

# 2020-2021 PFS Implementation Process

*September 24, 2020*

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DIVISION OF INSTRUCTIONAL SUPPORT | OFFICE OF SCHOOL IMPROVEMENT,  
ACCOUNTABILITY AND COMPLIANCE | MIGRANT EDUCATION PROGRAM



# Virtual Norms

- ❑ Check in - Workshop # - 154916

Code: Migrant



- ❑ Stay on MUTE
- ❑ Enter questions on CHAT.
- ❑ Underlined words/phrases contain links.

***ZOOM is being RECORDED***

# Purpose

To equip MEP staff with guidance and resources to engage in the PFS Implementation Process



# Objectives



Understand major components

Make strategic connections

Apply your knowledge

Demonstrate your understanding



# Agenda

**Background**

**Overview**

**Action Plan**

**PFS Process**



# Background

# Policy and Guidance



Title I Part C

ESSA

Title I Part C  
Program  
Compliance

Title I Part C  
E Grant



# Priority for Service



In providing services with funds received, 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.

K-3	3-12 AND UG	7-12, OS AND UG
Qualifying Move During the Previous or Current Reporting Period	Qualifying Move During the Previous or Current Reporting Period	Qualifying Move During the Previous or Current Reporting Period
Plus (+) 1 of the following	Plus (+) 1 of the following	Plus (+) 1 of the following
<ul style="list-style-type: none"> <li>• LEP/EL</li> <li>• Overaged</li> <li>• Retained</li> </ul>	<ul style="list-style-type: none"> <li>• Failed</li> <li>• Absent</li> <li>• Exempt</li> <li>• Not Enrolled</li> <li>• Not Tested</li> <li>• At Risk of Failing</li> </ul>	<ul style="list-style-type: none"> <li>• Drop out Indicator</li> </ul>





# PFS & STAAR Exemption



## Assessment Guidance

(512) 463-9000

[disasterinfo@tea.texas.gov](mailto:disasterinfo@tea.texas.gov)

[tea.texas.gov/coronavirus](https://tea.texas.gov/coronavirus)

### 3. What assessments have been cancelled for this school year?

Academic assessment requirements are suspended for the remainder of the 2019–2020 school year. This includes all STAAR assessments including tests for grades 3-8, end-of-course (EOC) assessments, and STAAR Alternate 2 tests.

UPDATED  
05/26/20

**What is the impact of STAAR Exemptions?**

**You will be sent to the breakout room and discuss this question with your group. Upon return you will be able to share responses in the chat.**



# PFS NGS Criteria



Test Date: April 13, 2019

Test Date: April 13, 2019

Aug. 1, 2018

Aug. 31, 2019 | Aug. 1, 2019

Aug. 31, 2020



Previous Year ( 2018-2019)

Failed Test

Current Year (2019-2020)

Exempt

Based on this scenario, would a student be flagged for PFS on NGS if the child **did not test** during the Exemption period in 2019-2020, but failed in 2018-2019?



Will a child who is 2020 EXEMPT with a 06/18/20 QAD appear on the PFS Report?



