

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 "NWESD 189")

Which commenced the 1st day of September 2021, and terminates the 31st day of August 2022, and is numbered **20220268**.

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

STATEMENT OF WORK shall be amended to read as follows:

The NWESD 189 shall furnish the necessary personnel, equipment, material and/or services and otherwise do all things necessary for or incidental to the performance of the work set forth below:

1. Deliver services and/or activities outlined in ~~Attachment A - Scope of Work and Budget~~ Attachment A - Scope of Work and Budget (Amendment 01), 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 shall be amended to read as follows:

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 ~~one million ninety-four thousand three hundred ninety-nine dollars (\$1,094,399)~~ one million, one hundred ninety thousand, seven hundred sixty-one dollars (\$1,190,761). 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 the budget in ~~Attachment A - Scope of Work and Budget~~ Attachment A - Scope of Work and Budget (Amendment 01).

NWESD 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 outlined in Attachment C – Travel Guidance, which is attached hereto and incorporated herein.

Funds for the payment of this Contract are provided by federal program, CFDA #84.011A/Award #S011A200048, therefore, Contractor shall comply with Federal Grant Terms and Conditions, attached hereto as Attachment B.

BILLING PROCEDURE shall be amended to read as follows:

NWESD 189 shall submit invoices to the OSPI Contract Manager. The invoices are to be submitted monthly based on completion of Deliverables as noted on ~~Attachment A – Scope of Work and Budget~~ Attachment A - Scope of Work and Budget (Amendment 01) and reported into the reporting tool on the MSIS website (msdr.org) beginning October 2021. The invoice(s) shall include the Agreement number and document to the Contract Manager's satisfaction a description of the work performed, and payment requested. Within approximately thirty (30) calendar days of the Contract Manager receiving and approving the invoice, payment will be mailed or electronically transferred to NWESD 189 by Agency Financial Services, OSPI. Upon expiration of the Agreement, any claim for payment not already made shall be submitted within thirty (30) days after the expiration date or the end of the fiscal year, whichever is earlier.

GOVERNANCE shall be amended to read as follows:

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 (Amendment 01)
- Attachment A – Scope of Work and Budget
- Attachment B – Federal Grant Terms and Conditions
- Attachment C – Travel Guidance
- Attachment D – Migrant Education Program Professional Development Framework
- Attachment E – EMIT Project Description
- Any other provisions of the Agreement, including materials incorporated by reference.

ALL OTHER TERMS AND CONDITIONS OF THIS AGREEMENT REMAIN IN FULL FORCE AND EFFECT.

This modification of Agreement shall take effect at midnight the 21st day of March 2022, or the date of execution, whichever is later.

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

NWESD 189

DocuSigned by:
Larry Francois
28256B066AC1435...

Signature
Larry Francois

Printed Name
superintendent

Title
3/18/2022

Date

Superintendent of Public Instruction
State of Washington

DocuSigned by:
Kyla Moore
2A907A75B09A4C5

Signature
Kyla L. Moore, Contracts Administrator
3/18/2022

Date

Who certifies that he/she is the Contractor identified herein, OR a person duly qualified and authorized to bind the Contractor so identified to the foregoing Agreement.

Approved as to FORM ONLY
by the Assistant Attorney General

Attachment A – Scope of Work and Budget (Amendment 01)
Migrant Education Program: ESD 189
September 1, 2021-August 31, 2022

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, ESD 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:

*For the purposes of promoting equitable opportunities for Washington migratory students, we jointly recognize and resolve that it is our shared responsibility to help each student in the MEP achieve at their highest level through programs, policies, practices, and procedures that promote the tenets of Diversity, Equity, and Inclusion. The following **Collaborative Goals** are intended to promote these outcomes, and to mitigate those systemic barriers that might hinder student success.*

- 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

IDENTIFIED PRIORITIES – 2021-2024
 Washington State Service Delivery Plan:

Priority 1 – Academics: Close the opportunity gap for migratory students in English Language Arts (ELA) by providing supplemental services during the regular and summer program periods.

Priority 2 – Academics: Close the opportunity gap for migratory students in Mathematics by providing supplemental services during the regular and summer program periods.

Priority 3- Preschool Kindergarten Readiness: Close the school readiness opportunity gap for migratory children ages 3-5 by increasing the number of migratory children participating in program-funded services.

