

FPD Responsibilities - Planning Tips and Checklist for funding Migrant Graduation Specialist (MGS) or Migrant Student Advocate (MSA) Positions

Planning

- Identify need for position using Student Needs Assessment (SNA) report available through MSIS
- Reference MGS and MSA job descriptions and sample activities, discern the difference between positions; and determine position to be filled
- Identify stakeholders and gain support for this position, *working with principals*
- Budget no less than .10 classified or .20 (certified) FTE per head count and based on the proposed staff: student ratio: MGS = 1 FTE:50 students MSA = 1 FTE:150 students
- Budget professional development to attend at least one annual state training.
- Budget for supplemental program expenditures, as appropriate, e.g. cross tutoring/mentoring, PASS or other credit accrual alternatives, facilitated migrant youth access to postsecondary and career education exploration opportunities. The main role of the MGS/MSA is to prioritize academic guidance and coordinate and refer students to other existing services. If the MGS/MSA must conduct migrant-funded events or activities, please follow this OSPI guidance:
 - 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.
- Once hired, provide work station, MSIS password (a computer is allowable using MEP funds IF no other equipment is available to new staff) **and develop work schedule that supports ACCESS to students at the designated building.**
- Invite building principal and/or other essential staff (e.g. counselor or teacher) to sit in on hiring committee. Identify individual most suited for job based on qualifications and responsibilities.

Implementation

- Help staff develop a case load or roster through the Student Needs Assessment and PFS criteria.
- Develop a data flow and communication plan with all team members (i.e. records clerk, home visitor, FPD, advocate) and nurture a team of building and district level staff who will support the MGS's/MSA's activities. Facilitate district-wide collaboration and integration of other district- or building-wide projects and resources.
- Nurture a team of building and district level staff who will support the MGS/MSA activities and educate them of the role and responsibility of the MGS/MSA.
- Clearly outline supervision of the MGS/MSA, establish goals and priorities, and help provide structure the day to day operational activities.
- Establish routine reporting and team meetings to ensure quality control in achievement of goals, priorities and documentation of day-to-day activities pursuant to the State MEP Plan and local grant. Solicit staff input and foster communication and collaborations.
- Monitor ongoing activities, documentation efforts, time and effort (if applicable), and reporting of MGS/MSA services in MSIS and ensure services are provided to priority for service students and other eligible students who are most at-risk of not meeting state achievement standards.
- Support professional development of staff
- Integrate MGS/MSA activities with other district- or building-wide projects and resources, when possible, facilitate district wide- collaboration.

Evaluation

- Report ongoing progress and link activities and data to MEP reporting requirements

Supplant vs. Supplement

- ❑ Ensure MGS/MSA duties are not supplanting District responsibilities

SEAs and local operating agencies must comply with two fiscal requirements regarding the expenditure of state and local funds to ensure that MEP funds are used to provide services that are supplemental to the regular services migrant children receive. The statute requires SEAs and local operating agencies to: (1) use MEP funds to "supplement, not supplant" non-Federal funds; and (2) provide services to migratory children with state and local funds that are at least comparable to services provided non-migratory children.

Supplanting

OMB Circular A-133

"In the following instances, it is presumed that supplanting has occurred:

- a. *The SEA or LEA used Federal funds to provide services that the SEA or LEA **was required to make available under other Federal, State or local laws.***
- b. *The SEA or LEA used Federal funds to provide services that the SEA or LEA **provided with non-Federal funds in the prior year.***
- c. *The SEA or LEA used Title I, Part A or MEP funds to provide services for **participating children that the SEA or LEA provided with non-Federal funds for nonparticipating children.***

These presumptions are rebuttable if the SEA or LEA can demonstrate that it would not have provided the services in question with non-Federal funds had the Federal funds not been available."

Excerpted from OSPI MEP Webinar (September)

- <http://www.k12.wa.us/MigrantBilingual/Webinar/2012Sept/MBWebinarMigrant.wmv>

SEA=State Educational Agency

LEA=Local Education Agency

Supplemental

Categorical funds are **additional resources** to provide targeted services beyond the basic educational program. Categorical funds do not replace nor are they a substitute for foundation dollar expenditures.

MEP Funded MGS or Student Advocate Sample Activities	Supplement -Do	Supplant- Don't
Conduct student orientation and welcoming activities for late arrivals	x	
Take students home who miss the bus		x
Translate school building or district flyers		x
Plan and conduct district wide parent training for bilingual parents		x
Call parents for general disciplinary issues		X
Advocate with counselor and teacher to grant partial credit or honor previous work	x	
Identify gaps due to mobility in student's high school schedule, track down previous work/credit and work with counselor on placement	x	
Coach students to become engaged in school clubs and/or create student engagement activities for mobile students	x	
Collaborate with teachers to engage migrant students in completion of community service or culminating project	x	
Counsel student on her teen pregnancy and family issues		x
Refer pregnant teen to counselor and/or outside resources	x	

Always ask: "What would have happened in the absence of MEP funds?"