



Priority for Services (PFS) Training

Division of Instructional Support

Office of School Improvement, Accountability and Compliance

Migrant Education Program



Purpose

- To review and discuss the Priority for Services Definition;
- To provide guidance on the NGS PFS Report;
- To develop a Master List of Services;
- To provide guidance on documentation of services for PFS students;
- To provide guidance on the development of a Priority for Services (PFS) Action Plan



Agenda

May 16 and 23, 2017
9AM-4PM

- Welcome and Introductions
- Migratory Child Definition
- ESSA PFS Definition
- NGS Criteria
- Sample Student Services Template
- PFS Action Plan Elements from NCLB Consolidated Federal Grant Application
- PFS Action Plan Template



Migratory Child Definition

Migratory child means:

A child or youth who made a qualifying move in the preceding 36 months—

- A. As a migratory agricultural worker or migratory fisher;
or
- B. With, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.



ESSA Priority for Services (PFS) §1304 (d)

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 State's challenging State academic standards;
or
2. Have dropped out of school.



NGS Criteria for PFS

Grade*	Criterion*	Designation	State Assessment
K-2	<input checked="" type="checkbox"/> Education Interrupted, previous or current year*	<input type="checkbox"/> LEP <input type="checkbox"/> Retained <input type="checkbox"/> Overage	
3	<input checked="" type="checkbox"/> Education Interrupted, previous or current year*	<input type="checkbox"/> LEP	<input type="checkbox"/> Failed 1 or more sections of the State Assessment <input type="checkbox"/> TAKS LEP Postponement <input type="checkbox"/> Absent <input type="checkbox"/> Not Tested <input type="checkbox"/> Not Enrolled
4-12, UG, OS	<input checked="" type="checkbox"/> Education Interrupted, previous or current year*		<input type="checkbox"/> Failed 1 or more sections of the State Assessment <input type="checkbox"/> TAKS LEP Postponement <input type="checkbox"/> Absent <input type="checkbox"/> Not Tested <input type="checkbox"/> Not Enrolled



Education Interrupted

This is captured on NGS through one or more of the following:

- A late enrollment or early withdrawal occurring between 09/01 and 05/15.
- A residency date occurring between 09/01 and 05/15.
- A QAD during previous or current school year.
- Grade level promotions or demotions (new environment, new teachers, curriculum, friends, etc)



Roles Regarding PFS Report

Below is an example of what may occur in a district.

- 1) NGS Data Clerk requests and prints NGS PFS Reports by district and campus.
- 2) NGS Data Clerk provides NGS PFS Reports to the Migrant Administrator and ensures that a monthly distribution log is maintained.
- 3) Migrant Administrator disseminates PFS Reports to personnel working with PFS students and ensures that a monthly distribution log is maintained.
- 4) Personnel working with PFS students will identify student needs and recommend services.
- 5) Personnel working with PFS students will maintain PFS Action Plans for each PFS student.
- 6) Personnel working with PFS students will monitor and follow-up to ensure delivery of services and progress.



NGS Priority For Services (PFS) Report

Enr GL Type	Eth	Race	Enrollment Date	Withdrawal Date	Residency Date	QAD	Generation Date	Priority Reason(s) in addition to Interrupted Education
1	R	1	08/22/2016		08/13/2016	07/01/2016	09/21/2016	LEP
1	R	1	08/22/2016		09/18/2014	05/12/2014	09/20/2016	LEP
9	R	1	08/24/2015	05/17/2016	06/11/2015	04/05/2015	04/15/2016	Failed ELA
4	R	1	10/26/2015	05/28/2016	10/22/2015	05/21/2015	03/07/2016	Failed Math, Failed Reading, LEP
K	S	1	06/15/2016	06/20/2016	07/21/2015	06/04/2015	06/16/2016	LEP
1	R	1	08/22/2016		07/20/2014	06/28/2014	09/13/2016	LEP
1	S	1	06/01/2016	06/05/2016	08/10/2013	06/05/2013	06/15/2016	LEP, Retained
3	R	1	08/29/2016		08/22/2015	05/15/2015	10/03/2016	LEP
2	R	1	08/24/2015	05/28/2016	08/05/2013	05/31/2013	10/26/2015	LEP
1	S	1	06/13/2016	06/22/2016	08/07/2015	06/09/2015	06/16/2016	LEP, Retained
K	S	1	06/13/2016	06/21/2016	08/07/2015	06/09/2015	06/16/2016	LEP
9	R	1	09/29/2015	05/21/2016	08/29/2014	06/05/2014	02/29/2016	Failed ELA
6	R	1	08/24/2015	05/28/2016	11/04/2014	06/02/2014	09/11/2015	Absent Math, Absent Science
12	R	1	08/24/2015	05/28/2016	11/04/2014	06/02/2014	09/30/2015	Failed ELA
12	R	1	08/22/2016		08/01/2016	06/19/2016	10/10/2016	Failed ELA
4	R	1	01/07/2016	05/28/2016	07/20/2015	06/02/2015	03/24/2016	LEP
3	R	1	08/22/2016		07/31/2015	05/06/2015	09/15/2016	LEP
12	R	1	08/23/2016		06/14/2015	06/01/2015	10/06/2016	Failed ELA
3	R	1	08/24/2015	05/28/2016	08/10/2015	06/03/2015	09/07/2015	LEP
2	R	1	10/07/2015	04/26/2016	10/03/2015	04/15/2015	10/29/2015	LEP
12	R	1	09/14/2015	05/28/2016	09/14/2015	06/01/2015	04/21/2016	Failed ELA, Failed Social Studies
2	S	1	06/13/2016	06/22/2016	10/03/2015	06/11/2015	06/15/2016	LEP
OS	P	1			08/08/2014	06/15/2014	04/13/2016	Failed ELA, Failed Science
3	R	1	01/18/2016	05/28/2016	08/08/2014	07/03/2014	02/03/2016	LEP
1	R	1	01/18/2016	05/28/2016	08/08/2014	07/03/2014	02/03/2016	LEP
4	R	1	01/18/2016	05/28/2016	08/08/2014	07/03/2014	02/03/2016	LEP
10	R	1	08/24/2015	05/28/2016	08/10/2014	06/08/2014	02/02/2016	Failed ELA, Failed Science
11	S	1	06/06/2016	06/28/2016	04/21/2015	03/23/2015	06/13/2016	Failed ELA, Failed Math, Failed Social Studies
1	R	1	11/10/2015	05/28/2016	11/02/2015	07/25/2015	11/17/2015	LEP
10	R	1	08/24/2015	04/26/2016	08/20/2015	04/01/2015	09/09/2015	Failed ELA
3	R	1	10/26/2015	04/26/2016	08/20/2015	04/01/2015	11/17/2015	LEP
11	R	1	08/29/2016		08/22/2015	05/15/2015	10/03/2016	Absent English I, Absent Math, Absent Science, Failed ELA, Failed Math, Failed Science



