



*Devoted to Student Success...
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Migrant Education Program

Title I, Part C



Priority for Services (PFS) Action Plan 2011-2012



Office of Federal Programs' Staff



- **Joe Ceballos - Director of Federal Programs/Migrant Service Coordinator.....254-5024**
- **Noe Guillen – Federal Programs’ Accountant.....254-5050**
- **Sulema Rodriguez – Migrant Specialist.....233-6945**
- **Minerva Hernandez – Federal Programs’ Secretary.....254-5024**
- **Rosie Mendoza – NGS Data Specialist / Recruiter.....254-5026**
- **Ruby Garcia – Migrant Home Educator/Recruiter.....254-5028**
- **Aida Vasquez – Migrant Recruiter.....254-5027**

As part of the Division of NCLB Program Coordination, the LFCISD’s Migrant Education Program will provide supplemental resources aimed at helping migrant students achieve academic success, as outlined in Title I, Part C of the No Child Left Behind Act of 2001. The LFCISD MEP staff will provide the coordination of supplemental resources, which include the following:

- Identification and Recruitment of Migratory Children in the District;
- District Migrant Parent Advisory Council (PAC);
- Migrant Reading Is Fundamental (RIF) Program;
- Collection and Exchange of Data through the use of the New Generation System (NGS) Database and MSIX;
- Summer Migrant Program: Project Smart-MASTERS;
- Coordination with the Texas Migrant Interstate Program; and
- Graduation Enhancement.



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No Child Left Behind (NCLB)

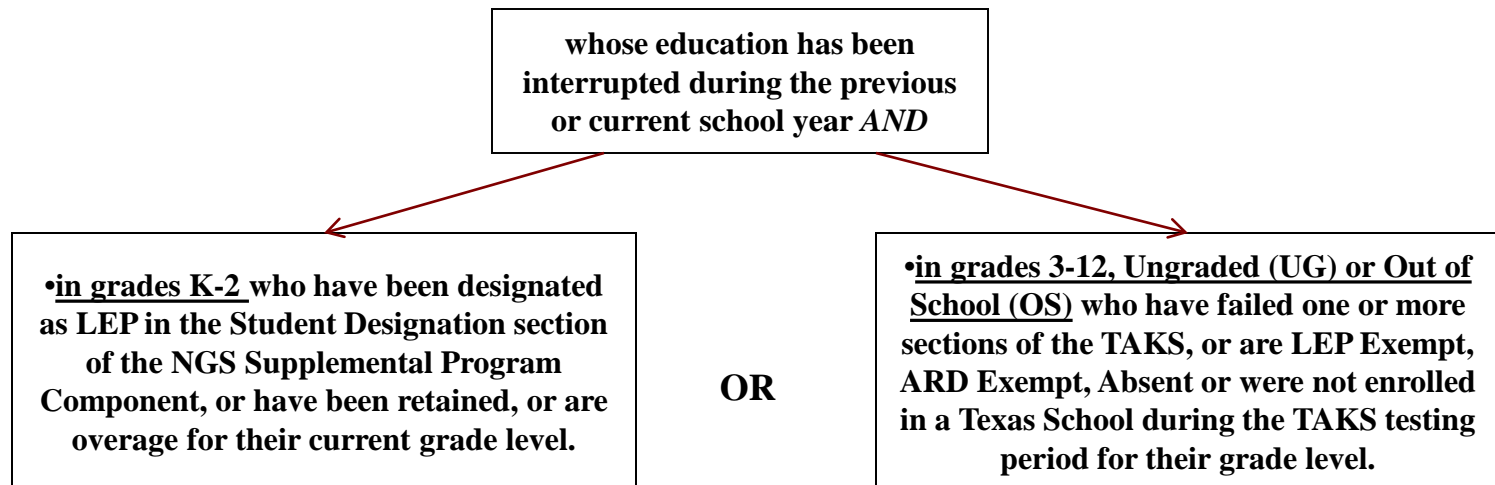
NCLB P.L. 107-110 1304 (d) **PRIORITY FOR SERVICES** - In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.

Migrant children are eligible for services under the regular Title I, Part A on the same basis as other children. MEP funds are intended to supplement services provided under Part A and other programs to meet the needs of migrant students that arise from their migrant status.

Both the State's Consolidated Application to the U.S. Department of Education and the State's comprehensive needs assessment delineate how the activities and services of the LFCISD MEP are assessed, delivered, and evaluated based on addressing the identified needs of the District's migrant student population.

Priority For Services (PFS) Criteria

Under the Priority for Services provision, the NCLB Act directs the LFCISD Migrant Education Program to target funds to first provide services to those migrant students:



To implement this provision effectively and to provide a standard for determining which migrant students shall receive priority, the District has streamlined the process of identifying these students by printing a monthly Priority for Services report through the New Generation System (NGS), the migrant student database. Based on the LFCISD's timely input of migrant student demographic and educational data, this report provides a list of those students who **MUST** receive services first before migrant funds may be allocated to other migrant students.

