

# Region 16 Migrant SSA



## Migrant Section for DIP 2022-2023

The LEA is responsible for incorporating all Migrant Education Program (MEP) activities/services/plans and guidelines into a migrant –specific section of the District Improvement Plan (DIP) and updating it on a yearly basis. The activities listed in this section are required for all Title I, Part C programs in Texas. **You must maintain documentation of these activities for auditing and monitoring purposes.**

**2022-2023 Region 16 Migrant SSA Member District Migrant Education Plan**

**GOAL: Maximize achievement for all students identified as Migrant, so that such students receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.**

**OBJECTIVE: All identified Migrant students will receive services according to high priority.**

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
<b>PS3101 Title I, Part C ESSA Consolidated Federal Grant Application</b>								
ID&R: Conduct ID&R activities as outlined in the ID&R plan in the <i>Texas Manual for the Identification and Recruitment of Migrant Children</i> and in the ID&R plan, and ensure a strong system of quality control is in place. (PS3103 Pt. 2)	Migrant Coordinator, Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, TX-NGS Records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
NGS: Beginning July 1 through June 30, encode all required data into the Texas New Generation System (TX-NGS) and conduct all required activities, as outlined in <i>The Texas Data Management Requirements Manual for TX-NGS &amp; MSIX</i> . (PS3103 Pt.2)	NGS Data Specialist, Migrant Coordinator, Migrant Counselor, Recruiter, Administrators, Counselor	Texas Manual for NGS	July 1 through June 30	TX-NGS Reports and records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
Comprehensive Needs Assessment: Identify the unique educational and educationally-related needs of the children in the LEA through a Local Needs Assessment. (PS3103 Pt.2)	ESC MEP Coordinator, LNA	LNA Toolit	September 1 through August 30	LNA Surveys, Student Profile, LNA-SDP Alignment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
SDP: Implement the required strategies outlined in the Texas Service Delivery Plan and be accountable for achieving the Measurable Program Outcomes. (PS3103 Pt. 2)	ESC MEP Coordinator, Migrant Coordinator, Administrator,	Texas SDP	July 1 through June 30	updated MEP DIP, documentation of strategies implemented--Student Performance Log, TX-NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
Interstate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs. (PS3103 Pt.2)	Migrant Coordinator, Migrant Counselor		July 1 through June 30; May 1 through September 1	Student Performance Log, MSIX Move notifications, TMIP referral documentation, letter/email/ phone call log to receiving states' summer migrant program staff	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program. (PS3103 Pt.2)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator	Reg 16 SSA MEP funds	April 1 through June 30	Program Evaluation findings, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
<b>ESSA Provisions and Assurances</b>								
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, and (4) follow up to monitor and document progress. (ESSA P&A 3a)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator, Counselor		Within first grading period child enrolls	Student Performance Log, copies of referral letters, TX-NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from TX-NGS. (ESSA P&A 3g)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS: Partial Credit Report, Not-on-time for Graduation Report, Student Graduation Plan, Recommended Courses, Supplemental Program Services report; Student Performance Log; course credit consolidation and proper course placement	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation. (ESSA P&A 3gi)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		initial availability of statewide student assessment results through beginning of next school year	Student Performance Log, TMIP referral documentation, Summer statewide student assessment remediation enrollment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
Provide supportive services for out of school youth. (ESSA P&A 3gii)	Migrant Coordinator, Migrant Youth Specialist		July 1 through June 30	OSY Performance Log, copies of referral letters, TX-NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
Preschool Children: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, A Bright Beginning, Head Start, or other early childhood programs.) (ESSA P&A 8)	Migrant Coordinator, Administrator		Within first 60 days of school year after entering school	Student Performance Log, Stepping Stones assessment inventories, enrollment in service, TX-NGS record	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code. (ESSA P&A 9A)	Migrant Coordinator, NGS Data Specialist, PEIMS Coordinator		July 1 through June 30	copy of lists provided to PEIMS, PEIMS report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
Migrant Parent Advisory Council: Establish a SSA-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents from the respective districts in the SSA, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The members should follow PAC by-laws established by the district. (ESSA P&A 1-2)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, sign-in sheet, agenda, by-laws, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____

