



MIGRANT EDUCATION PROGRAM

Migrant Student
Advocate Guide



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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INTRODUCTION

Welcome to the Migrant Education Program and congratulations on accepting and carrying out the Migrant Student Advocate (MSA) position for your school district. This position is critical in uplifting, honoring and supporting identified migrant students ages 3-21 within your school district who have not received their high school diploma or obtained their GED. The Migrant Education Program recognizes and appreciates the hard work the Migrant Student Advocates (MSA) conduct throughout the academic school year. Your work is essential, directly supporting identified migrant students and their families, specifically Priority for Service (PFS) students in your school buildings. The school connection to the homes is also vital to the success of students you will work with. As the MSA, you will be the bridge to these connections and your voice will make a difference to the schools and migrant family partnerships. We are beyond thrilled to be able to provide a comprehensive guide, filled with easy to use, timely resources to help MSA's carry out the hard work being performed. Hopefully the wide range of resources available on this guide will not only make the MSA's job more manageable, but will also enhance your professional work to help students make the most of the opportunities they have earned through their hard work. Once again OSPI Migrant Education Program and the four Educational Service District's (Educational Service District 123, Educational Service District 105, North Central Educational Service District 171 and NW Educational Service 189) welcome you and look forward to working with you.

Migrant Education Acronyms

Acronym	Definition
CAMP	College Assistant Migrant Program
CEDARS	Comprehensive Education Data and Research System
CHC	Community Health Centers
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
COS	Continuation of Services
CPR	Consolidated Program Review
CRT	Culturally Responsive Teaching
CTE	Career and Technical Education
DCYF	Department of Children, Youth, and Families
DMS	Data Management Specialist
DSHS	Department of Social and Health Services
ECE	Early Childhood Education
ECEAP	Early Childhood Education and Assistance Program
EL	English Learner
ELA	English Language Arts
eCOE	Electronic Certificate of Eligibility
ELP	English Language Proficiency
EOC	End-of-course
EOE	End of Eligibility
ePHYSICAL	Electronic Physical
ESD	Educational Service District
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act

Migrant Education Acronyms

Acronym	Definition
FFN	Friends, Family, Neighbors
FPD	Federal Program Director
FSI	Fidelity of Strategy Implementation
FTE	Full Time Equivalent
GPRA	Government Performance and Results Act
HCA	Health Care Authority
HEP	High School Equivalency Program
ID&R	Identification and Recruitment
K-12	Kindergarten through Grade 12
LEA	Local Educational Agency
LMS	Learning Management System
LOA	Local Operating Agency
MDA	Medically Diagnosed Alert
MEP	Migrant Education Program
MGS	Migrant Graduation Specialist
MPO	Measurable Program Outcome
MSA	Migrant Student Advocate
MSDRS	Migrant Student Data. Recruitment and Support
MSIS	Migrant Student Information System
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
OIC	Opportunities industrialization Center
OME	Office of Migrant Education
OSPI	Office of Superintendent of Public Instruction
OSY	Out-of-School Youth

Migrant Education Acronyms

Acronym	Definition
PAC	Parent Advisory Council
PASS	Portable Assisted Study Sequence
PBL	Project-Based Learning
PD	Professional Development
PFS	Priority For Service
QAD	Qualifying Arrival Date
RC	Records Clerk
RT	Recruiter
SAC	State Advisory Committee
SDP	Service Delivery Plan
SEA	State Education Agency
SEL	Social-Emotional Learning
STE(A)M	Science, Technology, Engineering, (Art),and Math
WaKIDS	Washington Kindergarten Inventory of Developing Skills
WSCA	Washington School Counselor Association



Migrant Overview

Goal of Title I, Part C Migrant Education

The goal of the Title I Part C Migrant Education Program is to ensure all migrant students reach challenging academic standards and graduate with a high school diploma (or equivalent) that prepares them for responsible citizenship, further learning, and productive employment.

Eligibility

Migratory Child/Student

- Is not older than 21 years old
- No high school diploma or obtained a GED
- Made a qualifying move on their own or *with/to join* a migratory worker

Qualifying Work

- Work is temporary or seasonal employment **(or personal subsistence)** in agriculture or fishing

Qualifying Move

- Moved in the preceding 36 months due to economic necessity
- From one residence to another
- From one school district to another

Migratory Worker/Fisher

- Parent/Guardian or student
- Made a qualifying move in the preceding 36 months, and, after doing so, engaged in new “qualifying work”

It is important to know basic student eligibility in case you are asked by educators, students or parents. This is a good way to share about the Migrant Education Program. As MGS and MSA work, it is not expected to conduct any Identification and Recruitment.

Service Delivery Plan-Graduation and OSY pg. 39-40

SDP (applied to MGS and MSA)

Strategy	Options for Implementation	Resources and Partners	Ways to Spend Funds	Documentation Needed
<p>4.1 Provide programs to access alternative pathways to award credit, and opportunities to promote school engagement and/or cultural identity to students and OSY during the summer or intercession (e.g., a summer program before high school such as Voices from the Field, Native Voices, Dare to Dream Academies).</p>	<ul style="list-style-type: none"> • Assist PFS and needs list students in registering and attending summer academies sponsored by OSPI • Implement a local or regional alternative pathways program (for credit accrual or student engagement) • Assist students in attending State sponsored summer conferences 	<ul style="list-style-type: none"> • OSPI • MSDRS • Universities • Venues • CAMP programs • ESDs • Chicano Ed/Latinx Departments at universities 	<ul style="list-style-type: none"> • Transportation • Meals • Lodging • Materials • Staffing & chaperones • Curriculum as a part of material 	<ul style="list-style-type: none"> • Exit survey (pre/post) • MSIS Graduation Report • OSPI Graduation Report
<p>4.2 Create and provide or partner with other agencies for graduation pathways opportunities for migratory students and OSY identified as at-risk for not meeting graduation requirements (e.g., Leadership Conference, career and technical education [CTE], tech schools, Open Doors).</p>	<ul style="list-style-type: none"> • Create and directly provide engagement opportunity (with nontraditional hours). • Engagement activities during school breaks or weekends • Engagement activities during summer • Engagement activities during the evening • Partner with local districts and ESD to provide engagement opportunities collaboratively 	<ul style="list-style-type: none"> • CTE Programs • University diploma/GED programs • HEP • OIC (Opportunities Industrialization Center) of Washington • Open Doors • GRADS • Washington Youth Academy • WorkSource • Apprenticeship programs • Community health partners 	<ul style="list-style-type: none"> • Transportation • Lodging • Meals • Materials • Registrations and venue costs • Conference facilitators • Instructional tools 	<ul style="list-style-type: none"> • Exit survey (pre/post) • MSIS Graduation Report • OSPI Graduation Report • Needs assessment • Sample schedules & promotional materials • Student lists • OSY Tool Student Profile Data
<p>4.3 Provide/coordinate supplemental technology services for engagement and re- engagement opportunities to migratory youth and families.</p>	<ul style="list-style-type: none"> • Provide examples of supplemental technology support. • Training Time Parent Meeting/PAC • Technology devices • Resource Event options for learning • Training for parents on platforms for remote learning • Collaborate with partners to provide technology access and learning opportunities for families 	<ul style="list-style-type: none"> • District technology department • Link System • Regional libraries • Together for Youth • Common Sense Media • Community college/skill centers • ESDs 	<ul style="list-style-type: none"> • Training • Headsets • Internet hotspots • Devices such as Chromebooks/tablets • Staffing costs 	<ul style="list-style-type: none"> • MSIS will need to be updated to include supplemental technology support • Training survey

Strategy	Options for Implementation	Resources and Partners	Ways to Spend Funds	Documentation Needed
<p>4.4 Provide support through MEP funded educational staff to address emotional supports, language barriers, limited bilingual/bicultural staff in schools, supports at the middle school and high school levels, and outreach to PFS migratory population (e.g., outreach in indigenous languages).</p>	<ul style="list-style-type: none"> • MGS, MSA • Assist families in navigating the school system • Assist families in accessing community programs • Outreach in indigenous languages • Coordinate with OSPI's Student support for SEL, Project Aware, School Climate • Referral services by MEP staff • Home visits, including virtual 	<ul style="list-style-type: none"> • School counselors and TBIP staff • OSPI • ESDs • Consulate/tribal connections • Connect with local school counselor meetings 	<ul style="list-style-type: none"> • Training • Training materials • Staff costs • Staff travel 	<ul style="list-style-type: none"> • Auditable records • Student services log/reports
<p>4.5 Provide training and student advocacy for all school registrars, MGS, MSA, counselors, and migratory parents regarding partial credits, international transcripts, waivers and raise awareness of unique needs of migratory children and youth. These should be an integrated and intentional approach that overlaps with already existing opportunities: WSCA Conference or Migrant State Conference with the option of reimbursable travel or substitute time.</p>	<ul style="list-style-type: none"> • Send counselors and registrars, who engage with migratory students, to training • Send counselors and registrars, who engage with migratory students, to webinars • Host informational sessions for all grade levels on graduation requirements • Host training as part of other district professional development events-summer training, weekend, spring break, pre-new year 	<ul style="list-style-type: none"> • ESDs • OSPI • Transcript translation agency • WSCA • PAC meetings • Networking with other MEP districts 	<ul style="list-style-type: none"> • Registration fees • Translation fees • Traveling costs • Training costs-FTE/sub time • Training materials 	<ul style="list-style-type: none"> • Pre/post surveys • Auditable records • Agendas • Attendance sheets

SY 2021-22 Supplemental Program Services and Definitions

The Supplemental Program Services listed in green below provide the service names and definitions for the Non-Academic services as reported services to migrant students and are reflected in the program grant application. This green document, Non-Academic Supplemental Services to migrant youth are provided by an MGS or MSA. You are encouraged to participate in the planning conversations when your Federal Program Director and PAC Officers are evaluating what services will be provided to youth on the MEP Grants section for upcoming school year.

NON-ACADEMIC SUPPLEMENTAL PROGRAM SERVICES	
SERVICE NAME	DEFINITION
CAREER EDUCATION AND POSTSECONDARY PREPARATION	<p>Participation in:</p> <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 CAMP, • Formally structured support with application(s) to postsecondary educational institutions • Advocacy and supports for students to access IB, AP, and Running Start courses leading to dual credit opportunities.
EDUCATIONAL SUPPLIES	Necessary supplies, including technology and other supports, purchased in order to allow a student to meet the desired objectives specified in the service delivery plan.
HEALTH	<p>Health supports that promote the identification and treatment of physical and social/emotional health, which may require additional services and supports so as not to negatively impact a student's educational participation. Health supports include but are not limited to:</p> <ul style="list-style-type: none"> • Procuring and/ or preparing for MEP-funded physical exams; • Procuring health services for migrant students; • Interacting with parents regarding unresolved health issues; • Directly funding preventative supplemental health services such as vision exams, sports physicals, immunizations, etc. in event of a gap, even temporary, in state/ federal programs. • Providing supplemental nutritional support beyond what is provided through state/federal food and nutrition programs; • Providing supplemental hygiene kits with appropriate health and safety education on the use of contents; • Providing health education intended to increase the awareness and knowledge of health and safety; • Referral to other health and social/emotional needs; including referrals to drug rehabilitation and gang prevention. <p>Resources: https://osymigrant.org/Newsite/educat/LSHealth.html</p>
DENTAL	<p>Screening services to identify dental health conditions which may require treatment so as not to negatively impact a student's educational participation such as:</p> <ul style="list-style-type: none"> • Dental Disease • Pain • Infection

SY 2021-22 Supplemental Program Services and Definitions (continued)

NON-ACADEMIC SUPPLEMENTAL PROGRAM SERVICES	
SERVICE NAME	DEFINITION
STUDENT LEADERSHIP/ ENGAGEMENT	<p>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.</p> <p>Project-based locally developed student activities that will foster home and school engagement and increase academic achievement.</p>
TRANSPORTATION	<p>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.</p>
NON-INSTRUCTIONAL SUPPORT	<p>In coordination with school counselor and other school staff, provide non-instructional support in:</p> <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 and on-going advocacy to improve likelihood of academic success in K-12 setting or high school equivalent. • Supporting the 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), 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; course equivalent 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

SY 2021-22 Supplemental Program Services and Definitions (continued)

Below describes the definition of what constitutes as direct services to migrant students and what is NOT a direct service. Sometimes we can confuse an Activity with a Service. Please refer to this Definition of Services when conducting services to migrant youth as MGS and MSA's.

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:

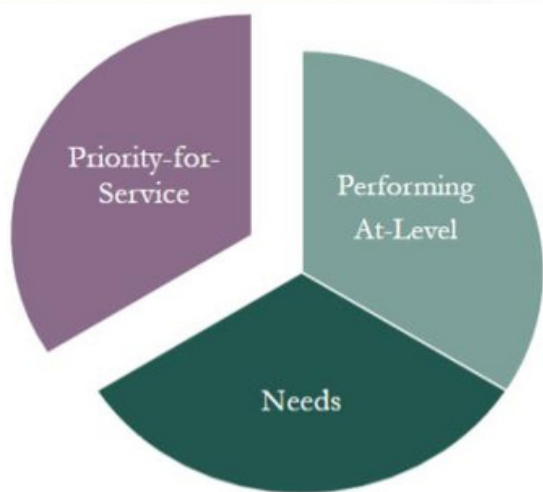
1. directly benefit a migrant child;
2. address a need of a migrant child consistent with the SEA's comprehensive needs assessment and service delivery plan;
3. are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and
4. are designed to 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.

Definition of a Priority for Service (PFS) Migrant Student

Definition and Proxy Factors

Priority for Service students are the first recipients of any services an MSA is providing and should be supported constantly. For example, PFS students should be first offered any state funded migrant summer programs or seats to any regional youth conferences. If PFS students deny services, offer services to Migrant Needs Students.



Who Does the Migrant Education Program Serve?

PFS Definition

- Make a qualifying move within the previous 1- year period.

AND

- Who are failing or most at-risk of failing, to meet the State's challenging academic standards or dropped out of school.

OR

- Has been identified as drop-out (Not yet graduated).

Washington State Priority for Services

Section 1304(d) PRIORITY FOR SERVICES.—In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who—

- (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or
- (2) have dropped out of school.

