CONSORTIUM INCENTIVE GRANTS: ACTIVITIES AND OUTCOMES

NASDME Conference
May 1, 2017 – Salon 3
## Session Objectives

<table>
<thead>
<tr>
<th>Understand</th>
<th>... the purpose of Consortium Incentive Grants (CIGs)</th>
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<tr>
<td>Learn about</td>
<td>...the activities and key features of the 4 CIGs</td>
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<td>Determine</td>
<td>...how to get more information and possibly join a CIG during the next competition</td>
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Purpose of CIGs

• Authorized under Section 1308(d) of the Elementary and Secondary Education Act and reauthorized under NCLB (and more recently, the ESSA)

• The purpose of the CIGs is to promote **interstate coordination** among MEPs nationwide

• Competitive incentive grants are awarded to SEAs to **improve the delivery of services** to migratory children and youth whose education has been interrupted
CIG DIRECTORS/COORDINATORS

BILL BANSBERG
(MIRACORE)

MICHELE CHENEY
(PI)

MICHAEL MAYE
(IRRC)

TRACIE KALIC
(GOSOSY)

SUSAN DURÓN
(Facilitator)
Overview of MiraCORE

11 Member States
Delaware, Hawaii, Mississippi, Nevada, New Hampshire, North Dakota, Oklahoma, South Dakota, Utah (Lead State) Vermont, Virginia

Website
www.migrantliteracynet.com

Goal
Improve the interstate coordination of MEPs by sharing & developing supplemental, technology-based reading instruction materials/assessments designed to improve the literacy skills of migratory students
Mission: To ‘work together to develop products and services to meet the literacy needs of migrant students’

The MiraCORE consortium was established in 1995 and has developed a wide variety of instructional resources to meet the academic needs of migrant students including the Migrant Literacy NET
Migrant Literacy NET free resources for teachers -

I want to work directly with students

- Step 1 – Success Plans
  Create a Plan For Each Student
- Step 2 – Identify Needs
  Administer Screening Tools
- Step 3 – Targeted Instruction
  Assign Tutorials Based on Needs

I want to find instructional resources for the classroom

- Reading Lessons
- Writing Lessons
- Math Lessons
- Study Skills Lessons
- OSY Lessons
- Parent Resources

I want to find other instructional resources

- Graduation Plan for Secondary Students
- Field Test of Developmental Screeners
- Links to Other Resources
During 2015-16, 55% of migrant students/youth in CIG states utilizing 8,063 reading tutorials improved their score by 15% from pre- to post-test.

Emergent Level Literacy Screeners were field tested and results show a strong correlation (r=.612, n=143, p=.0000) between Screener and teacher ratings of student reading skills, indicating that the Screeners are valid.
Reliability of the Screeners also was assessed for students taking the Screeners twice. Results show a very strong correlation between the two administrations ($r= .85$, $n=62$, $p=0.000$) indicating that the screeners are reliable.
Teacher comments regarding the new reading needs screeners:

I am very excited to see an online Literacy Screening Tool to use with emergent readers. I think that this will help to more accurately target the skills needed by these students. I can’t wait for the whole field testing process to conclude so that it will be able to automatically assign the reading tutorials.

I liked the fact that instructions and questions were read to the student. The wording and illustration were appropriate for their age. I thought the time allowed for each question was good. None of my students felt like failures, they felt when they test logged off, that it was the end. They didn’t realize that they were logged off when they missed three in a row. I think the Screener was very valuable in identifying basic reading needs. It correlated with age-appropriate instruction and was easy for students to understand.

I think the Screener is a quick tool that could be effective for teachers to identify student needs. Great for a summer program like mine.

Overall, I think the Screening Tools are very appropriate. They aren’t too long, and students seemed to stay on task throughout the entire test and didn’t lose interest at any point. The Screening Tools provided age-appropriate visuals and directions for students.

www.migrantliteracynet.com
Overview of PI

1. 9 Member States
   - Colorado, Florida, Georgia, Idaho, Maine, Missouri, Oregon, Pennsylvania (Lead State), Washington

2. Website
   - www.preschoolinitiative.org

3. Goal
   - Identify promising practices and helpful resources that lead to improved outcomes for PK children and their families
Preschool Initiative

Helping Migrant Parents and Children
PI Goals

1. Expand the capacity of state and local MEPs to serve migrant pre-kindergarten (PK) children.

2. Ensure that more services are provided to the migrant 3-5 year-old children and that these children demonstrate substantial and measurable educational gains.

3. Disseminate evidence-based practices to the national MEP community and other stakeholders.
Participating States
Year 1: Coordination & Collaboration

• Conduct at least one **Town Hall Meeting** of various PK service providers and key stakeholders to better understand what each can provide

• Strengthen **coordination and collaboration** efforts with other PK providers and stakeholders

• Create or strengthen **infrastructures** to better support increased/enhanced coordination and collaboration efforts
Year 2: Resources & Materials Review

• Analyze program and student data to determine **instructional and assessment needs**

• Collect information and data on **instructional resources and assessments** to determine their efficacy and effectiveness.

• Share information about the **PK resources** available and used PI member states.
Year 3: Information Dissemination

• Conduct a **case study**

• Participate in “**Train the Trainers**” events (face to face and virtual)

• Engage in **Dissemination Event** (PI, GOSOSY, IRRC)
Helping to improve the school readiness of migrant preschool children and to strengthen parent engagement in early learning.

