

Migrant Graduation Specialist and Student Advocate Frequently Asked Questions (FAQs)

JOB DUTIES

Q: Where can I find my job description?

A: The State developed and approved MGS and MSA job descriptions are available from OSPI, Migrant Education and are posted in the Migrant Education Program Clearinghouse under Secondary at www.msdr.org. These job descriptions are the basis for receiving MEP funds.

Q: Please share examples of MGS or MSA activities.

A: Specific examples of job duties are available in the training document included in the appendix:

Migrant Graduation Specialist and Student Advocate
SUPPLEMENTAL SUPPORT SERVICES

Q: What is my priority?

A: Academic guidance, 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.
- Develop the student's High School and Beyond Plan unique to intended school of graduation.
- Promote participation in available supplemental instruction to help the 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 status. Collaborate with counselors across schools attended for appropriate placement.
 - ✓ Help students gain access to alternative credit accrual options.
 - ✓ Ensure that students earn transcribed 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 MGS or MSA.

Q: Do I have different priorities if the district is only able to fund an MGS or MSA position part of the day (less than 1.0 FTE)?

A: The job description outlines five major functions which are prioritized as follows:

**MAJOR MGS and MSA FUNCTIONS -- SEE HANDOUT
Advocacy Services Prioritized as Funded by the MEP**

MGS= 1 FTE: 50 students

Self initiates; collaborates with all; indepth one-on-one mentoring and case management service for most at risk; monitors academics; coordinates academic activities with teachers and counselors; facilitates access to services

MSA= 1 FTE: 150 students

Follows lead of administrator; monitors academic progress; may work with students in small group format; facilitates access to services



**Staff with less than a full time FTE may modify level of service as FTE and time permit.*

Note: All services are intended as intervention to ensure high school graduation and are centered on ensuring ACADEMIC success and postsecondary transition. All services focus on the unique and supplemental needs of the migrant student. Staff may NOT supplant services and activities available to all students through the school.

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

A: To avoid supplanting, these additional activities must be completed outside the time paid by Title I Part C Migrant Education 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 MGS or 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.

Selection of a Caseload

Q: Why must I develop a caseload or roster of students to serve? May I serve all Migrant Program eligible students?

A: Advocacy work is with the most at risk students. Not all migrant students may require service through the Migrant Education Program (MEP). Specific state and federal guidance requires a **prioritization of services** funded by Title I, Part C, Migrant Education Program (see other sections which follow), and MEP funded services must be supplemental to other services for which the migrant student is eligible. In other words, if other resources are available to meet the needs of and serve migrant students, these resources must be utilized FIRST.


Q: What criteria must I use to select migrants students I will serve?

A: Two criteria:

- 1) **How many you can reasonably serve based on MGS or MSA Staff FTE** - 1 Full time equivalent (FTE) MGS serves 50 students; 1 FTE MSA serves 150 students. Determine your FTE and the number of students you serve with your district federal projects director.
- 2) **Which students have unmet need(s)** – Students eligible for Migrant Education Program (MEP) services are listed in the Student Needs Assessment Report. Student specific needs are identified through the Report (see sample below). The list should be sorted based on:
 - i) Priority for Service (PFS) students and their risk factors. Serve the PFS students with unmet needs first. (See Priority for Service section), then
 - ii) All other migrant students and their identified risk factors.

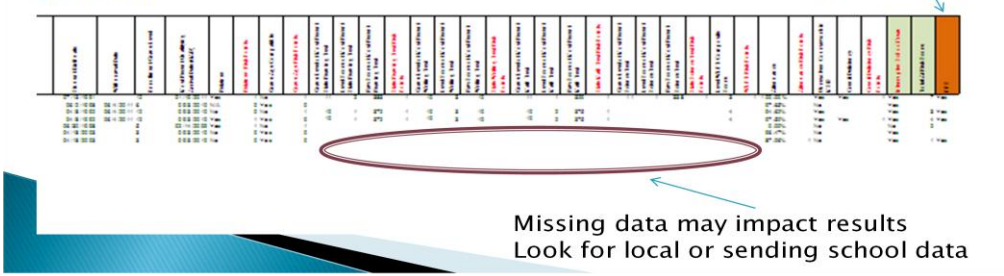
The Student Needs Assessment (SNA) Data report is located in the Migrant Student Information System (MSIS) under the Quick Links/Ed Staff tab. **It is strongly recommended that this report be reviewed and sorted locally after downloading into Excel.**

Student Needs Assessment Data



msdr.org
Reports: Student List
Student Needs Assessment Data

- ✓ Interrupted School Year (QAD with move within last year (etc. summer))
- AND
- ✓ Most recent state assessment results
- OR
- ✓ English language proficiency exam results
- ✓ Retention
- ✓ Grade Age Compatibility
- ✓ Credit deficiency



Missing data may impact results
Look for local or sending school data

Q: How do I determine a migrant student's needs?

A: Utilize the Student Needs Assessment (SNA). First, identify how the student's needs are already being met in the district. Then, develop a caseload or roster of students you will serve. Focus first on Priority for Service students with unmet needs. Interview students, teachers and counselors to develop a coordinated action plan for each student. To support High School and Beyond planning, sample action plan formats for middle and high school are included in the Appendix.

Q: How often should the MGS or MSA review the Student Needs Assessment to determine needs of migrant students?

A: Informally, at least monthly to accommodate high-needs new students. Formally, analyze the SNA on a quarterly or seasonal basis (fall, winter, spring) with your federal projects director. Ongoing communication with the MEP Recruiter and Records Clerk in your district will also promote timely service to late- or mid-term enrolling students.

Who Can Be Served? Priority for Service (PFS)

Q: Who can be served through my MEP-funded position?

A: Any student served with MEP funds must meet eligibility requirements of the Title I, Part C, Migrant Education Program as outlined in the Elementary and Secondary Education Act, Section 1304(d). The MEP Recruiter in your district is trained to determine/document migrant student eligibility. Students are eligible to receive MEP services for 3 years from qualifying date.

Q: What federal guidance governs the selection of students to be served?