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

<ul style="list-style-type: none"> I. With project and Non-project districts, identify innovative program models and interventions that have demonstrated improved student academic outcomes. J. Support OSPI in efforts to communicate benefits of MEP to non-project districts. K. In alignment with SDP Strategies and Measurable Program Outcomes, coordinate professional learning opportunities with OSPI programs and ESD initiatives. 	<p>Priority 5 – Eliminate Educational Barriers through Support Services: Increase access to Migrant Program funded support services; and increase the number of resolved Medically Diagnosed Alerts (MDAs).</p>
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Activity	Deliverables	Budget Amount
<p style="text-align: center;">#1 MEP Program Coordination and Regional Communication <i>Title I Part C Sec. 1301(5)</i> <i>Sec. 1306</i></p> <p>Staff time (update titles for your offices as needed):</p> <p>Program administrator (50%) Program director (25%) Parent/student engagement coordinator (40%) Academic coordinator 1 (40%) OSY/Health Coordinator Tanya (0%) Reengagement Coordinator Oscar (0%)</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>Identify potential barriers facing migratory students and the supplemental services/supports that may be provided through Title I Part C. Include any technology supports that may be available to the migratory student through the ESD. Including access to the Internet.</p>	<p>\$250,000</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>4. Reporting</p> <ul style="list-style-type: none"> ○ 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 25, 2021 submit projected annual activity calendar <p>5. Technical Assistance and Grant Planning and Application Support Provide technical assistance to districts on grant applications based on data results.</p> <p>6. Summer School, Intersession and Summer Academy Programs</p>	
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	<p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>Provide technical assistance to schools to develop and implement content support in appropriate settings including before/after school, lunch, intersession, and summer programs focused in the areas of comprehension and academic vocabulary development.</p> <p>8. Advocacy/Outreach <i>State Migrant Education Conference-all direct service MEP funded ESD staff are to attend</i></p> <ul style="list-style-type: none"> ● Preparation, Attendance and Presentations. <i>National Migrant Education Conference</i> 	
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	<ul style="list-style-type: none">● Attendance and Presentations. Each ESD shall coordinate with OSPI on presentation proposals and number of staff to attend/participate. <i>State Advisory Committee</i>● 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. <i>Parent Advisory Council</i>● Using the Parent Advisory Council Training Guide, embedded with the Family Engagement Framework, provide LEA PAC officer and FPD/PAC Coordinator training and technical assistance on an annual basis. Create a series of PAC trainings for new LEAs or new program directors.● Develop and provide training materials and guide for LEAs to use so they may present to migratory parents regarding academic pathways for migratory students (Grades 7-12). Include what is required at each grade level for graduation, opportunities to sign up for programs such as Gear Up, Promise Scholarship, Financial Aid and scholarships as the students prepare for graduation and beyond.● Assist LEAs in developing and implementing plans for a family literacy series in mathematics, English language arts, and/or Kindergarten readiness. <i>Federal Program Directors' Meetings and Support</i>● 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.	
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<p style="text-align: center;">#2 MEP Program Design and Development Title I Part C Sec. 1301(5) Sec. 1306</p> <p>Staff time (update titles for your offices as needed):</p> <p>Program director (5%) Parent/student engagement coordinator (15%) Academic coordinator 1 (5%) OSY/Health coordinator Tanya (0%) Reengagement Coordinator Oscar (20%)</p>	<p>9. State Service Delivery Plan 2021-2024 Assist in the implementation and evaluation of the SDP at the LEA, ESD, and State level. Including helping LEAs and PAC identify evaluation components such as self-evaluation of the Fidelity of Strategy Implementation, student, staff, parent surveys, and continuous improvement.</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 and the active Identification and Recruitment activities occurring in their district.</p>	\$90,000
<p style="text-align: center;">#3 Professional Learning and Technical Assistance Title I Part C Sec. 1301(5) Sec. 1306</p> <p>Staff time (update titles for your offices as needed):</p> <p>Program administrator (50%) Program director (30%) Parent/student engagement coordinator (40%) Academic coordinator 1 (15%) OSY/Health coordinator Tanya (20%) Reengagement Coordinator Oscar (20%)</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>Update Migrant 101 training modules to incorporate the diverse migratory student populations in Washington State, including indigenous students such as Native American or Mexico, South American countries.</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 migratory preschool students ages 3-5 who are not served by a local early learning program or other organization such as Inspire, ECEAP. Work with the local educational</p>	\$250,000