Priority Reason(s) in addition to Interrupted Education

- LEP
- Absent
- Failed Math
- Failed Science
- Failed English I
- Failed English II
- Failed US History



STAAR Assessments

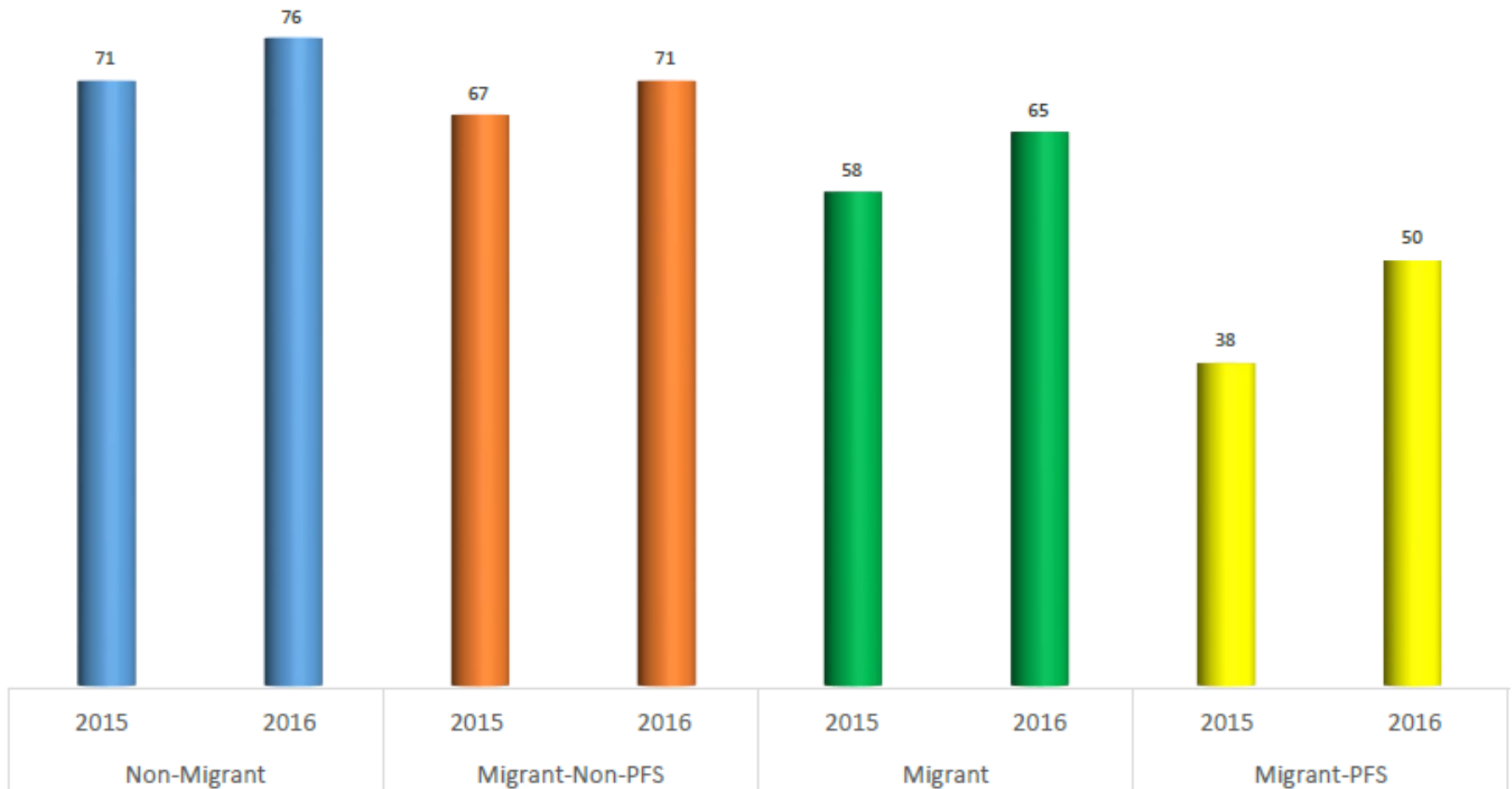
GRADE	READING	WRITING	MATH	SCIENCE	SOCIAL STUDIES
3*	X		X		
4*	X	X	X		
5*	X		X	X	
6	X		X		
7	X	X	X		
8	X		X	X	X
	ENGLISH I	ENGLISH II	ALGEBRA I	BIOLOGY	US HISTORY
JH/HS	X	X	X	X	X

*Spanish Assessments Available

- Beginning Spring 2016, English III and Algebra II will be available as optional assessments.
- Assessments for Students Receiving Special Education Services: [STAAR A](#) | [STAAR Alternate 2](#)
- Assessments for English Language Learners: STAAR Spanish | [STAAR L](#)