Migrant Students Priority for Services Criteria	
Criterion #1 –Migratory children who made a qualifying move within the previous 1-year period	
Qualifying Move within Previous 1-Year period defined by the following parameter: <ul style="list-style-type: none"> • A Qualifying Arrival Date (QAD) has been made within the last 365 days (<i>within the last 12 months, including summer</i>). 	Documentation Required <ul style="list-style-type: none"> • Certificate of Eligibility (COE)
AND	
Criterion #2 – Migratory children who are failing, or most at risk of failing, to meet the State’s challenging academic standards or dropped out of school.	
<input type="checkbox"/> Has not met standard on Smarter Balanced or WA-AIM (Washington-Access to Instruction and Measurement) in Grades 3-8 or 11 in either English language arts or math; <input type="checkbox"/> Has not demonstrating readiness characteristics of entering Kindergartners as measured by WaKIDS.	Documentation Required <ul style="list-style-type: none"> • Student level assessment results in the areas tested
OR	
<input type="checkbox"/> Has been identified as drop-out (not yet graduated). Dropouts are defined as students who (1) were enrolled in school at some time during the school year, were not enrolled the following school year, but were expected to be in membership (i.e., were not reported as dropouts the year before), (2) did not graduate from high school (graduates include students who received a GED without dropping out of school), (3) did not complete a state or district-approved educational program, and (4) did not meet any of the following exclusionary conditions: (4a) transfer to another public school district, private school, or state- or district-approved educational program; (4b) temporary school-recognized absence due to suspension or illness; or (4c) death	<ul style="list-style-type: none"> • Drop out count provided by OSPI CEDARS.
USE OF PROXY RISK FACTORS when State assessment data is not available to determine whether migrant students are failing, or most at risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards.	One Proxy risk factor may be applied when: <ul style="list-style-type: none"> • The student was not present in the district when the State assessment was administered, OR • The student is enrolled in a grade level where a State assessment is not administered (grades 1-2 and high school).
Proxy Risk Factors to Criteria #2	
<input type="checkbox"/> 2–a) Student is enrolled in State Bilingual Education Program.	<ul style="list-style-type: none"> • Enrolled in State Bilingual Education Program
<input type="checkbox"/> 2–b) Retained – student is enrolled in same grade level from one school year to the next.	<ul style="list-style-type: none"> • Grade level retained.
<ul style="list-style-type: none"> • 2–c) Grade Age Compatible (Over Age for Grade)-age does not match acceptable range for grade level placement within 2 years. 	<ul style="list-style-type: none"> • Age and grade level placement.
<ul style="list-style-type: none"> • 2–d) Credit Deficiency (for secondary-age students only) - student has not earned sufficient credits per his/her school’s graduation requirements and grade level. 	<ul style="list-style-type: none"> • Number of credits deficient and area of deficiency
<ul style="list-style-type: none"> • 2–e) Attendance – Student attendance is less than 90% of days enrolled 	<ul style="list-style-type: none"> • Number of days attended divided by number of days enrolled
<ul style="list-style-type: none"> • 2-f) Special Education 	<ul style="list-style-type: none"> • Identified with IDEA flag
<ul style="list-style-type: none"> • 2-g) Homeless 	<ul style="list-style-type: none"> • Identified with homeless flag in state database
<ul style="list-style-type: none"> • 2-h) Minimal Enrollment Days - 	<ul style="list-style-type: none"> • Total days enrolled in a WA State school is fewer than 90
<ul style="list-style-type: none"> • 2-i) Qualifying move during COVID-19 time period 	<ul style="list-style-type: none"> • Qualifying move between March 15, 2020 to August 31, 2022

Definition of a Needs Migrant Student

Needs students are served after providing or offering services to PFS
To be considered a migrant NEEDS student see below.



Qualifications of a Needs Migrant Student:

PFS Definition

- Make a qualifying move within the previous 1- year period.

OR

- Who are failing or most at-risk of failing, to meet the State's challenging academic standards.

SEVEN AREAS OF OPPORRTUNITY

Adopted by OSPI MEP, the Areas of Opportunity are lived experiences of migratory students and help us identify how to support their unique needs to thrive in K-12 education.



COMMON AREAS OF OPPORTUNITY FOR MIGRATORY CHILDREN

The Office of Migrant Education (OME) has identified “Common Areas of Opportunity” that address most migratory children, including American Indian and Alaska Native children that exercise treaty-protected fishing and gathering lifeways.

EDUCATIONAL CONTINUITY

Because migratory children and families, including native migratory children and families, are mobile during the regular school year exercising treaty-protected fishing and gathering lifeways, children tend to experience a lack of educational continuity. Because of this mobility, Native migratory children experience differences in curriculum, academic standards, homework policies, and classroom routines. Their course placements reflect inconsistencies. The cumulative impact of educational discontinuity is daunting. Efforts to overcome this pattern are needed to strengthen educational continuity.

Due to the mobility of migratory children and families, they are mobile during the summer or regular school year as they engage in qualifying temporary or seasonal agricultural work or for personal subsistence, tend to experience a lack of educational continuity. Because of this mobility, migratory children experience differences in school culture, curriculum, academic standards, homework policies, and classroom routines. Their course placements reflect inconsistencies. The cumulative impact of educational discontinuity is daunting. Efforts to overcome this pattern are needed to strengthen educational continuity.

SCHOOL ENGAGEMENT

Migratory children may face adjustments to new school settings, making new friends, and social and emotional acceptance challenges, which are generally grouped as behavioral, emotional, and cognitive.

- Behavioral engagement focuses on the opportunities for participation, including academic, social, or extracurricular activities. It is considered a crucial factor in positive academic outcomes and preventing school dropout.
- Emotional engagement involves the positive and negative reactions to teachers, adaptation to new classmates, academic materials, and school in general. Such responses influence identification with the school and a sense of belonging and feeling valued.
- Cognitive engagement hinges on investment in learning and may be a response to expectations, relevance, and cultural connections.

Without engagement, children may be at risk for school failure. Migratory children need avenues that ensure they are valued and have the opportunities that non-migratory children have.

COMMON AREAS OF OPPORTUNITY FOR MIGRATORY CHILDREN

The Office of Migrant Education (OME) has identified “Common Areas of Opportunity” that address most migratory children, including American Indian and Alaska Native children that exercise treaty-protected fishing and gathering lifeways.

INSTRUCTIONAL TIME

Mobility also impacts the amount of time migratory children spend in class, teacher student relationships, socialization, and their attendance patterns. Such decreases in the time children spend engaged in supportive learning environments which leads to lower levels of achievement, acceptance and socialization. Ways to address the impact of family mobility and delays in enrollment procedures are essential as a school and family community.

ENGLISH LANGUAGE ACQUISITION

Honoring and promoting the home language as an asset and recognizing multilingualism as an avenue to improve English Language Acquisition.

English Language Acquisition is critical for academic success. In the school setting, English Language Acquisition focuses on the literacy skills applicable to content area of learning. Schools must find avenues to supplement the difficulties faced by migratory children in English Language Acquisition due to their unique lifestyle, including coordinating with, but not supplanting Title III and Title VI program activities.

EDUCATIONAL SUPPORT IN THE HOME

Home environment is often associated with children’s success in school, reflecting exposure to culturally relevant text-based reading materials, a broad vocabulary, educational games, puzzles, family traditional games. Such resources reflect an educational background and socio-economic status that may differ from the family. While migratory families value education for their children, they may not always know how, nor have means, to support their children to be successful with school. Efforts to collaborate with families are crucial such as series of migrant education trainings responsive to migrant family request (Social Emotional, High School and Beyond Plan, Math/ELA), one on one Migrant Program orientation that includes contact information for the staff that will support the student and family and school and community resources available.

COMMON AREAS OF OPPORTUNITY FOR MIGRATORY CHILDREN

The Office of Migrant Education (OME) has identified “Common Areas of Opportunity” that address most migratory children, including American Indian and Alaska Native children that exercise treaty-protected fishing and gathering lifeways.

HEALTH

Good health is a basic need that migratory children often do not attain. The compromised dental and nutritional status of migratory children is well documented. They have higher proportions of acute and chronic health problems and higher childhood and infant mortality rates than those experienced by their non-migratory peers. They are more likely to be uninsured and have difficulties with healthcare access. Families often need assistance in addressing health problems including mental health and substance abuse that interfere with their children’s ability to learn.

ACCESS TO EDUCATION AND EDUCATIONALLY RELATED SERVICES

Mobility involved with the exercising treaty-protected fishing and gathering lifeways, impacts access to education and educationally related services to which Native migratory children and their families are entitled. District and school efforts to connect Native students and families to access educationally related services are essential.

MSIS MGS & MSA ONLINE SERVICES REPORT



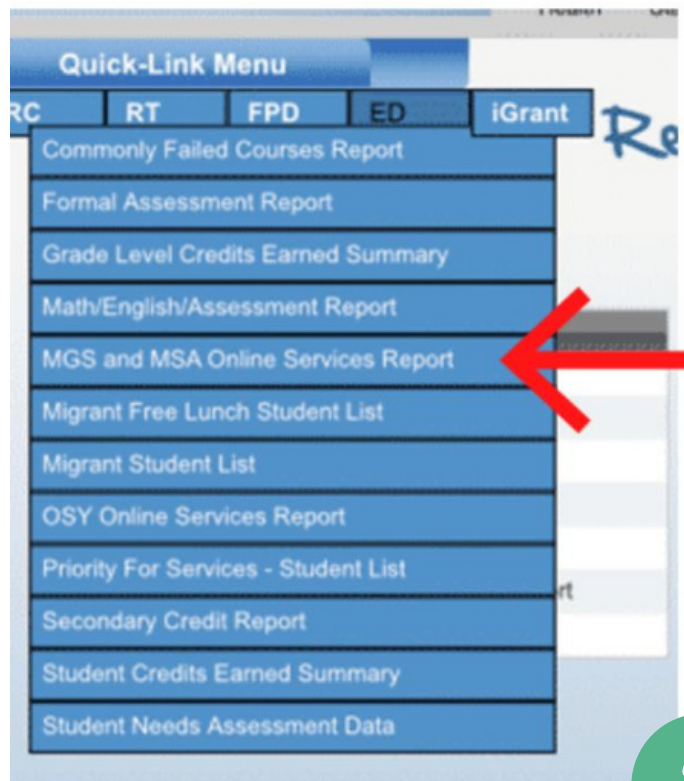
This online report guides you on where and how to report supplemental services provided to migrant youth. Make it a weekly practice to report your services approved on the migrant grant application. If you do not know what services were approved on the grant application, please request a copy from your Federal Program Director.

MGS and MSA Online Services Report

This report guides you on where and how to report service provided to migrant youth. Make it a weekly practice to report your services and align to the supplemental services definition document.

1

Log on to msdrs and select the ED tab under Quick-Link Menu, then scroll down and select MGS and MSA online service report.



2

MGS and MSA Online Services Report

Select District:

Building:

Dates Using:

School Year:

Show:

Grade Level: From: To:

Student Served:

PFS on top:

Order List By:

Report Type:

*The Priority for Service definition takes into account state assessment scores administered in the 2019-2020 school year. For students with no test scores last school year the following proxy factors will be used to determine their status:


- Student Scores on Washington English Language Proficiency Test (WELPA)
- Grade Level retained from previous school year
- Grade Age Compatibility
- Secondary Credit Deficiency

Select your building, and click run report! Note: by clicking Report Type you can print this report in excel with all your notes per student, typically used for team meetings.

MGS and MSA Online Services Report

Here is the log, you can see previous comments and what services were provided to each student!

Washington State Migrant Student Data, Recruitment and Support Office



MGS AND MSA ONLINE SERVICES REPORT

all Students In Wa Mig Ed Program District For The 2019-2020 School Year

Date Printed: 08/25/2020

Student Name	Student ID	Grade	Enr Date	PFS	CASE MGMT	STDT ADV	CAR POST	DNTL	ED SUPL	HLTH	NON INST	SOC OUT	STDT LEAD ENG	TRAN	Comments
MSDR, MARIO	33333333	12	09/16/2019	Y	Y	Y			06/11/2020						06/11/2020: test ed supplies
MSDR, SERENA	98989898	7	09/15/2019		Y	Y			06/15/2020	06/12/2020			06/03/2020		06/15/2020: Test Dental Services talked to parents will follow up with dentist 06/12/2020: test Non instructional! 06/03/2020: Test Transportation for student to the local college
MSDR, MACIEL	32323232	9	09/01/2019		Y	Y									
MSDR, DAVID	76767676	11	04/01/2020												

3

Select the enrollment date to take you directly to the supplemental services tab.

4

As an MSA you will only have access to your corresponding Tab to your role. Select your corresponding tab to add a Non academic services.

Supplemental

Student ID	Student Name	Birthdate
98989898	SERENA MSDR	04/18/2008

Student Documents Medical Alert

Supplemental Services
MGS
MSA

5

Non Academic Service:

Date:

Comments*:
*Other MSIS users may view your comments; 200 character limit.

History:

Date	Service	Entered By	Comments

Select the drop down menu for the Non academic Service, select the service you would like to report and select the corresponding date that the service was provided on. Please note that you can only add one service at a time.

MGS and MSA Online Services Report

Comments

Once you have selected the non academic service and date, please add your comments. Please keep in mind the 200 character limit, please keep comments brief and to the point. Examples are provided below.

History:

Date	Service	Entered By	Comments
06/15/2020	DENTAL	ALVINA	Test Dental Services talked to parents will follow up with dentist <input type="button" value="Edit"/>
06/12/2020	NON_INST	ALVINA	test Non instructional! <input type="button" value="Edit"/>
06/03/2020	TRANSPORTATION	ALVINA	Test Transportation for student to the local college <input type="button" value="Edit"/>

Your Service data will display below in the students "History"

Comments can be edited by the user. Please make sure to hit the "Save" button to save changes, changes will be updated automatically.

History:

Date	Service	Entered By	Comments
<input type="text" value="06 / 15 / 2020"/>	<input type="text" value="Dental"/>	ALVINA	<div style="border: 1px solid #ccc; padding: 5px;">Test Dental Services talked to parents will follow up with dentist</div> <div style="text-align: center;"><input type="button" value="Save"/></div>
06/12/2020	NON_INST	ALVINA	test Non instructional! <input type="button" value="Edit"/>
06/03/2020	TRANSPORTATION	ALVINA	Test Transportation for student to the local college <input type="button" value="Edit"/>

GUIDE TO HOME VISITS

This OSPI resource guide is to help you as an MSA to feel safe and secure as you conduct home visits to monitor your caseload.



Tips for successful Home Visits

1. Find district or administration policy on home visits
2. Find school or community assistance with translation of documents or phone calls
3. Send letters home with all students describing purpose of home visits
4. Talk to parent about home visits in person when informal occasions arise
5. Set up visits according to appropriate days/time for the family
6. Research culturally appropriate etiquette for visits
7. Take Identification Badge
8. Collect home visit props (Work samples, photographs, games, food, etc...)
9. Compile a list of community resources that might be useful to the family

During the visit

1. Introduce yourself
2. Greet everyone present including young children
3. Accept refreshments if comfortable
4. Discuss topics that aren't related to school as props or prompts for conversation
5. Inquire about the family home, customs, children, etc...

After visit

1. Record details of visit
2. Share your experience with faculty and administrators
3. Send a "thank you" note or card home with student
4. Conduct home visits with other parents especially if the families know each other.
5. Invite an administrator or colleague to accompany you next time

GUIDE TO HOME VISITS

This OSPI resource guide is to help you as an MSA to feel safe and secure as you conduct home visits to monitor your caseload.

How to stay safe during home visits

1. Stay in touch. Set up a call-in procedure with your office.
2. Keep valuables out of sight. Carry as little as possible. It's best to put valuables in the trunk before you leave on an appointment so as not to advertise what you have and where you put it.
3. Know exactly where you're going. If you've never been in a certain location, drive around the area first. This helps you familiarize yourself with alternative routes if you need them for safety. It also gives you advance knowledge of areas that could pose more risk than others.
4. Keep a buffer zone. It's best to leave at least a car length in between you and the car in front of you whenever you stop. This provides you with some space to maneuver in if you're in danger.
5. Be strategic. Drive with your doors locked. Park in a well-lit, visible area. It's best to back your car in for leaving in a quick and less-obstructed way.
6. Dress professionally and functionally. Make sure your clothes and shoes provide you with ease of movement.
7. Set expectations. Discuss mandated reporting requirements and program expectations during your initial contact with your client(s).
8. Establish parameters. Make it clear that you have a schedule to keep and are expected elsewhere later. This puts in some parameters ahead of time in case you have to leave for any reason.
9. Be aware of others. Be mindful of others in the apartment/house for confidentiality and safety reasons.
10. Ask about pets. It's best to call ahead of time to see if there are any pets. Do you have allergies? Is the person's pet friendly or not?
11. Be aware of signs of intoxication. If someone is impaired such as with drugs or alcohol, leave. You can always reschedule.
12. Try to keep a clear path to the door. Know your means of exit. You may leave from a way different than the way you came in.
13. Guard your privacy. Do not give out personal information. It should be a conscious decision if you have pictures in your office, certain bumper stickers on your car, as well as any other potential identifiers. Note: The field has embraced the contributions of those with lived experience, which I'll address in another installment. Lived experience is not included in this tip, as this subject must be treated with the respect of more depth.
14. Be mindful of your presence on social media. Monitor your privacy settings on sites like Facebook. Also avoid sharing things that could provide others with information about you, your family, where you live, and so on.
15. Listen to your internal warning signals. Leave if you don't feel safe.