	<p>agency or local preschool program(s) to identify and recommend effective supplemental program models, funding sources, collaborations, and implementation processes by region to support early childhood programming for migratory 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 provide supplemental assistance to migratory parents with early numeracy and literacy strategies.</p> <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.</p> <p>13. Graduation</p> <p>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)</p> <p>Coordinate trainings and ongoing technical assistance to support districts in conducting parent information sessions</p>	
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	<p>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</p> <p>Work with local educational agencies/districts to identify the progression from Title I A Student Learning Plan to High School and Beyond plan.</p> <p>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.</p> <p>In coordination with OSPI, develop a training module and resources to provide to school counselors and other staff regarding analyzing and interpreting an international student transcript for transferrable credit, optional graduation pathways for migratory students enrolled in their schools, assessment waivers, credit waivers, and awarding and receiving partial credit.</p> <p>In alignment with State Service Delivery Plan, identify the training or work sessions a school counselor may benefit from when addressing the identified academic and support needs of migratory students.</p> <p>4. OSPI, ESD, MSDRS, and AESD Meetings and Collaboration</p> <p>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</p>	
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	<p>requirements that align with the MEP State Service Delivery Plan.</p> <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> <p>October 6-7, 2021 Olympia January 12-13, 2022 Yakima May 11-12, 2022 Anacortes August 17-19, 2022 Yakima, State MEP Conference (17 is set-up)</p> <p>AESD Network Meeting (SILT): Dates TBD at OSPI AESD level, reports to be provided at quarterly meetings Attendees: OSPI MEP Assistant director – Sylvia Reyna, OSPI Migrant Champion- Ric Pilgrim, ESD 105 ESD Representative – Cyndi Valdez, NCESD171</p> <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 (Attachment C)</p>	
<p style="text-align: center;">#4 Professional Learning: Academic Title I Part C Sec. 1301(5) Sec. 1306</p> <p>Staff time (update titles for your offices as needed):</p> <p>Program director (25%) Academic coordinator 1 (40%) Parent/student engagement coordinator (5%) OSY/Health Coordinator Tanya (0%)</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>\$130,401 <u>\$226,763</u></p>

<p>Reengagement Coordinator Oscar (0%)</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>Identify the level of cultural responsiveness and social-emotional understanding of staff serving migratory students and provide professional learning in either topic to school building or district staff as needed.</p> <p><u>As outlined in Attachment E - EMIT Project Description, develop and implement a community of practice focused on serving indigenous Guatemalan migratory communities (or similar indigenous communities from Mexico and Central America). Up to 25 educators from schools and communities with indigenous Guatemalan migratory students engage in researching practices and strategies that will provide real time reflection and evaluation of the essential components needed to engage in authentic learning for migratory students and engage families in their learning. In addition to including the components outlined in the attachment, the evaluation will also help to identify and inform the Migrant Education Program on identifying effective practices for serving indigenous (non-Native American/Alaskan Native) migratory students.</u></p> <p>17. School Improvement ESD MEP staff, in collaboration with OSPI’s MEP and OSSSI staff, will identify and provide the supports needed for targeted and priority schools under OSSSI 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>100,000</p>

<p>Staff time (update titles for your offices as needed):</p> <p>Program director (5%) OSY/Health coordinator Tanya (50%) Reengagement Coordinator Oscar (0%)</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>Medically Diagnosed Alerts Work with LEAs (project and non-project) to provide guidance on how they may resolve a Medically Diagnosed Alert and report the results in the Migrant Student Information System (MSIS).</p> <p>Administrative Fulfill reporting requirements, internal coordination and collaboration, and professional development opportunities.</p>	
<p>#5b Non-Academic Initiatives/School District Support Title I Part C Sec. 1301(5) Sec. 1306</p> <p>Staff time (update titles for your offices as needed):</p>	<p>19. Out of School Youth</p> <p>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 in non-project school districts.</p> <p>Provide technical assistance and guidance to LEAs on effective strategies to engage with Out-of-School Youth ages 16-21, include the developed materials for</p>	<p>\$210,000</p>

<p>Program director (10%) Parent/student engagement coordinator (%) Academic coordinator 1 (%) OSY/Health coordinator Tanya (30%) Reengagement Coordinator Oscar (60%)</p>	<p>interpreting an international transcript and transferring credit as well as any guidance on alternative learning options available to the migratory student.</p> <p>Increase identification, recruitment, and recovery of Out-of-School Youth 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) 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 Fulfill reporting requirements, internal coordination and collaboration, and professional development opportunities.</p>	
<p style="text-align: center;">#6 Innovative Services</p> <p>Staff time (update titles for your offices as needed):</p> <p>Program director (%) Parent/student engagement coordinator (%) Academic coordinator 1 (%) OSY/Health Coordinator Tanya (0%) Reengagement Coordinator Oscar (0%)</p>	<p>6.1 Summer School</p>	<p>\$30,000</p>
	<p>6.2 MDMJ Conference</p>	<p>\$28,998</p>
	<p>6.3 Non-Project Support</p>	<p>\$5,000</p>
	<p>TOTAL ALLOCATION</p>	<p>\$1,094,399 <u>\$1,190,761</u></p>