A: Priority for Service - "...each recipient of funds shall give priority to migratory children who are failing, or most at-risk of failing, to meet the State's challenging academic and achievement standards *and* whose education has been interrupted during the regular school year." Elementary and Secondary Education Act, Section 1304(d)

Q: By what criteria is a student identified as Priority for Service?

A: The student has had an interrupted school year *within the last 12 months* (excluding summer) AND has received a lower than passing score in one or more state assessments (reading, writing, math, science). See Washington State Priority for Service Definition in Appendix. If state assessment scores are not available, this proxy criteria may be utilized as reported in the MSIS Student Needs Assessment Report or as determined by analysis of local data:

Proxy Risk Factors:

- i. Language proficiency scores
- ii. Retention
- iii. Grade/Age compatibility
- iv. Credit deficiency

Q: When might a student with an interrupted school year NOT be considered PFS?

A: When he/she:

- i) is **not** at risk of failing or has not failed the State academic content and student academic achievement standards OR,
- ii) if no test scores exist, does not meet the proxy criteria of language scores, retention, grade/age compatibility or credit deficiency.

Q: Must a PFS migrant student be served by the Migrant Education Program (MEP)?

A: No. Other non-migrant resources or services to which the student is entitled can address the identified need, and should be utilized prior to MEP-funded services. The MEP is not intended to provide that same service, as doing so would be supplanting. See more information in the Supplemental section which follows.

Q: Can students for whom there is no data (e.g. transferring freshmen) be served? If so, how does one determine the student's needs?

A: Yes. First determine if student is Priority for Service (PFS) by considering the following PFS criteria:

- a. Interrupted School Year (excluding summer) (resulting in a new MEP Qualifying Arrival Date) AND
- b. Assessment results OR
- c. Proxy Risk Factors:
 - i. Language proficiency scores
 - ii. Retention
 - iii. Grade/Age Compatibility
 - iv. Credit deficiency

The above data is reported in MSIS for Washington students, and through the national migrant student database, MSIX, for students moving into Washington from another state.

For students newly identified as eligible for Migrant Program services or for students with no data, your local school or district must analyze data consistent with the PFS criteria above. *A handy way of documenting this local analysis is to update the MSIS Student Needs Assessment Report you downloaded to your desktop, noting that your entries are based on locally collected information.*

Q: Can non-PFS migrant students be served?

A: Yes. After first identifying and addressing the unmet needs of PFS migrant students, the needs of migrant students who have not had an interrupted school year may be analyzed using assessment results or, if not available, the proxy risk factors defined in the previous question.

SUPPLEMENTAL

Q: Is it allowable to provide a double-dose of service to PFS migrant students who are receiving similar services through non-migrant funds?

A: Yes. Services provided with Title I, Part C, Migrant Education Program (MEP) funds may be provided in addition to services provided from other funding sources if the identified need is such that a *second* layer of service is warranted and when the MEP service remains supplemental to that being provided.

Q: Can a migrant student be a part of my MGS caseload or MSA student roster if the student was previously receiving non-migrant service(s), is no longer receiving the service(s), and has unmet needs?

A: The MGS or MSA may not provide the same service that is available to the migrant student through non-MEP funds. This would be considered supplanting and is not allowable. In the above scenario, if the non-MEP funded service is still available, migrant students must first be served by this non-MEP funded program. See related 'double dose' question.

DOCUMENTATION

Q: What documentation is required to justify the caseload I select?

A: Date and file a copy of the Student Needs Assessment each time you review and select students to be served.

Q: How do I document that PFS students are served by other sources and therefore would not be selected in my caseload or roster?

A: One idea would be to create a column on the Student Needs Assessment. There, list the program and service which is addressing the students' needs (e.g. Special Ed, Title I reading after school tutorial).

Q: How do I document the services I provide to migrant students in my caseload?

A: MGSs and MSAs may download an updated Specialist/Advocate Log (sample below) on a monthly basis. The Log is available at MSIS Quick Links / Ed Staff, and is pre-filled with migrant students enrolled in your building. Since the Log can be downloaded in Excel and used from your desktop, it is strongly recommended this easy-to-complete paperwork task be completed *daily* while services are fresh in your mind. On a monthly basis, copy and file your Log. Give the copy of the Log to your district Migrant Records Clerk to ensure timely reporting of all MGS and MSA services in Migrant Student Information System (MSIS). This task is important in fulfilling state reporting requirements.

Specialist/Advocate Name: _____

| Enrolling School | Student Name | Student ID | Service Approach | | Grade | Enrollment Date | Withdrawal Date | Insert Date of Service | | | | | PFS | Comments |
|--|----------------------------|------------|---|---|-------|-----------------|-----------------|------------------------|-----------------------------------|-----------------------|----------------------|---------------------------------|-----|----------|
| | | | CASE MANAGEMENT (MGS) | STUDENT ADVOCACY (MSA) | | | | ACADEMIC GUIDANCE | CAREER ED AND POST SECONDARY PREP | NON-ACADEMIC GUIDANCE | SOCIAL WORK OUTREACH | STUDENT LEADERSHIP / ENGAGEMENT | | |
| SAMPLE BUILDING | SAMPLE FIRST AND LAST NAME | 33333333 | MGS ONLY "X" when supplemental service is logged for student | MSA ONLY "X" when supplemental service is logged for student | 11 | 9/8/2012 | | 9/1/2012 9/15/2012 | 9/21/2012 | 9/1/2012 9/15/2012 | | | Y | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| <small>*All above services are documented by the MGS or MSA. Services may be logged, by student, whenever contact with the student, collaboration or outreach takes place for more than 15 minutes at a time. Direct services are reported in MSIS by the records clerk no later than at time of student withdrawal. Questions about documentation efforts may be directed to your local Migrant Program Field Office.</small> | | | | | | | | | | | | | | |

Before you start:

- Download blank or prefilled log at www.msdr.org
- Save for required reporting to desktop or other file as applicable
- Corroborate MGS/MSA logging procedures with school documentation system
- Review definitions of major functions (summary)

Each month it is strongly recommended:

- To log activities on a daily basis
- Print, file and share a copy of the completed log each month with migrant records clerk.
- Review the Student Needs Assessment (select the caseload of PFS students to be served, including new students, and re-print updated Log)
- Archive these confidential files (on an annual basis for auditing purposes)
- Document in the comments section of the Student Needs Assessment OR Specialist/Advocate Log, the reason a PFS student may not have been selected for the caseload or student roster e.g. participation in GEAR UP, BRIDGES Program, etc)

NOTE:

The MGS or MSA documentation log and template are available for download at www.msdr.org. To access the pre-filled log with all enrolled migrant students and the last time they received service in the specified area, simply login to the database, select the "Quick-Link Menu"/"Ed" Tab/"Specialist/Advocate Log". To access the "Specialist/Advocate Documentation Template" simply click on the "MEP clearinghouse"/"Secondary" Tab.
 The school may replace this log and create its own documentation as long as information reported includes all major functions of the MGS/MSA and direct services are reported in MSIS. Other school records which include personally identifiable information may be kept as documentation of MGS or MSA activity in accordance with school policy.

Q: What required documents must an MGS or MSA maintain?

A: Excerpts from OSPI’s consolidated program review checklist (CPR) have been edited for clarification and include:

MGS:

- List of student caseload and Migrant-funded services provided (your Log).
- Documentation of selection process (copy of the SNA) and log activity sheet demonstrating the intent to meet the identified needs of migrant students, including non-academic/academic activities, student advocacy, and postsecondary education, career exploration.
- In conjunction with basic education, description of process to analyze credit accrual needs of students grades 9-12.

MSA:

- Documentation of selection process (SNA) and log activity sheet (Log) demonstrating the intent to meet the identified needs of migrant students, including non-academic/academic activities, student advocacy, and postsecondary education, career exploration.

Districtwide:

- Evidence of referrals made and professional development training attended.

Q: Are there special documentation requirements when conducting student events/activities?

A: Yes. According to 2012-13 OSPI, Migrant Education Program guidance:

“If utilizing Migrant Education Program funds for local student events/activities, the Program should demonstrate the following:

Documentation that the identified needs of migrant students have been addressed in accordance with state priorities and activities/events are feasible and do not reduce services to address priority needs.

A description of how the event/activity will be evaluated for its impact on academic achievement of participating students.”

Documented plan describing how the student’s experience in event/activity will have an on-going component that builds on school academics and post-secondary goals.”

Q: What other files are helpful?

A: The MGS is encouraged to follow local school requirements and confidentiality rules regarding the creation of student-specific files. The MEP does not require the MGS or MSA to create a student file. It is strongly encouraged that MGSs/MSAs utilize and keep a copy of the Migrant Student Plan of Action for students in their caseload or roster.

APPENDIX

DRAFT

Washington State Priority for Service Definition

Section 1304(d) -In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.

Washington State Migrant Education Program Definition for Students Identified for Priority for Service:
Students:

- whose education has been interrupted during the regular school year
AND
- who are failing, or most at risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards.

| Migrant Students Priority for Services Criteria | |
|---|---|
| Criterion #1 –Migratory children whose education has been interrupted during the regular school year | |
| Interrupted School Year defined by the following parameter: <input type="checkbox"/> A Qualifying Arrival Date (QAD) has been made within the 180 day school-year and excludes the summer months. | Documentation Required • Certificate of Eligibility (COE) |
| AND | |
| Criterion #2 – Migratory children who are failing, or most at risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards | |
| Academic Proficiency in State Assessments – student has not demonstrated proficiency in at least one of the following assessments at grade levels tested; or <input type="checkbox"/> Measurements of Student Progress (MSP) grades 3-8 (reading, math, writing, and science); or <input type="checkbox"/> High School Proficiency Exam (HSPE) grades 9-12 (reading and writing); or <input type="checkbox"/> End-of-Course (EOC) Exams grades 7-12 (math); or <input type="checkbox"/> Washington Alternate Assessment System (WAAS). | Documentation Required • Student level assessment results in the areas tested. |
| <p>***USE PROXY RISK FACTORS when State assessment data is not available to determine whether migrant students are failing, or most at risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards.</p> <p>One Proxy risk factors may be applied when:</p> <ol style="list-style-type: none"> 1. The student was not present in the district when the State assessment was administered, OR 2. The student is enrolled in a grade level where a State assessment is not administered (grades K-2 and 9). | |
| Proxy Risk Factors to Criterion #2 | |
| <ul style="list-style-type: none"> • 2–a). Student’s score on Washington’s English Language Proficiency test is within the limited English proficient levels (1, 2, and 3). | <ul style="list-style-type: none"> • English language proficiency score. |
| <ul style="list-style-type: none"> • 2– b). Retained- student is enrolled in same grade level from one school year to the next. | <ul style="list-style-type: none"> • Grade level retained |
| <ul style="list-style-type: none"> • 2–c). Grade Age Compatible (Over Age for Grade)- age does not match acceptable range for grade level placement within 2 years. | <ul style="list-style-type: none"> • Age and grade level placement. |
| <ul style="list-style-type: none"> • 2– d). Credit Deficiency (for secondary-age students only) - student has not earned sufficient credits per his/her school’s graduation requirements and grade level. | <ul style="list-style-type: none"> • Number of credits deficient and area of deficiency. |

Migrant Graduation Specialist and Student Advocate

SUPPLEMENTAL SUPPORT SERVICES

The list of MGS/MSA services provides a framework for prioritizing activities to migrant students based on MGS/MSA full-time equivalency (FTE) and Washington State Migrant Education Program (MEP) priorities. The MGS/MSA Supplemental Support Services are conducted by the MGS/MSA and include service definitions, examples of strategies and levels of priority.

