| **District:** | **School:** | **Educator:** |
| --- | --- | --- |
| *Note: It is recommended an agenda for each monthly meeting is emailed to local FPD, Administrators and MGS/MSA’s and a follow up report is distributed after each meeting.*  |
| *Local Planning: Throughout coaching and utilizing implementation plan support and resources will be given to meet local district goals.*  |
| **MGS/MSA Function****(see job desc. for details)** | **Recommended Minimum Tasks and Support Topics with MEP Service Delivery Plan Focus** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** | **Jul** |
| **Program Administration and Planning**1 MSA FTE:150 Migrant Students1 MGS FTE:50 Migrant Students | Establish Team; Develop Relationships; Communication Protocol and Data Flow |  | X | Local Planning |  |  |  |  |  |  |  |  |  |
| Establish Logging Procedures and Document All Student Services |  | X | X | X | X | X | X | X | X | X |  |  |
| MSIS Student Needs Assessment and Build Caseload – * Know Your Priority for Service **(PFS)** Students
 |  | X | X |  |  |  |  |  |  |  |  |  |
| Student Needs Assessment for re-evaluation of PFS and caseload |  |  |  | X | X | X | X | X | X | X |  |  |
| *It is highly recommended that student needs assessments be re-evaluated monthly to re-assess and acknowledge late or exiting students.*  |
| Establish Communications with MSIS Records Clerk to Report Services On Ongoing Basis |  | X | X | X | X | X | X | X | X | X |  |  |
| Communicate with Team/Evaluate Services and Team Effectiveness |  | X | Local Planning |  |  |  |  |  |  |  |  |  |
| Identify Changes to Service Delivery Plan for Next Year – Submit iGrant |  |  |  |  |  |  |  |  | X |  |  |  |
| Register/Attend Required/Optional State or Regional Workshops for MSA/MGS | X |  |  |  |  |  | X |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Academic Guidance** **Academic Guidance**  | Support student/family in planning & understanding HS+ Plan (need for 5th yr?) |  |  | X | X |  |  |  |  |  |  |  |  |
| Collaborate with counselor and other staff to identify student academic needs, advocate for and refer student to services, and support student participation in tutoring & supplemental support for academic success (especially Math, reading, writing) |  |  | X | X | X | X | X | X | X | X |  |  |
| Coordinate with counselors in student’s presence & identify intended graduation district to support completion of grad requirements |  |  | X | X | X | X | X | X | X | X |  |  |
| Help FPD identify academic obstacles in classes & identify needed supplemental support. |  |  | X | X |  |  |  |  |  |  |  |  |
| Identify, research & document partially completed courses; advocate with counselor for placement to complete them. |  |  | X | X | X | X | X | X | X | X | X |  |
| After mid-grading period move, support prep of student’s transfer records. |  |  | X | X |  | X |  |  | X |  |  |  |
| Coordinate w counselors at sending & receiving schools following move to support smooth transition (placement, credit accrual). |  |  | X | X |  | X |  |  | X |  |  |  |
| Collaborate with attendance clerk & teachers and support student’s completion of homework following excused absence. |  |  | X | X | X | X | X | X | X | X |  |  |
| Utilize Academic Guidance tools in MSIS at [www.msdr.org](http://www.msdr.org)  |  |  | X | X | X | X | X | X | X | X |  |  |
| Support counselor in identifying the student not on track to graduate and credit deficiency needs |  |  | X | X | X | X | X | X | X | X |  |  |
| Prepared to support credit accrual from Mexico to WA and vice versa |  |  | X | X | X | X |  |  |  |  |  |  |
| Support the student in understanding, advocating for placement according to, and monitoring progress through his or her High School & Beyond Plan.  |  | X  |   |   |   |  X |   |   |  X  |   |   |  |
| Help the family obtain from the Migrant Records Clerk the needed Binational Transfer Agreement or Apostille to accompany a Washington school transcript for acceptance in Mexico. |  | X  | X  | X  | X  | X  | X  | X  | X  | X  |   |  |
| Help the student ask about and make up homework, assigned projects and exams missed during unavoidable absence from school, then verify that submitted work was credited to his or her class record. |  | X  | X  | X  | X  | X  | X  | X  | X  | X  |   |  |
| Help the student understand the benefits of consistent school attendance and enrollment through the entire grading period, how to excuse unavoidable absence, and who to contact at the school to obtain answers to their questions. |  | X | X  | X  | X  | X | X | X | X | X |  |  |
| **Career Education and Postsecondary Preparation****Career Education and Postsecondary Preparation** | Support student participation in Career Exploration and Postsecondary Preparation Opportunities such as:* **Dream Academies**
* **Academic Academies**
* **College Goal Sunday**
* **STEM Related Events/Activities**
* **GEAR UP**
* **Vocational Tech Classes**
* **Running Start**

Promote Student Access to College Application WorkshopsSupport Student Access to Role Models |  |  | x | X | X | X | X | X |  |  |  |  |
| Visit [www.msdr.org](http://www.msdr.org) for resources to locate Career Exploration Opportunities |  |  |  | X |  |  |  | X |  |  |  |  |
| Local career exploration |  |  |  | X |  |  | X |  |  |  |  |  |
| Review Local Events/Activities Documentation Requirements |  |  |  | X |  |  |  |  |  |  |  |  |
| **Social Work/ Outreach** | Identify/Connect Social and Health Services |  |  | X | X | X | X | X | X | X | X |  |  |
| **Student Leadership/ Engagement** | Facilitate Access to Local Student-Led Activities to Maximize Effectiveness—Harness Power of Engaged Students:* Math/Science/Student Engagement Based Activities
* Family Math Tool Kit
* Family Literacy Tool Kit
 |  |  | Local Planning |  |  |  |  |  |  |  |  |  |
| Support Access to Extra Curricular Activities & Mainstream Services |  | X | X | X | X | X | X | X | X | X |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Non-Academic Guidance** (MGS and MSA) | Help student successfully transition from middle to high school, or into a new school, despite missing school orientations. |  |   |  Local Planning |   |   |   |   |   |   |   |   |  |
| Help the student understand the relationship between courses completed in high school and university admission requirements. |  |   |  X |   |   |   |   |   |   |  X |   |  |
| Support student in identifying his or her interests and goals with counselors, parents, teachers, etc |  |  | x | x | x | x | x | x | x | x | x |  |
| Help the student understand the difference between attending school and earning high school credits. |  | X  | X  |   | X  | X  |   |   |   | X  |   |  |
| Help the student connect what is being learned in classes with solutions to real life issues and challenges. |  | X  | X  | X  | X  | X  | X  | X  | X  | X  |   |  |
|  | Help the student make the connection between attendance, effort and grades in school, and success in achieving personal and career goals. |  | X  | X  | X  | X  | X  | X  | X  | X  | X  |   |  |
|  | Help the migrant student understand the importance of participating in supplemental learning opportunities (such as math tutoring, etc.) before he or she has actually failed a class. |  |  X | X  |   |   | X  | X  |   | X  |   |   |  |
|  | Help identify & meet student’s personal/social needs. Encourage intrinsic motivation to regularly attend and succeed in school. |  |  | X | X |  |  |  |  |  |  |  |  |