ENRICHING MIGRANT-INCLUSIVE TEACHING (EMIT): CONNECTION, REFLECTION & INNOVATION

January 14, 2022

OVERVIEW

Project Description

A community-of-practice bringing together educators of migrant students who serve indigenous Guatemalan migrant communities or similar indigenous migratory communities from Mexico or Central America for whom culturally sustaining instructional resources are exceedingly rare. We hope to kick-off this community-of-practice with a 4-day community- and capacity-building opportunity at a location that is centrally located for invited parties, and where the natural environment serves both as an instructional and a reflective, rejuvenating space. Professional community of practice building will be done in collaboration with Washington State Migrant Education Program staff, ESD content-area specialists, Western faculty, and other invited guests. The agenda for this four-day event will be focused on:

- increasing capacity for migrant-inclusive educational technology
- accessing and creating culturally sustaining instructional resources
- serving multilingual and SLIFE migrant learners and families
- responding to priority needs/interventions as identified by regional educators and migrant parent advisory councils
- advocating for students, families, and community

Leadership Team

- Sarah Southard, NWESD 189 Migrant Education Program Director
- Clint Weckerly, NWESD 189 Migrant Academic Coordinator for western Washington
- Trinh Pham, NWESD 189 Instructional Technology Specialist
- Amy Colburn, NWESD Computer Science Coordinator
- Paula Dagnon, Professor and Director of Instructional Technology for the Woodring College of Education at Western Washington University
- Jennifer Green, Professor and Director of the ELL Bilingual Education Endorsement for the Woodring College of Education at Western Washington University
- George Zhao, Assistant Professor at Woodring College of Education at Western Washington University

Goals | Outcomes

- Connecting educators from similar teaching realms
- Accessing and creating culturally sustaining community resources
- Creating professional networks to support teaching practices
- Igniting innovative teaching strategies--relevant across grade bands and content areas--to capitalize on the affordances of instructional technology for universal design
- Reflecting on this and prior years' teaching, identifying successes/promising practices as well as challenges
- Identifying innovative and responsive means of family engagement
- Producing an implementation plan/impact goals regarding participants' new learning

Alignment with Service Delivery Plan

- While the skill-building that will come as a result of participating in this community-of-practice will surely be applicable across content areas as well as supportive of regular-year and/or summer instruction, we believe that the design of the proposed four-day kick-off (as well as the CoP at-large) powerfully aligns with the following points of the WA State MEP Service Delivery Plan:
 - ELA 1.1; ELA 1.2; ELA 1.3
 - Math 2.1; Math 2.2; Math 2.3
 - G/OSY 4.3

Participants

- Up to 25 PK-12 educators of migrant students who:
 - are paraeducators, teachers and instructional specialists/coaches, and/or administrators
 - serve indigenous Guatemalan migrant communities (including Nooksack Valley SD, Quillayute Valley SD, Bremerton SD, Aberdeen SD, Coupeville SD and Shelton SD)
- Continuing education credit or clock hours will be provided (via whichever means are least cumbersome for participants, be it NWESD or each district's HR office)

Evaluation of Professional Learning

- Upon development of the event's agenda (responsive to participant feedback), evaluation methods will be responsively constructed. The evaluation will include feedback on:
 - each session
 - on the overall learning experience

- on quarterly meetings of practice
- impacts to student learning outcomes
- co-development of future professional learning opportunities with returning participants/fellows

Follow-up with Participants

- Quarterly community-of-practice meetings (4x in the coming school year, 1.5-2 hours each)
 - To include discussion of iterative process(es) across districts, identification of impactful practices, methods of data collection re: progress monitoring, student/family engagement, professional community/collegial support, etc.
 - If/as COVID precautions allow, at least 1 of the above meetings would take place face-to-face each year.

Project Continuation

- Beginning in Summer 2023 (Year 2), reconvene each June with a new cohort
 - invite a few interested fellows from the prior year to co-lead content development and facilitation
- Beginning in Summer 2024 (Year 3), recognize each returning teacher-leader as 'Emeritus' or similar status regarding their expertise and leadership for migrant-inclusive teaching
- Pending educators' need/interest/availability and budget, in years to come, scale to include additional migrant educators across the state

Logistics

Number of participants/guests: up to 25 educators

COVID Safety Protocols: We're thrilled to welcome you to the kick-off of the Enriching Migrant-Inclusive Teaching (EMIT) Community-of-Practice! Your safety, as well as the safety of our staff, is always of the utmost importance to us, and COVID-19 poses new issues around health and safety. We have carefully reviewed all guidance from the CDC, Washington State Department of Health, and the local Public Health District in developing our safety policies and procedures, which are listed below.