**2022-2023 Region 16 Migrant SSA Member District Migrant Education Plan**

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
<b>Service Delivery Plan Goals 1-4</b>								
Coordinate/provide needs-based supplemental reading and/or mathematics instruction to migratory students in grades K-12 using results of disaggregated formal/informal assessments during the regular and summer terms. <i>*Supplemental Instruction--Statewide student assessment/content tutorials during the regular school day. Extended-Day statewide student assessment/content tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst) (SDP 1-1, PS3103 Pt. 4)</i>	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	September 1 through July 30	Student Performance Log, TX-NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide training/support to migratory students on the use of academic tools and resources to increase success in reading and mathematics. (SDP 1-2, PS3103 Pt. 4)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide		July 1 through June 30	Student Performance Log, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Utilize Project SMART when providing summer supplemental mathematics instruction to migratory students in grades K-8. (SDP 1-3, PS3103 Pt. 4)	Migrant Coordinator, Migrant Summer School Teacher, Migrant Summer School Aide, Administrator	Reg. 16 SSA MEP funds-Project SMART curriculum, MEP funds	During summer term--must begin after end of regular term and complete before beginning of new regular term.	TX-NGS summer enrollment/wd record and Supplemental Program Services report, Attendance records, Parent/Student Surveys, Student Pre-Mid-Post Assessment scores	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate with LEA and/or community-based school readiness programs to provide migratory children ages 3-5 (who are not in kindergarten) with access to school readiness services. (SDP 2-1)	Migrant Coordinator, School/Home Community Liaison, Head Start/PreK Teacher	District Pre-K, HeadStart	July 1 through June 30	TX-NGS enrollment records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Provide the TEA approved early literacy program (A Bright Beginning) for migratory children ages 3-5 who are not served by other programs (during the regular school year, summer, virtual, face-to-face, home-based, center-based). (SDP 2-2, PS3103 Pt. 4)	Migrant Coordinator, School/Home Community Liaison, Bright BeginningsTeacher	Bright Beginnings Curriculum	July 1 through June 30	A Bright Beginnings inventories, TX-NGS enrollment records, TX-NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide opportunities to confer with migratory students and OSY to increase awareness and access to credit accrual options. (SDP 3-1)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds (CBE tests)	July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log, Student transcript, TX-NGS Supplemental Program Services report and Credit Reports	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide appropriate and targeted supplemental instruction to migratory students in grades 9-12 and OSY including late enrollments and early withdrawal students. (SDP 3-2, PS3103 Pt. 4) <i>*Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)</i>	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2021, June 2022	Student Performance Log, TX-NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide post-secondary and high school equivalency program information to secondary-aged migratory students and parents. (SDP 3-3)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, WTAMU CAMP, WTAMU Admissions, AC Admissions	MEP funds	July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log, PSPG document, handouts, sign-in	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide services to OSY based on identified needs. (SDP 3-4)	Migrant Coordinator	MEP funds	July 1 through June 30	Student Performance Log, OSY Needs Assessment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide support services during the regular term and summer that address the identified needs of migratory students. (PS3103 Pt. 4, SDP 4-1) <i>*Identified Needs for Academic and Nonacademic Support Services--School Supplies, Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations.</i>	Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Migrant Counselor, R16 Educational Specialist	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS Supplemental Program Services report, laptop/calculator check-out form, medical requests	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide training for parents to empower them to access and use resources/ services to address the identified needs of their child. (SDP 4-2) <i>*Identified Needs for Support Services to encourage participation and attendance--Child Care, Transportation to and from parent meeting, Light snack/meal (dependent upon meeting length and time).</i>	ESC MEP Coordinator, Migrant Interventionist, Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS Supplemental Program Services report, notices/agenda/handouts/sign-in sheets/minutes for trainings	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Educate MEP/LEA staff on the unique needs of migratory students to ensure student success. (SDP 4-3)	Migrant Coordinator, Administrator		July 1 through June 30	handouts, emails, sign-in	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Collaborate to educate MEP/LEA staff about instructional and support services provided by other funding sources to ensure migratory students receive services to which they are entitled. (SDP 4-4)	Migrant Coordinator, Administrator, Federal Programs Director		July 1 through June 30	handouts, emails, PSPG provided to MSC, sign-in	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide needs-based PD for MEP/LEA staff who provide supplemental reading and math instruction to migratory students. (SDP 4-5)	Migrant Coordinator, Administrator, Counselor, Migrant Interventionists, Teacher, Educational Aide	Reg 16 SSA MEP funds	July 1 through June 30	handouts, emails, sign-in, training certificate	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
<i>Other: Snacks and Meals for migrant students participating in off campus migrant activities--When students participate in SSA sponsored activities that are conducted off campus, lunch and/or snacks will be provided as the students will not have access to their regular cafeteria meals. (e.g. STAAR Burst, etc.)</i>	Migrant Coordinator	Reg 16 SSA MEP funds	July 1 through June 30	Agenda, presentation handouts, sign-in sheet, TX-NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____