1

**YES**

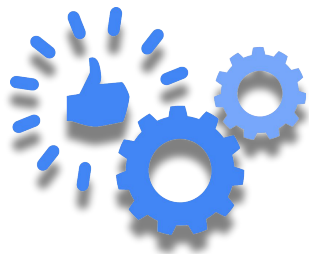
2

**NO**



# Implementation Process

# Key Understandings



**Coordination**



**Procedures**



**Knowledge**



**Interpretation**

# PFS District Responsibilities



PFS Action Plan

**Monthly PFS District Report**

Individual PFS Student Plans

**Monitoring of PFS services**

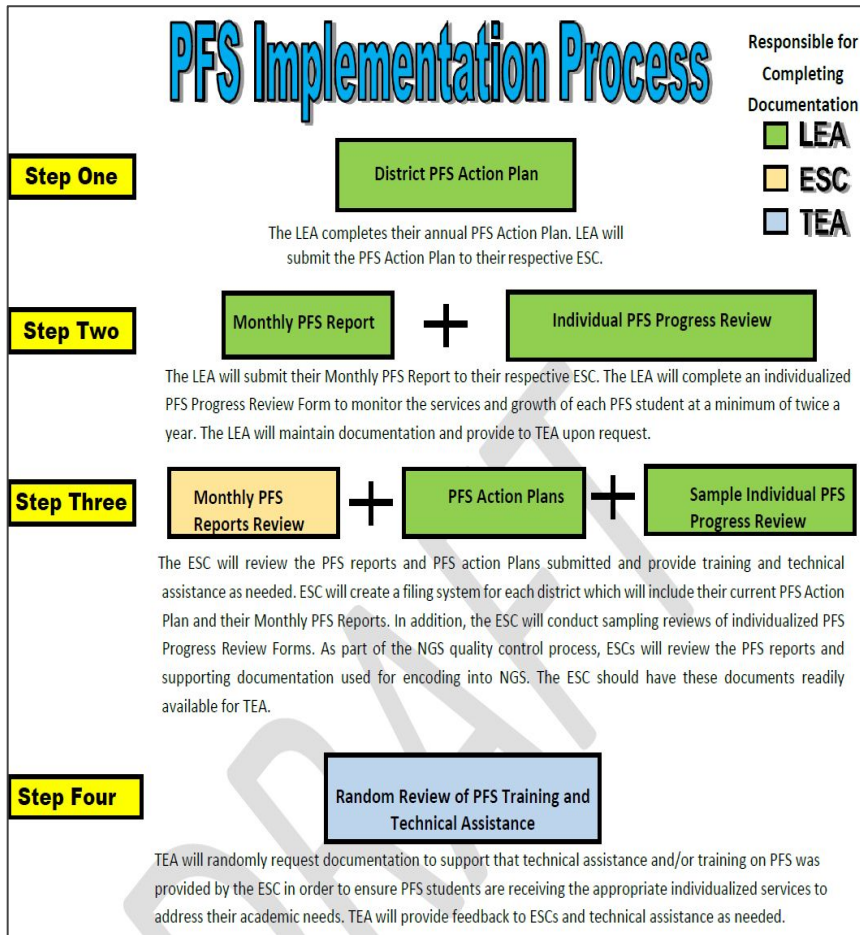
PFS Progress Review

**PFS Services Impact**

PFS Needs in Service Delivery Plan



# PFS Implementation Process



**Collaborative Efforts for Monitoring and Tracking PFS Services**



# District Responsibilities

LEA



## STEP ONE

District PFS Action Plan

## STEP TWO

Submit District PFS Report Monthly

Individual Plan

Progress Reviews

## STEP THREE

Submit Samples of Progress Reviews





# ESC Responsibilities

ESC



## STEP THREE

Review District PFS Action Plan

Review District PFS Monthly Reports

Review a Sample of PFS Progress Reviews



# TEA MEP Responsibilities

TEA



## STEP FOUR

Request PFS Training Reports

Request Technical Assistance  
Reports

Request a Sample of District  
PFS Documentation



# Which of these is true?

1

Districts are not required to submit monthly PFS Reports.

2

Districts will not be required to provide sample progress reviews.

3

The ESC will provide feedback and technical assistance.

4

The ESC is not involved in the PFS Implementation Process.



# District PFS Action Plan

# PFS Action Plan

## 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:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"><li>Who have made a qualifying move within the previous 1-year period;</li></ul> <p><u>AND</u></p> <ul style="list-style-type: none"><li>Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.</li></ul>
Grades K-3	<ul style="list-style-type: none"><li>Who have made a qualifying move within the previous 1-year period;</li></ul> <p><u>AND</u></p> <ul style="list-style-type: none"><li>Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></li><li>For students in grades K-2, who have been retained, or are overage for their current grade level.</li></ul>

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.

\*Due to COVID-19 there was no Spring STAAR testing in 2019-2020.

# PFS Action Plan – Monitor



Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor</b> the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> <li>Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who are priority access to MEP services.</li> </ul>			
<ul style="list-style-type: none"> <li>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.</li> </ul>			
<b>Additional Activities</b>			
<b>Progress Reviews</b>	<b>Twice a year</b>	<b>PFS Contact</b>	<b>Progress Review Forms</b>




Consider activities that relate to **MONITORING** PFS students.



# PFS Action Plan – Communicate



Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Communicate</b> 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.			
□During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.			
□During the academic calendar, the 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.			
 <b>Additional Activities</b>			
<b>District Websites, Marquees, Social Media</b>	<b>Ongoing</b>	<b>MEP Staff</b>	<b>Calendar, Flyers</b>

Consider activities that relate to **COMMUNICATING** PFS criteria, PFS Reports and progress.



# PFS Action Plan Provide



Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Provide</b> 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.			
☐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.			
☐The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.			
<b>Additional Activities</b>			
<b>Migrant Book Distribution will be provided for intensive Rdg. and Math</b>	<b>Once a year</b>	<b>MEP Staff</b>	<b>Distribution Log</b>

Consider activities that relate to **PROVIDING** services/interventions to PFS students.