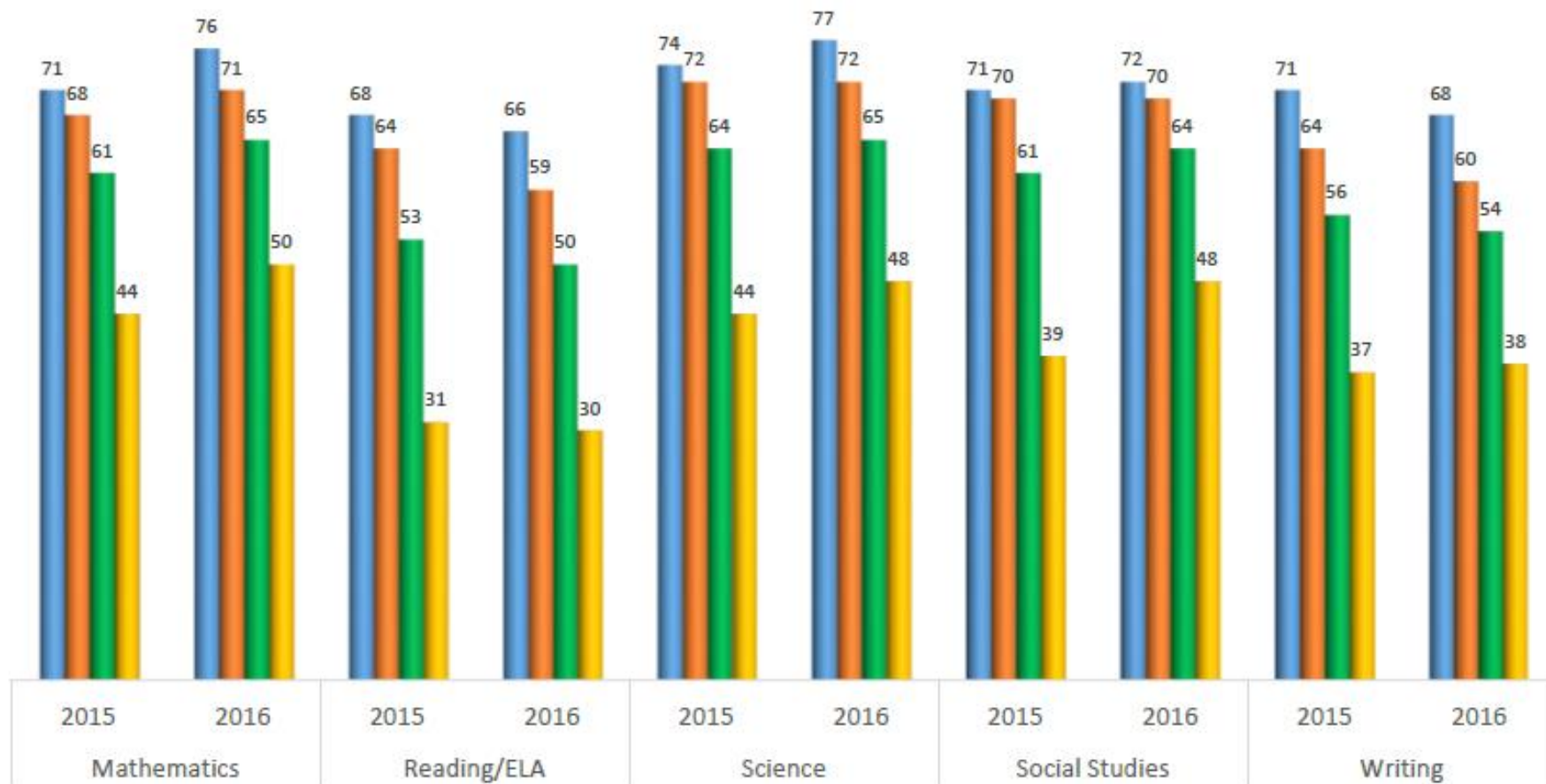
Region One ESC STAAR Administration MEP Performance Comparison - All Content Areas

