

NEW-MGS GUIDE & MSA GUIDE

Presented by
Enrique Lopez & Viviana Magallon

**MIGRANT
EDUCATION
PROGRAM**
Migrant Student
Advocate Guide

**MIGRANT
EDUCATION
PROGRAM**
Migrant Graduation
Specialist Guide



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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PUBLIC INSTRUCTION



**Northwest Educational
Service District 189**
Together We Can





What is a Migrant Graduation Specialist (MGS) and Migrant Student Advocate (MSA)?

Migrant funded position directly providing non academic supplemental services to migrant youth in their school district to address the unique educational needs that result from the family's migratory lifestyle. (WA State's Migrant Education Program Service Delivery Plan Area 4, Graduation and OSY Achievement)

Updated General Descriptions:

Migrant Graduation Specialist (MGS)

The graduation specialist through **active and responsive case management** will provide supplemental support and advocacy, **in coordination** with school counselor(s) and other school student support teams, that address the needs of migrant students to successfully transition to next grade level; complete high school; re-engagement of recent drop out and Out of School Youth and pursue postsecondary education or employment.

Migrant Student Advocate (MSA)

The migrant student advocate will **monitor, connect, coordinate,** provide **referrals** and **facilitate** the academic and support needs of migrant students **with** school counselor to successfully transition migrant students to the next grade level, complete high school, and promote the transition to postsecondary education or employment



“Per MGS and
MSA Request”

PURPOSE

MGS AND MSA GUIDE

A comprehensive guide, filled with easy to use, timely resources to support the Migrant Graduation Specialist (MGS) & Migrant Student Advocate (MSA) carry out supplemental services in support of migrant students.

EXPECTED OUTCOMES

- Basic understanding of Graduation and SDP
- A resource for new staff to explore their new role, learn examples, gain a deeper understanding of program requirements and reporting expectations.
- Know your MEP ESD Support team
- Release of the Guide is TBD, once officially release explore with your team



HOW WILL THIS GUIDE BE USED?

- Train NEW MGS and MSA in their roles
- Quick reference guide to help guide and answer questions
- Accessible online and print format for future reference
- Step by step on how to access specific MSIS reports
- MGS and MSA's can request one on one trainings to help understand the guide at a deeper level by contacting their local migrant ESD office

“OUR ULTIMATE GOAL IS TO SUPPORT MGS’S AND MSA’S TO THRIVE IN THEIR POSITIONS SERVICING MIGRANT YOUTH”

Main Components of the MGS and MSA

Guides



MEP OVERVIEW



Welcoming-Introduction + Overview



Basic Eligibility of Migrant Student



Priority For Service and Needs Students



7 Areas of Opportunity



Service Delivery Plan

Let's take a look at the Guide

Ex: This snapshot image shows the basic eligibility of the MEP program as well as a basic overview of the Migrant Education Program (p.8).



Migrant Overview

Goal of Title I, Part C Migrant Education

The goal of the Title I Part C Migrant Education Program is to ensure all migrant students reach challenging academic standards and graduate with a high school diploma (or equivalent) that prepares them for responsible citizenship, further learning, and productive employment.

Eligibility

Migratory Child/Student

- Is not older than 21 years old
- No high school diploma or obtained a GED
- Made a qualifying move on their own or *with/to join* a migratory worker

Qualifying Work

- Work is temporary or seasonal employment (or personal subsistence) in agriculture or fishing

Qualifying Move

- Moved in the preceding 36 months due to economic necessity
- From one residence to another
- From one school district to another

Migratory Worker/Fisher

- Parent/Guardian or student
- Made a qualifying move in the preceding 36 months, and, after doing so, engaged in new "qualifying work"

It is important to know basic student eligibility in case you are asked by educators, students or parents. This is a good way to share about the Migrant Education Program. As MGS and MSA work, it is not expected to conduct any Identification and Recruitment.

