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| **Trainee** | **Coaching/Training** | **Method** | **When** | **Training and Materials** |
| All NEW MGS or MSA*(who did not attend MGS/MSA Strand at August MEP Conference)* | **Minimum:**   * OSPI/MEP Service Delivery Plan Highlights * Understanding the Migrant Student Lifestyle * Introduction to Research Based Model (Academic Press, Social Support, Relational Trust) * MGS/MSA Job description, Roles and Responsibilities * Time/access to students * Priority of Academic Guidance and Strategies to Engage Migrant Students in their Learning   + Student Plan of Action * Relationship with MGS/MSA and other district staff * Supplant/supplement * Washington State PFS Definition * Student Selection: SNA and academic needs * Documentation of Services: Logging and Sharing with RC , Referred Services Form * Local Student Events/Activities Required Documentation * Implementation Plan | Onsite T/A or special strand at Aug. State MEP Conference or Field Office Workshop | (Within one month of hiring)  Initial planning meeting and then monthly, or ongoing support as needed  Data Monitoring | Session 1 and 2 Powerpoint and Materials Available at [www.msdr.org](http://www.msdr.org)  ESD Training Calendar/chart |

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| **Trainee** | **Coaching/Training** | **Method** | **When** | **Training and Materials** |
| All NEW MGS or MSA with FPD, Administrator and Other Staff | **Minimum All of The Above (page 1) +:**   * OSPI/MEP Service Delivery Plan Highlights * MGS/MSA Job description, Roles and Responsibilities * MGS/MSA and Dropout Prevention Through Research Based Models   + Drop out Prevention Research   + Academic Press, Social Support, and Relational Trust Research Based Model * Washington State Comprehensive Counseling and Guidance Framework and the MGS/MSA support of (RTI) approach with use of SNA * Relationship and collaborations between MGS/MSA and other staff * Supplant/supplement * Implementation Plan | Onsite T/A or special strand at Aug. State MEP Conference or Field Office Workshop | Initial planning meeting and then monthly, or ongoing support as needed  Data Monitoring | Modified Session 1 and 3 Powerpoint and Materials Available at [www.msdr.org](http://www.msdr.org)  ESD Training Calendar/chart |

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| **Trainee** | **Coaching/Training** | **Method** | **When** | **Training and Materials** |
| Tier 1 MGS or MSA with FTE .20 and higher, and:   * Unknown, poor or limited performance * Never been coached * School request for coaching | Ongoing support in all functions of the job description, to include:   * Implementation Plan * Reminders about SNA and PFS * Spot checking of:   + MSIS reporting   + Academic guidance,   + Monitoring,   + Referrals * Process/access to students * Preparation for monitorings * Referrals needed * Student access to MEP and mainstream services * Building relations with school and community * Time management | Coaching Onsite | Initial planning meeting and then monthly, or ongoing support as needed  Data Monitoring | Field Office Coaching and Support Schedule |
| Tier 2  * Veteran MGS, MSA with one or more years experience and not in Tier 1 | See above Tier 1 with emphasis on  review of Implementation Plan and New Updates/Changes  Continued training and follow up as individualized | Coaching | Quarterly Courtesy Visits Onsite or Through ESD Field Office Workshops  Data Monitoring | See above and as individually designed |
| Tier 3  * All MGS/MSAs and specifically   those with low FTE (.1-.19) | Annual training at MEP Conference  Workshop Invitations  Resource sharing | MGS or MSA  Training | Annually  Data Monitoring | As needed and modified to meet individual district needs. |