| SERVICE | DEFINITION | Priority Level | MAJOR RESPONSIBILITIES AS OUTLINED IN JOB DESCRIPTION | STRATEGY EXAMPLES |
|--------------------------|---|--|--|--|
| Academic Guidance | <p>Support in:</p> <ul style="list-style-type: none"> • Development of High School and Beyond Plan unique to intended school of graduation • Supplemental instruction to stay on track to complete graduation requirements in not more than 5 years of high school • Transition from ESL to mainstream classes • Credit accrual: <ul style="list-style-type: none"> ○ Tracking of high school credit accrued across schools attended ○ Analysis of credit accrual status; collaboration with counselors for appropriate placement ○ Participation in alternative credit practices ○ Receipt of credit for partial coursework | <p>Priority 1</p> <p><u>All</u> staff conduct this service.</p> | <p>Migrant Graduation Specialists and Migrant Student Advocates</p> | <ul style="list-style-type: none"> • Collaborate with counselor to interpret student’s transcript; and identify learning gaps. • Support counselor in combining partially completed coursework to meet a requirement. • Follow up on issues affecting academic achievement e.g. Is homework turned in daily and especially after excused absences? Are teachers, parents, and students communicating? • Support preparation and transfer of educational records for student’s move to another school. • Utilize the High School and Beyond Plan or Migrant Student Plan of Action with student and family to understand graduation requirements and postsecondary goals (see plan). • Interact with and advocate for individual student needs with instructors. • Conduct classroom Learning Walks to assess migrant student engagement, and collaborate with teacher and student. • Mentor students to understand relevance to learning. • Refer students to tutoring programs. • Ensure migrant student plan of action aligns with scheduling, High School and Beyond Plan, and placement decisions. • Ensure that seat hours and exit grades are documented when student formally or informally withdraws from school. |
| | | | <p>Migrant Graduation Specialists Only</p> | |
| | | | <ul style="list-style-type: none"> • Same as above • Develop mentor relationship with student caseload to facilitate needs of migrant students and their families. | |

Migrant Graduation Specialist and Student Advocate

SUPPLEMENTAL SUPPORT SERVICES

| SERVICE | DEFINITION | PRIORITY LEVEL | MAJOR RESPONSIBILITIES AS OUTLINED IN JOB DESCRIPTION | STRATEGY EXAMPLES |
|--|--|--|--|---|
| Non-Academic Guidance | <p>Coaching on a one-on-one basis to expedite adjustment to and positive interaction with school, peers, and community such as:</p> <ul style="list-style-type: none"> Guidance for setting personal goals and solving general problems; referral to other school resources, including counseling referrals to address crisis situations, and personal/emotional, school or family/lifestyle challenges Orientation and welcome for students who transfer midterm between schools Individual support to improve likelihood of academic success in K-12 setting | <p>Priority 2*</p> <p><i>Conducted by staff with about half time and above FTE.</i></p> <p><i>*Staff with less than a full time FTE may modify level of service as FTE and time permit.</i></p> | <p>Migrant Graduation Specialists and Migrant Student Advocates</p> | <ul style="list-style-type: none"> Collaborate with staff to identify discipline, general attendance, gang related or motivational issues and collaborate or refer to counselor or other district/community resource. Help student see applicability of classes. Support student in identifying and communicating his/her interests and goals with the counselors, parents, teachers, etc. (role playing) Develop relationships, help students understand relevance, provide social support relative to academic achievement. |
| | | | <ul style="list-style-type: none"> Identify the barriers including educational disruption, cultural and language barriers, social isolation, various health-related problems, or other factors that inhibit the ability of selected migrant students to meet state academic and achievement standards. 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 next grade level, graduate, or pursue postsecondary opportunities or employment. | |
| | | | <p>Migrant Graduation Specialists Only</p> | |
| <ul style="list-style-type: none"> Same as above Maintain on-going communication with counselor, students, families, and other school staff regarding the progress of the student to achieve established goals and transition to next grade level, graduate, or pursue postsecondary opportunities or employment. Develop mentor relationship with student caseload to facilitate needs of migrant students and their families. | | | | |

Migrant Graduation Specialist and Student Advocate

SUPPLEMENTAL SUPPORT SERVICES

| SERVICE | DEFINITION | PRIORITY LEVEL | MAJOR RESPONSIBILITIES AS OUTLINED IN JOB DESCRIPTION | STRATEGY EXAMPLES |
|---|--|--|--|---|
| Career Education and Postsecondary Preparation | Participation in: <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 on job seeking/obtaining skills • College and campus visits Formally structured support for application to postsecondary educational institutions | <u>Priority 2*</u> <i>Conducted by staff with about half time and above FTE.</i> <i>*Staff with less than a full time FTE may modify level of service as FTE and time permit.</i> | Migrant Graduation Specialists and Migrant Student Advocates | Facilitate or coordinate access to activities/resources that will promote ongoing communication in: <ul style="list-style-type: none"> • Providing student access to innovative opportunities for student to distinguish his/her college and scholarship applications from the competition. • Student participation in education fairs, campus visits, higher education role models, etc. • Identification career education programs in district and community e.g., internal and external job internships, awareness of vocational/technical classes and partnerships, etc. • Promote family access to culturally relevant role models. • Develop relationships, help students understand relevance, provide social support relative to academic achievement. <p style="text-align: center;"><u>NOTE on evaluation of events:</u></p> Districts that will provide program-funded migrant student events/activities, e.g., guest speakers, college visits, etc. should demonstrate the following: <ol style="list-style-type: none"> a. Documentation that the identified needs of migrant students have been addressed in accordance with state priorities and activities/events are feasible and do not reduce services to address priority needs. b. A description of how the event/activity will be evaluated for its impact on academic achievement of participating students. c. Documented plan describing how the student's experience in event/activity will have an on-going component that builds on school academics and post-secondary goals. |
| | | | <ul style="list-style-type: none"> • Work with school counselor and selected students to develop student plans/goals that lead to a successful transition to the next grade level, graduation, and transition to postsecondary education or employment. • Coordinate access to services available through school district and/or community to reduce and/or eliminate identified barriers. | |
| | | | Migrant Graduation Specialists Only | |
| <ul style="list-style-type: none"> • Same as above. • Develop mentor relationship with student caseload to facilitate needs of migrant students and their families. | | | | |