Let's take a look at the Guide

Ex: This snapshot image shows the seven areas of opportunity section that goes into detail on the following areas of opportunity.

- **Educational Continuity**
- **School Engagement**
- **Instructional Time**
- **English Language Acquisition**
- **Educational Support in the Home**
- **Health**
- **Access to Education and Educational Related services.**

SEVEN AREAS OF OPPORRTUNITY

Adopted by OSPI MEP, the Areas of Opportunity are lived experiences of migratory students and help us identify how to support their unique needs to thrive in K-12 education.



RESOURCES



7 Areas of Opportunity



Non-Academic Supplemental
Program Services



Guide to Home Visits



Frequently Asked Questions
(FAQ)



PASS information

Let's take a look at the Guide

In the guide, MGS and MSA's will have access to the 2021-2022 (also pertains to 2022-2023) Supplemental Program Services and Definitions.

SY 2021-22 Supplemental Program Services and Definitions

The Supplemental Program Services listed in green below provide the service names and definitions for the Non-Academic services as reported services to migrant students and are reflected in the program grant application. The green document, Non-Academic Supplemental Services to migrant youth are provided by an MGS or MSA. You are encouraged to participate in the planning conversations when your Federal Program Director and PAC Officers are evaluating what services will be provided to youth on the MEP Grants section for upcoming school year.

NON-ACADEMIC SUPPLEMENTAL PROGRAM SERVICES	
SERVICE NAME	DEFINITION
CAREER EDUCATION AND POSTSECONDARY PREPARATION	<p>Participation in:</p> <ul style="list-style-type: none"> Structured career awareness options, e.g. access to career role models, professions, interest surveys, career fairs, career and technical training programs Formally structured training or individualized support in job seeking and obtaining skills College and campus visits including CAMP, Formally structured support with application(s) to postsecondary educational institutions Advocacy and supports for students to access IB, AP, and Running Start courses leading to dual credit opportunities.
EDUCATIONAL SUPPLIES	Necessary supplies, including technology and other supports, purchased in order to allow a student to meet the desired objectives specified in the service delivery plan.
HEALTH	<p>Health supports that promote the identification and treatment of physical and social/emotional health, which may require additional services and supports so as not to negatively impact a student's educational participation. Health supports include but are not limited to:</p> <ul style="list-style-type: none"> Procuring and/ or preparing for MEP-funded physical exams; Procuring health services for migrant students; Interacting with parents regarding unresolved health issues; Directly funding preventative supplemental health services such as vision exams, sports physicals, immunizations, etc. in event of a gap, even temporary, in state/ federal programs. Providing supplemental nutritional support beyond what is provided through state/federal food and nutrition programs; Providing supplemental hygiene kits with appropriate health and safety education on the use of contents; Providing health education intended to increase the awareness and knowledge of health and safety; Referral to other health and social/emotional needs; including referrals to drug rehabilitation and gang prevention. <p>Resources: https://osymigrant.org/Newsite/educat/LSHealth.html</p>
DENTAL	<p>Screening services to identify dental health conditions which may require treatment so as not to negatively impact a student's educational participation such as:</p> <ul style="list-style-type: none"> Dental Disease Pain Infection

Let's take a look at the Guide

- 7 Dedicated pages to FAQ's

Frequently Asked Questions (FAQs)

Q: What is my Priority?

- Academic Guidance for grades 9-12, as defined below and reported in MSIS
 - Communicate with other school staff regarding the identified needs of priority students and inform them of your work to help students stay on track to graduate or promote to next grade level.
 - Support students' to develop High School and Beyond Plan unique to intended school of graduation.
 - Promote Participation in available supplemental instruction to help student stay on track to complete graduation requirements in not more than 5 years of high school.
 - Support successful transition from ESL to mainstream classes
 - Monitor credit accrual
 - Track High school credit accrued across schools attended
 - Analyze credit accrual state, collaborate with counselors across schools attended for appropriate placement
 - Help students gain access to alternative credit accrual options
 - Ensure that students earn transcript credit for partial coursework in grading periods interrupted by migrant moves.