Safety Protocols in light of the Covid-19 Pandemic:

- All staff/professional development facilitators must be fully vaccinated and, likewise, all attendees are required to be fully vaccinated.

- Currently, all are masking in interior spaces during group gatherings.
- Attendees will be expected to meet or exceed all hygiene and physical safety guidelines (cleaning, masks, gloves, handwashing, etc.)
- We encourage the use of outdoor spaces for communal activities when it is weather appropriate.
- Attendees will maintain safe physical distances, with frequent hand washing and other safeguards.
- Equipment for temperature checks will be available.
- Anyone who develops symptoms will isolate until arrangements can be made for their departure.
- No participants will come to this initial gathering if they have any symptoms of Covid-19 or have been exposed to anyone who has had Covid-19 within 14 days of the event.

As this is an ever-changing situation, we continually monitor health and safety guidelines and will keep you updated on any changes in protocols and procedures. If you have any questions or concerns, please don't hesitate to reach out to Clint Weckerly at cweckerly@nwesd.org.

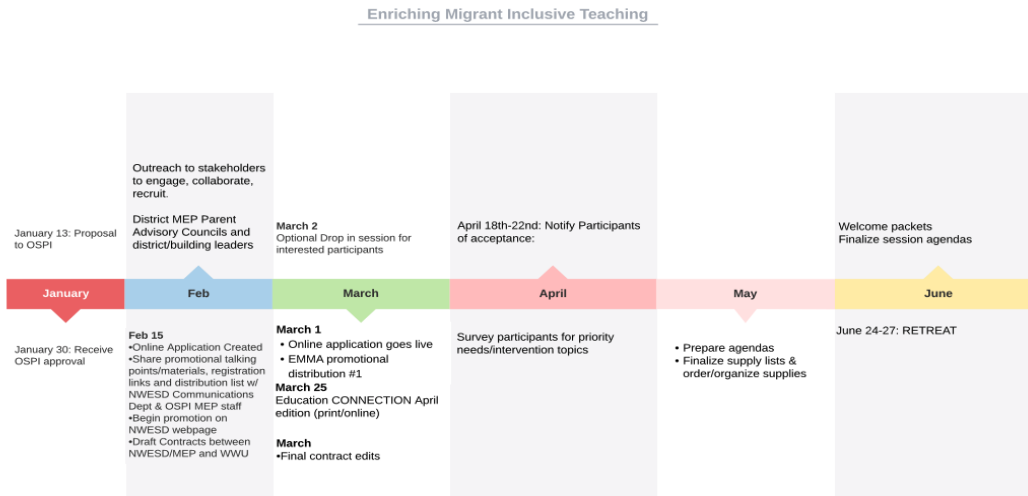
Contingency Plan: In case circumstances due to COVID change capacity limits on group size, we can adjust facilitation and delivery accordingly (or reschedule, as needed).

Location/facility options:

- [North Cascades Institute](#)
- [Fort Worden](#)**
- [Camp Casey](#)**
- [Islandwood](#)
- [Seabeck Conference Center](#)
- [Swinomish Casino Hotel](#)
- [Salish Lodge](#)
- [Rainbow Lodge](#)
- [Dumas Bay Centre](#)
- [Clear Water Resort & Casino](#)

** These locations might have problematic historical/cultural significance and might need to be removed from the list.

Timeline



BUDGET

See budget details.

APPENDIX: BIOS

Bios for the members of our leadership committee from WWU.

Paula Dagnon is an Associate Professor and the Director of the Instructional Technology Program at Western Washington University. She teaches instructional technology courses to pre- and in-service teachers and is constantly inspired by her students. She writes and presents on technology in early childhood, migrant-inclusive technology, technology to connect with families, and technology to support bilingual teachers and students.

Dr. Jennifer Green is a Professor and the Director of the ELL/Bilingual Endorsement Program (soon to be renamed the Multilingual Education Program) at Western Washington University. She prepares pre- and in-service teachers to support and teach multilingual learners. She finds great enjoyment in her research that is focused on helping teachers and students access and use disciplinary language.

Dr. George Zhao is an Assistant Professor of Instructional Technology at Western Washington University. Furthermore, George serves as Co-Chair of the Woodring Technology Committee for the College of Education. He teaches classes on educational technology integration and application, instructional multimedia production, digital literacy, and accessibility.