

# Migrant Graduation Specialist and Student Advocate

## SUPPLEMENTAL SUPPORT SERVICES 2013-14 School Year

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
<b>Academic Guidance</b>	Support in: <ul style="list-style-type: none"> <li>• Development of High School and Beyond Plan unique to intended school of graduation</li> <li>• Supplemental instruction to stay on track to complete graduation requirements in not more than 5 years of high school</li> <li>• Transition from ESL to mainstream classes</li> <li>• Credit accrual:               <ul style="list-style-type: none"> <li>○ Tracking of high school credit accrued across schools attended</li> <li>○ Analysis of credit accrual status; collaboration with counselors for appropriate placement</li> <li>○ Participation in alternative credit practices</li> <li>○ Receipt of credit for partial coursework</li> </ul> </li> </ul>	<b>Priority 1</b>  <b>All</b> staff conduct this service.	<b>Migrant Graduation Specialists and Migrant Student Advocates</b>	<ul style="list-style-type: none"> <li>• Collaborate with counselor to interpret student's transcript; and identify learning gaps.</li> <li>• Support counselor in combining partially completed coursework to meet a requirement.</li> <li>• 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?</li> <li>• Support preparation and transfer of educational records for student's move to another school.</li> <li>• 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).</li> <li>• Interact with and advocate for individual student needs with instructors.</li> <li>• Conduct classroom Learning Walks to assess migrant student engagement, and collaborate with teacher and student.</li> <li>• Mentor students to understand relevance to learning.</li> <li>• Refer students to tutoring programs.</li> <li>• Ensure migrant student plan of action aligns with scheduling, High School and Beyond Plan, and placement decisions.</li> <li>• Ensure that seat hours and exit grades are documented when student formally or informally withdraws from school.</li> </ul>
			<b>Migrant Graduation Specialists Only</b>	
			<ul style="list-style-type: none"> <li>• Same as above</li> <li>• Develop mentor relationship with student caseload to facilitate needs of migrant students and their families.</li> </ul>	

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Non-Academic Guidance	<p>Coaching on a <b>one-on-one</b> basis to expedite adjustment to and positive interaction with school, peers, and community such as:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Orientation and welcome for students who transfer midterm between schools</li> <li>• Individual support to improve likelihood of academic success in K-12 setting</li> </ul>	<p><b>Priority 2*</b> Conducted by staff with about half time and above FTE.</p> <p><i>*Staff with less than a full time FTE may modify level of service as FTE and time permit.</i></p>	<p><b>Migrant Graduation Specialists and Migrant Student Advocates</b></p>	<ul style="list-style-type: none"> <li>• Collaborate with staff to identify discipline, general attendance, gang related or motivational issues and collaborate or refer to counselor or other district/community resource.</li> <li>• Help student see applicability of classes.</li> <li>• Support student in identifying and communicating his/her interests and goals with the counselors, parents, teachers, etc. (role playing)</li> <li>• Develop relationships, help students understand relevance, provide social support relative to academic achievement.</li> </ul>
			<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	
			<p><b>Migrant Graduation Specialists Only</b></p>	
<ul style="list-style-type: none"> <li>• Same as above</li> <li>• 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.</li> <li>• Develop mentor relationship with student caseload to facilitate needs of migrant students and their families.</li> </ul>				

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<b>Career Education and Postsecondary Preparation</b>	Participation in: <ul style="list-style-type: none"> <li>• Structured career awareness options, e.g. access to career role models, professions, interest surveys, career fairs, career and technical training programs</li> <li>• Formally structured training or individualized support on job seeking/obtaining skills</li> <li>• College and campus visits</li> </ul> Formally structured support for application to postsecondary educational institutions	<b>Priority 2*</b> Conducted by staff with about half time and above FTE.  <i>*Staff with less than a full time FTE may modify level of service as FTE and time permit.</i>	<div style="text-align: center; border-bottom: 1px solid black; padding-bottom: 5px;"> <b>Migrant Graduation Specialists and Migrant Student Advocates</b> </div> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Coordinate access to services available through school district and/or community to reduce and/or eliminate identified barriers.</li> </ul> <div style="text-align: center; border-bottom: 1px solid black; padding-bottom: 5px;"> <b>Migrant Graduation Specialists Only</b> </div> <ul style="list-style-type: none"> <li>• Same as above.</li> <li>• Develop mentor relationship with student caseload to facilitate needs of migrant students and their families.</li> </ul>	Facilitate or coordinate access to activities/resources that will promote ongoing communication in: <ul style="list-style-type: none"> <li>• Providing student access to innovative opportunities for student to distinguish his/her college and scholarship applications from the competition.</li> <li>• Student participation in education fairs, campus visits, higher education role models, etc.</li> <li>• Identification career education programs in district and community e.g., internal and external job internships, awareness of vocational/technical classes and partnerships, etc.</li> <li>• Promote family access to culturally relevant role models.</li> <li>• Develop relationships, help students understand relevance, provide social support relative to academic achievement.</li> </ul> <p style="text-align: center;"><b><u>NOTE on evaluation of events:</u></b></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"> <li>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.</li> <li>b. A description of how the event/activity will be evaluated for its impact on academic achievement of participating students.</li> <li>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.</li> </ol>

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<b>Student Leadership/ Engagement</b>	<p>Formally structured <b>small or large group activities</b> 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><b>Priority 2*</b> Conducted by staff with about half time and above FTE.</p> <p><i>*Staff with less than a full time FTE may modify level of service as FTE and time permit.</i></p>	<p style="text-align: center;"><b>Migrant Graduation Specialists and Migrant Student Advocates</b></p> <ul style="list-style-type: none"> <li>• Coordinate access to services available through school district and/or community that strengthen communication, self-advocacy, and leadership skills.</li> </ul> <hr/> <p style="text-align: center;"><b>Migrant Graduation Specialists Only</b></p> <ul style="list-style-type: none"> <li>• Same as above.</li> <li>• Develop mentor relationship with student caseload to facilitate needs of migrant students and their families.</li> </ul>	<p>Facilitate or coordinate access to activities/resources that will:</p> <ul style="list-style-type: none"> <li>• Model and support student development of effective communication, self-advocacy, leadership and action planning skills using research based learning strategies</li> <li>• Promote family access to culturally relevant role models.</li> <li>• Identify and support migrant students in gaining access to and participating in extracurricular activities.</li> <li>• Develop relationships, help students understand relevance, provide social support relative to academic achievement.</li> </ul> <p style="text-align: center;"><b><u>NOTE on evaluation of events:</u></b></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"> <li>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.</li> <li>b. A description of how the event/activity will be evaluated for its impact on academic achievement of participating students.</li> <li>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.</li> </ol>

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<b>Social Work/ Outreach</b>	<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><b>Priority 3</b> Conducted by Staff with about full time FTE .</p>	<p style="text-align: center;"><b>Migrant Graduation Specialists and Migrant Student Advocates</b></p> <ul style="list-style-type: none"> <li>• Coordinate access to services available through school district and/or community to reduce and/or eliminate identified barriers.</li> </ul> <hr/> <p style="text-align: center;"><b>Migrant Graduation Specialists Only</b></p> <ul style="list-style-type: none"> <li>• Same as above.</li> <li>• Develop mentor relationship with student caseload to facilitate needs of migrant students and their families.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Refer students and families to school program and community service representatives in order to facilitate migrant family access.</li> </ul>

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Service Delivery Approach				
SERVICE	DEFINITION	PRIORITY LEVEL	MAJOR RESPONSIBILITIES AS OUTLINED IN JOB DESCRIPTION	STRATEGY EXAMPLES
<b>Case Management (MGS)</b>	Migrant students served by a program funded graduation specialist following the duties and responsibilities as outlined in state developed job description.	<p><b><u>Priority 1</u></b></p> <p><b><u>All MGS</u></b> report services with this delivery approach.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• No strategies. See definition.</li> </ul>
<b>Student Advocacy (MSA)</b>	Migrant students served by a program funded student advocate following the duties and responsibilities as outlined in state developed job description.	<p><b><u>Priority 1</u></b></p> <p><b><u>All MSA</u></b> staff report services with this delivery approach.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Participate in professional development opportunities to strengthen skills in working with at-risk migrant students including motivational techniques and reporting requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• No strategies. See definition.</li> </ul>