



TITLE I PART C

Education of Migratory Children



Best Practice: PFS Identification and Service Plan

Project: ESU1

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Program Location: Each district served by ESU1 and Wisner/Pilger, NE, Norfolk, NE, and West Point, NE

Age/Grade Level/Target Population: All Migrant Students Pre-K-12 and OSY, identified as PFS

Goal Area: School Readiness, English Language Arts and Mathematics, and Graduation and OSY Services

MPO Addressed:

- **MPO 1a** By the end of the 2020-21 performance period, 45% of eligible migratory children ages 3-5 (not in kindergarten) will attend preschool or receive MEP-funded preschool services.
- **MPO 1b** By the end of the 2020-21 performance period, 80% of eligible migratory children ages 3-5 (not in kindergarten) who receive MEP-funded preschool services will score proficient or show a gain of at least 5% on the NePAT or Teaching Strategies GOLD.
- **MPO 2a** By the end of the 2020-21 performance period, 70% of K-12 migratory students who receive MEP-sponsored supplemental instructional services in ELA and/or math will score proficient or show a gain of at least 5% on district pre/post assessments.
- **MPO 2b** By the end of the 2020-21 performance period, 75% of K-8 migratory students will receive MEP-sponsored support services.
- **MPO 3a** By the end of the 2020-21 performance period, 45% of eligible secondary students (grades 9-12) and OSY will receive MEP-sponsored supplemental instructional services.
- **MPO 3b** By the end of the 2020-21 performance period, 70% of all eligible secondary migratory students (grades 9-12) and OSY will receive MEP-sponsored support services that contribute to their graduation, GED, college, career, and/or life readiness goals.

Program Purpose: Create a plan for PFS students to help them overcome the obstacles that may interfere with their academic success.

Program Description: The PFS Identification and Service Plan starts with families and schools. Schools and parents provide school needs indicator data that is then evaluated by migrant education staff. This data is collected by each project from the schools they serve and kept in

the MIS2000 database. For students not enrolled in school, program staff should inquire about PFS indicators with parents or OSY students. Using the indicator data, migrant education staff can make informed decisions about how to best serve PFS students. For example, services provided to all PFS students should be frequent. However, a student that qualifies as PFS because they are homeless will ultimately receive different services than a student that is identified as PFS because they are on an IEP.

The next step is to train staff and provide resources necessary to serve students based on the data. Service providers, tutors, and liaisons should be familiar with each indicator and what he or she can do to impact the students' outcomes in the three goal areas. In addition to gaining knowledge and strategies to serve students themselves, migrant education staff are tasked with passing along this information to parents so that they can continue the work with their children at home.

After students have been identified and staff have the training and resources necessary to support them, a plan is developed to serve the students. Students, parents, teachers, and migrant staff are all stakeholders in this and thus should all be part of the plan if possible. When putting a plan together, attainable goals should be set with built in supports. Just as PFS students require frequent contact, the goals should be monitored consistently.

Finally, determine a process for assessing student progress and identifying the impact on PFS indicators. Instructional services should impact educational outcomes and be reflected in district assessments. Migrant education staff is responsible for collecting assessment data from schools and districts to determine growth for students on plans. Using this assessment data, migrant education teams can update plans and adjust services to best meet the students' needs.

Anticipated Outcome(s):

1. 3-5 year old students will be ready for preschool/kindergarten.
2. K-12 students will demonstrate proficiency on grade level content standards.
3. High school seniors and OSY will obtain a high school diploma or GED and/or develop the skills that lead to success in the workforce.

Curriculum: District Curriculum unless otherwise noted

Assessment/Evaluation: NePAT, District Assessments, MAP

Staffing: Coordinator, Service Providers, tutors, and liaisons

Cost: Wages and benefits for staff listed above

Resources Needed: Plan and goal sheet, indicator explanation sheet, school needs data from MIS2000

PFS Identification and Service Plan

Migrant Education Project:

Student Name (First and Last)	Grade	District: School Staff Contact i.e. teacher/administrator

PFS Indicators: Check each indicator that qualifies the student as PFS.

A1: Disabled/IEP		A2: Poor Attendance		A3: Retention		A4: Modal Grade		A5: Credit Deficient
A6: LEP		A7: Low Performance		A8: OSY		A9: Pre-k Children		A10: Homeless

Goal area to be addressed: Circle all that apply.	Staff Needs: What training or resources does MEP staff need to support this student?
<p>School Readiness</p> <p>English Language Arts and Math</p> <p>Graduation and OSY Services</p>	

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Baseline Assessment Data

Most Recent MAP Scores	Reading: Language: Math: Science:	Most Recent NSCAS (State Assessment) Score	Reading: Math: Science: ACT:																		
ELPA21 Scores (if applicable)	Proficiency: Listening: Reading: Speaking: Writing:	NePAT or GOLD Assessment Score	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">GOLD</td> <td style="width: 50%;">NePAT</td> </tr> <tr> <td>Social Emotional: Beginning</td> <td>Reading:</td> </tr> <tr> <td>Physical: Progressing</td> <td></td> </tr> <tr> <td>Language: Proficient</td> <td></td> </tr> <tr> <td>Spanish Language: Advanced</td> <td></td> </tr> <tr> <td>Cognitive: Beginning</td> <td>Math:</td> </tr> <tr> <td>Literacy: Progressing</td> <td></td> </tr> <tr> <td>Spanish Literacy: Proficient</td> <td></td> </tr> <tr> <td>Mathematics: Advanced</td> <td></td> </tr> </table>	GOLD	NePAT	Social Emotional: Beginning	Reading:	Physical: Progressing		Language: Proficient		Spanish Language: Advanced		Cognitive: Beginning	Math:	Literacy: Progressing		Spanish Literacy: Proficient		Mathematics: Advanced	
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Learning Plan

Goal 1:	Supports necessary to meet Goal 1
Goal 2:	Supports necessary to meet Goal 2
Goal 3:	Supports necessary to meet Goal 3

Check In (Mid-term)

Feedback and Notes from School Contacts/MEP Staff	Mid-point Assessment Data	Modifications to Goals

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End of term Assessment Data

Most Recent MAP Scores	Reading: Language: Math: Science:	Most Recent NSCAS (State Assessment) Score	Reading: Math: Science: ACT:	
ELPA21 Scores (if applicable)	Proficiency: Listening: Reading: Speaking: Writing:	NePAT or GOLD Assessment Score	GOLD Social Emotional: Beginning Physical: Progressing Language: Proficient Spanish Language: Advanced Cognitive: Beginning Literacy: Progressing	NePAT Reading: Math:

