

SY 2018-19 Supplemental Program Services and Definitions

The Supplemental Program Services listed below provide the service names and definitions for both Academic and Non-Academic services to serve migrant students and are reflected in the program grant application.

ACADEMIC SUPPLEMENTAL PROGRAM SERVICES	
SERVICE NAME	DEFINITION
CREDIT ACCRUAL	Academic services to allow a student to make up partial or full credits of course work necessary for grade promotion or to meet high school graduation requirements. For example PASS, NovaNet, and other.
MATH	Academic services that promote a student’s attainment of Washington State’s Math standards.
ENGLISH LANGUAGE ARTS (ELA)	Academic services that promote a student’s attainment of Washington State’s English Language Arts standards.
EARLY CHILDHOOD LEARNING (PRESCHOOL)	Academic services related to WaKIDS indicators for Kindergarten readiness: <ul style="list-style-type: none"> • Social-Emotional • Language • Literacy • Physical • Cognitive • Math
SCIENCE AND CTE	Academic services that promote a student’s attainment of Washington State’s Science standards or aligned Career and Technical Education science equivalencies: http://www.k12.wa.us/CareerTechEd/Clusters/CourseEquivalencies/CTEStatewideCourseEquivalencies.pdf
ENGLISH AS A SECOND LANGUAGE (ESL) - OSY	Academic services that promote an OSY’s acquisition of the English language.
FINANCIAL LITERACY - OSY	Academic services that promote an OSY’s acquisition of financial concepts and practices. For example, banks in the United States, budgets, savings accounts, checking accounts, money orders, credit cards, debit cards and ATM cards, bank loans, and pros & cons of “Home Furnishings to Rent” stores.
LIFE SKILLS - OSY	Academic services that promote an OSY’s acquisition of general life skills, including lifelong learning strategies with the ultimate goal of successful social and academic integration. Life skills include but are not limited to: health, parenting, employment, legal rights, and other topical areas that are geared towards improving living standards and communicating with daily life.



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NON-ACADEMIC SUPPLEMENTAL PROGRAM SERVICES

SERVICE NAME	DEFINITION
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 in job seeking and obtaining skills College and campus visits including: HEP, CAMP, GED Prep programs, and other drop-out prevention programs Formally structured support with application(s) to postsecondary educational institutions
EDUCATIONAL SUPPLIES	Necessary supplies purchased in order to allow a student to meet the desired objectives specified in the service delivery plan.
HEALTH	Screening services to identify physical health, social/emotional, and preliminary dental condition(s) for referral and treatment which may require additional services so as not to negatively impact a student's educational participation. Screening services such as: <ul style="list-style-type: none"> Preparing for MEP physicals Procuring health services for migrant students including one-time emergency care Interacting with parents regarding unresolved health issues so as not to negatively impact a student from educational participation Providing supplemental nutritional support beyond what is provided through state/federal food and nutrition programs Referral to dental services/screenings Referral to other health and social/emotional needs; including referrals to drug rehabilitation and gang prevention
DENTAL	Screening services to identify dental health conditions which may require treatment so as not to negatively impact a student's educational participation such as: <ul style="list-style-type: none"> Dental Disease Pain Infection
NON-INSTRUCTIONAL SUPPORT	In coordination with school counselor and other school staff, provide non-instructional support in: <ul style="list-style-type: none"> Coaching and support on a one-on-one basis to expedite adjustment to new school environments and to promote positive interactions with school, peers, and community such as: <ul style="list-style-type: none"> Guidance for setting personal goals and solving general problems, referral to other school resources and courses, working with school counselor for 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 Development of High School and Beyond Plan unique to intended school of graduation Facilitating access to supplemental instruction designed to help the student stay on track to complete graduation requirements prior to turning 22 years of age such as: <ul style="list-style-type: none"> Drop-out prevention programs, e.g. referrals to: High School Equivalency Programs (HEP), College Assistance Migrant Program (CAMP), and community organizations that provide support for GED prep High school recovery programs, e.g. credit accrual analysis, credit accrual, and program support through an Alternative Learning Environment (ALEs) such as alternative schools, on-line schools, etc; dual credit support through Career and Technical Education and job training support (e.g., Youth Build, OIC, etc.) 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 Participation in CTE, AP, and Running Start classes Receipt of credit for partial coursework Support in mainstream classrooms for EL transitioned students