Frequently Asked Questions (FAQs)

Q: What is my Priority?

- Academic Guidance for grades 9-12, as defined below and reported in MSIS
 - Communicate with other school staff regarding the identified needs of priority students and inform them of your work to help students stay on track to graduate or promote to next grade level.
 - Support students' to develop High School and Beyond Plan unique to intended school of graduation.
 - Promote Participation in available supplemental instruction to help student stay on track to complete graduation requirements in not more than 5 years of high school.
 - Support successful transition from ESL to mainstream classes
 - Monitor credit accrual
 - Track High school credit accrued across schools attended
 - Analyze credit accrual state, collaborate with counselors across schools attended for appropriate placement
 - Help students gain access to alternative credit accrual options
 - Ensure that students earn transcript credit for partial coursework in grading periods interrupted by migrant moves.

A variety of activities may be completed to help achieve this objective as defined in the State-approved MEP job description for the MSA.

Q: What if I am asked by my district or building to perform non-related duties as part of my MSA scheduled time?

A: To avoid supplanting, these additional activities must be completed outside the time paid by Title 1, Part C Migrant Education Program if the task:

- does not exclusively serve migrant students
- serves migrant students not on your caseload or monitoring list
- does not directly support responsibilities defined in the state approved job description

It is important that the MSA, building administrators, the federal projects director and other key staff have a clear understanding of the state approved job duties and responsibilities of these positions to ensure their intended objectives are achieved.

Q: Where can I find my Job description?

- A: The state developed and approved MSA job descriptions are available from OSPI, Migrant Education and are posted on MSDRS.org. These job description are the basis for receiving MEP funds.

Frequently Asked Questions (FAQs)

Q: Do I have different Priorities if the district is only able to fund an MSA position part of the day (less than 1.0 FTE)

A: The job description outlines five major functions which are prioritized as follows:

Priority 1: Academic Guidance

Develop mentor relationship with student caseload to facilitate needs of migrant students and their families. Work with school counselor and selected students to develop student plans/goals and class scheduling that ensure access to a successful transition to the next grade level, graduation, and transition to postsecondary education or employment.

*staff with less than a full time FTE may modify level of services as FTE and time permit.

Priority 2*: Non-Academic Guidance

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 the next grade level, graduation, or postsecondary opportunities or employment.

Priority 2*: Career Education and Postsecondary Preparation

Facilitate or coordinate access to activities/resources that will promote college and scholarship access and opportunities, student participation in career education programs, job internship, and awareness of vocational/technical programs.

Note: All services are intended as intervention to ensure high school graduation and are centered on ensuring ACADEMIC success and postsecondary transition. All services focus on the unique and supplemental needs of the migrant student. Staff may NOT supplant services and activities available to all student through the school.

Priority 3*: Student Leadership/Engagement

Coordinate or facilitate access to activities and resources that will strengthen communication, self-advocacy, access to extracurricular activities, leadership skills.

Priority 3*: Social Work/Outreach

Coordinate access to services to reduce and/or eliminate barriers for migrant students. Leverage school and community services to meet the needs of students and make referrals to services that facilitate migrant family access.

Q:What if I am asked by my district or building to perform non-related duties as part of my MSA role?

A: To avoid supplanting, these additional activities must be completed outside the time paid by Title, 1, Part C Migrant Education Program if the task:

- Does not exclusively serve migrant students
- Serves migrant students non on your caseload or monitoring list
- Does not directly support responsibilities defined in the state approved job description

It is important that the MSA, building administrator, the federal project director, and other key staff have a clear understanding of the state approved job duties and responsibilities of these positions to ensure their intended objectives are achieved.

Some examples could be:

- Being asked to provide translation/interpretation during a counselor and student meeting, or a teacher meeting with migrant parents or office duties

Frequently Asked Questions (FAQs)

Q: Why must I develop a caseload or roster of students to serve? May I serve all Migrant Program eligible students?

A: Advocacy work is with the most at risk students. Not all migrant students may require services through the Migrant Education Program (MEP). Specific state and federal guidance requires a prioritization of services funded by Title 1, Part C, Migrant Education Program (See other sections which follow), and MEP funded services must be supplemental to other services for which the migrant student is eligible. In other words, if other resources are available to meet the needs of and serve migrant students, these resources must be utilized FIRST.

Q: What criteria must I use to select migrants students I will serve?

A: Two criteria:

- How many you can reasonably serve based on MSA staff FTE? 1 FTE MSA serves 150 students. Determine your FTE and the number of students you serve with your district federal projects director.
- Which students have unmet need(s)- Students eligible for Migrant Education Program (MEP) services listed in the Students Needs Assessment Report. Student specific needs are identified through the Report. The list should be sorted based on
- Priority for Services (PFS) students and their risk factors. Serve the PFS students with unmet needs first. (See Priority for Service section), then
- All other migrant students and their identified risk factors.

Q: As an MSA, can I conduct credit retrieval services to migrant students?

- The MSA can NOT conduct Credit Retrieval services such as the Portable assistance study sequence (PASS) under the MSA FTE job duties. The only way this could be permitted is if separate FTE is allocated to the MSA individual as additional services specifically under Credit Retrieval in the grant application as separate FTE.

A: The MSA's can conduct credit retrieval services such as the Portable Assistance Study Sequence (PASS), if approved by the Federal Program Director.

- MSA's that are conducting Credit retrieval services must be on a separate FTE to provide additional services beyond their scheduled FTE.

Q: How do I determine a migrant student's needs?

A: Utilize the Student Needs Assessment (SNA). First, identify how the student's needs are already being met in the district. Then, develop a caseload or roster of students you will serve. Focus first on Priority for Service students with unmet needs. Interview students, teachers and counselors to develop a coordinated action plan for each student. To support High School and Beyond planning, sample action plan formats for middle and high school are included in the Appendix.

Frequently Asked Questions (FAQs)

Q: How often should the MSA review the Student Needs Assessment to determine needs of migrant students?

A: Informally, at least monthly to accommodate high-needs new students. Formally, analyze the SNA on a quarterly or seasonal basis (fall, winter, spring) with your federal projects director. Ongoing communication with the MEP Recruiter and Records Clerk in your district will also promote timely service to late- or mid-term enrolling students.

Who Can Be Served?

Q: Who can be served through my MEP-funded position?

A: Any student served with MEP funds must meet eligibility requirements of the Title I, Part C, Migrant Education Program as outlined in the Elementary and Secondary Education Act, Section 1304(d). The MEP Recruiter in your district is trained to determine/document migrant student eligibility. Students are eligible to receive MEP services for 3 years from qualifying date.

Q: What federal guidance governs the selection of students to be served?

A: Priority for Service - "...each recipient of funds shall give priority to migratory children who are failing, or most at-risk of failing, to meet the State's challenging academic and achievement standards and whose education has been interrupted during the regular school year." Elementary and Secondary Education Act, Section 1304(d)

Q: By what criteria is a student identified as Priority for Service?

A: The student has had an interrupted school year within the last 12 months (excluding summer) AND has received a lower than passing score in one or more state assessments (reading, writing, math, science). See Washington State Priority for Service Definition in Appendix. If state assessment scores are not available, this proxy criteria may be utilized as reported in the MSIS Student Needs Assessment Report or as determined by analysis of local data:

Proxy Risk Factors:

- Student is enrolled in State Bilingual Education Programs
- Grade Level Retained
- Age and grade level placement
- Attendance
- Credit deficiency

Q: When might a student with an interrupted school year NOT be considered PFS?

A: When he/she:

- is not at risk of failing or has not failed the State academic content and student academic achievement standards

OR,

- if no test scores exist, does not meet the proxy criteria of language scores, retention, grade/age compatibility or credit deficiency.

Frequently Asked Questions (FAQs)

Q: Must a PFS migrant student be served by the Migrant Education Program (MEP)?

A: No. Other non-migrant resources or services to which the student is entitled can address the identified need, and should be utilized prior to MEP-funded services. The MEP is not intended to provide that same service, as doing so would be supplanting. See more information in the Supplemental section which follows.

Q: Can students for whom there is no data (e.g. transferring freshmen) be served? If so, how does one determine the student's needs?

A: Yes. First determine if student is Priority for Service (PFS) by considering the following PFS criteria:

1. Interrupted School Year (excluding summer) (resulting in a new MEP Qualifying Arrival Date)
AND
2. Assessment results OR
3. Proxy Risk Factors:
 - Student is enrolled in State Bilingual Education Programs
 - Grade Level Retained
 - Age and grade level placement
 - Attendance
 - Credit deficiency

The above data is reported in MSIS for Washington students, and through the national migrant student database, MSIX, for students moving into Washington from another state.

For students newly identified as eligible for Migrant Program services or for students with no data, your local school or district must analyze data consistent with the PFS criteria above. A handy way of documenting this local analysis is to update the MSIS Student Needs Assessment Report you downloaded to your desktop, noting that your entries are based on locally collected information.

Q: Can non-PFS migrant students be served?

A: Yes. After first identifying and addressing the unmet needs of PFS migrant students, the needs of migrant students who have not had an interrupted school year may be analyzed using assessment results or, if not available, the proxy risk factors defined in the previous question.

SUPPLEMENTAL

Q: Is it allowable to provide a double-dose of service to PFS migrant students who are receiving similar services through non-migrant funds?

A: Yes. Services provided with Title I, Part C, Migrant Education Program (MEP) funds may be provided in addition to services provided from other funding sources if the identified need is such that a second layer of service is warranted and when the MEP service remains supplemental to that being provided.

Q: Can a migrant student be a part of my MSA student roster if the student was previously receiving non-migrant service(s), is no longer receiving the service(s), and has unmet needs?

A: The MSA may not provide the same service that is available to the migrant student through non-MEP funds. This would be considered supplanting and is not allowable. In the above scenario, if the non-MEP funded service is still available, migrant students must first be served by this non-MEP funded program. See related 'double dose' question.

Frequently Asked Questions (FAQs)

Q: Should MSA's be collaborating with internal/external school building programs?

A: Yes, this is highly encouraged. MSA's should build strong relationships with district staff that support students, to build better communication/knowledge of all services to best serve Migrant students.

DOCUMENTATION

Q: What documentation is required to justify the caseload I select?

A: Date and file a copy of the Student Needs Assessment each time you review and select students to be served.

Q: How do I document that PFS students are served by other sources and therefore would not be selected in my caseload or roster?

A: One idea would be to create a column on the Student Needs Assessment. There, list the program and service which is addressing the students' needs (e.g. Special Ed, Title I reading after school tutorial).

Q: How do I document the services I provide to migrant students in my caseload?

A: MSAs may download and update services online on the MGS and MSA Online Services Report. The Log is available at MSIS Quick Links/ Ed, then select MGS and MSA Online Services Report. Since the Log can be updated online it is strongly recommended this easy-to-complete paperwork task be completed daily while services are fresh in your mind. This task is important in fulfilling state reporting requirements.

Q: What required documents must an MSA maintain?

A: Excerpts from OSPI's consolidated program review checklist (CPR) have been edited for clarification and include:

MSA:

- Documentation of selection process (SNA) and log activity sheet (Log) demonstrating the intent to meet the identified needs of migrant students, including non academic/academic activities, student advocacy, and postsecondary education, career exploration.

District wide:

- Evidence of referrals made and professional development training attended.

Frequently Asked Questions (FAQs)

Q: Are there special documentation requirements when conducting student events/activities?

A: Yes. According to 2012-13 OSPI, Migrant Education Program guidance:


"If utilizing Migrant Education Program funds for local student events/activities, the Program should demonstrate the following:

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."


Q: What other files are helpful?

A: The MSA is encouraged to follow local school requirements and confidentiality rules regarding the creation of student-specific files. The MEP does not require the MSA to create a student file. It is strongly encouraged that MSAs utilize and keep a copy of the Migrant Student Plan of Action for students in their caseload or roster.



Portable Assisted Study Sequence (PASS)

Migrant Funded districts may use funds from the grant to purchase required supplemental materials!



The Portable Assisted Study Sequence (PASS) Program offers fully accredited high school courses that can be completed by a student semi-independently. By completing PASS courses, a student makes up credit deficiencies, catches up with peers, and is encouraged to continue and graduate. Each course is shipped from Sunnyside, Washington. Tests are administered locally and scored by PASS staff. Grade reports and transcripts are issued. Additional program resources are available upon logging into the PASS database. To request access please download and complete the Form A- Educational Agreement and Password Request below.

- **If an MSA is assigned the PASS Coordinator role: This should be a separate FTE for this activity and recorded in MSIS as an Academic Credit Accrual Service.**

For more information please contact:

Heather Garcia-Mendoza

Student Support Service Coordinator, MSDRS

Phone 509-837-2712 or 800-274-6084

Direct Line: 509-836-8419

Web www.msdr.org Email HMendoza@msdr.org

[CLICK HERE](#)



[Form A](#)- Educational Agreement and Password Request Form

[Course Listing](#) and Washington High School Graduation Requirements

Or go to msdr.org for more information

Portable Assisted Study Sequence (PASS)

PASS COURSE LISTING AND WASHINGTON HIGH SCHOOL GRADUATION REQUIREMENTS

A PLACEMENT RESOURCE FOR SECONDARY SCHOOL COUNSELORS

COURSE COST: FREE FOR ELIGIBLE MIGRANT STUDENTS

- Non-migrant funded districts receive required supplemental course materials.
- Migrant funded districts may use funds from the grant to purchase required supplemental materials.

COURSE/CREDIT: Unless otherwise noted, courses are equivalent to a semester .5 credits / Carnegie units.

- Course Placement: Full or partial credit enrollment options available.

COURSE GUIDES: Available for each course

TRANSCRIPTS: Fully accredited, transcripts issued by Sunnyside School District and mailed to school registrar upon completion

DIFFERENTIATED INSTRUCTION: Text and online resources to support differentiated instruction.

TESTING: Most online tests are scored by PASS, with some assignments submitted to certificated scorers to score and provide feedback.