A variety of activities may be completed to help achieve this objective as defined in the State-approved MEP job description for the MSA.

Q: What if I am asked by my district or building to perform non-related duties as part of my MSA scheduled time?

A: To avoid supplanting, these additional activities must be completed outside the time paid by Title 1, Part C Migrant Education Program if the task:

- does not exclusively serve migrant students
- serves migrant students not on your caseload or monitoring list
- does not directly support responsibilities defined in the state approved job description

It is important that the MSA, building administrators, the federal projects director and other key staff have a clear understanding of the state approved job duties and responsibilities of these positions to ensure their intended objectives are achieved.

Q: Where can I find my Job description?

- A: The state developed and approved MSA job descriptions are available from OSPI, Migrant Education and are posted on MSDRS.org. These job description are the basis for receiving MEP funds.

MSIS

REPORTS

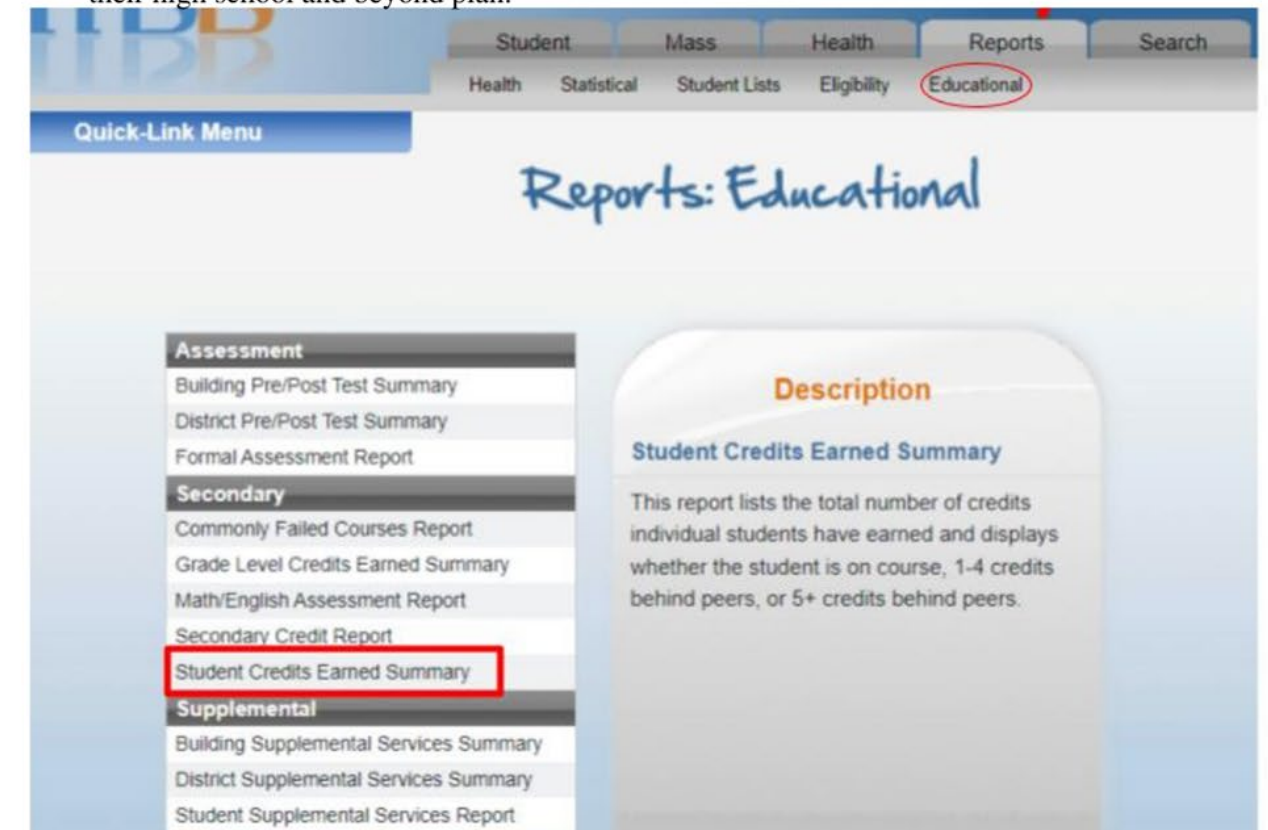
- **Student Credit Earned Summary**
 - This report lists the total number of credits individual students have earned and displays whether the student is on course, 1-4 credits behind peers, or 5+ credits behind peers
- **Priority For Service Report**
 - This report lists migrant students who are failing, or most at risk of failing, to meet the States challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year, or has been identified as drop out
- **Building Supplemental Service Report**
 - This report summarizes all your direct reported services to all students by building by academic school year or by summer.
- **Migrant Student List**
 - This report lists all your identified migrant students enrolled by building and includes if they are Priority for Service.
- **Student Needs Assessment**
 - This report provides data results for the identified risk factors used to determine Priority for Services (PFS).
- **Recovered Out of School Youth List**
 - This report lists 16-21 year-old students who were previously identified as out of school youth (excluding summer enrollments) and the students have since been identified as enrolled students within a school building. These students are considered recovered youth.