Migrant Graduation Specialist and Student Advocate

SUPPLEMENTAL SUPPORT SERVICES

| SERVICE | DEFINITION | PRIORITY LEVEL | MAJOR RESPONSIBILITIES AS OUTLINED IN JOB DESCRIPTION | STRATEGY EXAMPLES |
|---|--|--|---|---|
| Student Leadership/ Engagement | <p>Formally structured small or large group activities to: build supportive networks, develop personal and interpersonal skills to enhance feeling of belonging in the school, and lead to school engagement and academic achievement.</p> <p>Project-based locally developed student activities that will foster home and school engagement and increase academic achievement.</p> | <p>Priority 2*</p> <p><i>Conducted by staff with about half time and above FTE.</i></p> <p><i>*Staff with less than a full time FTE may modify level of service as FTE and time permit.</i></p> | Migrant Graduation Specialists and Migrant Student Advocates | <p>Facilitate or coordinate access to activities/resources that will:</p> <ul style="list-style-type: none"> • Model and support student development of effective communication, self-advocacy, leadership and action planning skills using research based learning strategies • Promote family access to culturally relevant role models. • Identify and support migrant students in gaining access to and participating in extracurricular activities. • Develop relationships, help students understand relevance, provide social support relative to academic achievement. <p style="text-align: center;"><u>NOTE on evaluation of events:</u></p> <p>Districts that will provide program-funded migrant student events/activities, e.g., guest speakers, college visits, etc. should demonstrate the following:</p> <ol style="list-style-type: none"> a. Documentation that the identified needs of migrant students have been addressed in accordance with state priorities and activities/events are feasible and do not reduce services to address priority needs. b. A description of how the event/activity will be evaluated for its impact on academic achievement of participating students. c. Documented plan describing how the student's experience in event/activity will have an on-going component that builds on school academics and post-secondary goals. |
| | | | <ul style="list-style-type: none"> • Coordinate access to services available through school district and/or community that strengthen communication, self-advocacy, and leadership skills. | |
| | | | Migrant Graduation Specialists Only | |
| <ul style="list-style-type: none"> • Same as above. • Develop mentor relationship with student caseload to facilitate needs of migrant students and their families. | | | | |

Migrant Graduation Specialist and Student Advocate

SUPPLEMENTAL SUPPORT SERVICES

| SERVICE | DEFINITION | PRIORITY LEVEL | MAJOR RESPONSIBILITIES AS OUTLINED IN JOB DESCRIPTION | STRATEGY EXAMPLES |
|------------------------------|---|--|---|---|
| Social Work/ Outreach | <p>Coordination of activities with parents, other family members, teachers, service agencies, and others designed to ensure that migrant families receive full range of services available to them. (Excludes identification and recruitment process for determination of eligibility).</p> | <p>Priority 3</p> <p><i>Conducted by Staff with about full time FTE .</i></p> | <p style="text-align: center;">Migrant Graduation Specialists and Migrant Student Advocates</p> <ul style="list-style-type: none"> • Coordinate access to services available through school district and/or community to reduce and/or eliminate identified barriers. <p style="text-align: center;">Migrant Graduation Specialists Only</p> <ul style="list-style-type: none"> • Same as above. • Develop mentor relationship with student caseload to facilitate needs of migrant students and their families. | <ul style="list-style-type: none"> • Collaborate with teams of educators, parents, students, and community leaders to identify gaps in school and community services and leverage resources to meet those needs/ensure migrant family access. • Refer students and families to school program and community service representatives in order to facilitate migrant family access. |

Migrant Graduation Specialist and Student Advocate

SUPPLEMENTAL SUPPORT SERVICES

| Service Delivery Approach | | | | |
|-----------------------------------|---|---|---|--|
| SERVICE | DEFINITION | PRIORITY LEVEL | MAJOR RESPONSIBILITIES AS OUTLINED IN JOB DESCRIPTION | STRATEGY EXAMPLES |
| Case Management (MGS) | Migrant students served by a program funded graduation specialist following the duties and responsibilities as outlined in state developed job description. | <p><u>Priority 1</u></p> <p><u>All MGS</u> report services with this delivery approach.</p> | <ul style="list-style-type: none"> • Coordinate with school counselor, teachers, and other appropriate staff to develop a caseload of migrant students most at-risk of not meeting state academic and achievement standards. • Participate in professional development opportunities to strengthen skills in working with at-risk migrant students including consolidating credits, determining high school of graduation, motivational techniques, and reporting requirements. | <ul style="list-style-type: none"> • No strategies. See definition. |
| Student Advocacy (MSA) | Migrant students served by a program funded student advocate following the duties and responsibilities as outlined in state developed job description. | <p><u>Priority 1</u></p> <p><u>All MSA</u> staff report services with this delivery approach.</p> | <ul style="list-style-type: none"> • Coordinate with school counselor, teachers, and other appropriate staff to develop a roster of migrant students most at-risk of not meeting state academic and achievement standards. • Participate in professional development opportunities to strengthen skills in working with at-risk migrant students including motivational techniques and reporting requirements. | <ul style="list-style-type: none"> • No strategies. See definition. |

High School Migrant Student Plan of Action

Meet with student and family (when possible) to develop and monitor progress of plan. Plans should be individualized for each student. It is recommended that monitoring of plan is performed informally on an ongoing basis and at least once per quarter.