GRADUATION REQUIREMENT: ENGLISH

State Generic Course Code	Washington State PASS Course	Translations Offered	Reading Level	Alignment EALRs	Alignment GLE/PEs	Univ Admission CADR
01104	Creative Writing	English	7	Yes	--	English
01001	English IA	English	6	Yes	Yes	English
01001	English IB	English	6	Yes	Yes	English
01002	English IIA	English	6	Yes	Yes	English
01002	English IIB	English	6	Yes	Yes	English
01003	English IIIA	English	6	Yes	--	English
01003	English IIIB	English	6	Yes	--	English
01004	English IVA	English	7	Yes	--	English
01004	English IVB	English	6	Yes	--	English
01999	Learning English Through Literature	English	6	--	--	English (ESL)

GRADUATION REQUIREMENT: MATHEMATICS

State Generic Course Code	Washington State PASS Course	Translations Offered	Reading Level	Alignment EALRs	Alignment GLE/PEs	Univ Admission CADR
02053	Algebra IA	English, Spanish	8	Yes	Yes	Mathematics
02053	Algebra IB	English, Spanish	8	Yes	Yes	Mathematics
02056	Algebra IIA	English, Spanish	8	Yes	Yes	Mathematics
02056	Algebra IIB	English, Spanish	8	Yes	Yes	Mathematics
02072	Geometry A	English	8	Yes	Yes	Mathematics
02072	Geometry B	English	8	Yes	Yes	Mathematics

GRADUATION REQUIREMENT: SCIENCE

State Generic Course Code	Washington State PASS Course	Translations Offered	Reading Level	Alignment EALRs	Alignment GLE/PEs	Univ Admission CADR
03051	Biology A	English	8	Yes	Yes	Science
03051	Biology B	English	8	Yes	Yes	Science
03003	Environmental Science A	English	10	Yes	Yes	Science
03003	Environmental Science B	English	10	Yes	Yes	Science

GRADUATION REQUIREMENT: SOCIAL SCIENCE

State Generic Course Code	Washington State PASS Course	Translations Offered	Reading Level	Alignment EALRs	Alignment GLE/PEs	Univ Admission CADR
04064	Contemporary World Problems	English	8	Yes	--	Social Science
04201	Economics * (counselor option)	English	8	Yes	--	Social Science
04151	U.S. Government	English, Spanish	8	Yes	Yes	Social Science
04102	U.S. History A	English, Spanish, Russian	8	Yes	Yes	Social Science
04103	U.S. History B	English, Spanish	8	Yes	Yes	Social Science
04111	Washington State History and Government	English, Spanish	10	Yes	Yes	Social Science
04001	World Geography	English, Spanish	10	Yes	Yes	Social Science
04051	World History A * (counselor option)	English	9	Yes	Yes	Social Science
04053	World History B * (counselor option)	English	10	Yes	Yes	Social Science

GRADUATION REQUIREMENT: PHYSICAL EDUCATION

State Generic Course Code	Washington State PASS Course	Translations Offered	Reading Level	Alignment EALRs	Alignment GLE/PEs	Univ Admission CADR
08051	Health & Fitness	English, Spanish	8	Yes	--	--

GRADUATION REQUIREMENT: ARTS

State Generic Course Code	Washington State PASS Course	Translations Offered	Reading Level	Alignment EALRs	Alignment GLE/PEs	Univ Admission CADR
05154	Visual Arts A	English	8	Yes	Yes	Arts
05155	Visual Arts B	English	8	Yes	Yes	Arts

GRADUATION REQUIREMENT: ELECTIVES (may be used to satisfy other requirements at school counselor's option)

State Generic Course Code	Washington State PASS Course	Translations Offered	Reading Level	Alignment EALRs	Alignment GLE/PEs	Univ Admission CADR
02157	Consumer Math	English, Spanish	8	Yes	Yes	--
02001	General Math A	English	6	Yes	Yes	--
02001	General Math B	English	6	Yes	Yes	--
02074	Math 8A	English	7	Yes	Yes	--
02074	Math 8B	English	7	Yes	Yes	--
02015	Pre-Algebra	English, Spanish	6	Yes	Yes	--
22999	Preparing for College (.1 credit offered, 1 unit course)	English	8	--	--	--
04161	Civic Involvement CBA	English	10	Yes	Yes	--
22003	Study Skills	English	7	Yes	Yes	--

GRADUATION REQUIREMENT: CULMINATING PROJECT/HS & BEYOND PLAN

State Generic Course Code	Washington State PASS Course	Translations Offered	Reading Level	Alignment EALRs	Alignment GLE/PEs	Univ Admission CADR
Culminating Project	Four P's (Unit 5 offers; .1 credit)	English	8	--	--	Plan, Pathway, Project
HS & Beyond Plan	Four P's (Units 1-4 offers; 4 credits)	English	8	--	--	Portfolio



Migrant Student Information System (MSIS)



As a support office funded by the Office of Superintendent of Public Instruction's Migrant Education Program, MSDRS plays a significant role in implementing state program directives. A working agreement between OSPI and Sunnyside School District ensures program requirements and activities are implemented in a timely fashion. The Migrant Student Information System (MSIS) is protected through FERPA and all data is confidential. In order to view student data in the MSIS a new User must obtain a "Username" and "Password" with authorization from the school district's Federal Programs Director and Office of Superintendent of Public Instruction (OSPI) Migrant and Bilingual Education Department. In this section you will find details on how to access reports on MSDRS that are key in your role to serving Migrant Youth.

- Students credit earned summary
- Priority for service Report
- Building supplemental service Summary
- Migrant Student list
- Migrant EOE Free lunch student list
- Student needs assessment



CLICK HERE



msdr.org

Student Credit Earned Summary Report

This report lists the total number of credits individual students have earned and displays whether the student is on course, 1-4 credits behind peers, or 5+ credits behind peers.

- Use this report to help students falling behind in credits, help students develop a plan and align to their high school and beyond plan.

The screenshot shows the 'Reports: Educational' page. The navigation tabs include Student, Mass, Health, Reports, and Search. Under 'Reports', there are sub-tabs for Health, Statistical, Student Lists, Eligibility, and Educational (circled in red). A 'Quick-Link Menu' is visible on the left. The main content area is titled 'Reports: Educational' and features a 'Description' box for the 'Student Credits Earned Summary' report. The report description states: 'This report lists the total number of credits individual students have earned and displays whether the student is on course, 1-4 credits behind peers, or 5+ credits behind peers.' A list of reports is shown on the left, with 'Student Credits Earned Summary' highlighted by a red box.

1

- log into msdr.org
 - select reports
 - select educational
 - under Secondary select Student Credit Earned Summary

The screenshot shows the 'Student Credits Earned Summary' report configuration form. The form includes the following fields:

- Select District: ESD 123
- Building: ALL
- School Year: 2021-2022
- Show: Only Currently Enrolled Students
- Grade Level: All Grades
- Total Credit Deficiency: All Students
- Report Format: Online

A 'Run Report' button is located at the bottom of the form.

2

Select building, select “Only Currently enrolled Students” and run report.

This report can also filter by total credit deficiency, this report can show students on track, students behind by 1-4 credits or student behind by 5 credits

Priority for Service Report

This report lists migrant students who are failing, or most at risk of failing, to meet the States challenging State academic content standards and challenging State student academic achievement standards,

AND

- whose education has been interrupted during the regular school year

OR

- has been identified as drop out

MSIS

Student Mass Health Reports Search

Health Statistical **Student Lists** Eligibility Educational

Quick-Link Menu

Reports: Student Lists

Student Lists
District Enrollment Status Report
Migrant Student List
Possible Missed Sibling Enrollment List
School District Customized List
Student Needs Assessment Data
Student Retention Report
Students Born in Other Countries Report

Detailed Lists
Age 0-2 Student List
Migrant EOE Free Lunch Student List
Migrant Free Lunch Student List
Priority for Service Student List
Recovered Out of School Youth List
Students Turning 3 List

Description

Priority for Service Student List

This report lists migrant children who are failing, or most at risk of failing, to meet the States challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.

1
Select reports, select Student List, Then under Detailed List select, Priority for Service Student List.

Priority for Service Student List

Select District:

Building:

School Year:

Show:

Report Format:

Run Report

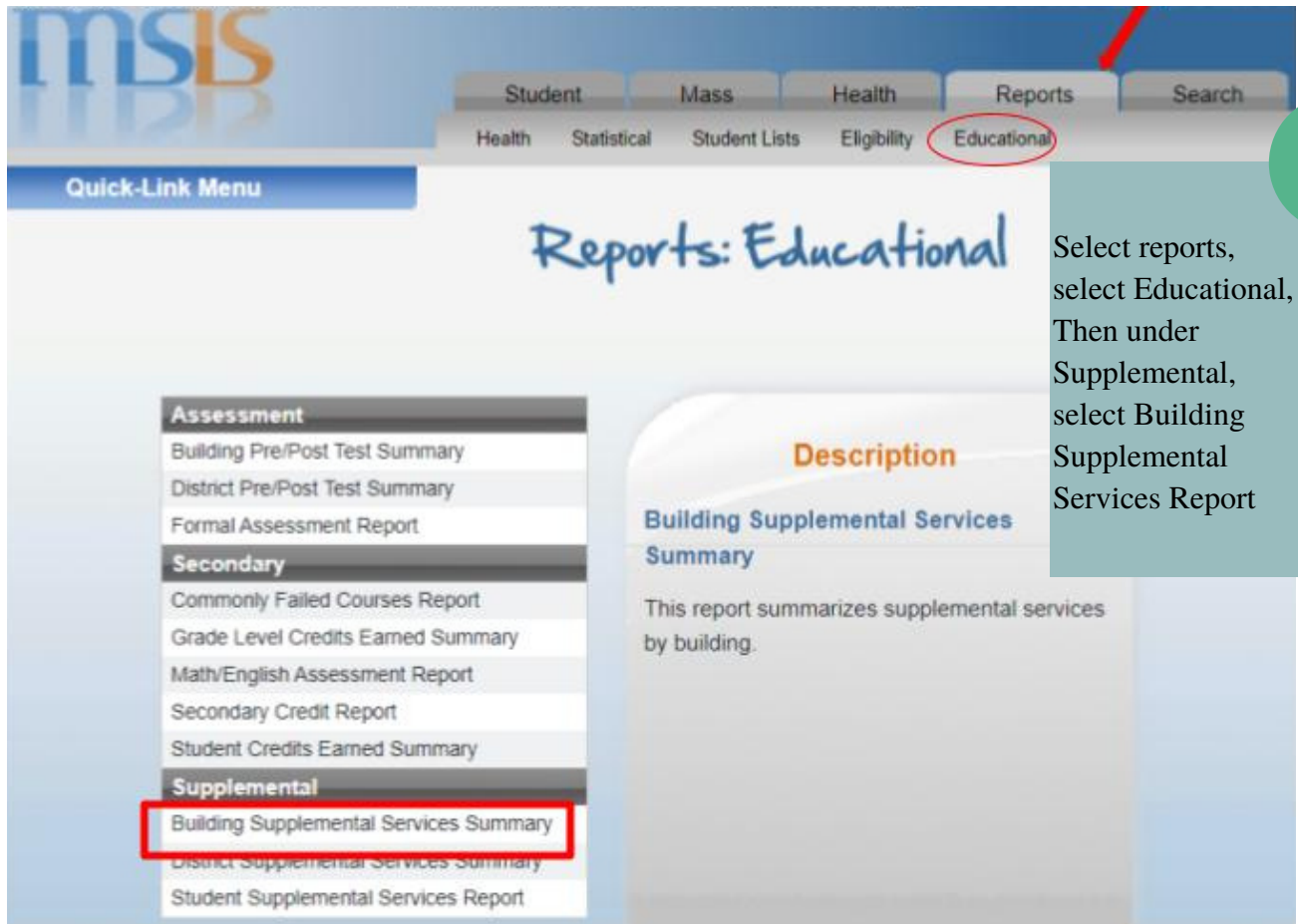
*The Priority for Service definition takes into account the most recent enrollment date, most recent qualifying move date, and most recent state assessment scores available. For students with no test scores last school year the following proxy factors will be used to determine their status:

- Student Scores on English Language Proficiency Assessment (ELPA)
- Grade Level retained from previous school year
- Grade Age Competibility
- Secondary Credit Deficiency
- Dropout/Homeless Indicator
- Attendance

2
Select district, select your building, select “Only Currently Enrolled Students”, select Run report.

Building Supplemental Services Report

This report summarizes all your direct reported services to all students by building by academic school year or by summer.



msls

Student Mass Health Reports Search

Health Statistical Student Lists Eligibility **Educational**

Quick-Link Menu

Reports: Educational

Assessment

- Building Pre/Post Test Summary
- District Pre/Post Test Summary
- Formal Assessment Report

Secondary

- Commonly Failed Courses Report
- Grade Level Credits Earned Summary
- Math/English Assessment Report
- Secondary Credit Report
- Student Credits Earned Summary

Supplemental

- Building Supplemental Services Summary**
- District Supplemental Services Summary
- Student Supplemental Services Report

Description

Building Supplemental Services Summary

This report summarizes supplemental services by building.

1

Select reports, select Educational, Then under Supplemental, select Building Supplemental Services Report

Building Supplemental Services Summary

Select District:

School Type:

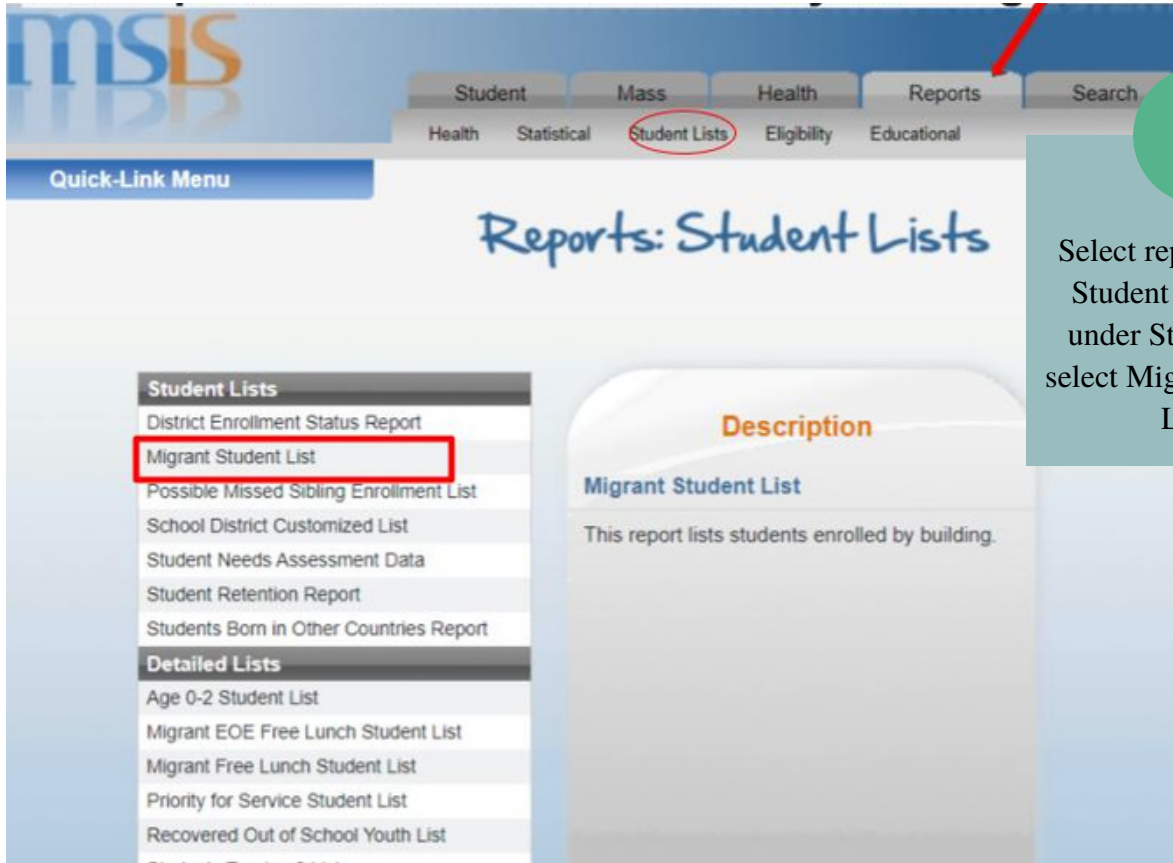
School Year:

2

Select district, select between regular school year or summer school, or both. Select the school year you would like to see and run the report.

Migrant Student List

This report lists all your identified migrant students enrolled by building and includes if they are Priority for Service.



1
Select reports, select Student List, Then under Student List, select Migrant Student List.

Migrant Student List

Select District:

Building:

Dates Using:

School Year:

Grade Level: From: To:

Display OS Display UG

Age: From: To:

Show:

Order List By:

Report Format:

2
Select district, select Building. Select the Correct school year and select show "only currently enrolled students" then select Run report. Note: Report format can be online, excel, or PDF. Running the report as an excel document allows the list to be sorted, manipulated and used to organize caseloads.

