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

**for Migrant Students**

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who 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, and whose education has been interrupted during the regular school year. [P.L. 107-110, §1304 (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 both of the following criteria:

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| Criteria for [Insert School Year] | |
| Grades 3-12,  Ungraded (UG) or  Out of School (OS) | Students who failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent or were not enrolled in a Texas school during the state assessment testing period for their grade level; **and** have their education interrupted during the previous or current regular school year. |
| Grade 3 | Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component **and** have their education interrupted during the previous or current regular school year. |
| Grades K-2 | Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level **and** have their education interrupted during the previous or current regular school year. |

The following template is provided as a resource 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 NCLB Consolidated Application for Federal Funding, 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 tool can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

**[Insert school year] Priority for Service (PFS) Action Plan**

[Insert Name of School District]

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| **Goal(s):** [Insert district goal(s)] | **Objective(s):** [Insert district objective(s)] |

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| **Required Activities** | **Timeline** | **Person(s) Responsible** | **Documentation** |
| **On a monthly basis, 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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| **The PFS Action Plan must include the following:** | | | |
| 1. **When, in your school year calendar, the Title I Migrant Coordinator will provide each campus principals, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.** | | | |
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| 1. **When, in your school year calendar, the district’s Title I Migrant Coordinator, MEP staff and migrant school staff will make home and /or community visits to update parents on the academic progress of their children.** | | | |
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**[Insert school year] Priority for Service (PFS) Action Plan**

[Insert Name of School District]

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| 1. **How the district’s Title I Migrant Coordinator will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities.** | | | |
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| 1. **How the district’s Title I Migrant Coordinator will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies.** | | | |
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| 1. **What federal, state and local programs service Priority for Service students.** | | | |
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| **The Title I Migrant Coordinator will include the PFS Action Plan in the District’s 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).** |  |  |  |

**[Insert school year] Priority for Service (PFS) Action Plan**

[Insert Name of School District]

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| **Additional Activities** | **Timeline** | **Person(s) Responsible** | **Documentation** | |
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