# PFS Action Plan Sample



School District: Lucky ISD	<b>Priority for Service (PFS) Action Plan</b>	Filled Out By: Tana Armitage
Region: One		Date: August 14, 2020
School Year: 2020 - 2021		

*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 Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g. Bilingual, ESL, economically disadvantaged).*

<b>Goal(s):</b> <ul style="list-style-type: none"> <li>100% of Priority for Service students will have access to supplemental instructional and support services.</li> <li>85% of Priority for Service students will be on grade level within two years</li> <li>85% of Priority for Service students will meet the state and federal academic achievement standards</li> </ul>	<b>Objective(s):</b> The Migrant Education Program (MEP) will focus on instructional improvement resulting in migrant students meeting goals for all accountability measures. In addition, supplemental instructional and support services will be provided to meet the actual identified needs of each PFS student with MEP funding to help migrant PFS students succeed.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor the progress of MEP students who are on PFS.</b>			
<ul style="list-style-type: none"> <li>Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	Monthly, 25 <sup>th</sup> of the month	Migrant NGS Clerk	PFS Reports
<ul style="list-style-type: none"> <li>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.</li> </ul>	August	Migrant Director	PFS Action Plan
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>PFS Implementation Process will be secured</li> </ul>	Twice a year	PFS Contact	Progress review
<b>Required Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Documentation</b>

Texas Education Agency, Federal Program Compliance Division, 2020-2021

4

Your PFS action plan is a working document and can be updated throughout the year.



# PFS Action Plan Categories are:



1

**Monitor,  
Collaborate &  
Provide**

2

**Monitor ,  
Communicate &  
Feedback**

3

**Monitor,  
Feedback &  
Provide**

4

**Monitor,  
Communicate &  
Provide**



# 2 Min Break



# PFS Reports and Progress Reviews

# Progress Review Purpose



**Continuity of  
Services**

**Make Informed  
Decisions**

**Communication  
Tool**



# Sample PFS District Report



State: TX  
 Region: 01 County: District:  
 School Year: 2019/2020  
 As of Sep 20, 2020

Priority for Services Regular Term Count  
 -----  
 Priority for Services Summer/Intercession Term Count  
 -----  
 Priority for Services Unduplicated Count  
 -----

Campus reports do not include PFS OSY students



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 Priority for Services List of Unduplicated Students  
 -----