Migrant EOE Free lunch student list

This report is a listing of students currently enrolled in the LEA who are eligible for free lunch according to the Richard B. Russell National School Lunch Act dated August 16, 2004, see USDA memo under FPD resources on the MSDRS website. This serves as documentation for migrant students to substantiate free meal eligibility and has a place for a signature and date of the LEA official.

The screenshot shows the MSDRS interface. At the top, there are navigation tabs: Student, Mass, Health, Reports, and Search. Below these, a sub-menu includes Health, Statistical, Student Lists (circled in red), Eligibility, and Educational. A 'Quick-Link Menu' is visible on the left. The main heading is 'Reports: Student Lists'. On the left, there are two sections: 'Student Lists' and 'Detailed Lists'. Under 'Detailed Lists', 'Migrant EOE Free Lunch Student List' is highlighted with a red box. On the right, a 'Description' box for the 'Migrant EOE Free Lunch Student List' is visible, containing the same text as the introductory paragraph. A callout box with a green circle containing the number '1' is positioned to the right of the screenshot, containing the text: 'Select reports, select Student List, Then under Detailed List, select Migrant EOE Free lunch student list'.

The screenshot shows the 'Migrant EOE Free Lunch Student List' form. It has a light blue background. The form contains the following fields and options:

- Select District: Statewide (dropdown menu)
- Building: ALL (dropdown menu)
- School Year: 2021-2022 (dropdown menu)
- Order List By: Student Last Name (dropdown menu)
- Report Format: PDF (printable) (dropdown menu)
- Run Report (button)

2
Select district, select Building. Select the Correct school year, then select Run report.

Student Needs Assessment Data (SNA)

This report provides data results for the identified risk factors used to determine Priority for Services (PFS).

MSIS

Student Mass Health Reports

Health Statistical **Student Lists** Eligibility Educational

Quick-Link Menu

Reports: Student Lists

Student Lists
District Enrollment Status Report
Migrant Student List
Possible Missed Sibling Enrollment List
School District Customized List
Student Needs Assessment Data
Student Retention Report
Students Born in Other Countries Report

Detailed Lists
Age 0-2 Student List
Migrant EOE Free Lunch Student List
Migrant Free Lunch Student List
Priority for Service Student List
Recovered Out of School Youth List
Students Turning 3 List

Description

Student Needs Assessment Data

This report provides data results for the identified risk factors used to determine Priority for Services (PFS).

1

Select reports, select Student List, Then under Detailed List, select Migrant EOE Free lunch student list

Student Needs Assessment Data

Select District: ESD 105

Building: ALL

School Year: 2021-2022

Show: Only Currently Enrolled Students

Order List By: Student Last Name

Print Paper Size: Letter (8.5 x 11)

Select Columns to Display: Show All Columns

** Data Available in Excel Spreadsheet Only

** This report will run on Excel 2002 and all subsequent versions. If you have trouble viewing this report, please contact Alvina Ocegueda at the MSDRS office.

Run Report

*The Priority for Service definition takes into account the most recent enrollment date, most recent qualifying move date, and state assessment scores administered in the 2019-2020 school year. For students with no test scores last school year the following proxy factors will be used to determine their status:

- English Language Proficiency Score (ELPA21) / Served Bilingual
- Grade Level retained from previous school year
- Grade Age Compatibility
- Secondary Credit Deficiency
- Attendance Less than 90%
- Special Education Indicator
- Homeless Indicator
- Less than 90 days enrolled in previous year
- COVID Move

2

Select district, select Building. Select the Correct school year, Select to "Show All Columns" then Run report.

Note: Under "Select Columns to Display" this can be changed to "I want to choose from a list", this options allows users to pick specific proxy factors to focus on when working with Migrant Youth.

Recovered Out of School Youth List

This report lists 16-21 year-old students who were previously identified as out of school youth (excluding summer enrollments) and the students have since been identified as enrolled students within a school building. These students are considered recovered youth.

1

Select reports, select Student List, Then under Detailed List, select Migrant EOE Free lunch student list

The screenshot shows the MSIS web interface. At the top, there are navigation tabs for 'Student', 'Mass', 'Health', and 'Reports'. Below these, a secondary menu includes 'Health', 'Statistical', 'Student Lists' (circled in red), 'Eligibility', and 'Educational'. A 'Quick-Link Menu' is visible on the left. The main heading is 'Reports: Student Lists'. On the left side, there are two sections: 'Student Lists' and 'Detailed Lists'. Under 'Detailed Lists', 'Recovered Out of School Youth List' is highlighted with a red box. On the right, a 'Description' box for 'Recovered Out of School Youth List' contains the text: 'This report lists 16-21 year-old students who were previously identified as out of school youth (excluding summer enrollments) and the students have since been identified as enrolled students within a school building. These students are considered recovered youth.'

2

Select district, Select the Correct school year, Select Report format of choice. Run report.

The screenshot shows the configuration form for the 'Recovered Out of School Youth List' report. The form has the following fields:

- District: Statewide (dropdown menu)
- Dates Using: A School Year (dropdown menu)
- School Year: 2020-2021 (dropdown menu)
- Report Format: Online (dropdown menu)
- Order List By: Student Last Name (dropdown menu)

A 'Run Report' button is located at the bottom right of the form.



Migrant Education Program

Out-of-School Youth

OSY refers to migrant eligible youth, between the age of 16-21, who are not currently enrolled in a K-12 education, have not yet graduated from high school, or have not received a high school equivalency diploma. This may include:

- **Students who have disengaged from school or high school and have not received a Diploma/Equivalent;**
- **Individuals who have never enrolled in a K-12 educational system;**
- **Youth who are working on a GED outside of a K-12 school;**
- **Or youth who are “here to work”- H2A visa guest workers.**

Serving Migrant Out-of-School Youth

REMEMBER: “Every Migrant Out-of-School Youth has a unique story. Get to know the stories of your youth! No two youth are the same”



Probable OSY

- Absence patterns that raise concerns
- Still enrolled in school or stopped attending within this school year
- We know their story
- Does not meet “drop-out” criteria yet

OSY New to District

- OSY discovered through home visit
- Moved from another district
- No relationship with our staff

Existing "Drop-out" (known to district)

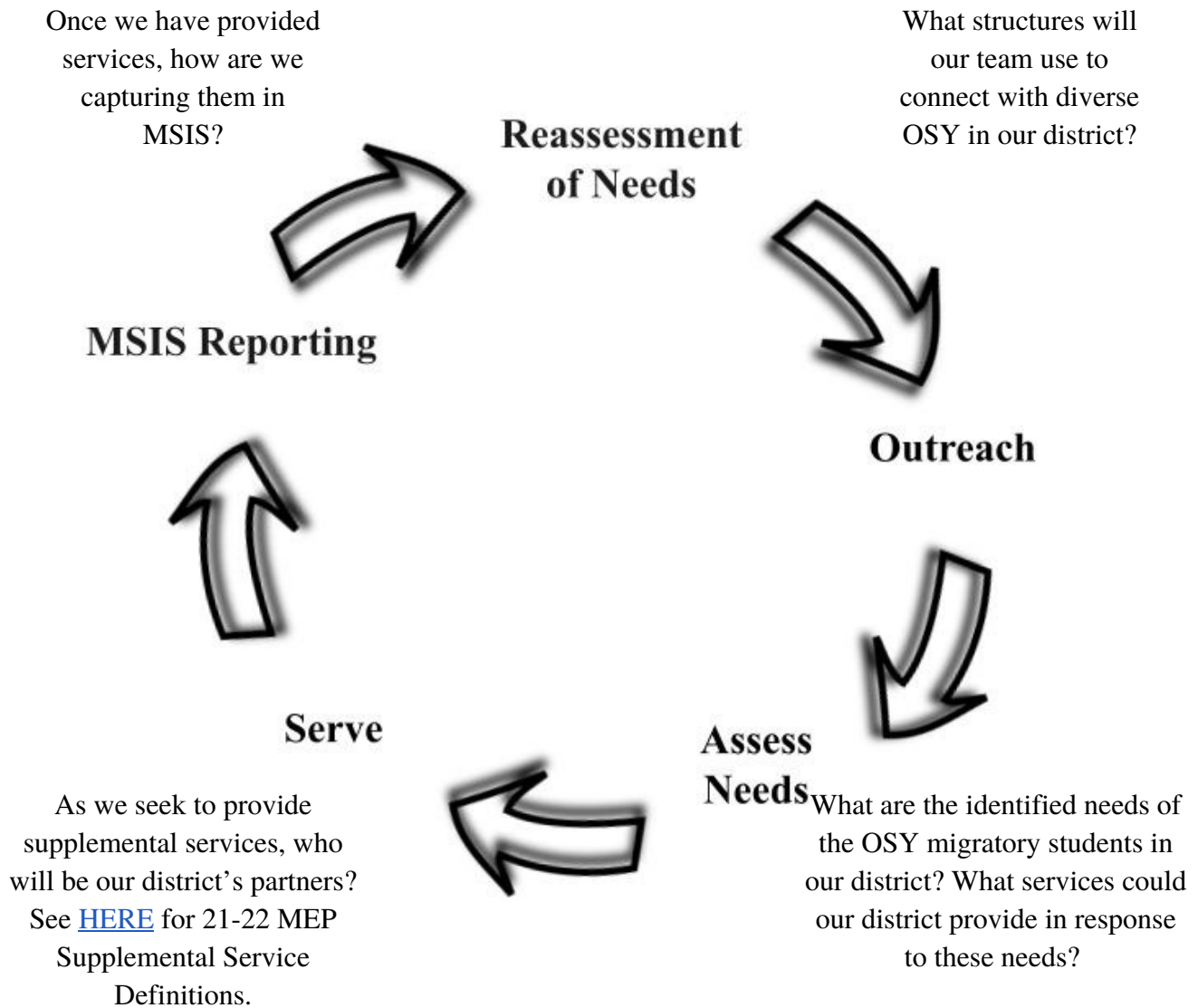
- Meets “drop-out” definition (was enrolled during previous school year and was not enrolled the following school year)
- May have connection with our school staff
- We know their story

Here to Work OSY

- Never previously enrolled with our school system
- May have some academic goals but does not know who can support them

ENSURE: Your districts' approach should be multi-faceted and accommodate the unique hopes and dreams of each student

iGrant OSY plan should include...



Recommended first step: “Sit down with your FPD and take a look at the Out of School Youth section of your iGrant (page 7). Familiarize yourself with this plan and the support you are expected to provide.”

Building a Plan for OSY

MSIS Reporting

- [OSY Scenarios](#)
- CPR Checklist for OSY (See page 19)
- [Supplemental Service Definitions](#)

Outreach

- Review “Every OSY has a unique story...” and review MSIS OSY Report
- [Sample OSY Referral Form](#) (Kennewick Sample)
- Create a District Team with other Support staff: Counselors, Admin etc.

Reassessment of Needs

MSIS Reporting

Outreach

Serve

Assess Needs

Serve

- [WAISN Resource Finder](#)
- 211 Washington
- [iSOSY](#)
- Migrant Literacy Net_ [iSOSY Padlet Resources](#)

Assess

- [Motivational Interviewing Video](#) (Motivational Interviewing)
- OSY Assessment Sample Forms
- [Sample Assessment form](#)
- [Sample OSY Assessment](#)
- [Distance Learning Hierarchy](#)

UNDERSTAND: How to run OSY Online Service Report

Migrant Student Information System

Quick Link Menu

- RC
- RT
- FPD
- ED
- iGrant

Commonly Failed Courses Report

Formal Assessment Report

Grade Level Credits Earned Summary

Math/English/Assessment Report

MGS and MSA Online Services Report

Migrant Free Lunch Student List

Migrant Student List

OSY Online Services Report

Priority For Services - Student List

Secondary Credit Report

Student Credits Earned Summary

Student Needs Assessment Data

Search Screen

State ID: COE #: WA

Name: Middle Name:

Sex: Search Archived:

Use Soudex:

Parent/Guardian Last Name: Parent/Guardian First Name:

Parent/Guardian Last Name: Parent/Guardian First Name:

Search Tip: Use the wildcard (*) if you're unsure of the exact spelling. e.g. 'Gonzale*'

Clear Submit

1

Quick-Links Menu
Click on ED
Select: OSY Online Service Report

2

Select current school year
Select: Run Report

OSY Online Services Report

Select District: WA MIG ED PROGRAM

School Year: 2021-2022

Run Report

Search Screen

How to Report Services on OSY Tab

Click on student search screen and enter student information

Search Screen | Search Results

Student Information

Student ID: State ID: COE #:

Last Name: First Name: Middle Name:

Birth Date: Sex: Search Archived:

Search Screen | **Search Results**

Student ID	COE Number	Name	Sex	Birth Date	Recent District	Parent/Guardian
33333333	WA204462E	MSDR, MARIO	M	06/22/2006	WA MIG ED PROGR	MSDR, JOSE

Click on Supplemental

Student | Mass | Health | Reports | Search

Enroll/Withdraw | QAD | Secondary | Health | Assessment | Supplemental

Quick-Link Menu

Student Information

Display Student Dashboard

Current Student

Student ID	Student Name	Birthdate
33333333	MARIO MSDR	06/22/2006

Student Documents | Medical Alert

State ID: 3333333333

Click on most recent enrollment date

Supplemental Services

ENROLLMENT	DISTRICT	BUILDING
02/10/2022	WA MIG ED PROGRAM	KENNEDY HIGH SCHOOL
08/18/2020	WA MIG ED PROGRAM	GARFIELD HIGH SCHOOL
08/12/2019	WA MIG ED PROGRAM	ROOSEVELT MIDDLE SCHOOL

How to Report Services on OSY Tab

Click on the OSY tab

Supplemental Services MGS MSA OSY

KENNEWICK SCHOOL DISTRICT OOS ENROLL DATE : 03/05/2022

Service: Select Service

Date: 05/03/2022

Recovered in an Alternative K-12 Program

Student Declined Services

Unable to make contact

Comments*:
*Other MSIS users may view your comments; 200 character limit.

Submit

Select your service and date that service was provided.

Selection not required to report services, however please select option at the appropriate time. Select, Recovered in an alternative K-12 Program, (If the student will be attending HEP/GED or alternative learning program), select if student has decided to decline services, and if you were not able to make contact.

Select type of service provided to OSY. If no service was provided, select "No Service Provided". Check box if youth was recovered into an alternative learning program. Document notes in comments section and click "Submit" button to ensure notes have been captured.

Examples of Reportable Services

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 dental disease, pain, infection.

Scenario:	Migrant OSY is uninsured because he is 19 years old and undocumented. He suffers from toothache. You get him connected to the local Community Health Center where they help him apply for a sliding fee scale. OSY undergoes tooth extraction.
Service:	Dental: <i>Per your advocacy, OSY received required dental treatment so as not to negatively impact a student's educational participation</i> Social Work Outreach: <i>OSY received your advocacy and coordination of activities to ensure that they receive full range of services available to them</i>

Educational Supplies: Necessary supplies purchased in order to allow a student to meet the desired objectives specified in the service delivery plan.

Scenario:	OSY enrolled in the Open Doors program that is only GED prep. She is unable to make it to the classes because she has children at home. You are able to purchase and lend her a "Study Buddy" with cartridges to help her prepare for the different parts of the GED.
Service:	Educational Supplies: Because you are able to provide materials to help OSY meet desired academic goals

ESL: Academic services that promote an OSY's acquisition of the English Language

Scenario:	Migrant OSY working full time and not able to engage with a GED program. OSY interested in learning English to advance their career goals. You drive student to local community college and help them complete enrollment paperwork.
Service:	ESL: Because you confirmed that OSY indeed connected to Academic services that promote their acquisition of the English Language. Social Work Outreach: OSY received your advocacy and coordination of activities to ensure that they receive full range of services available to them. Transportation: Because you transported this OSY between home and school.

