrant Education requirements that align with the MEP State Service Delivery Plan.

	<p>OSPI/ESD Quarterly Meeting Dates (required for all ESD Migrant staff) Note: due to COVID-19 outbreak, some meetings may be held via videoconference call:</p> <ul style="list-style-type: none"> • October 7-8, 2020 Olympia • January 13-14, 2021 Yakima • May 12-13, 2021 Anacortes • August 19-20, 2021 Yakima, State MEP Conference <p>AESD Network Meeting (SILT): Dates TBD at OSPI AESD level, reports to be provided at quarterly meetings</p> <ul style="list-style-type: none"> • Attendees: • OSPI MEP director- Veronica Gallardo, OSPI • Migrant Champion- Ric Pilgrim, ESD 105 • Elected ESD Representative- Cindy Cholico, ESD 105 <p>Additional meeting(s) to be determined in collaboration with OSPI and ESD leads</p> <p>All travel for meetings should be in alignment with travel guide (Attached C).</p>	
<p style="text-align: center;">#4 Professional Learning: Academic <i>Title I Part C Sec. 1301(5)</i> Sec. 1306</p>	<p>Using the agreed upon PD Framework (Attachment D) provide the following professional learning activities.</p> <p>15. OSPI Teaching and Learning teams/ ESD Content Specialists Collaboration Collaborate with OSPI, ESD content leads, and state ESD Regional Coordinator groups to develop and enhance professional learning in math, ELA and science in order to ensure coherence in efforts to close opportunity gaps and increase awareness of equity and access for migrant students.</p> <p>16. Professional Learning for District leadership, school teaching staff (certificated and paraprofessional) and parent/family in ELA, Math Provide professional learning to address migrant student opportunity gaps as identified by SDP and state assessments that include effective strategies specific to meeting the needs of migrant students to close these gaps.</p>	<p>\$126,284</p> <p><u>\$160,000</u></p>

	<p>Support school buildings and districts to close the state percentage gap in ELA and Math by providing family literacy opportunities designed to strengthen family literacy and numeracy in the home.</p> <p>17. School Improvement ESD MEP staff, in collaboration with OSPI’s MEP and OSSI staff, will identify and provide the supports needed for targeted and priority schools under OSSI to address the identified needs of migrant students in alignment with the SDP.</p>	
<p>#5a Non-Academic Initiatives/School District Support Title I Part C Sec. 1301(5) Sec. 1306</p>	<p>18. Health Work with OSPI’s Migrant Health Program to provide the services and activities as stated in the Health/OSY job description and state developed work plan.</p> <p>Increase Access to Non-Academic Supplemental Health and Social Services Facilitate access to school and community-based supplemental health and social services for all migrant students.</p> <p>Identify and Treat Unresolved Health Problems Support early identification and treatment of health conditions previously unidentified or unresolved that may impede a migrant student’s academic engagement in collaboration with LEAs and community organizations.</p> <p>Improve School Engagement Conduct various informational events/ professional development sessions specific to identifying migrant student health and social needs, strategies to help navigating potential sensitivities around migratory issues, and leveraging the resources that exist to support them.</p> <p>Administrative Fulfill reporting requirements, internal coordination and collaboration, and professional development opportunities.</p>	<p>\$141,969</p>

<p>#5b Non-Academic Initiatives/School District Support Title I Part C Sec. 1301(5) Sec. 1306</p>	<p>19. Out of School Youth In coordination with OSPI's Migrant Health Program provide the services and activities as stated in the Health/OSY job description and state developed work plan.</p> <p>Increase identification, recruitment, and recovery of Out-of-School Youth</p> <p>Collaborate with LEAs and MSDRS to inform personnel about OSY, identification, and recruitment.</p> <p>Increase Access to Academic or Post-Secondary Educational Services to Out-of-School Youth (OSY)</p> <p>Ensures OSY have access to academic or post-secondary educational services such as ESL classes, GED, High School Diploma, training referrals, etc.</p> <p>Administrative</p> <p>Fulfill reporting requirements, internal coordination and collaboration, and professional development opportunities.</p>	<p>\$141,969</p>
<p>#6 Innovative Services</p>	<p>Innovative Service #1 – \$100,000 <u>\$140,000</u></p> <p>MGS/MSA/OSY Services for SW WA Region</p> <p>Contract with an MGS/MSA for a consortium of southwest districts to include services and resources for secondary migrant students and OSY in the area. This person would be able to provide face-to-face services for migrant youth and make community connections to help support with resources they need for accessing, understanding, and continuing within the K-12 education system and post-secondary education/opportunities. Special attention will be given to the emerging needs of recently arrived secondary students and OSY.</p>	<p><u>170,000</u></p> <p><u>\$212,000</u></p>

	<p>Examples could include;</p> <ul style="list-style-type: none">a. Home visits to check in on Out-of-School Youth in non-projects and support warm hand off to community programsb. Help students in non-projects register for Dare to Dreamc. Attend Convenings and PLCs to network and strengthen relationship with Project Districtsd. Help establish routing slip of contacts in the regione. Provide supplemental resources, as needed and appropriate, for access to educational opportunities (i.e. providing access to internet and electronic devices, registration fees for conferences, licenses, summer camps, etc.)f. Provide Non-Academic Supplemental Program Services <p>Target area:</p> <p>Lewis, Grays Harbor, Pacific, Mason, Kitsap, and Clallam Counties, as needed per needs assessments</p> <p>Innovative Service #2 - \$30,000</p> <p>Migrant Summer School in Camps</p> <p>Provide summer school programming for elementary-aged migrant students living in farmworker housing during the berry harvest. These students aren't registered in local school districts since they arrive after school ends.</p> <p>Target area: Ferndale, Lynden (July 2021)</p> <p>Innovative Service #3 - \$15,000</p> <p>Mobile Play and Learn Unit</p> <p>Provide play and learn group opportunities in a variety of venues and times according to the needs and movements of migrant families and young children in Whatcom County.</p>	
--	---	--

	<p>Target area: Whatcom County (May-August 2020)</p> <p>Innovative Service #4 - \$20,000 <u>\$22,000</u></p> <p>Migrant Youth Leadership/ Engagement Conference</p> <p>Provide an opportunity for migrant students, MGS, MSAs, and regional migrant staff to attend a leadership conference with a re-engagement, graduation and equity focus. Educational supplies and materials related to the conference focus (including books, general supplies, etc.)</p> <p>Target: Skagit County (Spring 2021)</p> <p>Innovative Service #5 - \$5,000</p> <p>Opportunities for Students in Non-Project Districts</p> <p>Provide supplemental funds to support students in non-project districts to attend opportunities and access resources that would otherwise be supported by a district migrant education grant. These could include supplemental resources, as needed and appropriate, for access to educational opportunities (i.e. providing access to internet and electronic devices, registration fees for conferences, licenses, summer camps, etc.)</p> <p>Targeted: Western Washington (9/2020 – 8/2021)</p>	
	<p>TOTAL ALLOCATION</p>	<p>\$974,354</p> <p><u>\$1,033,815</u></p>