

MICHIGAN MIGRANT EDUCATION PROGRAM

presents

Priority for Services: Determining Eligibility

February 13, 2013
repeated May 6, 2013



Office of Field Services, Special Populations Unit

- ❖ **Welcome**
- ❖ **Introductions & Roll Call**
- ❖ **Background**
- ❖ **Development of Statewide Procedures**
- ❖ **Implications**
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- ❖ **Procedures**
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Agenda

Priority for Services: Determining Eligibility

BACKGROUND

2/13/2013

Priority for Services: Determining Eligibility

ESEA/NCLB

Title I, Part C Section 1304 (d) PRIORITY FOR SERVICES (PFS)
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.

Office of Migrant Education, US Ed (OME) Non-Regulatory Guidance (B2)

- State Education Agencies (SEA) must establish and implement appropriate procedures to identify and target services to migrant children who meet the priority for services requirement.
- In order to determine who meets this criterion, SEAs should first determine which children are failing or most at risk of failing to meet the State's academic content standards and student achievement standards.

OME Non-Regulatory Guidance (B4-5)

- Academic performance within the past 12 months on the state assessment (B3)
 - If unavailable, the SEA may use other relevant information (local assessment, risk factors)
- Educational interruption in the preceding 12 months
 - Qualifying Activity Date (QAD)/Last Qualifying Move (LQM), changed schools, missed “significant” amount of time during regular year
 - DUE TO migrant lifestyle

OME Migrant Education Program (MEP) Questions & Answers v.2

- PFS and Continuation of Services (COS) are incompatible
- Out of School Youth (OSY) may be PFS
 - A State might determine that OSY experience an educational interruption, and are unlikely to meet State standards because they do not attend school and have not graduated from high school.
 - State develops process for identifying circumstances when OSY may be PFS eligible
- 3-5, not kinder (Preschool, PS) may be PFS
 - A preschool child might meet the criteria if they are removed from a structured preschool program because of the migrant lifestyle, and while participating in the program, were failing or at risk of failing the program's milestones
 - State develops process for identifying circumstances when PS (3-5) may be PFS eligible

OME Visit *Summer 2012* Finding #4

- “It is imperative that the state (Michigan) have one clearly defined set of measures that are applicable statewide.”

DEVELOPMENT OF STATEWIDE PROCEDURES

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Priority for Services: Determining Eligibility

Development

- Session at the Special Populations Conference
- Input incorporated into revised eligibility worksheet
- Research
- Revisions to eligibility worksheet & creation of guidance document for completing the worksheet
- Seeking input from directors, Identification & Recruitment, COE approvers, data team
- Final revisions
- Training for local MEP staff

IMPLICATIONS

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Priority for Services: Determining Eligibility

Implications

MEP Services

- PFS eligible and participating migrant students must be served first
- Title I, Part C plan embedded in DIP identifies how migrant students will be served in the following order: Priority for Service, Not Priority for Service, Continuation of Services

Allocations

- Priority for services are funded with a state-determined multiplier in addition to the base allocation received for all K-12 migrant students
- If a local MEP program were to have a shift in the number of migrant students who have a “priority for services”, the Title I, Part C allocation would be impacted accordingly.

CRITERIA

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Priority for Services: Determining Eligibility

Table A. Qualifying Interruptions

One item must be checked to qualify.	Check the most recent cause	Qualifying Interruptions	Date Interruption Occurred
		1. QAD after 9/1/2011(or the start of the regular school year)	
		2. Moved from one district to another due to migrant lifestyle Describe event: _____	
		3. Absent for at least 5 days due to the migrant lifestyle Describe event: _____	
		4. Officially withdrawn from school for at least five days and then re-enrolled due to the migrant lifestyle Describe event: _____	

Educational Interruptions

Qualifying Interruptions

- **Qualifying Activity Date (QAD)** – Check if the QAD occurred within the last 12 months. Note QAD.
- **Moved from one district to another district** – Check if the student had a non-qualifying move from one district to another due to the migratory lifestyle.

Example: An eligible migrant student is living with parents in district A. Parents move to another county to pick onions. The child cannot stay with the parents in this temporary location and moves to district B to live with her grandparents. This may qualify as an educational interruption. Note the date of the new enrollment.

Qualifying Interruptions

- **Absent for at least 5 days** – Check if the student has missed school for 5 or more days due to the migratory lifestyle.