Examples of Reportable Services Continued

Financial Literacy: Academic services that promote an OSY's acquisition of financial concepts and practices.

Scenario:	OSY is unaccompanied and has set a goal to obtain stable housing. He does not speak English but works full time and has a small amount of money saved up for his deposit/first month's on a rental. You help him fill out the housing application and understand the process of applying for housing which requires opening a bank account. You connect him to the local credit union where the staff speak Spanish and can help him obtain a bank account.
Service:	Financial Literacy: Because you help OSY understand financial concepts and practices Life Skills: You are helping OSY with goal setting and acquisition of general life skills. By supporting OSY with understanding of how to obtain and maintain stable housing, these lifelong skills support the ultimate goal of successful social and academic integration.

Health: Screening services to identify physical health, social/emotional, and preliminary dental conditions for referral and treatment which may require additional services so as not to negatively impact a student's education participation.

Scenario:	OSY was stressed and having emotional issues and wanted support with anger management.
Service:	Health: You identified mental health services in the OSY's area, scheduled and attended intake meeting to ensure OSY needs were being met. Conducted follow up with OSY to ensure services were rendered.

Life Skills: 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.

Scenario:	OSY has expressed interest in engaging with positive social activities. Student has been involved with Gangs throughout his childhood. You help connect the student to the Love Project as an opportunity to explore positive social interactions.
Service:	Life Skills: you are helping students with goal setting and acquisition of general life skills Social Work Service: You help connect the student to the Love Project as an opportunity to explore positive social interactions.

Examples of Reportable Services Continued

Non-instructional support: 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.

Scenario:	OSY is credit deficient and will not graduate on time. Youth has been referred to the Open Doors program but needs an age waiver form signed by the administrator in order to enroll in the program.
Service:	Non-Instructional: You connected OSY to district administration, facilitated and attended re-engagement meeting with OSY in order to advocate for youth's enrollment in an alternative learning program.

Social Work Outreach: Coordination of activities with family, teachers, service agencies and other designed to ensure that migrant families receive the full range of services available to them.

Scenario:	OSY expressed that traditional school setting didn't fit their lifestyle and wanted support with continuing their education with support referred to People for People WIOA Youth Program for support with continuing their education and also job/career readiness.
Service:	Social Work Outreach: You connected, facilitated and attended OSY meeting at agency, supporting OSY with enrollment into the program.

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.

Scenario:	OSY successfully connects to Job Corp where they develop career and employment readiness. Giving them a sense of confidence and belonging in the workforce.
Service:	Student Leadership Engagement: Successfully connects to Job Corp where they build supportive networks and develop personal/interpersonal skills.

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 provisions of support services, including health and dental needs.

Scenario:	OSY needs to get a medical application completed by a primary care doctor to attend Washington Youth Academy. You are able to help student schedule the appointment. You coordinate with student to ensure she has a bus pass to get to Community Health Center and successfully connect her to a health service.
Service:	Transportation: You provided coordination to ensure OSY has access to transportation between home and clinic. Health: Screening services to identify physical health, social/emotional, and preliminary dental conditions for referral and treatment which may require additional services so as not to negatively impact a students' educational participation.

HOW TO GET YOUR HIGH DIPLOMA OR GED

RESOURCES

[Open Doors Youth Reengagement](#)



[Is Job Corp Right for Me?](#)



Want to recover up to 8 High School credits in one semester?

[Washington Youth Academy](#) might be for you?

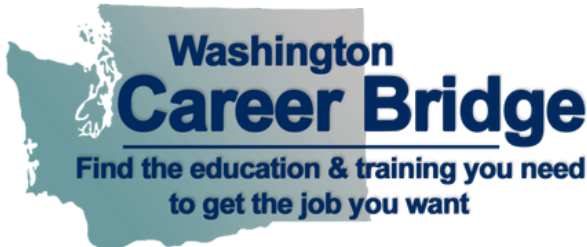


[High School Equivalency Program \(HEP\)](#)



Pathways to Careers

What are some Pathways and Opportunities for your OSY to reach their hopes and dreams?



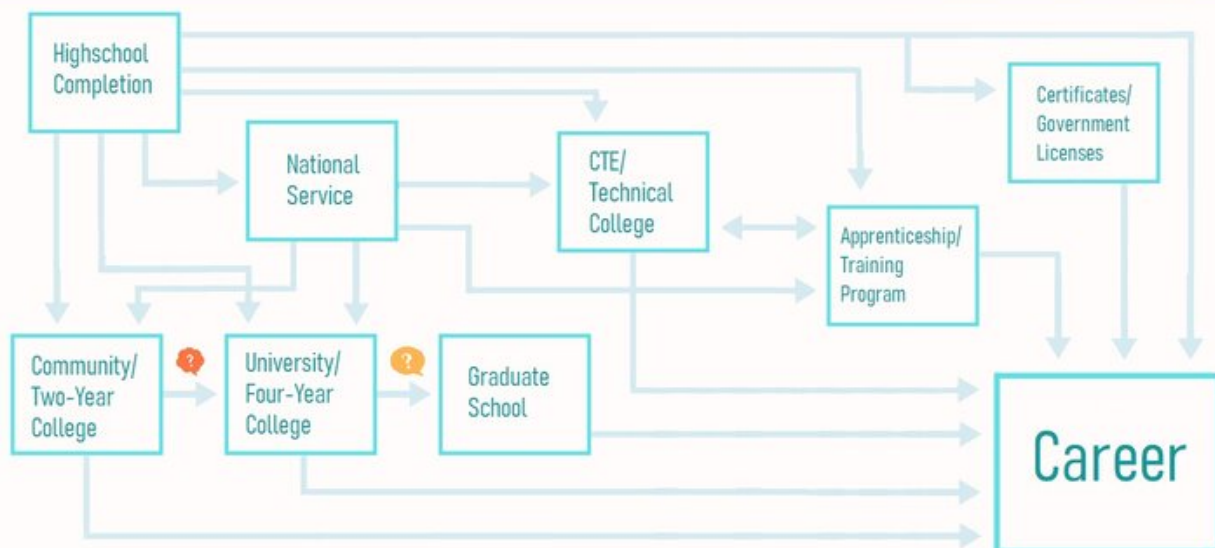
Wondering where to start? Explore careers, Take career quizzes, Research Job Trends, Find Education and Learn ways to pay for education at Washington Career Bridge.

Did you know there is support for migrant youth during their first year of college/ university? Learn more about the [CAMP Program](#).

Ready to learn more about [Washington's 34 community and technical colleges](#)?

Is an [Apprenticeship](#) right for you?

COLLEGE AND CAREER PATHWAYS



? DID YOU KNOW? You can start college at a community college and transfer to a university after two years!

? DID YOU KNOW? Most Graduate schools require you to complete a bachelors degree before they will accept you.

Other career exploration resources have been curated by FuturesNW and can be found [HERE](http://www.futuresnw.org/getting-to-know-you) or <https://www.futuresnw.org/getting-to-know-you>



Health Services





Supporting The Health of Migrant students

The Washington State Migrant Education Health Program helps eligible migrant students and their families gain access to supplemental health and social services free of charge. Supplemental health and social services may be provided by MEP to help meet the identified needs of migratory children for a limited period, until other federal, state, and local programs for which they are eligible become available.

To align with federal guidance, please remember that services rendered must:

1. Support migratory children with their learning need(s);
2. Must not be classified as an ongoing or long-term type of service; and
3. Costs remain necessary, reasonable, and allocable to the MEP.

Printable Resource Corner:

Migrant Health Brochure ([Spanish](#))

Migrant Health Brochure ([English](#))



Migrant Education Health Program Funded Services

- **Coordinate access** to Non-Academic Supplemental Health and Social Services:
- **Identify and Treat Unresolved Health Problems:**
 - For the first time, MEP grant formula to include health funds as a part of the regular allocation. All accepting MEP districts eligible and additional funding dependent on enrollment count
 - 100 or less eligible migrant students = \$1,500
 - 100-400 eligible migrant students = \$2,500
 - 400 or more eligible migrant students = \$4,000

What supplemental health services can my district provide?

[SY 2021-22 Supplemental Program Services and Definitions](#)

Health	<p>Health supports that promote the identification of physical and social/emotional health, which may require additional services and support so as not to negatively impact a student's educational participation. Health supports include but are not limited to:</p> <ul style="list-style-type: none"> • Procuring and/ or preparing for MEP- funded physical exams; • Procuring health services for migrant students • Interacting with parents regarding unresolved health issues and on-going follow-up • Directly funded preventative supplemental health services such as vision exams, sports physicals, immunizations etc. in event of a gap, even temporary, in state/federal programs. • Providing supplemental hygiene kits with appropriate health and safety education on the use of contents; • Providing health education intended to increase the awareness and knowledge of health and safety; • Referral to other health and social/emotional needs; including referrals to drug rehabilitation and gang prevention and follow-up to ensure student accessed the referred services. • Resources osymigrant.org
Dental	<p>Screening services to identify dental health conditions which may require treatment so as not to negatively impact a student's educational participation such as:</p> <ul style="list-style-type: none"> • Dental Disease • Pain • Infection

When should a district cover the cost of supplemental health and social services?

When there is a **delay or lack of availability** from other federal, state, or other local program resources. Such as:

- Local state or federally qualified health care centers- i.e. Medicaid;
- Other basic educational funds
- Mental Health Services
- Other federal educational funds
- Hospital Charity Services (if available in the region/area)
- Faith-based organization- i.e. Catholic Charities (if available in the region/area)
- Community-based organizations: Lions Club Rotary Club, etc.

In addition, supplemental health and social services **must also meet the following criteria.**

- Considered a preventative health service (i.e. non-emergency or long-term requiring ongoing treatment);
- Tied to helping the child meet his or her learning needs;
- Reasonably priced, applied sliding scale reductions offered to migrant eligible youth and families;
- And allocable.



What health services would I report in MSIS?

What are some examples of MEP funded Health Service?

MEP funds may be used to support health and social services, for a student’s ability to engage academically, including:

MEP Health Support	Example:
Supplemental screening examination for vision, hearing, physical or dental	<ul style="list-style-type: none"> • Advocacy provided for migrant youth to obtain vision exam covered by state insurance. • Check and connect ask about their mental health and provide support with referral, appointment, and follow ups
<p style="text-align: center;">Connection to community-based health and social services</p>	<ul style="list-style-type: none"> • Coordinate PPE kits (health kits) from community partners and include a health educational component • Coordinate with community and state partners (Ex:) to provide At- home free COVID-test screenings to migrant students • Collaboration with basic ed nursing supports and student supports to connect family to community resources • Coordinate with “Care Connect” to get family referred to utility bills, food delivery, rent payment and hygiene items.
Supplemental nutritional support beyond state/federal food programs	<ul style="list-style-type: none"> • Connected migrant family in quarantine to delivery of food box from local food bank • Drive through event: MEP Provide temporary migrant funded food boxes for families experiencing delays due to other program wait times (gift cards not allowable)
Interacting with parents regarding unresolved health issues.	<ul style="list-style-type: none"> • Assist newcomers with Apple Health application. so that student can obtain treatment for _____ (ex; cavities, allergies, diabetes, obesity etc.)

Providing health services in my district

Recommended First Step- **“sit down with your FPD and familiarize yourself with health section (page 4) of your iGrant.” Reassess in the event that resources, staff, needs, or funds have changed.** Contact your OSY/Health Coordinator

Partnering Organizations

Who will be your partners in this service? Be specific.



Planned Health Services Offered

What are the supplemental services you are planning to provide in response to identified needs of migrant students in your district?



Coordinating Staff

Who will this outreach be coordinated by? Be as specific as possible. (Ex: This outreach will be led by ____, we plan to hire someone within XX timeframe)



Keep Migrant Out-of-School Youth on Your Radar!

ESD189

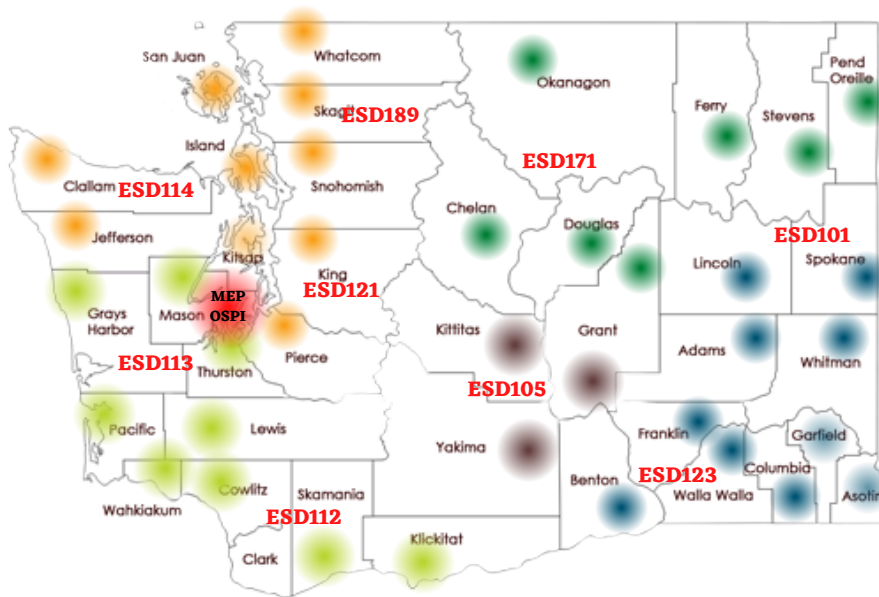


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ESD 189



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MEP
OSPI

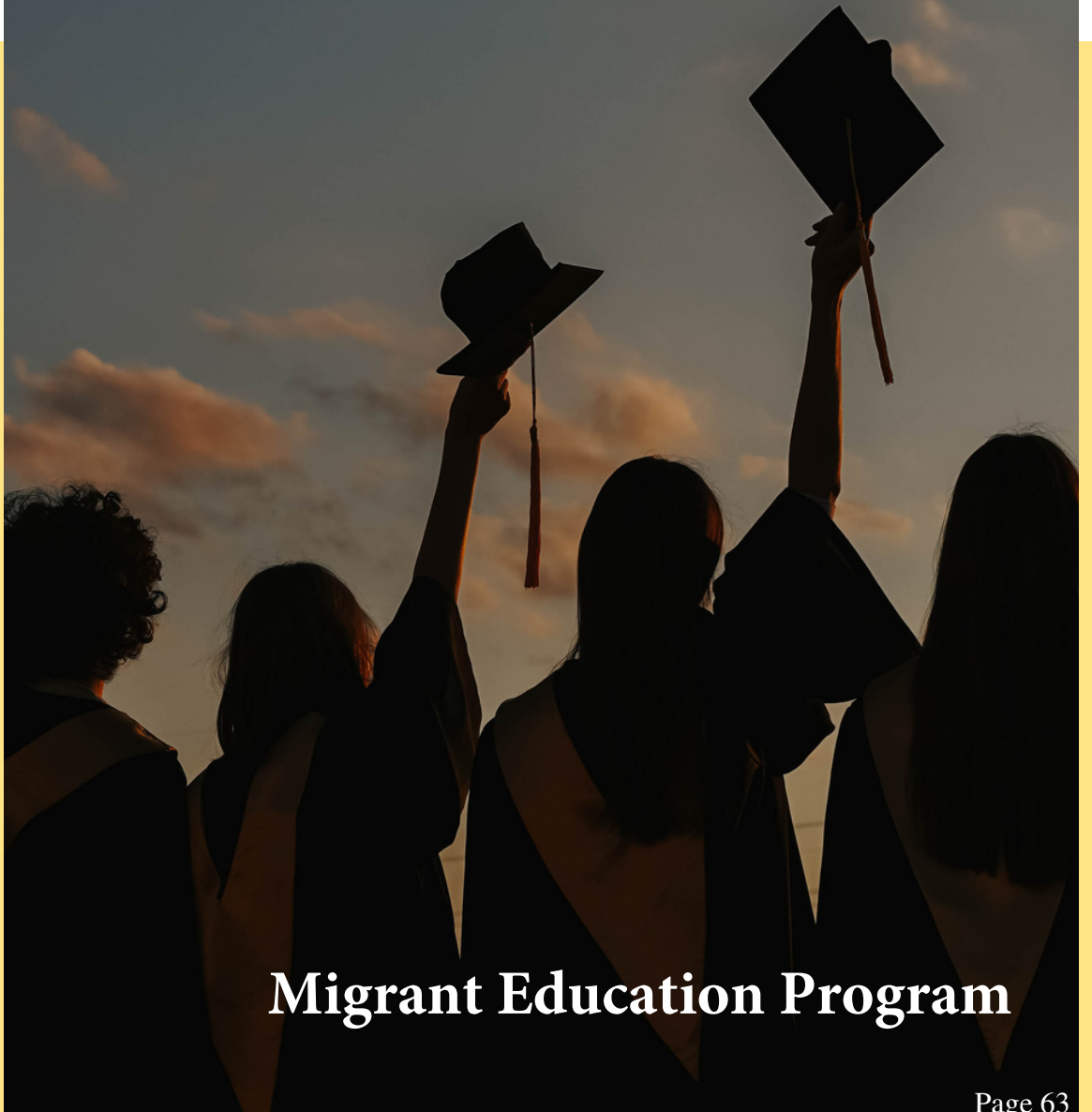


Armando Isais-Garcia
Program Supervisor
Migrant Education Health
Office of Superintendent of Public Instruction
armando.isais-garcia@k12.wa.us

Schedule Technical Assistance:

1:1 regular check-ins with your regional OSY Coordinator can be very helpful in reviewing your OSY cohort and receiving Technical Assistance at any time.

Migrant Student Advocate Guide



Migrant Education Program

**TITLE 1, PART C MIGRANT EDUCATION PROGRAM
MIGRANT STUDENT ADVOCATE
JOB DESCRIPTION**

State Measurable Program Outcome: 4C: By the end of the 2021-2022 performance period, 79% of migratory students in grades 7-12 who received support from MEP-funded educational staff will graduate or be promoted to the next grade level.

GENERAL DESCRIPTION

The migrant student advocate will monitor, connect, coordinate, provide referrals and facilitate the academic and support needs of migrant students with school counselor to successfully transition migrant students to the next grade level, complete high school, and promote the transition to postsecondary education or employment.

THE ADVOCATE WILL:

1. Work with the district's Migrant Education Federal Programs director and school staff to identify and establish program and student goals in alignment with the district's local plan and the State Service Delivery Plan.
2. Provide supplemental support and services focused on meeting the unique needs of migrant students. 1 FTE = 150 students; prioritize PFS (Priority for Service) and Needs students.
3. Coordinate services with other resources migrant students may be eligible and entitled to receive.
4. Coordinate with school counselors to ensure access to all re- engagement of recent drop out and address needs of out of school youth.

REQUIREMENTS:

- High School Diploma or AA
- Experience in an educational or community advocacy-related field.
- Experience working with at-risk migrant students and families.
- Knowledge of secondary school programs and state and local graduation requirements.
- Written and verbal communication skills in English and primary language of target population (e.g., Spanish, Russian, Mixteco).
- Knowledge of basic computer software programs (e.g., Microsoft Word, Excel, PowerPoint, Google Docs, ZOOM).
- Experience working semi-independently and in collaborative teams.
- Human relations, time management, and personal organizational skills.
- Flexible work schedule.
- Be able to travel.

PREFERRED KNOWLEDGE AND SKILLS:

- Knowledge of economic, social, cultural, and psychological factors influencing migrant students.
- Experience working with secondary school aged migrant students in an educational setting.
- Knowledge of school and community resources available to migrant students and families, including technical education, career awareness, and postsecondary education opportunities.

MAJOR RESPONSIBILITIES

- 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.
- 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.
- Work with school counselor and selected students to develop student plans/goals that lead to a successful transition to the next grade level and postsecondary education or employment.
- Coordinate access to services available through school district and/or community to reduce and/or eliminate identified barriers.
- Develop and maintain a migrant youth caseload and provide direct non academic supplemental services.
- Coordinate access to services available through school district, ESD partners and/or community that strengthen communication, self-advocacy, and leadership skills.
- Facilitate access to school counselor and teaching staff regarding academic needs, including class scheduling to ensure access to required courses for graduation and transition to postsecondary education or employment.
- Facilitate understanding by student and family of district requirements toward graduation, including High School and Beyond Plan.
- 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.
- Conduct home visits in coordination with counselor, teacher, or other administrator to strengthen home-school connection and student engagement.
- Participate in professional development opportunities to strengthen skills in working with at-risk migrant students including motivational techniques and reporting requirements.

MSA FTE and Student Caseload

MSA Caseload Formula

1 FTE or 40hrs a week= 150 students
 .75 FTE or 30hrs a week=112 students
 .50 FTE or 20hrs a week=75 students
 .25 FTE or 10hrs a week= 37.5 students
 Follows lead of administrator; monitors academic progress; may work with students in small group format; facilitates access to services

Priority 1: Academic Guidance

Develop mentor relationship with student caseload to facilitate needs of migrant students and their families. Work with school counselor and selected students to develop student plans/goals and class scheduling that ensure access to a successful transition to the next grade level, graduation, and transition to postsecondary education or employment.

Priority 2*: Non-Academic Guidance

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 the next grade level, graduation, or postsecondary opportunities or employment.

Priority 2*: Career Education and Postsecondary Preparation

Facilitate or coordinate access to activities/resources that will promote college and scholarship access and opportunities, student participation in career education programs, job internship, and awareness of vocational/technical programs.

Priority 3*: Student Leadership/Engagement

Coordinate or facilitate access to activities and resources that will strengthen communication, self-advocacy, access to extracurricular activities, leadership skills.

Priority 3*: Social Work/Outreach

Coordinate access to services to reduce and/or eliminate barriers for migrant students. Leverage school and community services to meet the needs of students and make referrals to services that facilitate migrant family access.

The Migrant Student Advocate (MSA) Caseload is very important as you begin to become familiar and identify the migrant students you will be working with. First step, know how much Full Time Equivalency (FTE) you are allocated to your MSA position by contacting your Federal Program Director (FPD). FTE caseload formula below for reference. The Students Needs Assessment Report (SNA) is also very important as it will help you identify your caseload by PFS and Needs Students. We will walk you through the SNA report below.

Where can I find the Student Needs Assessment on MSIS?



1. Log on to MSIS
2. Click the Quick-Link Menu
3. Hover above FPD tab
4. Select the Student Needs Assessment (last report)

MSA FTE and Student Caseload

Run the SNA Report

Once you are in the SNA Data screen, select your building you are working in and or also, maybe all buildings if you are serving in multiple buildings. Then click Run Report.

Select District:

Building:

School Year:

Show:

Order List By:

Print Paper Size:

Select Columns to Display:

To the right, is an example of the excel SNA report that you will open when you run the report, containing all the data of all your identified migrant students.

Excel Snip of SNA

Student District	District Title	Co-Enrollment	School Agency ID	Enrolling School	Migrant Student ID	State Student ID	Student Last Name	Student First Name			
Smarter Balance — English Language Arts (ELA) is reported under Reading for the 14-15 SY.											
Student Data											
Homeless Risk Point	Had a Covid Move	Covid Move Risk Point	Unresolved Coursework in MIS	Credit Deficiency	Credit Deficiency Risk Points	Moved within 1 Yr	Identified as Dropout	Assessment Risk Points	Other At Risk Score	PFS	Other Ed Service

Excel Sorting SNA Report by Columns



Please Sort & Filter your excel report by PFS. Click the Sort

Filtering MSIS Student Needs Assessment

It is important to also notice that you can run the Student Needs Assessment by filtering out data you are only interested in. The way to perform this is by going into the Student Needs Assessment window as mentioned in [page 42](#) and then clicking at the bottom tab: Select Columns to Display as seen in picture 1. Once you do this, you should get a list of all the possible filters as shown below in the second picture. For example, if you want to only filter out your report by PFS, Credit Deficiency and Identified as Drop out, only select those three boxes and Run the report. We encourage you to play and learn this report. ESDs conduct training on this report early fall but always feel free to reach out for support.

Filtering SNA Report: Interested Columns Only

Filtering SNA Report

Select District:

Building:

School Year:

Show:

Order List By:

Print Paper Size:

Select Columns to Display:

All Selected Fields will appear in the report.

<input type="checkbox"/> Enrolling School	<input type="checkbox"/> Migrant Student ID
<input type="checkbox"/> State Student ID	<input type="checkbox"/> Student Last Name
<input type="checkbox"/> Student First Name	<input type="checkbox"/> Student Birthdate
<input type="checkbox"/> Student Gender	<input type="checkbox"/> Withdrawal Date
<input type="checkbox"/> Enrollment Grade Level	<input type="checkbox"/> Most Recent Qualifying Arrival Date (QAD)
<input type="checkbox"/> Retained	<input type="checkbox"/> Retained Risk Points
<input type="checkbox"/> Grade Age Compatible	<input type="checkbox"/> Grade Age Risk Points
<input type="checkbox"/> Grade Level of Most Recent State Reading/ELA Test	<input type="checkbox"/> Level Score of Most Recent State Reading/ELA Test
<input type="checkbox"/> Raw Score of Most Recent Reading/ELA Test	<input type="checkbox"/> School Year of Most Recent Reading/ELA Test
<input type="checkbox"/> Reading/ELA Test Required	<input type="checkbox"/> State Reading/ELA Test Risk Points
<input type="checkbox"/> Grade Level of Most Recent Writing Test	<input type="checkbox"/> Level Score of Most Recent Writing Test
<input type="checkbox"/> Raw Score of Most Recent Writing Test	<input type="checkbox"/> School Year of Most Recent Writing Test
<input type="checkbox"/> Writing Test Required	<input type="checkbox"/> State Writing Test Risk Points
<input type="checkbox"/> Grade Level of Most Recent Math Test	<input type="checkbox"/> Level Score of Most Recent Math Test
<input type="checkbox"/> Raw Score of Most Recent Math Test	<input type="checkbox"/> School Year of Most Recent Math Test
<input type="checkbox"/> Math Test Required	<input type="checkbox"/> State Math Test Risk Points
<input type="checkbox"/> Grade Level of Most Recent Science Test	<input type="checkbox"/> Level Score of Most Recent Science Test
<input type="checkbox"/> Raw Score of Most Recent Science Test	<input type="checkbox"/> School Year of Most Recent Science Test
<input type="checkbox"/> Science Test Required	<input type="checkbox"/> State Science Test Risk Points
<input type="checkbox"/> WaKids Ready for K	<input type="checkbox"/> WaKids Risk Points
<input type="checkbox"/> Level ELPA21 Overall Score	<input type="checkbox"/> ELPA21 Risk Points
<input type="checkbox"/> Bilingual Risk Points	<input type="checkbox"/> Attendance
<input type="checkbox"/> Attendance Risk Points	<input type="checkbox"/> Enrollment Days Count
<input type="checkbox"/> Enrollment Count Risk	<input type="checkbox"/> Received Special Education Services
<input type="checkbox"/> Special Education Risk Points	<input type="checkbox"/> Identified as Homeless
<input type="checkbox"/> Homeless Risk Point	<input type="checkbox"/> Had a Covid Move
<input type="checkbox"/> Covid Move Risk Point	<input type="checkbox"/> Unresolved Coursework in MSIS
<input type="checkbox"/> Credit Deficiency	<input type="checkbox"/> Credit Deficiency Risk Points
<input type="checkbox"/> Moved w/in 1 Yr	<input type="checkbox"/> Identified as Dropout
<input type="checkbox"/> Assessment Risk Points	<input type="checkbox"/> Other At Risk Score
<input type="checkbox"/> PFS	<input type="checkbox"/> Other Ed Service

**** Data Available in Excel Spreadsheet Only**

**** This report will run on Excel 2002 and all subsequent versions. If you have trouble viewing this report, please contact Alvina Ocegueda at the MSDRS office.**

Consolidated Program Review (CPR)

The CPR is mandatory record keeping per federal and state guidance specifically for Federal Educational Programs like the Migrant Education Program. OSPI will come out and conduct audits per federal program. This section contents CPR record keeping responsibilities specific to the MSA, to the migrant education program. We recommend creating a binder with tabs of each section so that you can provide this binder to your Federal Program Director when requested with evidence requested.

Item #	Description	Evidence	Determination
3.3	<p>Professional Learning All LEA employees, including staff who provide ancillary support, have received professional development to enhance their ability to understand and appropriately respond to the needs of migratory students. Sec 1304(c)(7) (B).</p>	<p>LEA and Building Level A. Note the date(s) in which training to all school personnel occurred that focused on understanding the migratory student lifestyle and migratory patterns of the local educational agency and strategies to address the identified needs. B. Provide a professional learning calendar that reflects the items the LEA indicated it would provide in the approved grant application. C. Provide a copy of sign-in sheets (for professional development provided within the LEA). D. Provide a sample copy of the participant evaluation and examples of ways the school building’s staff have adjusted their services to migratory students</p>	<ul style="list-style-type: none"> • Compliant • Action Plan Approved • Evidence Needed • Noncompliant • N/A • N/A – Limited
3.6	<p>MGS and/or MSA Activities The LEA’s Migrant Education Program Graduation Specialist and/or Student Advocate ensure services provided meet the identified needs of migrant students, including dropout, in alignment with state developed job descriptions. Sec 1304(b) (1).</p>	<p>LEA Level Student Advocate C. Documentation of selection process and log activity sheet demonstrating staff is meeting the identified needs of migrant students including Priority for Service, dropouts, out-of-school youth, migratory students</p>	<ul style="list-style-type: none"> • N/A – Limited
3.9	<p>High School Graduation The LEA provides wrap around support for migratory secondary-age students with multi-tiered systems of support. State Service Delivery Plan 2017–2020</p>	<p>LEA Level A. Provide the percentage of migratory students on course to graduate within their expected year of graduation. B. Provide the percentage of migratory students Grades 9–12 receiving MEP program services. C. Describe the multi-tiered systems of support provided to high school migratory students to ensure their migratory lifestyle does not adversely impact their credit accrual toward graduation requirements.</p>	<ul style="list-style-type: none"> • Compliant • Action Plan Approved • Evidence Needed • Noncompliant • N/A • N/A – Limited

Reporting

MSIS Online Reporting Tool

This online tool is used for you to report your direct services to migrant students through your Migrant Student Advocate position. The services you provide should be aligned to what was approved on the iGrants 206 application. You can find the 2020-2021 Supplemental Program Services Definitions under the Non Academic Supplemental Program Services section of the document. How often should you report your services online? We highly recommend that you complete once a week or every other week so that you do not fall behind in your reporting.