■ Non-Migrant
 ■ Migrant-Non-PFS
 ■ Migrant
 ■ Migrant-PFS

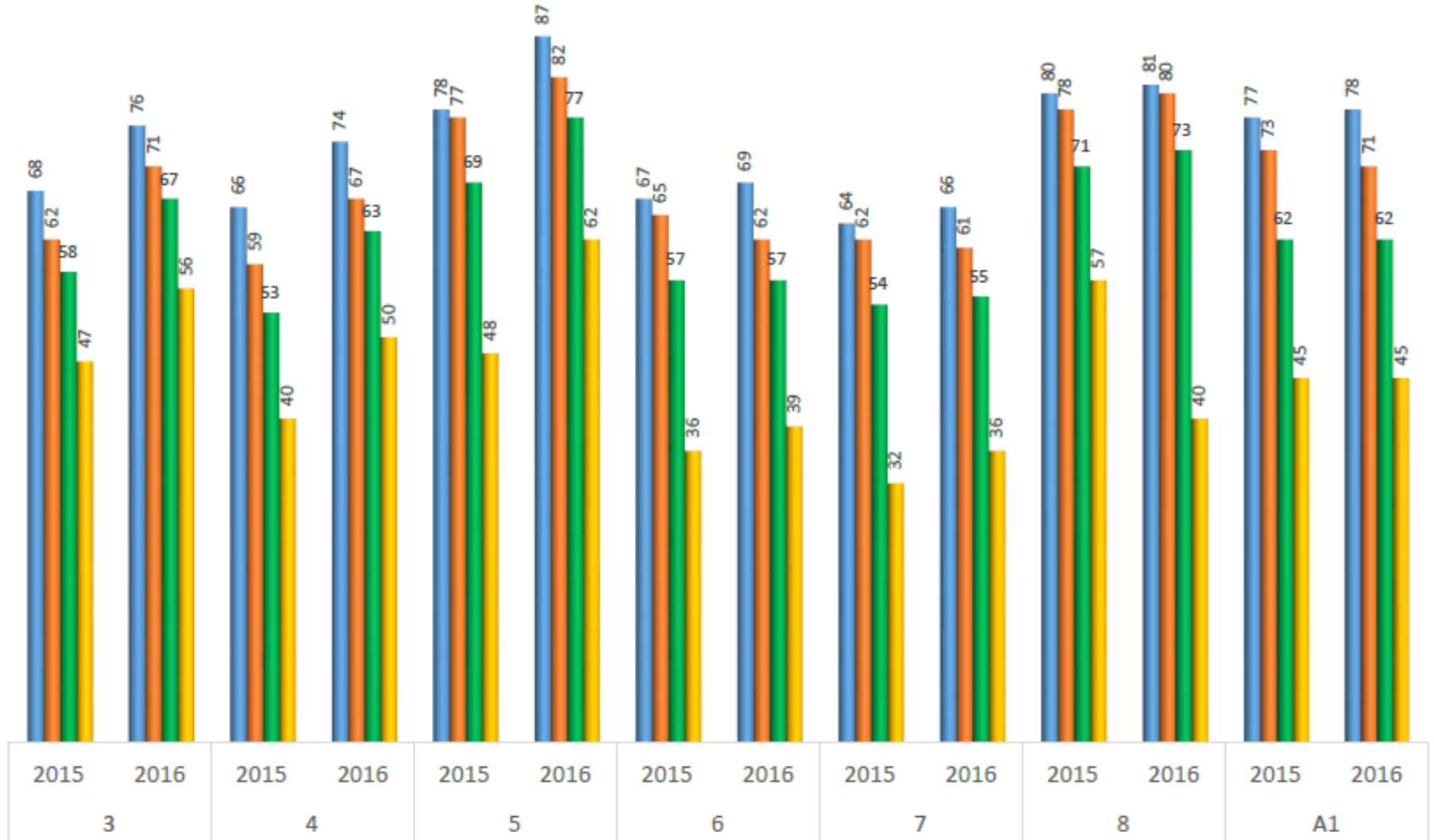


Region One ESC STAAR Administration MEP Performance Comparison - By Content Area

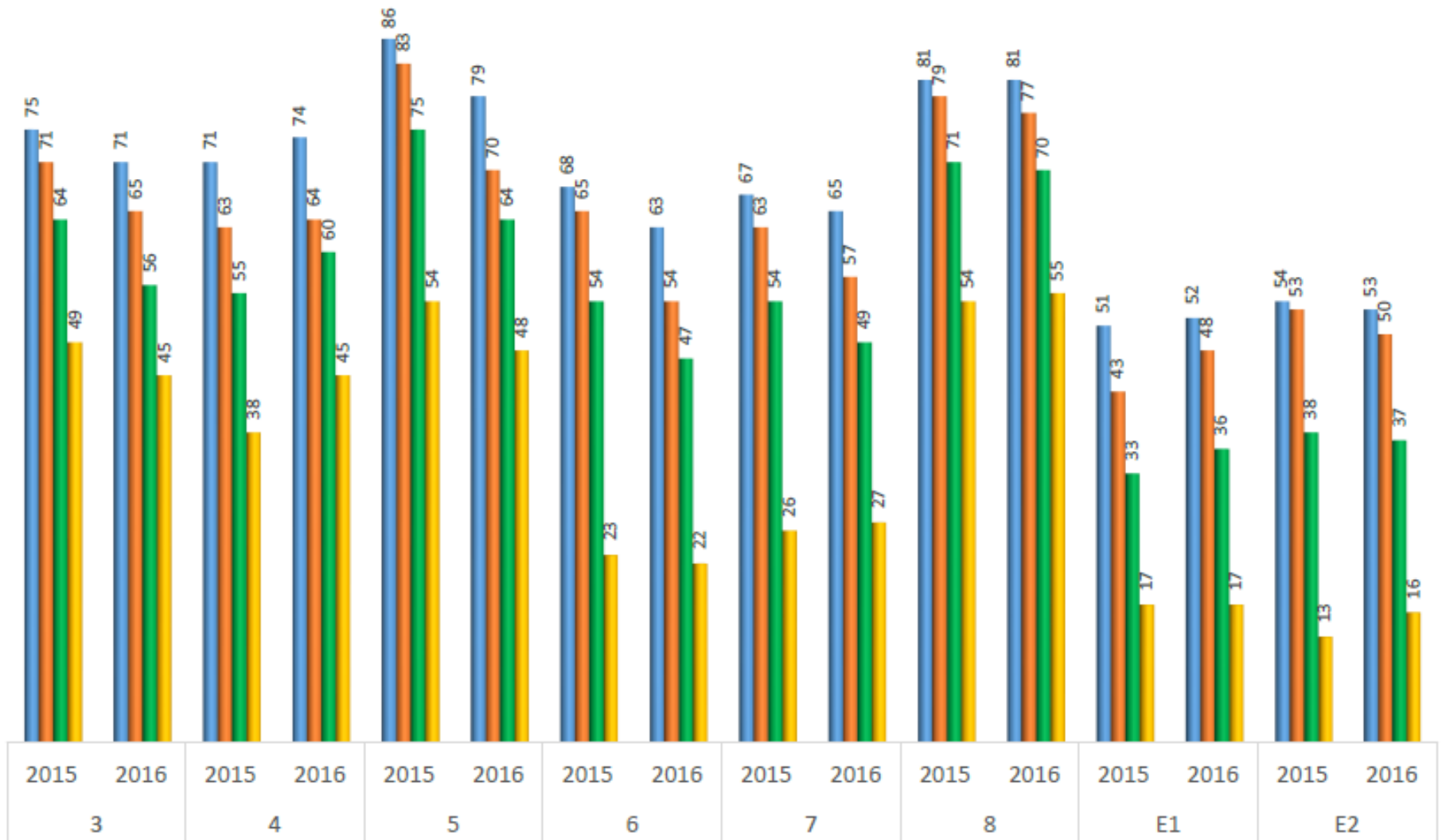
■ Non-Migrant
 ■ Migrant-Non-PFS
 ■ Migrant
 ■ Migrant-PFS