Example: An eligible migrant student has been exposed to pesticides and is under doctor's care. The child is unable to attend school for 7 days while recovering. This may qualify as an educational interruption. Note the date of illness.

- **Officially withdrawn from school for at least 5 days** – Check if the student was withdrawn for at least 5 days and then re-enrolled due to the migratory lifestyle.

Example: An eligible migrant student's family intended to return to their home base in Texas. They withdrew their child from school in preparation for the move. Their car broke down and after two weeks, they were still unable to make the trip. The family decided to stay for the rest of the school year and seek other qualifying work. They re-enrolled the student after two weeks.

Qualifying Interruptions

Examples

And

Non-
Examples

- ❑ Out of school youth worked through the fall; student decides to enter a GED program. QAD spring of that year. **EXAMPLE**
- ❑ Family takes an extended winter vacation in Mexico. Family returns late January. **NON - EXAMPLE**
- ❑ Student undergoes surgery for a sports injury and misses 15 days of school. Student's QAD is greater than 12 months. **NON - EXAMPLE**
- ❑ Preschooler is enrolled in GSRP program in fall. Student did not attend preschool in Florida. Student re-enrolls in GSRP in spring. **EXAMPLE**

Table B. Risk Factors for failing to meet State Standards Criteria

	Check all that apply	Risk Factors	Description and/or Scores
One item must be checked to qualify.		5. Scored partially proficient or basic on the Michigan MEAP/MME Reading Assessment	
		6. Scored partially proficient or basic on the Michigan MEAP/MME Mathematics Assessment	
		7. Scored partially proficient or basic on Michigan MEAP/MME Writing Assessment	
		8. Scored partially proficient or basic on Michigan MEAP/MME Science Assessment	
		9. Scored partially proficient or basic on Michigan MEAP/MME Social Studies Assessment	
		10. Scored below proficient on State Assessments received from other states	
		11. Scored below the 50 th percentile on norm-referenced test (reading and/or math)	
		12. Scored below grade level on locally administered assessment in reading or math (DRA2, Delta Math or other)	
		13. Is classified as Limited English Proficient and has not met the requirements from the Michigan's Entrance and Exit Protocol to be exited from EL services	
		14. Qualifies for Special Education Services	
		15. Is behind in accruing credits toward graduation requirements	
		16. Has grades indicating below average performance in math and/or language arts at the elementary level	
		17. Has grades indicating below average performance in math, language arts, sciences, or social studies at the middle or high school levels	
			18. Repeated a grade level or course
		19. Pursuing a GED course of study (OSY only). Note program and enrollment period.	
		20. Enrolled in a structured, early childhood program for at-risk children (PS only). Note program and enrollment period.	

Risk Factors

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Risk Factors

State Assessments

(check all that apply; at least one on list in Table B to be eligible as PFS)

5. Scored partially proficient or basic on the Michigan MEAP/MME Reading Assessment (indicate last MEAP/MME score and year taken; example: *2012 Partially Proficient*)
6. Scored partially proficient or basic on the Michigan MEAP/MME Mathematics Assessment (indicate last MEAP/MME score and year taken; example: *2012 Partially Proficient*)
7. Scored partially proficient or basic on Michigan MEAP/MME Writing Assessment (indicate last MEAP/MME score and year taken; example: *2012 Partially Proficient*)
8. Scored partially proficient or basic on Michigan MEAP/MME Science Assessment (indicate last MEAP/MME score and year taken; example: *2012 Partially Proficient*)
9. Scored partially proficient or basic on Michigan MEAP/MME Social Studies Assessment (indicate last MEAP/MME score and year taken; example: *2012 Partially Proficient*)

Risk Factors

Other State and Local Assessments

(check all that apply; at least one on list in Table B to be eligible as PFS)

10. Scored below proficient on State Assessments received from other states (indicate year taken, assessment taken, content area tested, and score or level; *example: TAKS, Spring 2011, Reading, Basic*)
11. Scored below the 50th percentile on norm-referenced test (reading and/or math) (indicate year taken, assessment name, content area tested, and score or level; *example: NWEA Map, Spring 2011, Reading, 21st percentile*)
12. Scored below grade level on locally administered assessment in reading or math (DRA2, Delta Math or other) (indicate year taken, assessment name, content area tested, and score or level; *example: DRA2, September 2012 Benchmark, Reading, below grade level/level 5*)