Below are the Services without the definitions

- Educational Supplies
- Career Education and Postsecondary
- Non-Instructional Support
- Technology
- Health
- Dental
- Social Work/ Outreach
- Student Leadership
- Transportation

Comments v.s Notes

Although there is a 200 character limit on the Online reporting tool, please make sure comments are brief and to the point, comments on the reporting tool are accessible to anyone on MSDRS and are required to document services according to the applied iGrant. Notes for your own records can include as much detail as you need, as those are for your own use when working with students. Example is provided below.

History:				Submit Query
Date	Service	Entered By	Comments	
06/15/2020	DENTAL	ALVINA	Test Dental Services talked to parents will follow up with dentist Edit	
06/12/2020	NON_INST	ALVINA	test Non instructional! Edit	
06/03/2020	TRANSPORTATION	ALVINA	Test Transportation for student to the local college Edit	

Your Service data will display below in the students "History"

Examples of Services per Supplemental Service in the Elementary, Middle School and High Schools Levels.

These examples are to help you get started and hopefully, spark new creative ideas on services under each supplemental service. We encourage you to think outside the box in servicing migrant youth, specific to your services being additional to what the district is already providing. The Non-Academic Supplemental Services Definition document found on [page 11](#), is your guide to services. If you have any questions always reach out to your ESD Migrant Education Team.



Elementary Supplemental examples

Career Education and Postsecondary	Kindergarten readiness transition activities for preschoolers Transition Activities to prepare students for Middle School, for example taking a trip to the library/lunchroom etc.
Educational Supplies	Hand out supply kits throughout the year. Provide supplies during Back to school event. Provide additional supplies that are not already available to other students such as backpacks, calculators, notebooks etc. Deliver needed Technology Additional homework for students that need to be quarantined.
Health	Telephone calls to the families to find out when their last physical exam and eye exam was Offer to assist in making appointments Send out appointment reminders Assist in finding a Clinic Mental Health Access/Guidance/Support
Dental	coordinate services with SmileMobile to provide access to services Telephone calls to the families to find out when their last dental exam was Offer to assist in making appointments Send out appointment reminders Assist in finding a Clinic
Social Work / Outreach	Maintain constant collaborative efforts with service providers via consortium meetings Connect students' needs with services such as food banks, housing assistance, Utilities assistance
Student Leadership	Encourage participation in sports, student clubs, student field trip opportunities.
Transportation	Providing transportation through Migrant funds for field trips, purchasing bus passes with local transportation office.
Non Instructional Support	Analyze grades on Skyward and establish a plan to identify support needed
Technology	Provide Chromebooks as needed

Middle School Supplemental examples

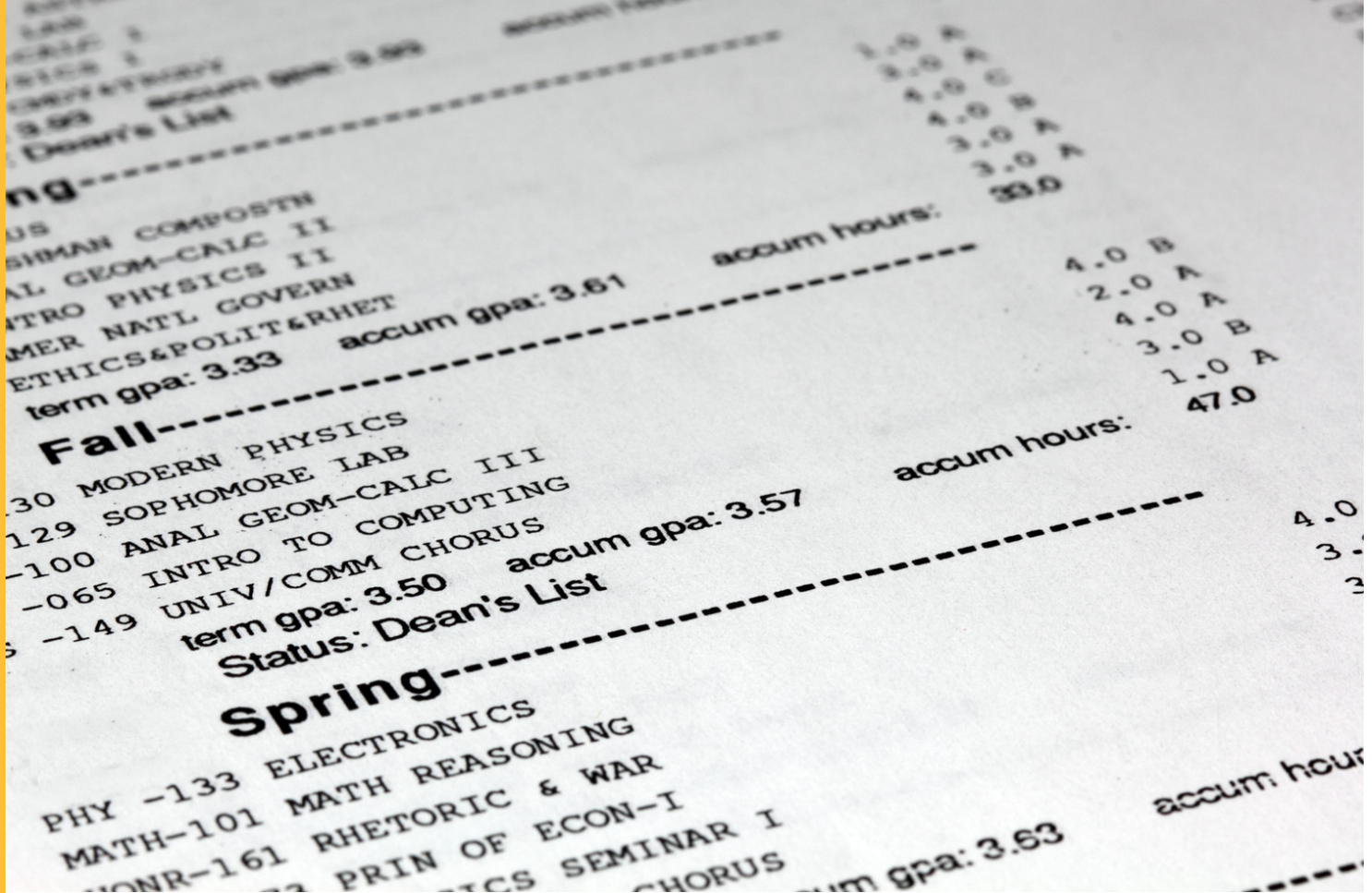
Career Education and Postsecondary	College and Career fair exposure, individualized support in job seeking and resume building. College and technical program campus visits.
Educational Supplies	Necessary supplies needed for school for example: Pens, pencils, backpacks, binders, posters, journals, Items that are needed for classwork.
Health	Collaborating with Migrant Nurse to help with needs of student. providing resources needed for families like. thermometers, masks, sanitizers, sunscreen, deodorant, laundry soap and healthy hygiene tips.Mental Health Access/Guidance/Support
Dental	Help families find dental offices, provide toothbrushes, toothpaste and dental floss with information on the importance of good dental hygiene practices.
Social Work/Outreach	Connecting/referring students to outside resource for counseling
Student Leadership	Encourage participation in extracurriculars like, ASB, Athletics, community service clubs, Latino Club, Migrant Student and student leadership clubs and sports activities through the school.
Transportation	Providing transportation through Migrant funds for field trips, purchasing bus passes with local transportation office.
Non Instruction Support	Assessing records like attendance and grades. Check ins with students to capture needs.
Technology	Providing laptops through Migrant funds for students to check out, providing hot spots through migrant funds for students to check out.

High School Supplemental Example

Career Education and Postsecondary	College and Career fair exposure, individualized support in job seeking and resume building. College and technical program campus visits, Applying for colleges/trades and completing a High School and Beyond Plan & Graduation Pathway.
Educational Supplies	Necessary supplies needed for school for example: Pens, pencils, backpacks, binders, posters, journals, Items that are needed for classwork.
Health	Collaborating with Migrant Nurse to help with needs of student. Providing resources needed for families like. thermometers, masks, sanitizers, sunscreen, deodorant, laundry soap and healthy hygiene tips.
Dental	Help families find dental offices, provide toothbrushes, toothpaste and dental floss with information on the importance of good dental hygiene practices.
Social Work/Outreach	Connecting/referring students & families to outside resource for counseling
Student Leadership	Encourage participation in school clubs like, ASB, Athletics, community service clubs, Latino Club, Migrant Student Club, FBLA, FFA, student leadership clubs and Summer opportunities.
Transportation	Providing transportation through Migrant funds for field trips, purchasing bus passes with local transportation office.
Non Instruction Support	Assessing records like attendance and grades. Check-ins with students to capture needs.
Technology	Providing laptops through Migrant funds for students to check out, providing hot spots through migrant funds for students to check out.

Tips:

- Connect to the High School and beyond Plan (HSBP) protocol in your respective district.
- Provide additional/extra support to students that need it to understand their role to the HSBP
- Get a copy of HSBP for each migrant student you are working with
- Explore the HSBP with student at the end of each quarter/semester and support/revise as needed
- Find opportunities to connect students guardian to support students HSBP



High School Transcripts

MSA in collaboration with School Counselors, will assess any high school transcripts Migrant students bring when joining public schools using a guide created by the Mexican Education Ministry and our Migrant Education Program

Mexican Transcript Course Title	WA State Transcript Course Title	Course Equivalency	Graduation Credit Met	Subject
Matemáticas I	Algebra I	1	1	Math
Matemáticas II	Algebra II	1	1	Math
Matemáticas IV	Pre-Calculus	0.5	0.5	Math
Cálculo Diferencial e Integral I	Calculus IA*	0.5	0.5	Math
Cálculo Diferencial e Integral II	Calculus IB*	0.5	0.5	Math
Matemáticas III	Geometry	1	1	Math
Estadística Descriptiva e Inferencial I	Statistic IA	0.5	0.5	Math
Estadística Descriptiva e Inferencial II	Statistic IB	0.5	0.5	Math
Geografía	Advanced Earth Science*	0.5	0.5	Science
Ciencia de la Salud I	Anatomy and Physiology*	0.5	0.5	Science
Biología I	Biology IA	0.5	0.5	Science
Biología II	Biology IB	0.5	0.5	Science
Química I	Chemistry IA	0.34	0.34	Science
Química II	Chemistry IB	0.34	0.34	Science
Química III	Chemistry IC	0.34	0.34	Science
Ecología	Ecology and Biology*	0.5	0.5	Science
Física I	Physics IA	0.34	0.34	Science
Física II	Physics IB	0.34	0.34	Science
Física III	Physics IC	0.34	0.34	Science
Física Moderna I	Advanced Physics IA*	0.5	0.5	Science
Física Moderna II	Advanced Physics IB*	0.5	0.5	Science
Métodos de Investigación I	Science Methods Research IA (* & **)	0.34	0.34	Science
Métodos de Investigación II	Science Methods Research IB (* & **)	0.68	0.68	Science

Mexican Transcript Course Title	WA State Transcript Course Title	Course Equivalency	Graduation Credit Met	Subject
Historia de México I (History of Mexico I)	Advanced World History IA (* & **)	0.5	0.5	Social Studies
Historia de México I (History of Mexico II)	Advanced World History IB (* & **)	0.5	0.5	Social Studies
Filosofía I	Philosophy IA (* & **)	0.5	0.5	Social Studies
Filosofía II	Philosophy IB (* & **)	0.5	0.5	Social Studies
Economía I	Economics IA*	0.5	0.5	Social Studies
Economía II	Economics IB*	0.5	0.5	Social Studies
Sociología I	Sociology IA	0.5	0.5	Social Studies
Sociología II	Sociology IB	0.5	0.5	Social Studies
Antropología I	Anthropology IA (* & **)	0.5	0.5	Social Studies
Antropología I	Anthropology IB (* & **)	0.5	0.5	Social Studies
Taller de Lectura y Redacción II	Native Spanish 3A*	0.5	0.5	World Lang.
Taller de Lectura y Redacción II	Native Spanish 3B*	0.5	0.5	World Lang.
Literatura I	Native Spanish 4A*	0.5	0.5	World Lang.
Literatura II	Native Spanish 4B*	0.5	0.5	World Lang.
Taller de Análisis de la Comunicación I	Native Spanish 5A*	0.5	0.5	World Lang.
Taller de Análisis de la Comunicación I	Native Spanish 5B*	0.5	0.5	World Lang.
Ciencia de la Salud II	Health	0.5	0.5	

Mexican Transcript Course Title	WA State Transcript Course Title	Course Equivalency	Graduation Credit Met	Subject
Redes	Network Analysis	1	1	Technology
Base de Datos I	Database IA	0.5	0.5	Technology
Base de Datos II	Database IB	0.5	0.5	Technology
Laboratorio de Informatica I	Office User Specialist	0.5	0.5	Technology
Laboratorio de Informatica II	Office Specialist	0.5	0.5	Technology
Contabilidad I	Accounting IA and Bookkeeping	0.34	0.34	Technology
Contabilidad II	Accounting IB and Bookkeeping	0.34	0.34	Technology
Contabilidad III	Accounting IC and Bookkeeping	0.34	0.34	Technology

Contact your Regional ESD for any technical assistance or supports.

ESD189



Enrique Lopez

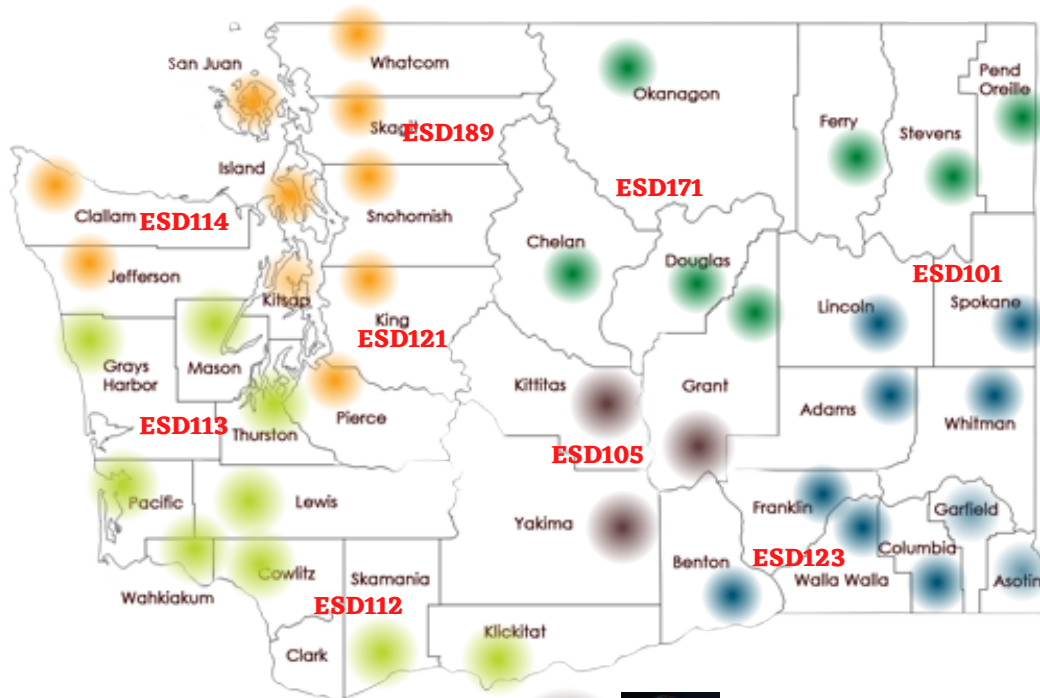
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ESD171



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ESD123



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Schedule Technical Assistance: 1:1 regular check-ins with your regional Family and Student Engagement Coordinator. Check your local ESD for Professional Development opportunities, NEW MSA trainings, please fill free to contact for Technical Assistance at any time.