The Los Fresnos CISD Priority for Services Action Plan describes how the District will utilize MEP funds and/or other resources to target and address the unique needs of Priority for Services migrant students and to track the services that these students receive.



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Los Fresnos Consolidated Independent School District



- Goal:**
- Identify and provide services to migrant students who are failing or at risk of failing to meet the State’s content and performance standard and whose education has been interrupted during the regular school year.
 - Identify migrant students who are missing significant amounts of instructional time by enrolling late and/or withdrawing early.
- Objectives:**
- 100% of PFS students will have access to instructional opportunities.
 - 85% of PFS students will be on grade level within 2 years.
 - 85% of PFS students will meet the state academic achievement standards

Category 1: The Title I Migrant Service Coordinator will provide campus principals, appropriate campus staff, and parents the Priority for Services criteria and updated NGS Priority for Services reports.

Required Activity	Personnel	Resources	Timeline	Evaluation
Present the Priority for Services criteria and services available for PFS students through a Migrant Awareness Presentation.	MSC Recruiter-----	PFS Criteria NGS PFS reports -----	First meeting of school year: Leadership Team Migrant Staff DIP Meeting Parent Meeting --Faculty Meeting	Agendas Sign-In Sheets PFS Monthly Reports
On a monthly basis, run NGS PFS reports to identify migrant children and youth who require priority access to MEP services.	NGS Specialist	NGS PFS reports	September - May	Completed reports
On a monthly basis, deliver PFS reports with identified PFS students and Student Plan to LFCISD campus principals.	MSC Migrant Specialist	NGS PFS reports PFS Student Plans	September - May	Completed reports
Develop and implement a set of district procedures outlining strategies for partial/full credit accrual , make-up course work, and/or placement in required courses for migrant students with late entry/early withdrawal.	MSC Migrant Specialist	District policy & procedures Migrant Late Entry/Early Withdrawal Course Completion Plan	September - May	District policy & procedures Migrant Late Entry/Early Withdrawal Course Completion Plan
Provide migrant students the opportunity to attend leadership events designed to help students develop effective learning and study skills.	MSC Migrant Staff	Event Agenda Handouts	TBD	Sign-In sheets



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Los Fresnos Consolidated Independent School District



- Goal:**
- Identify and provide services to migrant students who are failing or at risk of failing to meet the State’s content and performance standard and whose education has been interrupted during the regular school year.
 - Provide information to help migrant parents access school staff and their child(ren)’s academic progress.
- Objectives:**
- 100% of PFS students will have access to instructional opportunities.
 - 85% of PFS students will be on grade level within 2 years.
 - 85% of PFS students will meet the state academic achievement standards

Category 2: The District’s Title I Migrant Service Coordinator, MEP staff, and migrant school staff will make home and/or community visits to update parents on the academic progress of their children.

Required Activity	Personnel	Resources	Timeline	Evaluation
Conduct MEP meetings to provide information regarding academic achievement requirements and student progress.	MSC Migrant Staff	Progress Reports Review students’ academic progress after the 3 rd week of the grading period Report Cards Transcripts Teacher Conf. Periods eStudentPlus Attendance Policy Grading Policy Homework Policy StudentSuccessInitiative Graduation requirements District policy & procedures Migrant Late Entry/Early Withdrawal Course Completion Plan Mail Campus Directories District Parent Application to use Home Access Center	Bi-monthly	MEP meeting agendas MEP meeting sign-in logs Parent contact logs
Update parents on the academic progress of their children.	Migrant Specialist		September - May	Parent contact logs
Provide parents with information on collaboration with school personnel.	Migrant Staff		August - May	Handouts
Give parents lists of resources to access via the internet.	Migrant Staff		August – May	Handouts

Category 3: The District's Title I Migrant Service Coordinator will use NGS Priority for Services reports to give priority placement to these students in Migrant Education Program activities.

The Title I Migrant Coordinator will ensure that the NGS Priority for Services reports will be generated monthly. The PFS reports, criteria, and Student Plans will be delivered to all campus principals in order to assist the counselors and staff with the appropriate instructional placement of students. If the PFS student is lacking an area of STARR/EOC/TAKS, the campus Administrator/Counselor will ensure that the student receives proper placement of a STARR/EOC/TAKS remediation class and/or tutorial sessions to ensure academic success.

The Campus Principal and staff will complete the PFS Student Plan to ensure that migrant students are given priority for services if they are failing or most at risk of failing to meet the states academic content standards and student achievement standards. The PFS students will have an opportunity to attend non-migrant funded tutorials available in all areas including electives and STARR/EOC/TAKS academies. Credit accrual and retrieval opportunities will be available to migrant students to address on-time graduation needs. As needed, support and resources necessary for success will include Tier 1 Lab-American Preparatory Institute Modules and/or Compass, UTPA Migrant University Summer Experience, UT Austin's Migrant Student Graduation Enhancement Program, searches and application completion for colleges/universities, financial aid, scholarships, CAMP programs, tutorials, school supplies, and clothing.