Let's take a look at the Guide

Student Credit Earned Summary Report

This report lists the total number of credits individual students have earned and displays whether the student is on course, 1-4 credits behind peers, or 5+ credits behind peers.

- Use this report to help students falling behind in credits, help students develop a plan and align to their high school and beyond plan.



1

- log into msdr.org
 - select reports
 - select educational
 - under Secondary select Student Credit Earned Summary

Select District: ESD 123
Building: ALL
School Year: 2021-2022
Show: Only Currently Enrolled Students
Grade Level: All Grades
Total Credit Deficiency: All Students
Report Format: Online
Run Report

2

Select building, select "Only Currently enrolled Students" and run report. This report can also filter by total credit deficiency, this report can show students on track, students behind by 1-4 credits or student behind by 5 credits



ACCESSING SERVICES WITH Out-of School Youth (OSY)/HEALTH



Migrant Education Health Program Funded Services & how to Report Health Services



Supporting The Health of Migrant students



Building a Plan for OSY



Logging and Serving Migrant Out-of-School Youth



High School Diploma & GED resources

Let's take a look at the Guide



Migrant Education Program Out-of-School Youth

OSY refers to migrant eligible youth, between the age of 16-21, who are not currently enrolled in a K-12 education, have not yet graduated from high school, or have not received a high school equivalency diploma. This may include:

- Students who have disengaged from school or high school and have not received a Diploma/Equivalent;
- Individuals who have never enrolled in a K-12 educational system;
- Youth who are working on a GED outside of a K-12 school;
- Or youth who are “here to work”- H2A visa guest workers.

MGS OR MSA



Updated State Job Description



MGS and MSA FTE's and Creating Student Caseloads



MSIS Online Supplemental Reportings



Supplemental Service Examples



NEW-High School Transcript Resource for Foreign Transcripts (Kudos Claudia ESD 105)

Let's take a look at the Guide

TITLE 1, PART C MIGRANT EDUCATION PROGRAM MIGRANT STUDENT ADVOCATE JOB DESCRIPTION

State Measurable Program Outcome: 4C: By the end of the 2021-2022 performance period, 79% of migratory students in grades 7-12 who received support from MEP-funded educational staff will graduate or be promoted to the next grade level.

GENERAL DESCRIPTION

The migrant student advocate will monitor, connect, coordinate, provide referrals and facilitate the academic and support needs of migrant students with school counselor to successfully transition migrant students to the next grade level, complete high school, and promote the transition to postsecondary education or employment.