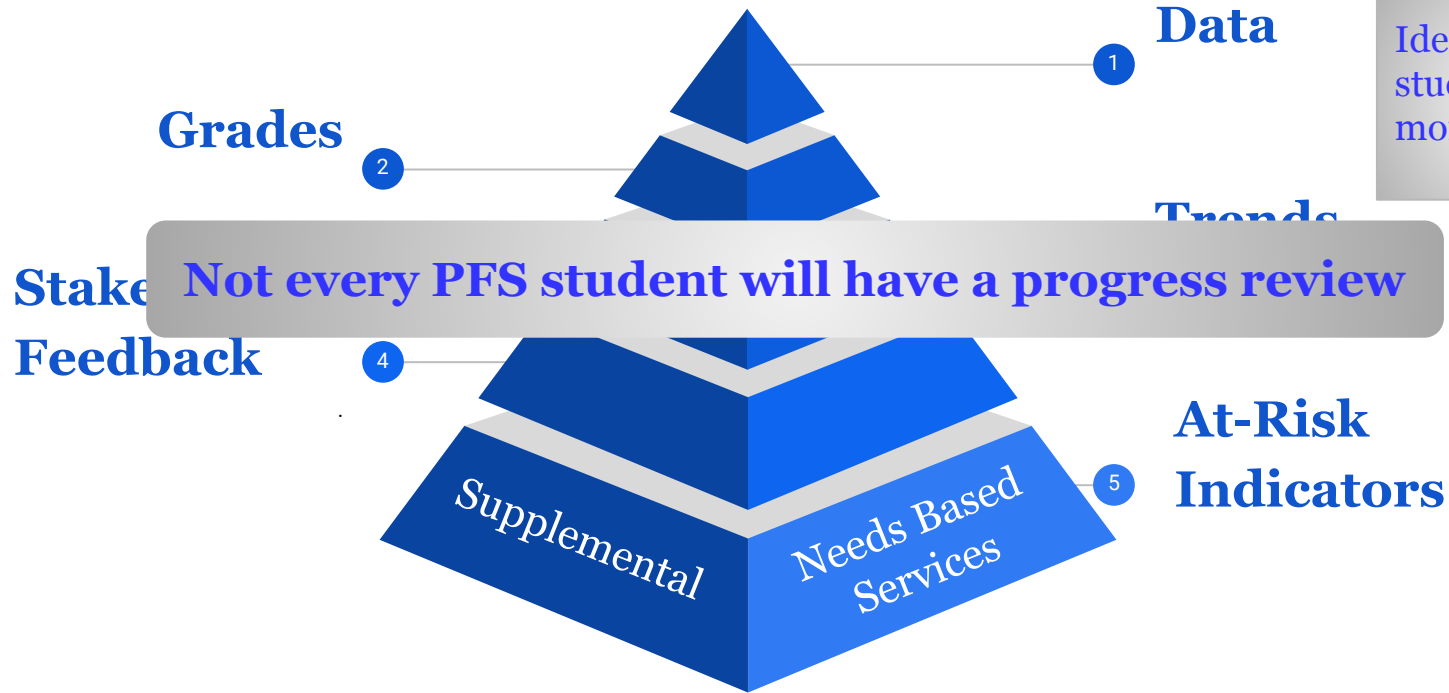
Name	USID	SSID	School Name	Birth Date	Enr GL	Type	Eth	Race	Enrollment Date	Withdrawal Date	Residency Date	QAD	Generation Date	Priority Reason(s)
					11	R	1		08/26/2019	06/01/2020	12/30/2018	09/06/2018	10/01/2019	Failed English II, Exempt Math, Exempt Science, Exempt Social Studies
					5	P	1				07/03/2019	07/03/2019	09/25/2019	Failed Writing, Failed Math
					6	P	1				07/03/2019	07/03/2019	09/25/2019	Failed Reading, Failed Math, Failed Science
					9	R	1		08/26/2019	03/12/2020	08/19/2019	08/19/2019	10/11/2019	Failed English I, Failed Math, Failed Science
					8	R	1		10/09/2019	06/01/2020	08/19/2019	08/19/2019	10/11/2019	Failed Reading, Failed Writing, Failed Math, Exempt Math, Exempt Reading, Exempt Science, Exempt Social Studies
					8	R	1		08/31/2020		08/01/2019	08/01/2019	09/15/2020	Failed Reading, Failed Math, Exempt Math, Exempt Reading, Exempt Writing
					7	R	1		08/31/2020		06/27/2020	06/27/2020	09/08/2020	Failed Reading, Exempt Math, Exempt Reading
					9	R	1		08/31/2020		06/27/2020	06/27/2020	09/08/2020	Exempt Math, Exempt Reading, Exempt Science, Exempt Social Studies
					3	R	1		01/14/2020	03/10/2020	01/03/2020	11/24/2018	01/23/2020	Failed Reading, Failed Math, LEP
					10	R	1		10/16/2019	06/01/2020	10/14/2019	10/14/2019	11/05/2019	Failed English II
					6	R	1		08/31/2020		08/30/2020	08/30/2020	09/11/2020	Failed Reading, Failed Writing, Failed Math
					9	R	1		08/31/2020		08/30/2020	08/30/2020	09/11/2020	Failed Reading, Failed Writing, Failed Math, Exempt Math, Exempt Reading, Exempt Science, Exempt Social Studies

PII data has been removed in compliance with FERPA

\*You do not have to complete a progress review for students with a P enrollment type



# PFS Individual Needs Assessment



# PFS Individual Student Plan

**STUDENT SERVICES ACTION PLAN**  
**SCHOOL YEAR 20\_\_ - 20\_\_**

District: \_\_\_\_\_ Campus: \_\_\_\_\_  
 Name: \_\_\_\_\_ NGS#: \_\_\_\_\_  
 GL: \_\_\_\_\_  PFS or  Non-PFS

**Data Collection:**

Demographics (including special pops)  
 Assessments  
 Teacher Feedback  
 Parent Feedback  
 Attendance  
 Discipline  
 Progress Reports/Report Cards

**REASON FOR FACE-TO-FACE MEETING:**

Review academic plan (including graduation plan, endorsements, etc.)  
 Failing course(s)  
 State Assessments  
 Make-Up Hours for Credit Bearing Courses  
 College Entrance Exams  
 Follow-Up  
 Other \_\_\_\_\_

**RECOMMENDATIONS FOR ACADEMIC/INSTRUCTIONAL SERVICES:**

Teacher interventions \_\_\_\_\_  
 Content Tutoring \_\_\_\_\_  
 State Assessment Tutoring \_\_\_\_\_  
 Migrant Lab \_\_\_\_\_  
 Credit by Exam \_\_\_\_\_  
 Other \_\_\_\_\_

**RECOMMENDATIONS FOR SUPPORT SERVICES:**

eye glass exam       dental exam       immunizations  
 clothing       school supplies       housing  
 Migrant Club       Community Social Services       Other: \_\_\_\_\_

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STUDENT SIGNATURE \_\_\_\_\_ COUNSELOR SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

FOLLOW-UP DATE \_\_\_\_\_

Notes/Comments:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Meeting with the student is not a requirement.

