North Carolina Migrant Education Program Priority for Services (PFS) Guidance

> SEC. 1304(d) of the ESEA, as amended by the ESSA defines Priority for Services (PFS) as follows: any migratory children who have made a qualifying move within the previous 1-year period and who (a) are failing, or most at risk of failing, to meet the challenging State academic standards; OR (b) have dropped out of school.

Criterion #1: Mobility [1304(d)]

Requirement	Documentation Required
☐ Qualifying Move (QM) within the previous 1-year period defined by the following parameter: • Qualifying Move (QM) was made within the last 365 days at the time of the interview (*including summer)*	• Certificate of Eligibility (COE)

AND

Criterion #2: Academic Risk [1304(d)(1)]

Select only one of the following risk factors (2a, 2b, or 2c)

☐ **Risk Factor 2a:** Student has North Carolina Assessment Scores within the preceding 12 month

Risk Factor 2a	Documentation Required
☐ Has not met the grade-level proficiency standard[1] on the NC End-of-Grade (EOG) Assessments in Reading, Math, and/or Science in Grades 3-8	• Student-level assessment results in the areas tested
☐ Has not met the grade-level proficiency standard on NC End-of-Course (EOC)	

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[1] As outlined in GS 115C-174.11, any student that receives an achievement level below a "Level 3" on the NC EOG and/or EOC exams does not meet the "on-grade-level proficiency" standard

Assessments in English II and Math I by the end of Grade 10	
☐ Has not met North Carolina's language proficiency level on the WIDA ACCESS Placement Test (W-APT)	• W-APT results demonstrating that student has a composite score of below 4.8

☐ **Risk Factor 2b:** Student has no North Carolina Assessment Scores

> ☐ Student was not present in the district when State assessments were
> administered
> > OR
> ☐ Student is enrolled in a grade level where a State assessment is not regularly
> administered (grades 1-2 and high school)

Select one objective risk factor

Risk Factors 2b	Documentation Required
☐ Retained: Student has been retained at least once after Kindergarten	• Printout from Powerschool (PS) or MSIX showing grade level of retention
☐ Grade/Age Compatible (Over age for grade): age does not match acceptable range for grade level placement within two (2) years	• COE with correct birthdate and grade placement indicated
☐ Credit Deficiency: (for high school students *only)* Student has not earned sufficient credits per North Carolina's graduation requirements and grade level	• Completed NC graduation requirement checklist with areas of deficiency highlighted
☐ Attendance: Student attendance is less than 90% of total days enrolled	• Printout of current attendance record from PS
☐ Suspensions: Student in elementary or middle school has at least five (5) consecutive days of out-of-school suspension during a school year	• Discipline referral and/or attendance record from PowerSchool
☐ Exceptional Children's Services (services other than Academically and Intellectually Gifted [AIG] services)	• Printout from PS of EC "flag" or MSIX printout with IEP option selected
☐ Homeless: meets the definition of a "homeless" student as defined in Title I, Part D	• Formal eligibility confirmation by district Homeless Liaison/Coordinator/Director
☐ Non-NC State Assessment Scores: less than proficient scores on assessments from another state	• MSIX printout of other state assessment scores
☐ Other risk factor not mentioned	• If other is check, please contact a MEP Administrator to confirm other risk factor

OR

☐ **Risk Factor 2c:** Student has dropped out of school [1304(d)(2)]

Risk Factor 2c	Documentation Required
☐ Student dropped out of school during or after his/her 9th grade year	• Printout of PowerSchool "transfer info screen" that shows that the student is no longer enrolled in a NC state school and has not transferred out-of-state • State or federal (MSIX) database does not indicate that student received a high school diploma or equivalent

Frequently Asked Questions

Who should make the determination of Priority for Services (PFS)?

The migrant recruiter is responsible for determining if a migratory student meets criterion 1: mobility. If a student meets the criterion 1 requirement, the migrant recruiter should inform the migrant director or coordinator of the student. It is then the migrant director or coordinator's responsibility to determine if the student meets any of the criteria 2 academic risk factors. For smaller districts, it may be necessary for the recruiter or service provider to determine if the student also meets criterion 2: academic risk. If the recruiter and/or service provider is making the overall determination, the designation form must be signed by the migrant director. *It is important to note that access to both Powerschool and MSIX is required to make an accurate PFS determination.*

When should we make the determination for PFS?

PFS status should be assessed annually for students who are re-enrolling in the MEP for the regular school year. An ideal time to do this is during the School Year re-enrollment period in September. Additionally, all new students *must* be evaluated for PFS status as they arrive to your district.

How long is a migrant student eligible for PFS?

A PFS determination is valid for one year. However, a student must be re-identified and reported as PFS at the beginning of the new performance period if he/she is still eligible. For example, if a student is identified as PFS in the Spring, he/she must be re-reported as PFS during the new performance period beginning on September 1.

What do we do with the information once we have made a determination?

Migrant staff, teachers, and administrators should be aware of which students are PFS. SEC. 1304(d) requires that the MEP "give priority to those 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."

In order to give these students priority, we must serve them "first" and with greater intensity than other eligible migratory students. It is critical to ensure that they are receiving extra support through the MEP and are able to access the full range of services available to them through other State and local programs.

> **Example of PFS services:** One method of exemplary service to PFS students is the three-pronged approach of case management. This includes coordinating services with other federal programs to ensure that these students are receiving the academic services they need. The second prong includes mentoring of the student on a regular basis (i.e. once per week). The final prong includes support through close communication and capacity building with the student's parent(s)/guardian(s)