

## **School Board Review**

**October 18, 2021**

### **FSISD Migrant Program**

The Migrant Education Program is a federally funded program with the intent and purpose to provide supplemental support services to eligible Migrant children. The program is here to assist students with their academic needs to help keep them on track and prepare them for graduation.

For the 2021/2022 school year the program will service about 7 families with 14 students. The student must be identified and recruited for the Migrant Program by a certified Migrant Staff. The families must have worked in any type of agricultural or fishing activities outside of the school district in order to qualify for the program. Due to the COVID-19 not many families were able to go out to obtain agricultural work this summer. Also home visits could not be conducted, so recruitment interviews was done by phone.

Our local Migrant Program is conducted by Irene Vargas, NGS Migrant Data Clerk and Recruiter. The office is located at the Butz Education Center. Annual workshops are provided by Region 18 ESC in order to be compliant with the program and to acquire new and up to date Migrant Education Program (MEP) information. The MEP coordinates with other programs to ensure that the migratory students receive all of the services to which they are entitled.

The program continues to have strong Parental Involvement, referred to as PAC. Parents are elected as officers and campus representatives. They are involved with the Migrant staff in planning meetings, held twice a year. They share ideas and concerns about campus issues affecting their students. Migrant Parent Conferences, by zoom are offered once a year for the Parents who wish to participate.

The MEP provides "A Bright Beginning" (ABB) which is an early childhood program, geared for 3 and 4 year old migrant children, similar to Headstart. It is taught in a bi-lingual format with a curriculum that a parent can teach and learn along with their child. A training is also available to the Migrant Staff which will be done on October 20, 2021.

A Priority for service report is run monthly to identify students needing priority supplemental support. This PFS report identifies Migrant students who have failed STAAR assessments/ at risk of failing academic standards, who are LEP or have had their education interrupted. The staff in turn lets the MEP Coordinator and Counselors, at the campus become aware of these students and together they discuss and arrange support for the student. The support system offered can be anywhere from tutorials (before and after school), Saturday school, night school, support lab and GCS (computer lab) etc.



# *Fort Stockton Independent School District*

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## *Title 1, Part C Migrant Education Program*

**Migrant Services  
2021/2022**

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# **QUALITY CONTROL PLAN**

# Quality Control Plan

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## **A. Quality Control:**

The effort to maintain and improve a strong system of quality control.

FSISD Migrant Services is to ensure that eligible migrant children are correctly identified and recruited so that Migrant Services will reach the population for whom these funds are allocated.

## **B. Purpose:**

1. Support migratory children with comprehensive educational programs, to reduce the dropout rate and other problems that can result from repeated moves;
2. Ensure migratory children with proper educational or support services ( health-related problems and other factors that address their special needs);
3. Ensure that migratory children benefit from State and local systematic reforms;

## **C. Professional staff development:**

1. Identification and Recruitment training **annually** for Migrant staff members. Training is by August 31<sup>st</sup> before new school year starts. Recruiters must use the newest version of the Texas Certificate of Eligibility (COE) and cannot be filled out until recruiters have successfully completed this ID&R training.
2. New Generation System (NGS) training **annually** for our Migrant staff members. Data base used for entry of documentation related to the COE, including residency verification, be kept on file with the fiscal agent for two school years (current and previous). The reporting window falls between Sept. 1<sup>st</sup> –Aug. 31<sup>st</sup> of each year.

## **D. Curriculum and instruction:**

1. All migrant students that are enrolled in the school district receive the same curriculum and instruction as all other students.
  - Expanded tutorials before or after school/mentor programs
2. The curriculum “A Bright Beginning” a home-base program is used for our 3-4 year old migrant students. Home /office visits are required.

## **E. Coordination with other programs and funding sources:**

1. The Title I, Part C funds are used to provide supplemental services to students, such as medical, dental and social services.

## **F. Evaluations are conducted to measure impact of the program on student performance:**

1. The district uses the same standards that are used to assess the performance of students under Title I, Part A, which includes all students on our school wide campuses.

**IDENTIFICATION**

**&**

**RECRUITMENT**

**PLAN**

**FSISD Migrant Services**

**Identification & Recruitment (ID&R) Plan**

**2021-2022**

**Description**

**TIMELINE**

**AFFECTED INDIVIDUALS**

Must receive annual training when provided

Recruiters and Reviewers

**1. Certification Required**  
ID&R and NGS training is received by District Migrant Staff on guidelines regarding child eligibility for the Texas Migrant Education Program, reviewing Certificates of Eligibility (COEs), and NGS Data entry and timelines.