## Student Plan

### PFS Individual Plan Sample Procedures

- ✓ Complete within 2 weeks of enrollment
- ✓ Coordinate to complete the PFS Individual Plan
- ✓ Document coordination
- ✓ Meet with PFS student to review the plan and expectations.
- ✓ Create a schedule for the student based on recommendations





# PFS Student Progress Review

Region:	<b>Priority for Service (PFS) Student Progress Review</b> Texas Migrant Education Program	School Year:
District:		Date:
Campus:		Grading Period:

Select the priority reason(s) below that apply to this migrant student.

Student Data			
Student's Name			
Student's USID			
Grade Level			

Student's Current Grades <input type="checkbox"/> N/A(Drop-out)			
Reading	Math	Social Studies	Science

Student's Priority Reason	
<input type="checkbox"/>	Reading
<input type="checkbox"/>	Math
<input type="checkbox"/>	ELA
<input type="checkbox"/>	Writing
<input type="checkbox"/>	Social Studies
<input type="checkbox"/>	Science
<input type="checkbox"/>	EXEMPT
<input type="checkbox"/>	LEP
<input type="checkbox"/>	Retained
<input type="checkbox"/>	OS ( <input type="checkbox"/> Drop Out)

Student's Strengths	What are some concerns?

Service/ Intervention Provided			
Funded by	Service/ Intervention	Date(s) Implemented	Outcome(s)
<input type="checkbox"/> MEP <input type="checkbox"/> Other			
<input type="checkbox"/> MEP <input type="checkbox"/> Other			
<input type="checkbox"/> MEP <input type="checkbox"/> Other			

District Personnel Signature(s)	Print Name	Date

Texas Education Agency, Federal Program Compliance Division, 2020

Conducting progress reviews each semester is a best practice



At a minimum of *twice per year*, districts will complete an individualized PFS Student Progress Review to monitor the SERVICES and GROWTH of PFS students.

[Progress Review Form](#)



# Progress Review – Section I



Enter School Data

Enter Year, date and grading period

Region: Region I	<b>Priority for Service (PFS) Student Progress Review</b>  Texas Migrant Education Program	School Year: 2020-2021
District: Lucky ISD		Date: 11/27/2020
Campus: Clover Valley		Grading Period: 2nd Six Weeks

Choose current grading period even if six weeks grades are different.



# Progress Review – Section II

Select the priority reason(s) below that apply to this migrant student.

Student Data	
Student's Name	Lucky Seven
Student's USID	12345698HGF
Grade Level	11th



Student's Current Grades <input type="checkbox"/> N/A (Drop-out)			
Reading	Math	Social Studies	Science
75	80	55	N/A

Student's Priority Reason	
<input type="checkbox"/>	Reading
<input checked="" type="checkbox"/>	Math
<input type="checkbox"/>	ELA
<input type="checkbox"/>	Writing
<input type="checkbox"/>	Social Studies
<input type="checkbox"/>	Science
<input type="checkbox"/>	LEP
<input type="checkbox"/>	Retained
<input type="checkbox"/>	OS ( <input type="checkbox"/> Drop Out)

Priority Reason  
-----  
Failed Math

Mark box(es) of all Priority Reasons from the NGS PFS District report.

# Progress Review – Section III

Student's Strengths	What are some concerns?
<p>The student is a hard worker, and always tries his best on everything he does. He is very responsible.</p>	<p>The student is missing the STAAR U.S History EOC to graduate.</p>



Both are important when progress monitoring

Provide information that will help make informed decisions on learning

# Progress Review - Section IV



Service/ Intervention Provided			
Funded by	Service/ Intervention	Date(s) Implemented	Outcome(s)
<input checked="" type="checkbox"/> MEP <input type="checkbox"/> Other	<b>Secondary Tutoring</b> The student will receive after school tutorial for Social Studies EOC.	08/21/19 to 11/15/20 45 minutes each day Mon and Thurs	The student is able to understand the impact of geographic factors on major events
<input type="checkbox"/> MEP <input checked="" type="checkbox"/> Other	<b>Other-Reading</b> Edmentum Lab will work on reading skills	09/04/19 to 11/24/20 30 minutes 2 times a week on Tue & Wed	The student can analyze, make inferences and draw conclusions about expository text.
<input type="checkbox"/> MEP <input type="checkbox"/> Other	Provide details of the service or intervention?	Provide time frame and frequency	Describe learning, social/emotional or behavioral student performance.

This section should tell a story of the work you have been doing with the student.

District Personnel Signature(s)	Print Name	Date
Tana Armitage	Tana Armitage	11/27/2020
Maria Elena Cortez	Maria Elena Cortez	11/27/2020

Texas Education Agency, Special Populations Division, 2017



# Progress Review Sample Calendar



Semester	Progress Review	Completion Date
<b>1</b>	<b>Progress Review 1: 6 weeks grades</b>	<b>November 13th</b>
<b>2</b>	<b>Progress Review 2: 6 weeks grades</b>	<b>April 16th</b>



PFS Individual Plan should be completed within 2 weeks of enrollment



# How are services determined?

A

Services are determined by the teacher.