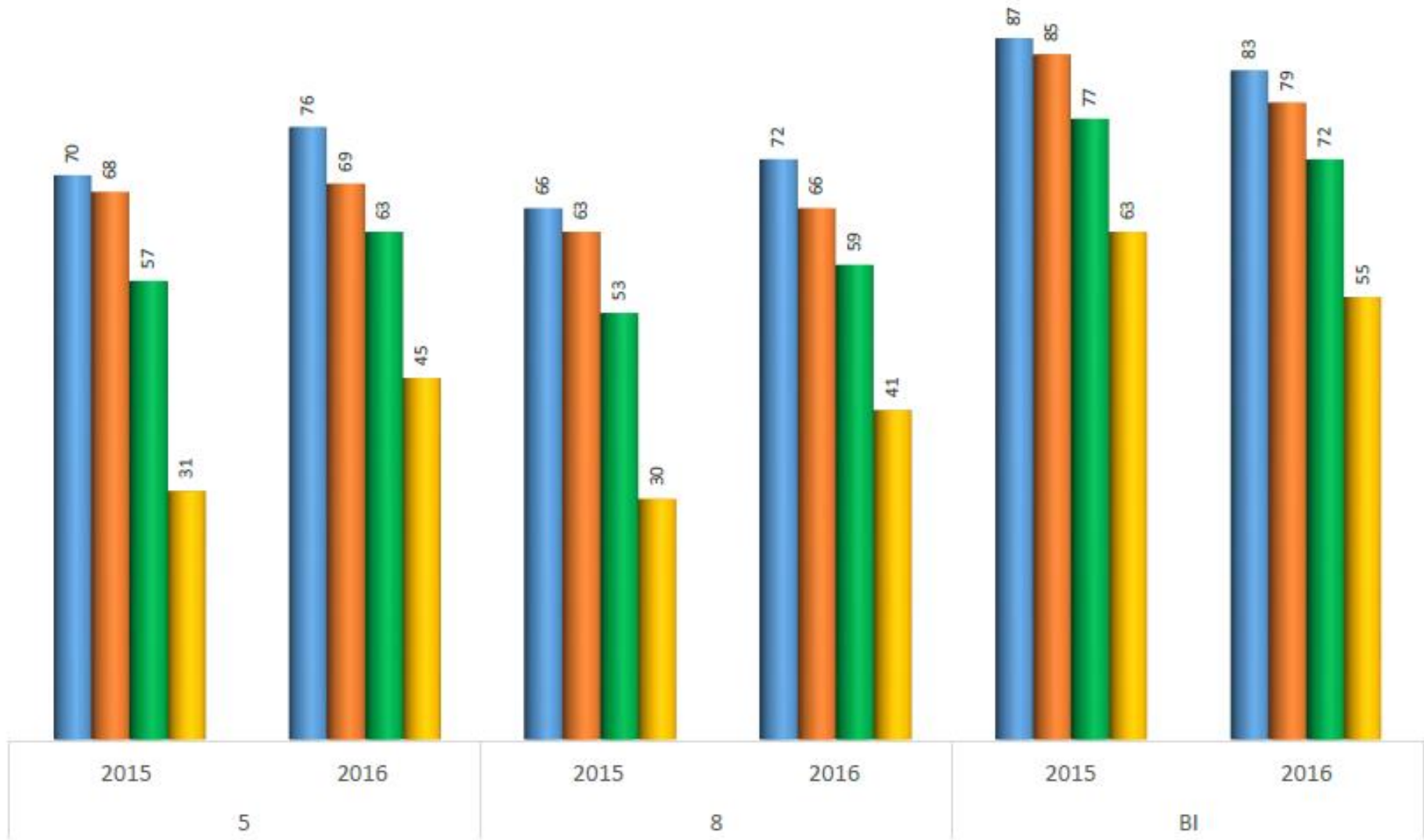
Region One ESC STAAR Administration MEP Performance Comparison - Mathematics



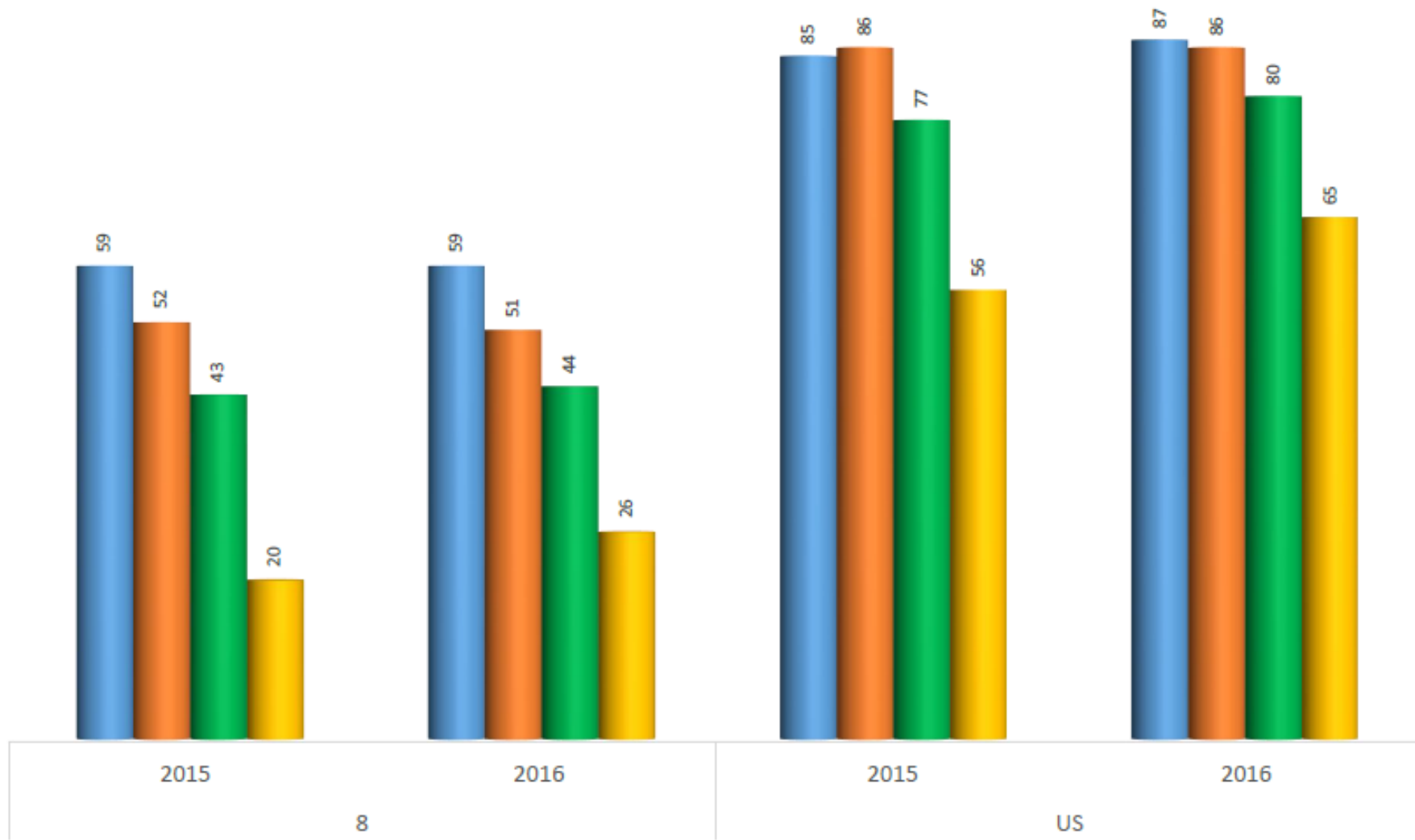
Region One ESC STAAR Administration MEP Performance Comparison - Reading/ELA