# Region 16 Migrant SSA



## Identification and Recruitment of Migrant Students

2022-2023

## Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE I Region 16 MEP SSA districts will participate in training for recruiters and eligibility reviewers.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June	Yes	Aug	
A. District identified Recruiters and Eligibility Reviewers will complete on-line Identification and Recruitment (ID&R) training offered by the state MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	As available or by deadline set by TEA.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, State ID&R Test	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. District identified Recruiters and Eligibility Reviewers will participate in follow-up Identification and Recruitment (ID&R) training offered by ESC 16 MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	After completion of the state MEP's on-line ID&R training.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, Regional ID&R Test	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June	Yes	Aug	
A. Meet with all district ID&R staff (eligibility reviewers, recruiters and clerks) to brainstorm and plan recruitment strategies to include in ID&R Plan.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, staff assignments, calendar	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. Finalize all forms, documents and logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	MEP administrators, recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, handouts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
C. Make recruiter assignments, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out-of-school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar, TEA Agricultural Map	staff assignments, contact log, list of local farmers/agribusiness contacts, utility contacts, social services contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
D. Conduct ID&R for Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys during school registration, etc. Targeting both enrollees and non-enrollees (ages 0-21). Complete ECOE/COEs as needed. Share copies of ECOE/COEs with appropriate entities.	MEP recruiters	Throughout the year. Make initial outreach efforts by Sept. 30	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, COEs, Supplemental Documentation Form, completed family surveys	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

## Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
continued					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
E. Conduct Annual Initial Contact for Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new ECOEs/COEs as needed. Share copies of ECOEs/COEs with appropriate entities.	MEP recruiters	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, Family COE Report, COEs, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
F. Recruiter completes ECOE/COE and accompanying Supplemental Documentation Form for all families with new QADs. Submit completed ECOE/COE and Supplemental Documentation Form to eligibility reviewer for review.	MEP recruiters	Within 3 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	ECOE/COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
G. Eligibility reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	MEP eligibility reviewers	Within 5 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Copies of ECOEs/COEs, Supplemental Documentation Form, Eligibility Reviewer signature	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
H. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	MEP recruiters	Sept 1-Nov 1 ~~~~~ Also for 2-yr-olds turning 3, after 3rd birthday.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Residency Verification entry made on all ECOEs/COEs, contact log, Residency Verification entry on NGS	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
I. Coordinate with Region 16 Out of School Youth Recruiter to identify OSY within the LEA's boundaries.	MEP recruiters	Throughout the year.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	ECOEs/COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

## Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE III Region 16 MEP SSA member districts will access and utilize the State MEP Agricultural Map.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June	Aug		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	All recruiters and eligibility reviewers for the MEP.	Contact all growers within the district boundaries by Nov. 1.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____ ____
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, ets. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	MEP administrators and recruiters.	By Dec. 1 and update on on-going basis throughout the year.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter responses, recruiter assignments	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____ ____

  

OBJECTIVE IV Region 16 MEP SSA member districts will lead interagency coordination.										
Action	Staff Responsible	Timeline	Resources	Formative Evaluation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June	Aug		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities approved by the state MEP.	MEP administrators and recruiters.	Make initial outreach efforts by Sept. 30 and continue on-going efforts throughout the year.	Texas Manual for ID&R of Migrant Children	list of local contacts for support, medical, transportation, and legal services	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____ ____

  

OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June	Aug		
A. Develop written procedures that outline ID&R quality control within the LEA.	MEP administrators, recruiters, eligibility reviewers and other MEP staff.	By Aug. 31	Texas Manual for ID&R of Migrant Children	copy of written procedures	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____ ____

## Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.										
continued					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
B. Forward ECOEs/COEs with more than one required comment to ESC for review. Follow protocol for ECOEs/COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Eligibility reviewers, MEP administrators, and ESC MEP contact when appropriate	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children	ECOEs/COEs, Supplemental Documentation forms, contact logs	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, eligibility reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	As needed throughout the year	Texas Manual for ID&R of Migrant Children, ESC staff	email/phone contact log of communication between ESC and district contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File ECOEs/COEs in alphabetical order by current mother's last name and retain records for seven (7) years from the date eligibility ends.	All MEP staff	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children, ECOEs/COEs	ECOEs/COEs, Supplemental Documentation forms	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
E. Coordinate with ESC for annual eligibility validation. Validate eligibility through re-interview process according to instruction set forth by TEA.	ESC, MEP staff	January-June	Texas Manual for ID&R of Migrant Children, ECOEs/COEs	ECOEs/COEs, Supplemental Documentation forms, Eligibility Validation forms, contact log of re-interviews	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
OBJECTIVE VI Region 16 MEP SSA member districts will evaluate their MEP.										
					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	All MEP staff Others: Local Migrant Parent Advisory Council (PAC)	By June 30	Texas Manual for ID&R of Migrant Children	Evaluation results from MEP staff, PAC Minutes, reduction in misidentified children, findings and action steps	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____



# Region 16 Migrant SSA



## Priority for Services Action Plan 2022-2023

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, low income).

## 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:

<b>Priority for Service Criteria</b>	
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 style="margin-left: 20px;"><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 style="margin-left: 20px;"><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.

*\*Many may know terminology is changing from LEP to Emergent Bilingual per SB2066 but PEIMS revisions are still in progress.*

School District: MEP SSA Member District
Region: 16

## Priority for Service (PFS) Action Plan

Filled Out By: K. Seymour
Date: 09/01/2022

School Year: 2022- 2023

*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 disadvantage).*

<p><b>Goal(s):</b> To ensure that identified Priority For Services (PFS) migrant children in the Region 16 Migrant SSA districts receive interventions in order to succeed in school.</p>	<p><b>Objective(s):</b> Region 16 MEP SSA districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students.</p> <p>Migrant PFS students will show school success by passing coursework, earning credits, promotion to next grade levels, passing state standardized tests, and attending school regularly.</p>
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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 require priority access to MEP services.</li> </ul>	During the first week of each month during the program year	Region 16 Education Service Center Migrant Data Specialists, District Administrator	Monthly migrant PFS student reports on file in program coordinator's office.

<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>	July of each beginning of the programmatic year	Region 16 ESC Ed. Specialist, Region 16 ESC NGS DES, district MSC	Updated PFS Action Plan on file with MSC and in the LEA's DIP
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>Review the academic status of each PFS student after each six-week grade reporting period. Developed a plan for each PFS student not meeting or at risk of not meeting all academic standards.</li> </ul>	Every six weeks immediately following the posting of grades	LEA Migrant coordinator, ESC migrant counselor, campus principal, campus counselor, teachers	six-week report cards, progress reports with date of consultation and signatures of participants
<b>Required Strategies</b>			
	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Documentation</b>
<b>Communicate the progress and determine needs of PFS migrant students.</b>			
<ul style="list-style-type: none"> <li>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.</li> </ul>	During the first week of each month during the program year	Migrant Data Specialist, Migrant Service Coordinator	Monthly migrant PFS student reports on file in program coordinator's office, log of dissemination, copies of PFS report at campuses
<ul style="list-style-type: none"> <li>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.</li> </ul>	At first PAC meeting of the year and at initial designation of student identified as PFS.	Migrant service coordinator, Migrant School Home community liaison, recruiter	PAC meeting agendas and sign-ins, phone and travel logs, copies of documents shared on home visit (PFS criteria, student academic information, etc.)
<ul style="list-style-type: none"> <li>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.</li> </ul>	Ongoing throughout the year; at a minimum of one per semester	Migrant service coordinator, Migrant School Home community liaison, recruiter	phone and travel logs, copies of documents shared on home visit

<b>Provide services to PFS migrant students.</b>			
<ul style="list-style-type: none"> <li>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.</li> </ul>	Ongoing throughout the year as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student
<ul style="list-style-type: none"> <li>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.</li> </ul>	Ongoing throughout the year as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	Throughout the year and after review of PFS student's progress	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	documentation of services provided by any federal, state or local programs (i.e. TIA, TIII, Homeless, B/ESL, Free & Reduced Lunch, SCE), student schedules
<b>Additional Activities</b>			
Migrant Interventionists will review PFS list on a monthly basis to determine migrant students for targeted instructional support focusing on PFS students unable to meet Statewide Student Assessment criteria.	Once each month; ongoing throughout the year as necessary	Migrant Interventionist	Migrant Interventionists' tracking form

  
 LEA Signature

9.20.2022  
 Date Completed

  
 ESC Signature

09/21/2022  
 Date Received