Student Name: _____ **Grade:** _____

Intended School and State of Graduation: _____

***Anticipated Date of Graduation:** _____



| | |
|----------------------------------|---|
| ACADEMIC | STEP 1: ENSURE STUDENT HAS HIGH SCHOOL AND BEYOND PLAN |
| | <input type="checkbox"/> Student has completed HS and Beyond Plan (IMPORTANT NOTE: All 8th and 9th grade Dare to Dream participants developed a HS and Beyond Plan at the academy. Ask for copy and place in school file.) <input type="checkbox"/> Student must: <input type="checkbox"/> Develop plan OR <input type="checkbox"/> Update plan |
| | A. Ensure plan is aligned with graduation requirements for intended school of graduation in the following areas (minimum Washington State Requirements – 20 credits- www.k12.wa.us/GraduationRequirements/default.aspx): <input type="checkbox"/> Courses (including meeting minimum college entrance requirements – CADRs) <input type="checkbox"/> Culminating Project <input type="checkbox"/> Assessment(s) and Exam(s) or state approved alternative |
| | B. *Ensure plan includes applicable graduation date adjustments and testing waivers/appeals that may apply due to student situation based on their highly mobile lifestyle: <input type="checkbox"/> Migrant students are allowed up to 5 years to satisfy graduation requirements (school will not be penalized) <input type="checkbox"/> ELL students are allowed up to 7 years to satisfy graduate requirements (school will not be penalized) <input type="checkbox"/> See state guidelines for Unavoidable Circumstance and 11 th /12 th Grade Transfer Students www.k12.wa.us/assessment/waiverappeals/specialcircumstances.aspx |
| | Notes: |
| | STEP 2: REVIEW TRANSCRIPT AND OTHER EXISTING EDUCATIONAL RECORDS (i.e. MSIS, Skyward, CEDARS, etc) |
| | Verify student is: <input type="checkbox"/> taking courses in alignment with plan <input type="checkbox"/> receiving at least a 2.0 (3.0 or higher GPA is recommended) <input type="checkbox"/> credited with all partial work <input type="checkbox"/> on track to graduate |
| | Notes: |
| POSTSECONDARY/CAREER | STEP 3: Review HS & Beyond Plan and discuss with student: |
| | <input type="checkbox"/> Current Career Interest <input type="checkbox"/> Current Postsecondary Education Interest |
| | A. Identify and refer student to counselor for placement in activities that support his/her career education plans: <input type="checkbox"/> Available Career Technical Education (CTE) courses <input type="checkbox"/> Connect students with professional mentors <input type="checkbox"/> Available job shadow programs/internship opportunities <input type="checkbox"/> Take a career interest survey <input type="checkbox"/> Conduct goal setting |
| | Notes: |
| | B. Identify and refer student for access to activities that support his/her postsecondary education plans: <input type="checkbox"/> Awareness of tech/trade school, community college and university courses <input type="checkbox"/> Local workshops/events or campus visits to prepare and educate students on postsecondary options, funding options for education, admission requirements, etc. (what can students do now to be favorable candidates for scholarships, admissions into college/university or technical trade school?) <input type="checkbox"/> Connect students with postsecondary mentors <input type="checkbox"/> Running Start Program <input type="checkbox"/> Advanced Placement (AP) <input type="checkbox"/> Conduct goal setting |
| | Notes: |
| SOCIAL/STUDENT ENGAGEMENT | STEP 4: INTERVIEW STUDENT |
| | Identify Interests (sports, clubs, community activities, etc) _____, _____, _____, _____ |
| | Family Background (who does student live with, do they have siblings in school/district, mobility patterns?) _____, _____, _____, _____ |
| | Responsibilities/Obligations (chores, babysitting siblings, work, etc.) _____, _____, _____, _____ |

High School Migrant Student Plan of Action

STEP 5: DEVELOP STUDENT PLAN OF ACTION:

ACADEMIC: (academic achievement, instructional support, tutoring, etc)

- Attendance/Promptness: Absences – no more than ____ per quarter / Tardies – no more than ____ quarter
- Long Term Goal (1 year): _____

Short term goals

- Quarter 1: _____
- Quarter 2: _____
- Quarter 3: _____
- Quarter 4: _____

| People who will | | Things that will | |
|-----------------------|-----------------|-----------------------|-----------------|
| Help/Support Progress | Hinder Progress | Help/Support Progress | Hinder Progress |
| | | | |

| Action Steps/Activity | Outcome | Person Responsible | Projected Completion Date |
|-----------------------|---------|--------------------|---------------------------|
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Positive reflection: _____

Unanticipated Obstacles: _____

Goal Modification, if needed: _____

Student is: Making Progress Towards Goal Need Attention/Revision of Goal Meeting Goal Timelines

CAREER/POSTSECONDARY EDUCATION: (Preparing for postsecondary education, career education, etc)

- Long Term Goal (1 year): _____

Short term goals

- Quarter 1: _____
- Quarter 2: _____
- Quarter 3: _____
- Quarter 4: _____

| People who will | | Things that will | |
|-----------------------|-----------------|-----------------------|-----------------|
| Help/Support Progress | Hinder Progress | Help/Support Progress | Hinder Progress |
| | | | |

| Action Steps/Activity | Outcome | Person Responsible | Projected Completion Date |
|-----------------------|---------|--------------------|---------------------------|
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Positive reflection: _____

Unanticipated Obstacles: _____

Goal Modification, if needed: _____

Student is: Making Progress Towards Goal Need Attention/Revision of Goal Meeting Goal Timelines

High School Migrant Student Plan of Action

SOCIAL/STUDENT ENGAGEMENT: (club, extracurricular, community service, etc.)

Long Term Goal (1 year): _____

Short term goals

- Quarter 1: _____
- Quarter 2: _____
- Quarter 3: _____
- Quarter 4: _____

| People who will | | Things that will | |
|-----------------------|-----------------|-----------------------|-----------------|
| Help/Support Progress | Hinder Progress | Help/Support Progress | Hinder Progress |
| | | | |

| Action Steps/Activity | Outcome | Person Responsible | Projected Completion Date |
|-----------------------|---------|--------------------|---------------------------|
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Positive reflection: _____

Unanticipated Obstacles: _____

Goal Modification, if needed: _____

Student is: Making Progress Towards Goal Need Attention/Revision of Goal Meeting Goal Timelines

PHYSICAL/HEALTH: (health needs, exercise, nutrition, etc)

Long Term Goal (1 year): _____

Short term goals

- Quarter 1: _____
- Quarter 2: _____
- Quarter 3: _____
- Quarter 4: _____

| People who will | | Things that will | |
|-----------------------|-----------------|-----------------------|-----------------|
| Help/Support Progress | Hinder Progress | Help/Support Progress | Hinder Progress |
| | | | |

| Action Steps/Activity | Outcome | Person Responsible | Projected Completion Date |
|-----------------------|---------|--------------------|---------------------------|
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| | | | |

Positive reflection: _____

Unanticipated Obstacles: _____

Goal Modification, if needed: _____

Student is: Making Progress Towards Goal Need Attention/Revision of Goal Meeting Goal Timelines

High School Migrant Student Plan of Action

STEP 6: MIGRANT GRADUATION SPECIALIST/STUDENT ADVOCATE COMPLETE THIS SECTION

| Quarter 1: Review Date | Quarter 2: Review Date | Quarter 3: Review Date | Quarter 4: Review Date |
|--|--|--|--|
| <p><u>INTERVENTIONS:</u> <u>Student is participating in the current interventions</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p><u>Other recommended interventions:</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p><u>Referral made to:</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p><u>Follow up with:</u> <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Advisory <input type="checkbox"/> Counselor <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____</p> | <p><u>INTERVENTIONS:</u> <u>Student is participating in the current interventions</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p><u>Other recommended interventions:</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p><u>Referral made to:</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p><u>Follow up with:</u> <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Advisory <input type="checkbox"/> Counselor <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____</p> | <p><u>INTERVENTIONS:</u> <u>Student is participating in the current interventions</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p><u>Other recommended interventions:</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p><u>Referral made to:</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p><u>Follow up with:</u> <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Advisory <input type="checkbox"/> Counselor <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____</p> | <p><u>INTERVENTIONS:</u> <u>Student is participating in the current interventions</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p><u>Other recommended interventions:</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p><u>Referral made to:</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p><u>Follow up with:</u> <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Advisory <input type="checkbox"/> Counselor <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____</p> |
| <p>Notes:</p> | <p>Notes:</p> | <p>Notes:</p> | <p>Notes:</p> |

TIPS FOR STUDENTS TO GRADUATE ON TIME

Moves between schools. Always formally withdraw from school before moving from the district in the middle of a grading period. Ask that partial credit be awarded. Enroll again *as soon as possible* after the move. Try for perfect attendance. Take your High School and Beyond Plan to your counselor each time you meet! Ask to complete unfinished courses without repeating what you already learned, whether in the classroom, in summer school, or through a credit accrual alternative (such as PASS).

Plan to continue your education after high school. Keep your options open by completing the courses required for university admission. Sign up for Running Start Program and earn college credit in high school! Education after high school increases job security, salary and opportunities for advancement, whatever career is chosen.

Role models and parent support. Choose and learn from role models. Help parents get engaged in school.

Set goals, hold yourself accountable, and get help when you need it! Believe in yourself and be your own best advocate!

Middle School Migrant Student Plan of Action

Meet with student and family (when possible) to develop and monitor progress of plan. Plans should be individualized for each student. It is recommended that monitoring of plan is performed informally on an ongoing basis and at least once per quarter.

Student Name: _____ **Grade:** _____

Intended School and State of Graduation: _____

***Anticipated Date of Graduation:** _____



| | |
|----------------------------------|---|
| ACADEMIC | STEP 1: ENSURE STUDENT HAS DEVELOPED A MIGRANT STUDENT PLAN OF ACTION <input type="checkbox"/> 6th and 7th GRADE STUDENTS: Review a sample High School & Beyond Plan with student. <input type="checkbox"/> 8th GRADE STUDENTS AND BEYOND: <input type="checkbox"/> Has developed... <input type="checkbox"/> Needs to develop... a High School and Beyond Plan |
| | A. Ensure HS and Beyond Plan and/or Plan of Action are aligned with graduation requirements for intended school of graduation in the following areas: <i>(minimum Washington St. Credit Requirements - 20 credits www.k12.wa.us/GraduationRequirements/default.aspx)</i> <input type="checkbox"/> *Ensure HS and Beyond Plan and/or Plan of Action include applicable graduation date adjustments and testing waivers/appeals that may apply due to student situation based on their highly mobile lifestyle: <ul style="list-style-type: none"> <input type="checkbox"/> Migrant students are allowed up to 5 years to satisfy graduation requirements (school will not be penalized) <input type="checkbox"/> ELL students are allowed up to 7 years to satisfy graduate requirements (school will not be penalized) <input type="checkbox"/> Postsecondary admission requirements (minimum college entrance requirements – CADRs) <input type="checkbox"/> Culminating Project <input type="checkbox"/> Assessment(s) and Exam(s) or state approved alternative |
| | Notes: |
| | STEP 2: REVIEW REPORT CARD AND OTHER EXISTING EDUCATIONAL RECORDS (i.e. MSIS, Skyward, CEDARS, etc) |
| | Verify student is: <input type="checkbox"/> enrolled in and/or successfully completed courses in alignment with plan (including Washington State History and/or other credit bearing courses if applicable e.g., Algebra) <input type="checkbox"/> receiving at least a C or higher in each course (<i>B or higher is recommended</i>) <input type="checkbox"/> on track to transition into the next grade level |
| | Notes: |
| | STEP 3: Review the developed HS & Beyond Plan and/or Plan of Action and discuss with student: <input type="checkbox"/> Discuss Current Career Interest <input type="checkbox"/> Discuss Current Postsecondary Education Interest |
| POSTSECONDARY/CAREER | B. Identify and refer student to counselor for placement in activities that support his/her career education plans: <input type="checkbox"/> Available career and technical exploration/skill building electives <input type="checkbox"/> Connect students with professional mentors <input type="checkbox"/> Available career/postsecondary exploration opportunities <input type="checkbox"/> Take a career interest survey <input type="checkbox"/> Conduct goal setting |
| | Notes: |
| | B. Identify and refer student for access to activities that support his/her postsecondary education plans: <input type="checkbox"/> Awareness of tech/trade school, community college and university courses <input type="checkbox"/> Local workshops/events or campus visits to prepare and educate students on postsecondary options (what can students do now to be favorable candidates for scholarships, admissions into college/university or technical trade school, etc?) <input type="checkbox"/> Connect students with postsecondary mentors <input type="checkbox"/> Ensure student has applied for the College Bound Scholarship (before June of their 8 th grade year) www.collegesuccessfoundation.org/collegebound . <input type="checkbox"/> Conduct goal setting |
| | Notes: |
| | STEP 4: INTERVIEW STUDENT |
| SOCIAL/STUDENT ENGAGEMENT | D. Identify Interests (sports, clubs, community activities, etc) _____, _____, _____, _____ |
| | E. Family Background (who does student live with, do they have siblings in school/district, mobility patterns?) _____, _____, _____, _____ |
| | F. Responsibilities/Obligations (chores, babysitting siblings, work, etc.) _____, _____, _____, _____ |