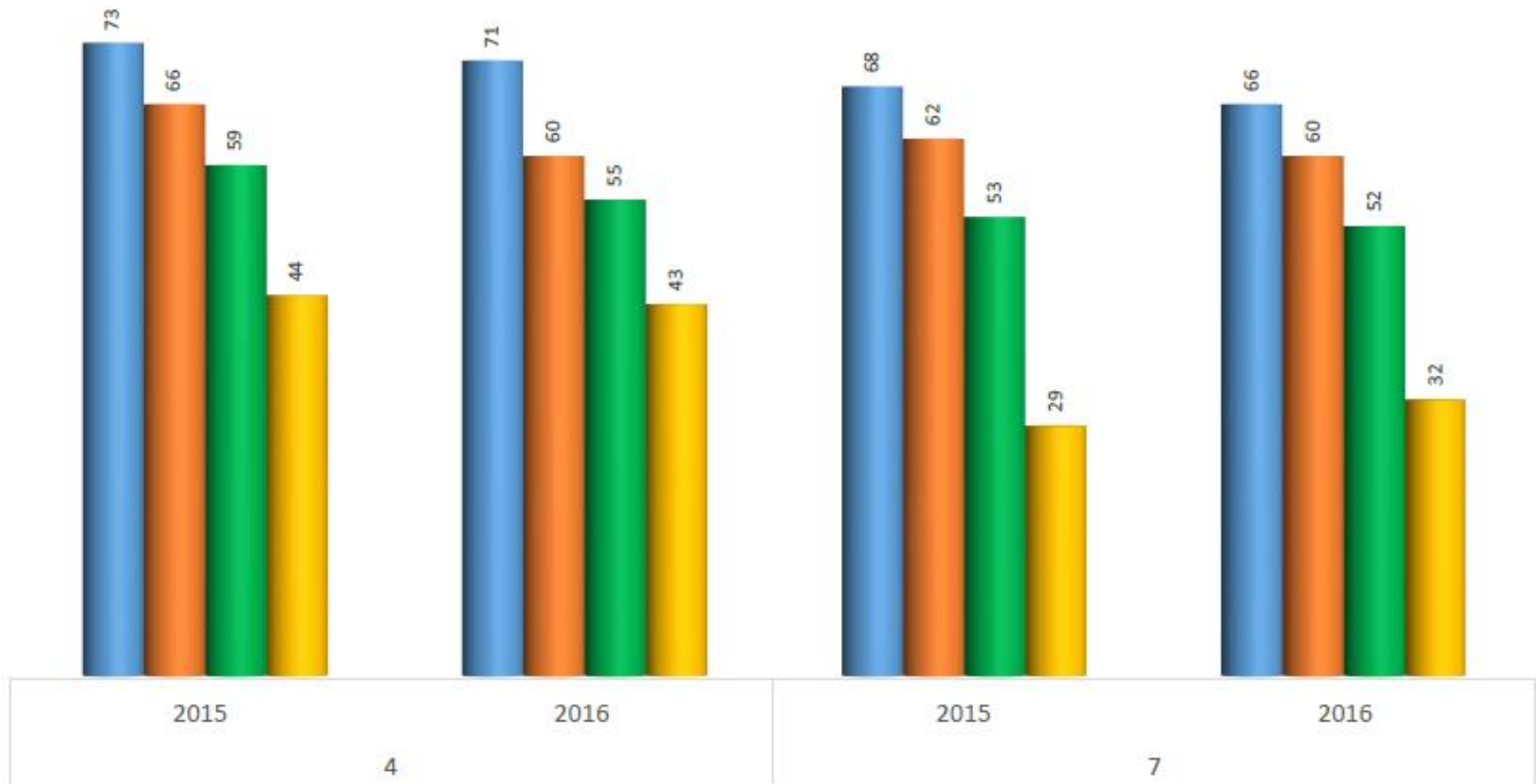
Region One ESC STAAR Administration MEP Performance Comparison - Science



Region One ESC STAAR Administration MEP Performance Comparison - Social Studies



Region One ESC
STAAR Administration
MEP Performance Comparison - Writing





Policy Guidance

Section 1304 D Provision of Services

Title I, Part C-Migrant statute requires the following:

1. The activities and services your organization funds must align with the results of the statewide comprehensive needs assessment and the requirements of the statewide service delivery plan.
2. You must first use MEP funds to meet the identified needs of migrant children that result from their migratory lifestyle and to permit these children to participate effectively in school.
3. You must use MEP funds to meet the unique needs of migrant children that are not addressed by services available from other federal or nonfederal programs.



Title I – Part C Program Guidelines

- In providing services with Title I, Part C, funds, LEAs shall give priority to serving Priority for Service (PFS) migratory children with MEP funds before using migrant funds to address the needs of other migratory children.



PS3103 – NCLB Consolidated Federal Grant Application

D. Migrant Services Coordination

Within the first grading period of the school year that the child who is eligible for migrant services is in the district:

- 1) Determine individual needs for instructional and support services;
- 2) Identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program;
- 3) Coordinate with entities to ensure that the child has access to the appropriate services;
- 4) Follow-up to monitor and document progress.



Student Services

Districts use different methods to document “needs” and services.

- Student Services Plan (PFS or Non-PFS)
- Preliminary Family Needs Checklist (p. 5.50)
- Request Form/Service Form
- ABB Participation Form/ District Referral Form
- In district Referral Forms
- Out of district Referral Forms



Student Services Plan Preparation

When researching methods to service PFS students, we must first look at and consider the child's academic record.