THE ADVOCATE WILL:

1. Work with the district's Migrant Education Federal Programs director and school staff to identify and establish program and student goals in alignment with the district's local plan and the State Service Delivery Plan.
2. Provide supplemental support and services focused on meeting the unique needs of migrant students. 1 FTE = 150 students; prioritize PFS (Priority for Service) and Needs Students.
3. Coordinate services with other resources migrant students may be eligible and entitled to receive.
4. Coordinate with school counselors to ensure access to all re- engagement of recent drop out and address needs of out of school youth.

REQUIREMENTS:

- High School Diploma or AA
- Experience in an educational or community advocacy-related field.
- Experience working with at-risk migrant students and families.
- Knowledge of secondary school programs and state and local graduation requirements.
- Written and verbal communication skills in English and primary language of target population (e.g., Spanish, Russian, Mixteco).
- Knowledge of basic computer software programs (e.g., Microsoft Word, Excel, PowerPoint, Google Docs, ZOOM).
- Experience working semi-independently and in collaborative teams.
- Human relations, time management, and personal organizational skills.
- Flexible work schedule.
- Be able to travel.

PREFERRED KNOWLEDGE AND SKILLS:

- Knowledge of economic, social, cultural, and psychological factors influencing migrant students.
- Experience working with secondary school aged migrant students in an educational setting.
- Knowledge of school and community resources available to migrant students and families, including technical education, career awareness, and postsecondary education opportunities.

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TITLE 1, PART C MIGRANT EDUCATION PROGRAM MIGRANT GRADUATION SPECIALIST JOB DESCRIPTION

State Measurable Program Outcome: 4C: By the end of the 2021-2022 performance period, 79% of migratory students in grades 7-12 who received support from MEP-funded educational staff will graduate or be promoted to the next grade level.

GENERAL DESCRIPTION

The graduation specialist through active and responsive case management will provide supplemental support and advocacy, in coordination with school counselor(s) and other school student support teams, that address the needs of migrant students to successfully transition to next grade level; complete high school; re-engagement of recent drop out and Out of School Youth and pursue postsecondary education or employment.

THE SPECIALIST WILL:

1. Implement a case management model focused on providing supplemental support and intervention strategies to address the unique needs of migrant students. 1 FTE = 50 students Prioritize PFS (Priority for Service) and Needs Students
2. Work with the district's Migrant Education Federal Programs director and school staff to identify and establish program and student goals in alignment with the district's local plan and the State Service Delivery Plan.
3. Coordinate and ensure access to other services migrant students may be eligible and entitled to receive.
4. Facilitate re-engagement of recent drop out and address needs of out of school youth.

REQUIREMENTS:

- Teaching, Social Work, Counseling credential or bachelor's degree in a related field.
- Experience working with historically underserved youth (at-risk), uplifting and honoring migrant students and families using positive strategies to help students reach academic, social, emotional and personal health goals.
- Knowledge of secondary school programs and state and local graduation requirements.
- Written and verbal communication skills in English and primary language of target population (e.g., Spanish, Russian, Mixteco).
- Knowledge of basic computer software programs (e.g., Microsoft Word, Excel, PowerPoint, Google, ZOOM).
- Experience working independently, semi-independently, and in collaborative teams.
- Human relations, time management, and personal organizational skills.
- Flexible work schedule (regular home visits, after school, evening or weekend parent/student and/or community meetings)

PREFERRED KNOWLEDGE AND SKILLS:

- Knowledge of economic, social, cultural, and psychological factors influencing migrant students and families.
- Experience working with secondary school aged migrant students in an educational setting.
- Knowledge of school and community resources available to migrant students and families, including technical education, career awareness, and postsecondary education opportunities.