It is the goal of the Los Fresnos Consolidated Independent School District to ensure the success of our Priority for Services students.

Category 4: The District's Title I Migrant Service Coordinator will ensure that Priority for Services students receive priority access to instructional services, as well as social and community services/agencies.

The Title I Migrant Service Coordinator will ensure that PFS students receive instructional services in the eight areas of need identified in the Migrant Statewide Service Delivery Plan. Priority for success will be given to PFS students first by ensuring priority access to instructional services as well as social and community services/agencies.

PFS students will have access to campus after school/Saturday tutorials as support for instructional assistance to ensure that all students meet sufficient needs for promotion to the next grade level. Students who failed TAKS must participate in STARR/EOC/TAKS remediation programs. PFS students' records will be reviewed by the campus administrator/ counselor to determine grade level needs and on-time Graduation requirements.

The Statewide Service Delivery Plan's eight identified needs will be met relative to the PFS student:

1. First graders will meet sufficient needs for promotion to grade 2.
 - First graders will have the opportunity to attend tutorials
 - Progress monitoring will occur at the end of the third week of the grading period and at the sixth week grading period
2. Students who fail STARR/EOC/TAKS must participate in summer remediation.
 - District after school, Saturday, and Summer STARR/EOC/TAKS Tutorials/Academies
 - TMIP coordination with receiving school
 - Study Buddies
3. Middle school students must use learning and study skills appropriate to learning.
 - Provide high school credit courses in middle school
4. Middle school students must have timely attention and appropriate interventions related to problems or concerns that are academically and non-academically related.
 - Provide District resources available
 - Referrals to outside Health and Human service agencies
 - Provide leadership opportunities
5. Middle school students must have necessary homework assistance and tools at home essential for academic success.
 - Calculators
 - KINEO
 - Study Buddy
 - Laptops
 - School supplies
6. Secondary students must earn the required credits for on- time graduation.
 - Educational continuity
 - Graduation Plan support monitoring
 - Tutorials
 - TMIP coordination
 - Credit accrual opportunities
ex.= UT Austin Graduation Enhancement Program or UTPA MUSE
 - Hold course slots for late entry students
 - Homework Center
7. Secondary students must make up course work they lack due to late enrollment or early withdrawal.
 - Late Entry / Early Withdrawal monitoring
 - NGS Partial Grades' History/Grade Consolidation
 - Credit accrual opportunities
8. Migrant students who migrate outside of Texas in summer months must be served in summer migrant programs through the efforts of interstate coordination.
 - TMIP Coordination

The Migrant Recruiter will provide a list of community and social services/agencies to Priority for Services students and parents. PFS Students will also have access to District contracted professional services.

Category 5: A narrative section that describes in detail federal, state, and local programs that serve Priority for Services students.

Priority for Services students have many options to accrue credits. The Los Fresnos Consolidated Independent School District offers resources at the federal, state, and local level for PFS students.

At the federal level, the Texas Migrant Interstate Program TMIP assists with the inter/intra state coordination of records. The New Generation System is used to run PFS reports and to view Secondary Course History, Partial Grades, Final Grades, Formal Assessments, and STARR/EOC/TAKS. The Migrant Student Information Exchange (MSIX) allows us to manage migrant data to ensure the appropriate enrollment, placement, and accrual of credits for migrant children nationwide.

At the state level, students have options to accrue credits through the UT Austin Migrant Graduation Enhancement program and Migrant University Student Experience (MUSE) program. Project Smart is offered to provide educational continuity. Reading is Fundamental provides free books to motivate young children to read and to make reading a fun and beneficial part of everyday life.

At the local level, students have options to accrue credits through the following programs: American Preparatory Institute, Compass, UT Austin's Credit by Exam and the Migrant Graduation Enhancement programs, and UTPA MUSE. In addition, tutorials will be provided to Migrant students as needed. The Title I Migrant Service Coordinator will indicate the supplemental activities the district will conduct as part of its MEP, including migrant and non-migrant funded. Written evidence of the effectiveness of migrant student success of each service offered shall be incorporated into the District's MEP local needs assessment. Project Smart and Reading is Fundamental programs are state sponsored programs also available in our District.

Grade level promotion and on-time graduation opportunities are made readily available to PFS students through tutorials, summer school, and credit accrual opportunities to ensure student success in the Los Fresnos Consolidated Independent School District.

It is the policy of Los Fresnos CISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age.



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Migrant Education Program Title I, Part C Priority for Services (PFS) Action Plan 2011-2012

Joe Ceballos, Director of Federal Programs

A handwritten signature in blue ink that reads "Joe Ceballos".

Date

8/19/2011

Gonzalo Salazar, Superintendent

A handwritten signature in blue ink that reads "Gonzalo Salazar".

Date

8/19/2011