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SOCIAL WORK/ OUTREACH	Coordination of activities with parents, other family members, teachers, service agencies, and others designed to ensure that migrant families receive the full range of services available to them. (Excludes identification and recruitment process for determination of eligibility)
STUDENT LEADERSHIP/ ENGAGEMENT	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 foster school engagement and academic achievement Project-based locally developed student activities that will foster home and school engagement and increase academic achievement
TRANSPORTATION	Non-Academic services which have as their purpose the conveyance of pupils to and from school activities either between home and school, on trips related to school activities or the provision of support services, including health and dental needs
HYGIENE SUPPLIES	Necessary hygiene supplies purchased in order to support daily student academic engagement and meet the desired objectives specified in the service delivery plan.

DEFINITION OF “SERVICES”

Services are a subset of all allowable activities that the MEP can provide through its programs and projects. “Services” are those educational or educationally related activities that:

1. directly benefit a migrant child;
2. address a need of a migrant child consistent with the SEA’s comprehensive needs assessment and service delivery plan;
3. are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and
4. are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State’s performance targets/annual measurable objectives.

The one-time act of providing instructional or informational packets to a child or family does **not** constitute a support service. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are **not** considered services. Other examples of an allowable activity that would **not** be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

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SERVICE APPROACH / MGS & MSA	
SERVICE NAME	DEFINITION
<p>CASE MANAGEMENT MIGRANT GRADUATION SPECIALIST (MGS)</p>	<p>Migrant students served by a program funded graduation specialist following the duties and responsibilities as outlined in state developed job description.</p> <p>Provide supplemental support and advocacy, in coordination with school counselor(s) and other school student support teams, that address the needs of migrant students including:</p> <ol style="list-style-type: none"> 1. Monitoring and tracking attendance and academic progress leading toward graduation. 2. Conducting referrals to services aligned to a student’s needs. 3. Facilitating appropriate scheduling options for students to gain access to AP, Highly Capable (Gifted), CTE, Running Start, and regular academic core course options. 4. Facilitating access to services to address social/emotional needs. 5. Fostering family/school connections and conducting home visits. 6. Conducting parent information sessions to ensure that migrant students and their parents understand assessment and graduation requirements and students understand their rights to an equitable and rigorous education that prepares them for college and career. 7. Promoting access to or developing leadership and mentoring programs.
<p>STUDENT ADVOCACY MIGRANT STUDENT ADVOCATE (MSA)</p>	<p>Migrant students served by a program funded student advocate following the duties and responsibilities as outlined in state developed MSA position description.</p>
<p>CASE MANAGEMENT & STUDENT ADVOCACY OSY/HEALTH COORDINATORS</p>	<p>A. Health:</p> <ol style="list-style-type: none"> 1. Coordinate with OSPI, MSDRS, school districts, health care service providers, and local community organizations to identify and provide priority for service migrant students with referrals to health services. 2. Actively coordinate with the Migrant Education Health Program (MEHP) Supervisor, private, and public health care agencies to improve access to and deliver health services to migrant students. 3. Provide case management addressing the health needs of migrant students in distress, including but not limited to: mental and physical health issues, victimization, life traumas, and other health problems that may impede a migrant student’s success. 4. With the Migrant Education Health Program Supervisor implement and coordinate targeted regional technical assistance for school staff and other MEHP partners. 5. Respond to and manage crisis and emergency situations in an effective and timely manner. <p>B. OSY:</p> <ol style="list-style-type: none"> 1. Coordinate with OSPI, MSDRS, school districts, and other educational agencies to identify, recruit, assess, and connect OSY migrant students with academic or other post-secondary educational services. 2. Actively coordinate with academic or other agencies to provide the delivery of academic or post-secondary educational services to migrant OSY students. 3. Provide case management addressing the academic needs of migrant students including but not limited to: assistance in obtaining ESL Classes, GED, High School Diploma, employment opportunities and training referrals, and other post-secondary educational and scholarship opportunities. 4. With OSPI’s Migrant Education Health Program Supervisor implement and coordinate targeted regional technical assistance for school staff and other OSY partners. <p>And other duties and responsibilities as outlined in state developed OSY/Health Coordinator position description</p>