

Together we can make a difference!

Secondary Education for Migrant Youth

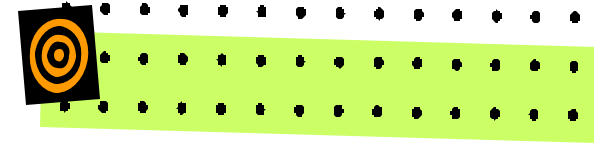
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"Giving migrant students a piece of the American  
Dream...*the opportunity to succeed.*"



# Migrant Students Need Counselor and Instructor Intervention in Order to Graduate!

## WHAT IS THE PROBLEM?

Many migrant students are not graduating from high school.



- Students may not complete a full term in school because of their mobility. Migrant students may leave before the end of a semester term or enroll late in a semester, therefore, not receiving credit for the full term.

- Inconsistencies in local policy and practice between schools makes it difficult for educators in each school attended to share the responsibility to improve the graduation rate

of mobile migrant students. In addition to falling behind age-level classmates in credits, the student who started work in one school is likely to be required to repeat those same classes from the beginning in a subsequent school.

- Mobile students may feel disenfranchised in their new communities and schools.

## WHAT ARE THE CHALLENGES?

The historical practice of documenting exit grades\* on a withdrawal form is beneficial, but may not always meet the unique needs of high school migrant students.

- Exit grades may be valid only for the grading period in which they were issued. A migrant student who is unable to re-enroll in any school in that grading period may lose credit for prior class work.

\*Percent or letter grade given by the teacher to signify the quality of work completed up to the time of departure from the class.

Thank you for helping educators increase the graduation rate of migrant youth throughout Washington State! Academic achievement aligned with WASL requirements and supported by full or partial credit and/or proof of competency is critical for migrant students in our state.

The Office of Secondary Education for Migrant Youth can help you make a difference in the lives of secondary migrant youth in your district. Contact us for more information on partial credit. Additional SEMY services include:

- Professional development for secondary level educators
- Student leadership curriculum
- Credit retrieval through the PASS (Portable Assisted Study Sequence) Program

***PASS curriculum is packaged into 5 self-contained units. Complete course descriptions including scope and sequence are available at [www.semy.org](http://www.semy.org)***

**Call SEMY at (888) 727-7123 or your nearest Migrant Education Regional Office at ESD 105, 171 or 189**

## Strategy # 3—Combination of Classroom Hourly Seat Time and PASS

Grant credit by combining classroom seat time and performance with an alternative partial credit retrieval program such as PASS. This strategy works for semester/trimester schools.

Seat Time	Credit Earned	PASS Program Units Needed
75-90 hrs	.5	0
74-50 hrs	.33	2 Units
49-37 hrs	.25	3 Units
36-20 hrs	.13	4 Units
19-1 hrs	0	5 Units

### YOUR SERVICES ARE APPRECIATED!

Making the right placement decision, accessing MSIS information, talking to sending schools about curriculum, and granting partial credit is not always easy!

Your efforts are greatly appreciated!



With just a few essential accommodations, migrant students who attend high school in your district are less likely to drop out. When you provide credit for the work they have completed, migrant students have a realistic chance to graduate.

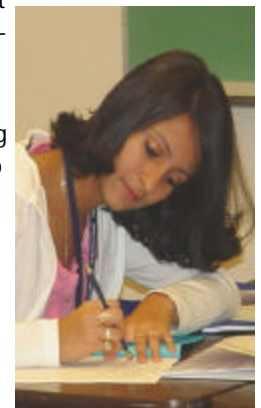
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## WHAT ARE THE CHALLENGES? (cont.)

- While a student may be performing A, B, C, or D work at time of departure, teachers may issue a grade of 'F' for failing to complete the entire term in her/his class.
- Processing a withdrawal form is often initiated by the parent's withdrawal of the child from school. Migrant families following crop cycles may move on short notice in response to weather patterns and/or word-of-mouth employment opportunities. Formally withdrawing children from school takes time these families may not have. Here is a classic scenario: departure—no withdrawal form—no exit grades forwarded to next school attended—no unresolved coursework reported in MSIS—no credit.
- A student who moves in and out of multiple schools may not attend important orientations nor receive essential information available at his/her school, such as:
  - career exploration opportunities;
  - clubs, sports and other extra curricular activities;
  - culminating project and local graduation requirements, including the total number of credits necessary to graduate;
  - their school's plan to help him/her develop a 'High School and Beyond' plan to include enrollment in challenging course materials, support to pass the WASL, and preparation for postsecondary education.

The above challenges can have a devastating effect on motivation of the migrant student to persist in school, earn credits, pass tests and graduate!

But, there's hope...



## SOME PROVEN SOLUTIONS

Nurture Informed Students and Make Informed Placement Decisions A counseling session to help the student build his/her portfolio, and determine his/her graduation plan and postsecondary goals is a priority.

Fully informed placement decisions greatly affect the student's future. At time of placement, refer to previous credit granted and *unresolved* coursework reported in the Migrant Student Information System (MSIS) and on transcripts. Report data to MSIS to help the next educator. A sample withdrawal form for use in transferring and reporting withdrawal grades is available at: [www.msdr.org/resources/sample.xls](http://www.msdr.org/resources/sample.xls).

Train Parents and Students to Become Self Advocates Utilize local resources (motivation/leadership training, parent involvement, informational workshops, etc.) to provide training for students and parents so that they advocate for themselves and are up to date on current status of credits and graduation requirements. Discuss the value of becoming involved in school and the community.

Help parents become aware of the impact that absences has on credit accrual. Provide training on 'what to do when you move to a new school' with emphasis on student achievement, attendance, informing the school of prior work and the need to accrue credits, pass the WASL and graduate. Explain why it is important to get credit for partial term work. A related bilingual handout in Spanish and English is available at SEMY and at: [www.semy.org](http://www.semy.org).

Make Up Credit and Consolidate Work Any unresolved coursework or partial credit can be consolidated with credits earned through regular school placement, summer school or credit retrieval programs like PASS. Talk to sending school counselors about course equivalencies.

### Issue Partial Credit or Credit for Competency

Schools use different methods of granting credit. The following strategies are implemented effectively in Washington schools.

#### Strategy # 1—Weekly Seat Time

Schools grant credit by rounding out the seat time based on weekly attendance and student performance. If student is borderline 8th or 17th week, teachers will work to assign homework so that student receives partial or full credit. This is done on a case-by-case basis.

Seat Time	Credit Earned	Remaining Credit Needed
0-8 weeks	0 credit	.5
9-17 weeks	.25 credits	.25
18 weeks	.5 credits	0

#### Strategy # 2—Enroll in PASS as Credit Retrieval for Full or Partial Credit

This strategy is based on enrollment only in PASS for credit retrieval.

Seat Time	Credit Earned	Enroll in PASS
90 hours	.5	5 units
72 hours	.4	4 unit
54 hours	.3	3 units
36 hours	.2	2 units
18 hours	.1	1 units

*A student's mobility and his/her graduation plan is taken into consideration in ALL strategies.*