Middle School Migrant Student Plan of Action

STEP 5: DEVELOP STUDENT PLAN OF ACTION:

ACADEMIC: (academic achievement, instructional support, tutoring, etc)

- Attendance/Promptness: Absences – no more than ____ per quarter / Tardies – no more than ____ quarter
- Long Term Goal (1 year): _____

Short term goals

- Quarter 1: _____
- Quarter 2: _____
- Quarter 3: _____
- Quarter 4: _____

| People who will | | Things that will | |
|-----------------------|-----------------|-----------------------|-----------------|
| Help/Support Progress | Hinder Progress | Help/Support Progress | Hinder Progress |
| | | | |

| Action Steps/Activity | Outcome | Person Responsible | Projected Completion Date |
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Positive reflection: _____

Unanticipated Obstacles: _____

Goal Modification, if needed: _____

Student is: Making Progress Towards Goal Need Attention/Revision of Goal Meeting Goal Timelines

CAREER/POSTSECONDARY EDUCATION: (Preparing for postsecondary education, career education, etc)

- Long Term Goal (1 year): _____

Short term goals

- Quarter 1: _____
- Quarter 2: _____
- Quarter 3: _____
- Quarter 4: _____

| People who will | | Things that will | |
|-----------------------|-----------------|-----------------------|-----------------|
| Help/Support Progress | Hinder Progress | Help/Support Progress | Hinder Progress |
| | | | |

| Action Steps/Activity | Outcome | Person Responsible | Projected Completion Date |
|-----------------------|---------|--------------------|---------------------------|
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Positive reflection: _____

Unanticipated Obstacles: _____

Goal Modification, if needed: _____

Student is: Making Progress Towards Goal Need Attention/Revision of Goal Meeting Goal Timelines

Middle School Migrant Student Plan of Action

SOCIAL/STUDENT ENGAGEMENT: (club, extracurricular, community service, etc.)

Long Term Goal (1 year): _____

Short term goals

- Quarter 1: _____
- Quarter 2: _____
- Quarter 3: _____
- Quarter 4: _____

| People who will | | Things that will | |
|-----------------------|-----------------|-----------------------|-----------------|
| Help/Support Progress | Hinder Progress | Help/Support Progress | Hinder Progress |
| | | | |

| Action Steps/Activity | Outcome | Person Responsible | Projected Completion Date |
|-----------------------|---------|--------------------|---------------------------|
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Positive reflection: _____

Unanticipated Obstacles: _____

Goal Modification, if needed: _____

Student is: Making Progress Towards Goal Need Attention/Revision of Goal Meeting Goal Timelines

PHYSICAL/HEALTH: (health needs, exercise, nutrition, etc)

Long Term Goal (1 year): _____

Short term goals

- Quarter 1: _____
- Quarter 2: _____
- Quarter 3: _____
- Quarter 4: _____

| People who will | | Things that will | |
|-----------------------|-----------------|-----------------------|-----------------|
| Help/Support Progress | Hinder Progress | Help/Support Progress | Hinder Progress |
| | | | |

| Action Steps/Activity | Outcome | Person Responsible | Projected Completion Date |
|-----------------------|---------|--------------------|---------------------------|
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Positive reflection: _____

Unanticipated Obstacles: _____

Goal Modification, if needed: _____

Student is: Making Progress Towards Goal Need Attention/Revision of Goal Meeting Goal Timelines

Middle School Migrant Student Plan of Action

| Quarter 1: Review Date | Quarter 2: Review Date | Quarter 3: Review Date | Quarter 4: Review Date |
|---|---|---|---|
| <p>INTERVENTIONS: <u>Student is participating in the current interventions</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p>Other recommended interventions: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p>Referral made to: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p>Follow up with: <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Advisory <input type="checkbox"/> Counselor <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____</p> | <p>INTERVENTIONS: <u>Student is participating in the current interventions</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p>Other recommended interventions: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p>Referral made to: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p>Follow up with: <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Advisory <input type="checkbox"/> Counselor <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____</p> | <p>INTERVENTIONS: <u>Student is participating in the current interventions</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p>Other recommended interventions: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p>Referral made to: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p>Follow up with: <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Advisory <input type="checkbox"/> Counselor <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____</p> | <p>INTERVENTIONS: <u>Student is participating in the current interventions</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p>Other recommended interventions: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p>Referral made to: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p>Follow up with: <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Advisory <input type="checkbox"/> Counselor <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____</p> |
| <p>Notes:</p> | <p>Notes:</p> | <p>Notes:</p> | <p>Notes:</p> |

TIPS FOR STUDENTS TO GRADUATE ON TIME

Moves between schools. Always formally withdraw from school before moving from the district in the middle of a grading period. Ask that partial credit be awarded. Enroll again *as soon as possible* after the move. Try for perfect attendance. Take your Migrant Student Plan of Action to your counselor each time you meet! Ask to complete unfinished courses without repeating what you already learned, whether in the classroom, in summer school, or through a credit accrual alternative (such as PASS).

8th Grader: does your family move during the school year (causing you to get behind in school?). Talk with your counselor or MGS/MSA to see if you are eligible to take PASS or other credit accrual alternative the summer between your 8th and 9th grade year to plan for future extended absences and stay on track to graduate.

Role models and parent support. Choose and learn from role models. Help parents get engaged in school.

Set goals, hold yourself accountable, and get help when you need it! Believe in yourself and be your own best advocate!