**Priority for Service (PFS) Action Plan**

**for Migrant Students**

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. 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 are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

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| **Priority for Service Criteria** |
| Grades 3-12,Ungraded (UG) orOut of School (OS)  | * Who have made a qualifying move within the previous 1-year period;

AND* Have failed one or more of the state assessments (TAKS/STAAR/EOC), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
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| Grades K-3 | * Who have made a qualifying move within the previous 1-year period;

AND* Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or
* For students in grades K-2, who have been retained, or are overage for their current grade level.
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The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

***NOTE:*** *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

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| **School District:** | **Priority for Service (PFS) Action Plan** | **Filled Out By:**  |
| **Region:** | **School Year: 20\_\_\_ - 20\_\_\_** | **Date:** |

***Note:*** *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Pan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).*

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| **Goal(s):** | **Objective(s):**  |

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| Required Strategies | **Timeline** | **Person(s) Responsible** | **Documentation** |
| **Monitor** the progress of MEP students who are on PFS. |
| * Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services**.**
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| * Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
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| Additional Activities |
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| Required Strategies | **Timeline** | **Person(s)****Responsible** | **Documentation** |
| **Communicate** the progress and determine needs of PFS migrant students. |
| * During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.
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| * During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.
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| * During the academic calendar, the district’s Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.
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| Additional Activities |
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| **Provide** services to PFS migrant students. |
| * The district’s Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.
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| * The district’s Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.
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| * The district’s Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.
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| Additional Activities |
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 **LEA Signature Date Completed ESC Signature Date Received**