B

Services should be aligned to the priority reason.

C

Services are determined by the student's interest.

D

Services are determined by the ESC.



# Optional Resources



Includes notes in each section to help you fill out the form



The information on this Progress Review may be used to track and/or measure a child's educational progress, determine continuity of services or if other services are needed. This tool may also be used to determine the continued use of a particular intervention.

Region:	<b>Priority for Service (PFS) Student Progress Review</b> Texas Migrant Education Program	School Year:
District:		Date:
Campus:		Grading Period:

Select the priority reason(s) below that apply to this migrant student.

Student Data				Student's Priority Reason	
Student's Name				<input type="checkbox"/>	Reading
Student's USID				<input checked="" type="checkbox"/>	Math
Grade Level				<input type="checkbox"/>	ELA
				<input type="checkbox"/>	Writing
				<input type="checkbox"/>	Social Studies
				<input type="checkbox"/>	Science
				<input type="checkbox"/>	LEP
				<input type="checkbox"/>	Retained/Overaged
				<input type="checkbox"/>	Dropout

*This information will come from the PFS Report.*

Student's Current Grades			
Reading/ELA	Math	Social Studies	Science
	55		

The information above may be secured from report cards or progress reports.

Student's Strengths	What are some concerns?
Strengths are academic tasks or actions that a child can do well.	Concerns are academic tasks or actions that a child needs assistance to complete.
Student participates in class, turns in homework on time and asks for help when needed.	Student has excessive absences and cannot attend afterschool tutoring.

Services below must address the child's individual academic need. Descriptions below must address the child's academic, social/emotional or behavioral

Funded by	Service/ Intervention	Date(s) Implemented	Outcome(s)
<input checked="" type="checkbox"/> MEP <input type="checkbox"/> Other	District Service/Intervention: Student will participate in Math Camp.  NGS Term: Math Instruction by Teacher	List all dates of service. (Time Frame & Frequency)  10/05, 12, 19, 26/19 11/02, 09, 16/19	Must include results or impact of the service(s) provided for the Quarter.  Academic: Student is now able to recognize place value to the hundredths place value.
<input checked="" type="checkbox"/> MEP <input type="checkbox"/> Other	District Service/Intervention: Student will participate in Imagine Learning Online Instruction.  NGS Term: Other - Math	Beginning 10/03/19 and every Thursday. Student also has access from home.	Academic: The student has earned an 83 and is able to represent and solve one and two step multiplication and division problems.
<input checked="" type="checkbox"/> MEP <input type="checkbox"/> Other	District Service/Intervention: Student will receive tutoring during class time.  NGS Term: Other - Math	Beginning 10/03/19, Tuesdays and Thursdays	

District Personnel Signature(s)	Print Name	Date

Texas Education Agency, Special Populations Division, 2017



# Sample Progress Review with Instructions



# PFS Student Progress Review



## PFS Sentence Stem for student outcomes

This information requires coordination

The student has been working on (a.) Student Expectations or skills

As a result of (b.) Intervention/Service, the student (c.) Skills Learned

The student data this semester is (d.) Test Scores, Lexile Scores, Computer Lab Averages, Average Grades from Tutoring

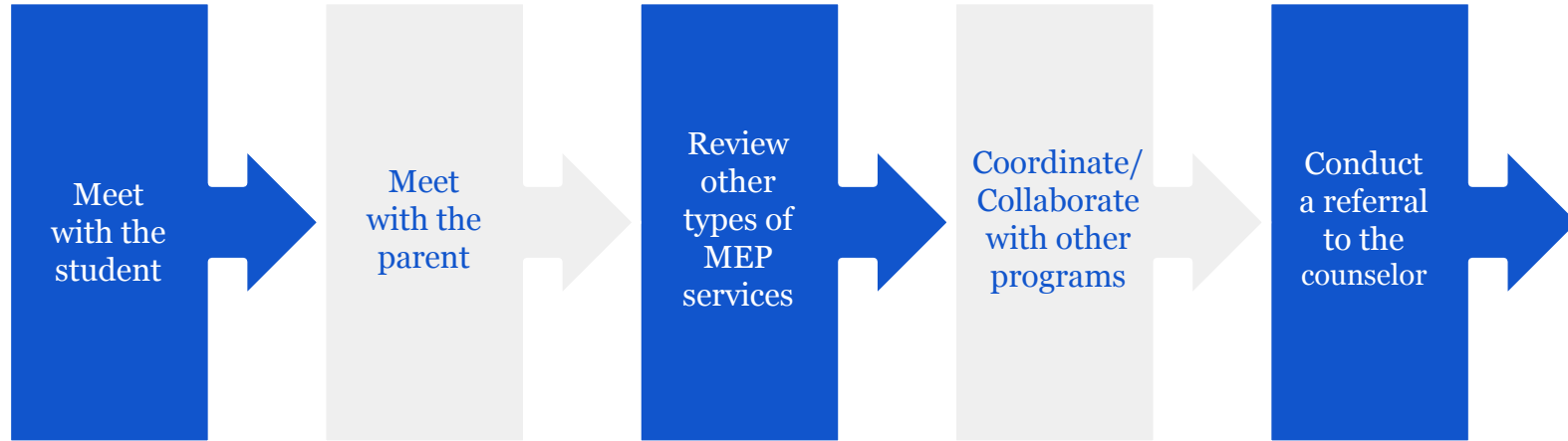
### Example:



The student has been working on (a.) Reading 5.10(A). As a result of (b.) tutoring, the student (c.) is able to identify the author's purpose in short stories. The student data this semester is (d.) 83 average in tutoring, and improvement from 705L to 820L lexile score in reading.



# Removing Barriers to Interventions



**Maintain documentation of all efforts to provide MEP service**



# ESC Review & Validation

# ESC PFS Technical Assistance



✓ Development and implementation of the Priority for Service Action Plan

✓ **Monthly District PFS Reports**

✓ PFS Progress Reviews



# Evaluation of PFS Services

**Types of services provided**



**Level of participation**



**Success of Services**



**Districts must keep documentation**

# Compliance Report- Step 4



## Needs Assessment

2. Did the LEA give service priority to migrant children who were failing or most at risk of failing to meet the State's content and performance standards and whose education had been interrupted during the regular school year? [Sections 1301(2),1304(d)]

**Can this migrant service requirement be met through Migrant Service Coordination?**

## Sample Documentation

Priority for Service (PFS) Report and an Individual Supplemental Programs Report from NGS which lists supplemental services being provided to the PFS students (Note: If the Supplemental Programs Report is submitted, the district must highlight the names of the PFS students);

District PFS student progress records;  
District PFS Student Action Plans;  
Individual Student Progress Review;  
District PFS Reporting Forms;  
Documentation that MEP-funded services are provided to the PFS students first.



