

Idaho Migrant Education Program Priority for Services Guidance

Updated 6/1/2021

Title 1-C Sec 1304 (d) of ESEA as amended by ESSA defines Priority for Services (PFS) as follows: 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.

IMPORTANT: To receive Priority for Services, migrant students must meet at least **one criteria in both Academic Risk AND Educational Interruption.**

Academic Risk *(Use Criteria 1a over Criteria 1b whenever possible.)*

- Criteria 1a:** Student has Idaho Assessment Scores. [1304 (d)(1)]

A student who is not proficient on a state assessment:

ASSESSMENTS	SCORES
ACCESS or EL Screener	Not proficient (LE, L1, EW status)
ISAT English Language Arts, Math, Science	Not proficient on any or all
IRI	Not proficient fall or spring

- Criteria 1b:** Student has no Idaho Assessment Scores.

A student who has shown lack of academic proficiency on another objective measure:

OBJECTIVE MEASURES* see back for examples	CRITERIA
District Assessments, RTI Screeners, or progress monitoring assessments	Less than proficient for grade level expectations
Lacks credit(s)	Missing credit(s) needed for graduation
Other state's assessment	Less than proficient on a state assessment from another state (MSIX)

- Criteria 2:** Student has dropped out of school. [1304 (d)(2)]

Educational Interruption

Student has moved. Move must be:

- a qualifying move
- within the last 1 year.



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Examples of objectives measures:

Reading:

- DIBBELS
- AIMSweb
- Core Phonics Survey
- STAR
- easyCBM
- TPRI Early Reading Assessment
- End of Course Assessments (EOCs)
- Other states' content standards tests

Math:

- AIMSweb
- Acuity
- Classworks Universal Screener
- STAR
- easyCBM
- Iowa Test of Basic Skills (ITBS)
- Measures of Academic Progress (MAP)
- End of Course Assessments (EOCs)
- Other states' contents standards tests

Frequently Asked Questions

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

Typically, the migrant director and the family liaison makes these determinations. However, if you have a graduation specialist, he or she could also assist. Since the criteria is objective, the determination is fairly easy to do.

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

You should make this determination annually in the fall for any returning students and then throughout the year as new students arrive. Remember, you are looking back at educational interruptions in the preceding 12 months, so some students may be PFS who moved into the district during the preceding school year. The earlier in the year the determination is made the more likely that the student will have a qualifying move in the past 12 months.

How long is a migrant student eligible for Priority for Services?

The determination of PFS is for one year, however, in practice this is until the end of the performance period or September 1st. For example, if a student is identified in the spring, he or she should still be part of the new process of determination in the fall of the following year.

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

Migrant staff, teachers and administrators should be aware of who is PFS. The law requires that we “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 (d)]” In order to give them priority, we must either serve them “first” or with greater intensity than other migrant students. These students have already shown that they are at greater risk of not succeeding academically. Finding ways to ensure that they are receiving extra support through the migrant program is critical.

Example of PFS services: One method includes a three pronged approach of case management. It would include coordinating services with other federal programs to ensure that these students are receiving the academic services they need. Second, it would include mentoring of the student on a regular and frequent basis. And finally, the migrant staff person would ensure that these vulnerable students are supported through regular communication and support to their parents.



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