The mission of the Office of Migrant Education is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers, and their families.
Objectives

• Understand which migratory children must be given priority for services (PFS)
• Gain awareness of how other States are interpreting the definition of PFS
• Discuss with colleagues the practical applications of PFS
References

**Statute**
Section 1304(d) of the *Elementary and Secondary Education Act* (ESEA) of 1965, as amended by the *Every Student Succeeds Act* (ESSA) of 2015

**Code of Federal Regulations**
34 CFR 200.84(a)

**Guidance**
Chapter V, Section of the Non-Regulatory Guidance for the Title I, Part C Education of Migratory Children (October 2003)
WHAT IS PFS?
Section 1304(d)

(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 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 challenging State academic standards; or

(2) have dropped out of school.
Questions from MEP stakeholders

1. Does “previous 1 year period” refer to the calendar year, fiscal year, or school year?

2. What is the definition of migratory children who have dropped out of school: out of school youth (OSY), children who attended school at some point in their formative years, or children of school age that are not enrolled in school?

3. When will OME/ED release guidance on PFS?
HOW STATES ARE INTERPRETING PFS
“Qualifying move within the previous 1-year period”

- September 1st through August 31st
- “First, we identify what is the first day of school district. From that date we count back 12 months.” Determine if the child had a qualifying arrival date (QAD) within that 12 month period
  [Data available: first day of school district, QAD, residency date]
- QAD within one year of the creation of the child’s needs assessment/enrollment
“Failing, or most at risk of failing, to meet the challenging State academic standards”

• We have 5 categories under this indicator:
  – State assessments,
  – Failing grades in one or more academic content areas or courses
  – Insufficient credits for promotion or graduation
  – Working at grade below placement and/or is over age for grade placement by one or more years
  – identified as an English Learner (EL)

  [Data available: Assessment scores, over age for grade, EL(test name and score)]

• A combination of state assessment, district assessment, special education and EL status, and student grades. We qualify K-12 students as PFS currently.

• Many things are considered including state test scores, daily grades, and semester grades.
“Migratory children who have dropped out of school”

• A student who has dropped out of school in the previous school year; not enrolled at the beginning of the succeeding school year or has not graduated or completed a program of studies by the maximum age established by the State.

  If a child is enrolled and then he or she dropped out of school; we update our database adding with the current status (We have a process in place) [Data available: OSY is determined by a family interview, and documented in the COE. When we generate the PFS form, we include OSY under grade level.]

• Eligible migrant students who are officially withdrawn from school, students who are under 21 years old and have not graduated and are not enrolled in High school, a credit-recovery program, or GED program.
GROUP DISCUSSION

• Discuss two guiding questions with colleagues

• Note any promising or successful practices on Post-It notes and share on the Idea Board. Please be as specific as possible.
GROUP DISCUSSION

1. What challenges have you encountered in determining which children meet the definition of PFS, and how have you addressed these challenges?

2. How have changes in PFS impacted, or how will they impact, program design and service delivery plans at the State and local levels (e.g., subgrant formula/process, types of services included in service delivery plans, service delivery strategies)?
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