Preschool Initiative (PI) is funded through a Consortium Incentive Grant (CIG) from the U.S. Department of Education’s Office of Migrant Education (OME). Our goals are to expand the capacity of state and local Migrant Education Programs (MEPs) to serve migrant preschool children, ensure that more services are provided to migrant 3-5 year-old children, and that these children demonstrate substantial and measurable
Overview of IRRC

14 Member States
Arizona, Colorado, Delaware, Georgia, Illinois, Iowa, Kansas, Maine, Nebraska (Lead State), New Mexico, New York, Oklahoma, South Carolina, Tennessee

Website
www.idrconsortium.net

Goal
Provide services to improve the proper and timely identification and recruitment of eligible migratory children whose education is interrupted
TO IMPROVE THE PROPER AND TIMELY IDENTIFICATION AND RECRUITMENT OF ELIGIBLE MIGRANT CHILDREN WHOSE EDUCATION HAS BEEN INTERRUPTED
• **Design and develop** systems, materials, strategies, and resources for the consistent and reliable ID&R of eligible migrant children and youth

• **Expand states’ capacity** through the sharing of resources, mentoring, and the deployment of Rapid Response Teams comprised of veteran ID&R specialists

• **Disseminate** effective, evidence-based ID&R practices throughout the MEP community
IRRC Initiatives

- IRRC ID&R Competency Skills Assessment
- IRRC State ID&R Plan Template and Checklist
- TRI Team deployments
- IRRC website – www.idr-consortium.net
- IRRC Newsletter
- IRRC Literature Review
- Webinars (e.g., Urban Recruitment)
- ESSA and other Resources
www.idr-consortium.net

Improving the proper and timely identification of all migrant children.
Overview of GOSOSY

1. **18 Member States**
   Alabama, Florida, Georgia, Illinois, Iowa, Kansas (Lead State), Kentucky, Massachusetts, Mississippi, North Carolina, Nebraska, New Hampshire, New Jersey, New York, Pennsylvania, South Carolina, Tennessee, Vermont

2. **Website**
   www.osymigrant.org

3. **Goal**
   Provide services designed to improve the educational attainment of out-of-school youth whose education is disrupted
## Obj 1: Achievement & Learning Plans

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<tr>
<th>Outcome</th>
<th>Measurement Tool</th>
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<tr>
<td><strong>1.1</strong> 75% of OSY participating in project-directed instructional services will demonstrate a 20% average gain between pre/post</td>
<td>Student Assessment Score Sheet (SASS) available on osymigrant.org</td>
</tr>
<tr>
<td><strong>1.2</strong> 75% of OSY with a Learning Plan will attain an average of 50% of the learning/achievement objectives</td>
<td>Learning Plan Templates will be available by 5/15/16 on osymigrant.org</td>
</tr>
<tr>
<td><strong>1.3</strong> Attendance by 54 OSY (consortium wide) at Goal Setting Workshops and attain acceptable or above average score on GSW rubric</td>
<td>Verified Attendance Rosters; Goal Setting Workshop Rubric available by 6/15/16 on osymigrant.org</td>
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www.osymigrant.org
### Objective 2 – PROFESSIONAL DEVELOPMENT

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<tr>
<td><strong>2.1</strong> 75% of staff completing PD increase skills by 10% between pre- and post-assessment</td>
<td>Staff Skills Assessment available on osymigrant.org by 1/30/16</td>
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<tr>
<td><strong>2.2</strong> 75% of states average of 5 PD/mentoring collaborations</td>
<td>Director/Coordinator Form on osymigrant.org</td>
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<td><strong>2.3</strong> 75% of recruiters tested achieve “proficient” on OSY ID&amp;R skills assessment</td>
<td>ID&amp;R Skills Test developed in collaboration with ID&amp;R consortium</td>
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### Objective 3 – STATE PROCESSES

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<tr>
<td><strong>3.1</strong> Five products developed/adapted/vetted/adopted by 18 states</td>
<td>Quality of Implementation Tool available by 9/30/2017</td>
</tr>
<tr>
<td><strong>3.2</strong> GOSOSY Dissemination Event (DE) for 200+ staff is planned, implemented, evaluated</td>
<td>Dissemination Event survey in Year 3</td>
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www.osymigrant.org
Why it Matters

“My future plans include community college and a bachelors degree.”

“I am so grateful for our friendship and for the experience of mutual learning we share.”

“I’m 100% sure I made the right decision. I saw my diploma today.”

www.osymigrant.org
GOSOSY Focus

Goal Setting Implementation

Student Learning Plans

www.osymigrant.org
GOSOSY Focus

Mentorship Pilot

Professional Development Modules

Instructional Materials Development

www.osymigrant.org
Panelists

- Alice Martínez-Bansberg - New Mexico
- Doug Boline - Kansas
- Margo DiSalvo - Florida
- David Fisk - Maine
- Carmen Medina - Pennsylvania
- Mary Sorvig - North Dakota
- Zachary Taylor - South Carolina
- Mina Rivera Topke - Florida
Panel Questions

• **Why** did you participate in the CIG or CIGs?

• **What** are some of the activities and responsibilities of CIG participation and **how** have you approached these?

• **What** improvements have you seen as a result of CIG participation?

• **How** have you benefited from interstate coordination that occurs through CIG participation?

• **Describe** a success for a migrant student, family, or project that resulted from participating in a CIG.
What should states consider when deciding whether to join a CIG?

• What are the **statewide** identified through the CNA and as shown in the MEP evaluation?

• Has the CIG developed (or will develop) **resources** that would be difficult for your state to create independently?

• What are the **responsibilities** of participating in a CIG?

• What are the **costs versus the benefits** of participating in CIGs?

• Who do I **contact** to express an interest in a future CIG?
Contacts

• **GOSOSY**: Tracie Kalic – tkalic@embarqmail.com

• **IRRC**: Michael Maye – mmaye2929@gmail.com

• **MiraCORE**: Bill Bansberg – billbansberg@comcast.net

• **PI**: Michele Cheney – michele.cheney@escmail.org
FEEDBACK AND QUESTIONS