# What documentation can districts maintain to support PFS Implementation?



A

Progress  
Reviews

B

Individual  
Supplemental  
Programs Report

C

Individual  
Student Plans

D

A, B and C





# Continuity of Services

# Improving PFS Student Outcomes



**Instructional  
Gaps**

**Mobility**

**Negative School  
Experience**

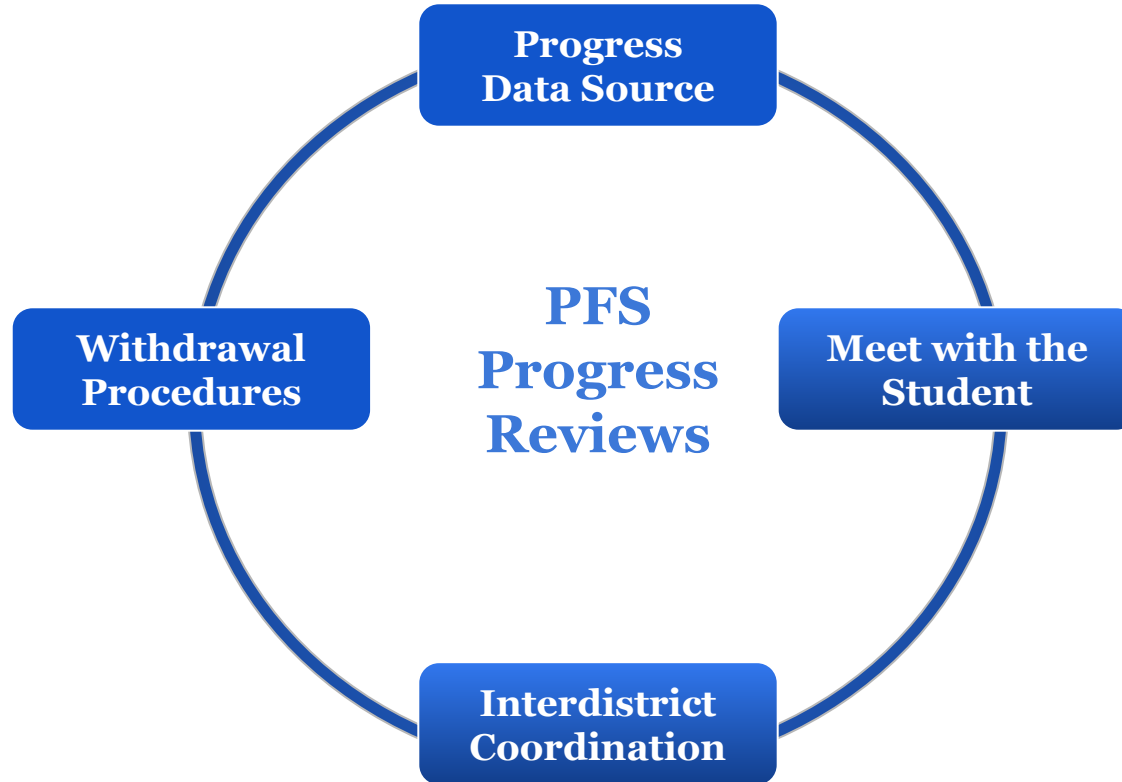
**Failing**

**Isolation &  
Low Esteem**

**Lack of trust**



# Continuity of Services Sample Procedures



# Advocating for Student Success



**Together we can  
all make a  
difference!**

**Teachers**

**Directors**

**Support  
Staff**

**NGS &  
ID&R Staff**

**Counselors**



# Resource Links



Policy	Implementation Process	Tools
<a href="#">Title 1 Part C</a> <a href="#">E-Grant</a> <a href="#">ESSA</a> <a href="#">Title I Part C Guidance</a>	<a href="#">PFS Flow Chart</a> <a href="#">PFS Action Plan</a> <a href="#">PFS Action Plan Sample</a> <a href="#">PFS Action Plan Template</a> <a href="#">PFS Individual Plan</a> <a href="#">PFS Individual Plan Tem</a>	<a href="#">Progress Review Guide</a> <a href="#">Progress Review Sample</a> <a href="#">Progress Review Template</a> <a href="#">Progress Review Notes</a>




# Region One Migrant Education Program



<b>Martha I. Hinojosa, MBA</b>	Director of Migrant Education	956-984-6240	<a href="mailto:mhinojosa@esc1.net">mhinojosa@esc1.net</a>
<b>Denise Anaya, M. A.</b>	Migrant Program Specialist	956-984-6187	<a href="mailto:danaya@esc1.net">danaya@esc1.net</a>
<b>Tana Armitage, M. Ed.</b>	Migrant Program Specialist	956-984-6248	<a href="mailto:tarmitage@esc1.net">tarmitage@esc1.net</a>
<b>Gracie Avila, M. Ed.</b>	Migrant Program Specialist	956-984-6194	<a href="mailto:gavila@esc1.net">gavila@esc1.net</a>
<b>Maria Elena Cortez, M. Ed.</b>	Migrant Program Specialist	956-984-6252	<a href="mailto:mecortez@esc1.net">mecortez@esc1.net</a>
<b>Julissa Sandoval, M. Ed.</b>	Migrant Program Specialist	956-984-6255	<a href="mailto:jsandoval@esc1.net">jsandoval@esc1.net</a>
<b>Beatriz Garcia</b>	Migrant Recruiter	956-984-6107	<a href="mailto:beagarcia@esc1.net">beagarcia@esc1.net</a>
<b>Priscilla Olivarez</b>	NGS Clerk	956-984-6107	<a href="mailto:prolivarez@esc1.net">prolivarez@esc1.net</a>
<b>Dalia Barbosa</b>	Migrant Program Assistant	956-984-6166	<a href="mailto:dbarbosa@esc1.net">dbarbosa@esc1.net</a>
<b>Raquel Padilla</b>	Migrant Program Assistant	956-984-6218	<a href="mailto:rpadilla@esc1.net">rpadilla@esc1.net</a>



Region One Education Service Center  
**Migrant Education Program**



**Free Educational Services**  
 In the last 10 years, there has been an increase in our ability to serve students in need in agricultural or fishing fields. If you are an employer, you may qualify for the Migrant Education Program (MEP).

**Services Educational Qualifies**  
 ¿En qué áreas de trabajo puede trabajar un estudiante migrante? ¿Cuáles son los requisitos para el Programa Educativo Migrante (PEM)?

**Who is the MEP?**  
 ¿Quién es el PEM?

**Benefits of the MEP?**  
 ¿Cuáles son los beneficios del PEM?

Contact: RUC Headquarters  
 Region One ESC  
 Migrant Education Program  
 (956) 664-2114



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# PFS Implementation Process



<b>Step 1</b>	District PFS Action Plan
<b>Step 2</b>	Submit Monthly District PFS Report Complete PFS Progress Reviews
<b>Step 3</b>	Sampling of Progress Reviews Training and Technical Assistance
<b>Step 4</b>	TEA Random Validation