Data sources for academic record could be:

- Progress Reports
- Report Cards
- Teacher Feedback
- Parent Feedback
- Bilingual Program Administrator/Teacher Feedback
- State Assessment Results
- Special Pops Report (student profile/demographics)
- Special Education Administrator/Teacher Feedback
- At-Risk Indicators
- PGP



Student Services Plan Preparation

Secondly, we must look at and consider the child's non-academic status.

Data sources for non-academic status could be:

- Counselor/Social Worker Feedback
- Home visits
- Disciplinary referrals
- Attendance
- Retention Data
- At-Risk Indicators



Questions to Consider

- In what area(s) is the child showing achievement?
- In what area(s) is the child showing deficiencies?
- Are the deficiencies a result of the child's designation? (LEP, Overage, Retained)
- Are the deficiencies a result of non-academic issues?
- What does the district/campus have in place to meet deficiencies both academic and non-academic for all students?
- What does the migrant program have in place to meet deficiencies both academic and non-academic?
- Does the service meet the identified needs of all students?
- Does the service meet the identified needs of the PFS student?



Migrant VS Migrant PFS

Below is a scenario that may assist districts with understanding the difference between a migrant child and a priority migrant child.

Migrant

- Meets eligibility criteria;
- May have Education Interrupted;
- May be excelling in all courses;
- May be failing content area courses;
- Grades K-2: May have LEP Designation but not in combination with Education Interrupted
- Grades 3-8: May have failed 1 or more State Assessments but not in combination with Education Interrupted

Migrant PFS

- Meets eligibility criteria;
- **Has** Education Interrupted;
- May be excelling in all courses
- May be failing content area courses;
- Grades K-2: **is** designated LEP, Overage, Retained plus Education Interrupted;
- Grades 3-8: **is** Missing, absent or failed 1 or more State Assessments plus Education Interrupted



Services- Migrant versus PFS

Migrant

- Migrant Club
- Tools for Homework Assistance
- School Supplies
- Credit Accrual (MEP-Funded)

PFS

- Migrant Club
- Tools for Homework Assistance
- School Supplies
- Credit Accrual (MEP-Funded)
- **State Assessment Remediation**
- **Science Academy**
- **Counseling**



PFS K-12 Criteria and Possible Services

Grade Level	Designation	Campus Service	Migrant Service
K	LEP	Bilingual Program	Study Buddy for Reading
1 st	Overage	None available	After school reading instruction
2 nd	Retained	None available	After school reading instruction

Grade Level	Designation	Campus Service	Migrant Service
3 rd	LEP	Bilingual Program	Referral to Housing Authority

Grade Level	Designation	Campus Service	Migrant Service
6 th	Failed Math	After school STAAR Tutoring	Math Instruction by Teacher
10 th	Failed Math, Science	After school EOC Tutoring	TSTEM Academy



Supplement versus Supplant

- Supplement – increase the level of services
- Supplant -- replace
- Migrant funds must be used to supplement not supplant funds from federal, state and local funds for similar activities. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Migrant funded districts must maintain documentation that clearly demonstrates the supplementary nature of these funds.



Instructional Versus Support Services

- In order to meet the unique needs of migratory children, the MEP may provide two types of supplemental services:
(1) instructional and 2) support.
- Instructional services are a direct service to assist in the attainment of education.
- Support services are a tool and/or resource to assist with instructional goals or improve the quality of life.



Supplemental Services

- All personnel working with the migrant program must be trained on the unique supplemental services available in the district and on referral processes for migrant students in order to adequately serve migrant children in a timely manner.
- All personnel working with the migrant program must be trained on documentation (forms) required for services delivered for auditing purposes. (appropriately labeled service, name, NGS#, parent/student signature, etc.)



Supplemental Services

- Personnel responsible for submitting the supplemental services to NGS Clerks must also be trained on the NGS Supplemental Services Terms and their Descriptions in order to properly label each service prior to delivering the data to the NGS Clerk for data entry.
- Personnel responsible for assisting with supplemental services will properly label each service with the NGS Term as the district may provide a service and entitle the service by another name.



Supplemental Services

- The Migrant Administrator together with the Counselor or district designee must develop two district wide lists for personnel working with migrant children.
 - 1) District-wide list for Regular School Year Term
 - 2) District-wide list for Summer Term
- In addition, the Migrant Administrator must develop and train on forms/documents to be utilized and completed for each service rendered based on the LNA and eGrant.



NGS Terms for Supplemental Instructional Services

- A Bright Beginning Center-Based
- A Bright Beginning Home-Based
- Balanced Literacy
- Bilingual
- Career Exploration
- Distance Learning
- English for LEP children (ESL)
- Even Start
- Family Literacy
- Health Education
- HSE/HEP
- iPad Pilot Project
- Math Instruction by Teacher
- Mini PASS
- NovaNet
- Other Credit Accrual (MEP Funded)
- Other Credit Accrual (Non-MEP-Funded)
- PASS (Portable Assisted Study Sequence)
- Picnic Table Math
- PLATO
- Post Secondary Prep
- Pre-HSE
- Preschool/School Readiness
- Project SMART Making Mathematics Meaningful 2016
- Reading Instruction by Teacher
- Science
- Social Studies
- Technology Instruction
- Test Prep
- Tutorial Elementary
- Tutorial Secondary
- Work Study
- Other 1
- Other 2
- Other 3



NGS Terms for Supplemental Support Services

- Binational Transcript
- Clothing
- Counseling Service
- Health, Dental, and Eye Care
- Language Interpretation
- Leadership Academy/Migrant Club
- Materials and Resources
- Migrant Student Transfer Packet
- Nutrition
- Parent Education
- Reading on the Range
- Referred Service
- School Supplies
- Social Work, Outreach or Advocacy
- Student Retreat
- Texas Gateway (Non-MEP-Funded)
- Tools for Homework Assistance
- Transportation
- Other 1
- Other 2
- Other 3



NGS Terms for Dropout Recovery

- Migrant personnel must make every effort to enroll children in (1) high school or in a (2) GED/HSE Program for migrant children who are not enrolled in school.
- If Migrant personnel succeed in re-enrolling migrant children into one of these categories, this must be reported to the NGS Clerk as a supplemental service. Note: We may not report re-enrollees who returned to school/HSE on their own.
- Recovery into a High School Program
- Recovery into a High School Equivalency Program (HSE)