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MSA FTE and Student Caseload

MSA Caseload Formula
1 FTE or 40hrs a week= 150 students
.75 FTE or 30hrs a week=112 students
.50 FTE or 20hrs a week=75 students
.25 FTE or 10hrs a week= 37.5 students
Follows lead of administrator; monitors academic progress; may work with students in small group format; facilitates access to services

<p>Priority 1: Academic Guidance Developmentor relationshipwith student caseloadto facilitate needs of migrant students and their families. Work with school counselor and selected students to develop student plans/goals and class scheduling that ensure access to a successful transition to the next grade level, graduation, and transition to postsecondary education or employment.</p>	
<p>Priority 2*: Non-Academic Guidance Work with school counselor to monitor attendance, discipline, credits/grades, and other social/academic issues that may impact the student's ability to successfully transition to the next grade level, graduation, or postsecondary opportunities or employment.</p>	<p>Priority 2*: Career Education and Postsecondary Preparation Facilitate or coordinate access to activities/resources that will promote college and scholarship access and opportunities, student participation in career education programs, job internships, and awareness of vocational/technical programs.</p>
<p>Priority 3*: Student Leadership/Engagement Coordinate or facilitate access to activities and resources that will strengthen communication, self-advocacy, access to extracurricular activities, leadership skills.</p>	<p>Priority 3*: Social Work/Outreach Coordinate access to services to reduce and/or eliminate barriers for migrant students. Leverage school and community services to meet the needs of students and make referrals to services that facilitate migrant family access.</p>

The Migrant Student Advocate (MSA) Caseload is very important as you begin to become familiar and identify the migrant students you will be working with. First step, know how much Full Time Equivalency (FTE) you are allocated to your MSA position by contacting your Federal Program Director (FPD). FTE caseload formula below for reference. The Students Needs Assessment Report (SNA) is also very important as it will help you identify your caseload by PFS and Needs Students. We will walk you through the SNA report below.

When you find the Student

MGS FTE and Student Caseload

MGS FTE Caseload Formula
1 FTE or 40hrs a week=50 students
.75 FTE or 30hrs a week=37students
.50 FTE or 20hrs a week=25 students
.25 FTE or 10hrs=12.5 students

<p>Priority 1: Academic Guidance Developmentor relationshipwith student caseloadto facilitate needs of migrant students and their families. Work with school counselor and selected students to develop student plans/goals and class scheduling that ensure access to a successful transition to the next grade level, graduation, and transition to postsecondary education or employment.</p>	
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The Migrant Graduation Specialist (MGS) Caseload is very important as you begin to become familiar and identify the migrant students you will be working with, in other words your caseload. First step, know how much Full Time Equivalency (FTE) you are allocated to your MGS position by contacting your Federal Program Director (FPD). The FTE caseload formula below is available for reference. The Student Needs Assessment Report (SNA) is also very important as it will help you identify your caseload by PFS and Needs Students. We will walk you through the SNA report below.

When you find the Student



Opportunities

Each MEP ESD Office will provide guidance, trainings and support to the MGS and MSA Guide