Preparation of all forms, documents and logs for the new year.

**2. Identification and Recruitment**

A meeting is held with Migrant Staff and Program Coordinator to plan recruitment strategies to be included in the ID&R Plan.

A. Locate Migratory children beginning with *implementing family surveys in registration packets before school registration.*

B. Receive surveys and review for possible eligible migrant families.

C. Make contact with new families and continuing eligible families.

D. Conduct Residency Verification by home visits or school records.

E. Recruiter completes COE and accompanying COE Supplemental Documentation Form (SDF) for all families with new Qualifying Arrival Dates (QADs).

Migrant Staff  
**Program Coordinator**

Prior to registration for upcoming school year

September, then ongoing

Throughout the year

September 1<sup>st</sup> - November 1<sup>st</sup>

At time of interview

<p>F. Submit completed COE and SDF to designated SEA Reviewer.</p> <p><b>REVIEW OF COE'S</b></p> <p>Designated SEA Reviewer reviews COE and accompanying COE SDF for all families with new QADs. Return COE and SDF to recruiter if additional information is needed.</p> <p>Enter Data to New Generation System (NGS) after eligibility review is completed .</p>		<p>Within 7 working days after parent signature</p> <p>Within 5 working days of reviewer signature</p>
<p><b>3. Mapping</b></p> <p>Plan recruitment strategies. Check status on new areas where new migrant families may reside. Migrant Staff will make home and/or community visits.</p>	<p>Migrant Staff</p>	<p>Throughout the year</p>
<p><b>4. Supporting Groups</b></p> <p>Coordinate with any groups, organizations or businesses that provide support to our migrant families. Eligibility must be verified for a family to receive Migrant Services.</p>	<p>Program Coordinator Migrant Staff</p>	<p>Throughout the year</p>
<p><b>5. Other Migrant Requirements</b></p> <p>Organize a Parent Advisory Council (PAC) Early Childhood Program Documentation on file of all services provided</p>	<p>Migrant Staff</p>	<p>Between September - May</p>
<p><b>6. Supplemental Support Services</b></p> <p>School supplies, Health and Vision</p>	<p>Migrant Staff</p>	<p>As requested</p>

# **PRIORITY FOR SERVICE (PFS)**



## 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="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>● Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.</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="text-align: center;"><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.

<b>School District:</b> Fort Stockton ISD
<b>Region:</b> 18

## Priority for Service (PFS) Action Plan

**School Year: 2021-2022**

<b>Filled Out By:</b> Irene Vargas
<b>Date:</b> October 13, 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).

<p><b>Goal(s):</b></p> <ol style="list-style-type: none"> <li>To continue providing services to migratory students to meet the state’s challenging academic standards</li> <li>Continue to identify areas of program improvement</li> </ol>	<p><b>Objective(s):</b></p> <ol style="list-style-type: none"> <li>To target Migrant Education Program services to Priority for services students</li> <li>Mep students will be identified through NGS by running monthly reports</li> </ol>
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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> <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>	<p>Monthly Beginning in July</p> <p>August Prior to first day of school</p>	<p>Migrant Recruiter/NGS Clerk</p> <p>MEP Recruiter/NGS Clerk</p>	<p>NGS PFS Reports, (monthly)</p> <p>PFS Action Plan</p>	
Additional Activities				
<ul style="list-style-type: none"> <li></li> </ul>				

## Required Strategies

	Timeline	Person(s) Responsible	Documentation
<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> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.</li> <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>	<p><b>By Sept. 30th</b></p> <p><b>By Sept. 30th</b></p> <p><b>On-going throughout the year(as Needed)</b></p>	<p><b>Migrant Recruiter/NGS Clerk</b></p> <p><b>Migrant Recruiter/NGS Clerk</b></p> <p><b>Migrant Recruiter NGS Clerk</b></p>	<p><b>PFS Action Plan</b></p> <p><b>PAC Agenda PAC Minutes</b></p> <p><b>Family contact log Preliminary needs assessment</b></p>
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li></li> </ul>			
<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> <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> <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>	<p><b>Ongoing throughout the year</b></p> <p><b>Ongoing throughout the year</b></p> <p><b>Yearly</b></p>	<p><b>MEP Staff</b></p> <p><b>MEP Staff</b></p> <p><b>MEP Staff</b></p>	<p><b>MEP Activities sign in sheets</b></p> <p><b>PFS student progress review form</b></p> <p><b>DIP (District Improvement Plan)</b></p>

  
 LEA Signature

10/13/2021  
 Date Completed

ESC Signature \_\_\_\_\_ Date Received \_\_\_\_\_