Supplemental Services

Supplemental Service	Ages
Instructional	0-21, including OSY
Support	0-21, including OSY
Dropout Recovery	OSY



Sample Master List of Services

#	District Service	Type	NGS Term	Need	Fund Type	Des	Grade(s)	District, ALL Migrant or PFS only
1	Clothing	Support	Clothing	Parent Request	MEP		All	ALL
2	Migrant Camp	Support	Migrant Club/ Leadership Academy	3	MEP		6-8	ALL
3	Content Tutorials	Instructional	Tutorial Secondary	Report Cards, Student/ Teacher/Parent Feedback	Other		9-12	District
4	Early Childhood Program	Instructional	A Bright Beginning (ABB)-Home Based	1	MEP		P3-P4	ALL
5	State Assessment Tutorials	Instructional	Math Instruction by a Teacher	2	Other		3, 5	District
6	State Assessment Tutorials	Instructional	Math Instruction by a Teacher	2	MEP		3-12 and OS	PFS Only
7	Odysseyware	Instructional	Other Credit Accrual (Non-MEP-Funded)	6	Other		11-12	ALL



Develop Master List of Services

- Sample EXCEL template
- 2016-2017 Local Needs Assessment
- 2016-2017 DIP PFS
- 2016-2017 Master List of Services
- Best Practices



Supplemental Services

- P0-P5 (Children not enrolled in your district)
- P3-P5 Home-Based ABB
- PK-5 Elementary, including Campus-Based ABB
- 6-8 Middle School/Junior High
- 9-12 High School
- OS Recovery to HS or HSE and services
- 0-21 Residency Only enrolled in other districts
- K-12 PFS Only



NGS Supplemental Services Repots

- Individual Supplemental Programs – provides a list of students and services entered.
- Supplemental Program Count – provides a list of students, services (both instructional and support) and counts for regular school year and summer terms.
- Note: Neither report will provide PFS only. District must keep track of PFS services provided to PFS only and evaluate the effectiveness of the service.



NGS Reports

This is not an inclusive list.

Elementary	Middle School	High School
<ol style="list-style-type: none">1. Campus Unique Count2. Priority for Services (PFS)3. Continuation of Services4. At Risk of Non-Promotion5. Migrant Student Mobility	<ol style="list-style-type: none">1. Campus Unique Count2. Priority for Services (PFS)3. Continuation of Services4. At Risk of Non-Promotion5. Migrant Student Mobility	<ol style="list-style-type: none">1. Campus Unique Count2. Priority for Services (PFS)3. Continuation of Services4. At Risk of Non-Promotion5. Migrant Student Mobility6. CAMP Recruitment7. HEP Recruitment8. Not on Time for Graduation9. Out of School Youth



District Responsibilities – PFS Action Plan

- a) On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.
- b) 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.
- c) 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 populations groups (e.g., Bilingual, ESL, economically disadvantaged).



The PFS Action Plan must include the following:

- 1) When, in your school year calendar, the Title I Migrant Coordinator will provide campus principals, appropriate campus staff, and parents the Priority for Service criteria and updated Priority for Service reports;
- 2) 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;
- 3) How the district's Title I Migrant Coordinator will use NGS Priority for Service Reports to give placements to these students in Migrant Education Program activities;
- 4) 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;
- 5) What federal, state, and local programs serve Priority for Service students.



PFS Students

- 1) The Texas MEP also requires that the specific needs of PFS students be identified in the local needs assessment and that the strategies to address those needs be included in the local plan for services (including the District Improvement Plan and the PFS Action Plan).
- 2) The services offered to PFS students should directly address their needs.
- 3) Finally, the services provided must be evaluated. LEAs must keep documentation on the following:
 - A. types of services provided to PFS students,
 - B. level of participation by PFS students
 - C. data that shows how successful the services were in assisting PFS students in reaching their goals.



PFS Reminders

- Serving PFS students is a requirement, not an option.
- Districts must document the services that are being provided to its PFS students and the outcome(s) achieved as a result of the service.
- Offering the service to the student, without the actual service being provided, does not constitute the student being served.



PFS Template Participants

Who should be involved to ensure that PFS Student Needs are met and appropriate services are provided?

Person Responsible	Roles/Responsibilities	Outcome(s)
NGS Data Specialist	<ul style="list-style-type: none"> Runs PFS Report on monthly basis; Provides PFS Report to MEP Coordinator 	Students identified as PFS
MEP Coordinator	<ul style="list-style-type: none"> Shares PFS Reports with individuals who work with migrant students 	
Campus Principal	<ul style="list-style-type: none"> Shares PFS Reports with individuals who work with migrant students Ensures that PFS student needs are met 	
Teacher	<ul style="list-style-type: none"> Provides services to PFS students based on student needs 	Student receives targeted assistance.
Counselor	<ul style="list-style-type: none"> Provides services to PFS students based on student needs (PFS Action Plan) 	Student is on path.
Parent	<ul style="list-style-type: none"> Ensures that child is receiving services 	Student needs are met.
Student	<ul style="list-style-type: none"> Meets with teacher/counselor 	Student is better prepared.
Other (specify)		
Other (specify)		



Complete DIP PFS



Region One ESC Migrant Personnel

Migrant Contact	Focus Area	Phone	Email
Dr. Omar Chavez	Migrant Coordinator	956-984-6240	ochavez@esc1.net
Maria Elena Cortez, M. Ed.	Specialist	956-984-6252	mecortez@esc1.net
Manuel Salinas	Specialist	956-984-6251	mansalinas@esc1.net
Diana Moros, M. Ed.	Specialist	956-984-6186	dmmoros@esc1.net
Julissa Sandoval, M. Ed.	Specialist	956-984-6255	jsandoval@esc1.net
Tana Armitage, M. Ed.	Specialist	956-984-6248	tarmitage@esc1.net
Gracie Avila, M. Ed.	Parental/Early Childhood	956-984-6194	gavila@esc1.net
Denise Anaya, M. Ed.	Out of School	956-984-6187	danaya@esc1.net
Rosie Rangel	Program Assistant	956-984-6166	rorangel@esc1.net
Raquel Padilla	Program Assistant	956-984-6218	rpadilla@esc1.net
Brenda Mejia	NGS Helpdesk;/Clerk	956-984-6107	bmejia@esc1.net