- Check with your local ESD for MGS and MSA workshop dates and PD opportunities

ESD MEP contacts for MGS & MSA Support

ESD189

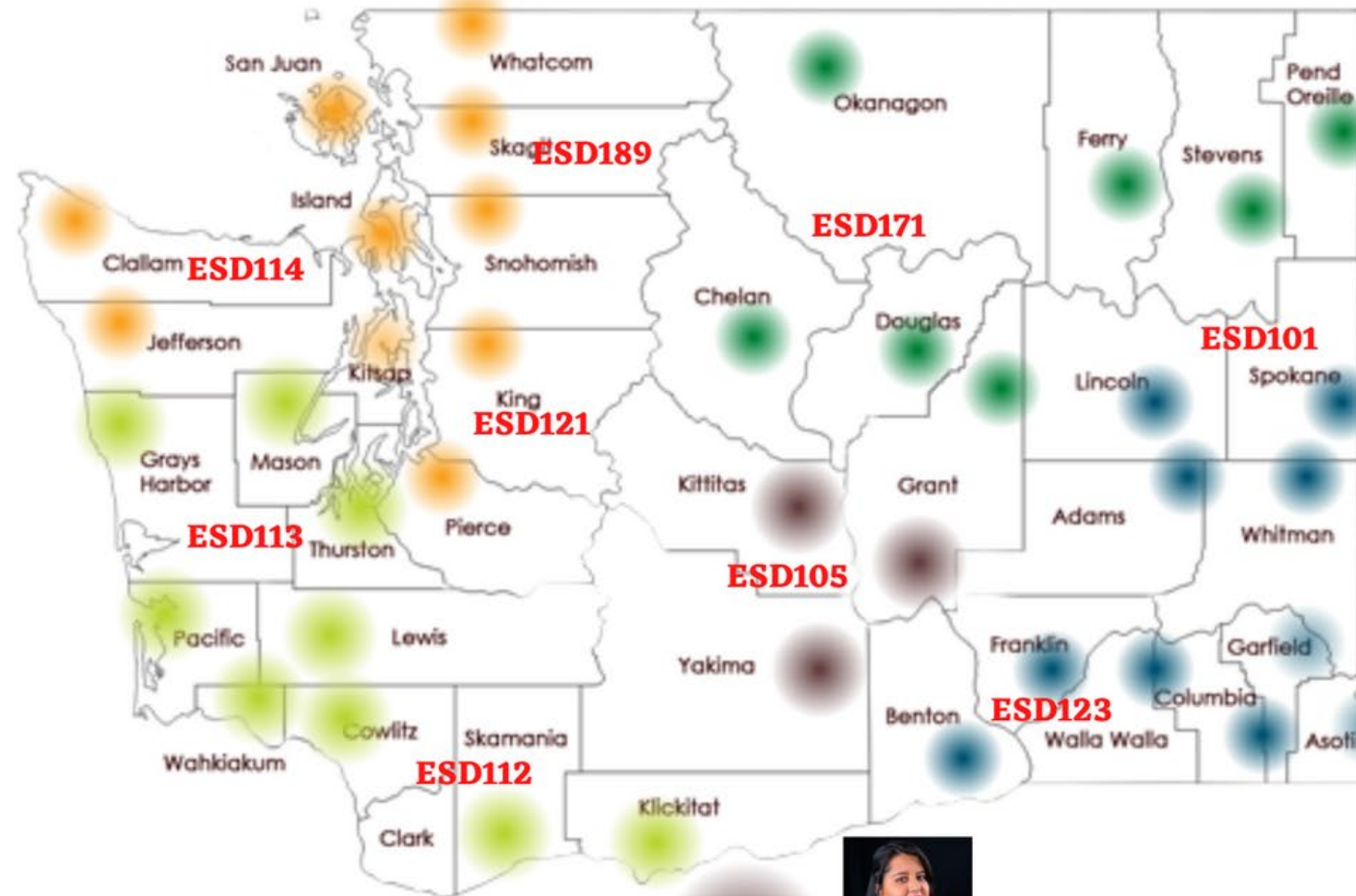


Enrique Lopez
Regional Migrant Coordinator
Educational Service District 189
elopez@wesd.org

ESD171



Gaby Fernandez
Family & Student Engagement
Specialist
Educational Service District 171
gabyf@ncesd.org



ESD123



Viviana Magallon
Migrant Family & Student
Engagement Coordinator
Educational Service District 123
vmagallon@esd123.org



Adilene Espindola
Community & Family
Engagement Coordinator
Educational Service District 123
aespindola@esd123.org

ESD105



Claudia Figueroa Dominguez
Migrant Family Engagement & Student
Leadership Coordinator
Educational Service District 105
claudia.dominguez@esd105.org



THANK YOU!
Questions?