Risk Factors

English Learner and Special Education Services

*(check all that
apply; at least
one on list in
Table B to be
eligible as PFS)*

13. Is classified as Limited English Proficient and has not met the requirements from the Michigan's Entrance and Exit Protocol to be exited from EL services (indicate LEP status, ELPA assessment year taken and score; *example: LEP; Spring 2012, Low Intermediate*)
14. Qualifies for Special Education Services (indicate the date of the IEP and the content area(s) the student qualifies in; *example: 9/12/12, Reading Comprehension, Math Problem Solving*)

Risk Factors

Grades and Credits

(check all that apply; at least one on list in Table B to be eligible as PFS)

15. Is behind in accruing credits toward graduation requirements (indicate the degree to which the student is behind in credits; *example: behind 2 English credits and 2 Math credit as of Fall 2012*)
16. Has grades indicating below average performance in math and/or language arts at the elementary level (indicate the content area and the last grade achieved; *example: June 2012 Reading 3-Progressing below expectations; or January 2013 Math D-*)
17. Has grades indicating below average performance in math, language arts, science, or social studies at the middle or high school levels (indicate the content area and the grade achieved; *example: November 2012, 1st trimester, English Language Arts Spring 2012 D-*)

Risk Factors

Retention

(check all that apply; at least one on list in Table B to be eligible as PFS)

18. Repeated a grade level or course (indicate what grade or course was repeated and the year; *example: repeated 2nd grade in 2012-13*)

Risk Factors

Out of School Youth

(check all that apply; at least one on list in Table B to be eligible as PFS)

19. Pursuing a GED course of study; this would apply only to Out of School Youth (OSY). Student must be enrolled or attending a GED program and actively pursuing the GED. Note the program the student is attending and a general statement of when the student enrolled. *Example: MiWorks GED program, Fall 2012 or MSU HEP program, entered September 2012.*

Risk Factors

Preschool (PS)

(check all that apply; at least one on list in Table B to be eligible as PFS)

20. Enrolled in a structured, early childhood program for at-risk children; this applies to Preschool (PS) only. Only school based, state or federally funded programs that require students to meet at risk criteria for eligibility may be included. Telamon Migrant programs are not school based and therefore, do not meet the criteria. *Example: GSRP, Fall 2012.*

Preschool – at risk factors to consider

School-based, federal or state funded;
based on at-risk criteria

May not be school-based; students
may not need to meet at risk criteria to
participate

May qualify for PFS

- GSRP
- Head Start
- Title I funded
- 31 a funded
- Early Childhood Special Education

- Community-based
Childcare (subsidized)
- Tuition based
- Free standing (Talamon
Migrant Head Start)

Will not qualify for PFS

ADDITION FIELDS

2/13/2013

Priority for Services: Determining Eligibility

Student's Name _____

Today's Date _____

COE number or birthdate _____

School _____

Current QAD _____

District or MEP _____

Current Grade Enrolled _____

School Year _____

Priority for Services student yes no

Receiving local MEP funded services yes no

If yes, please note the type of MEP service received: *Check all that apply*

Any Instructional Services Math Instructional Services Reading Instructional Services

Credit Accrual Services Counseling Services

Support Services: _____ Referred Services: _____

Additional Information: *Check all that apply*

Bi-National Enrollment Non-Migrant, District Counseling Services

Formerly Migrant (FM) receiving continuation of services (COS)

FLEP (exit date, assessment and score: _____)

Title I, Part A Section 31a Title III Title III, Immigrant Title I, Part D Homeless

Student Information

MEP Funded Services

- Any Instructional Services: This would be any instruction given to migrant students by either a teacher or a para-professional whose salaries are paid with migrant funds.
- Math Instructional Services or Reading Instructional Services: This would be any reading or math instruction given to migrant students by a migrant-funded teacher only.
- Credit accrual: This is selected for those high school students who are taking part in a migrant-funded program working toward accruing credits for graduation.
- Counsel: This is for students who are receiving counseling from staff whose salary is fully or partially paid through migrant funds.
- Support Services: These are services provided to migrant students funded through the migrant program.
- Referral Services: This is when a migrant program refers a student or family to a service outside the school setting. The referral must transpire. *Example*: a migrant program refers a student to an orthodontist and the student receives treatment.

Additional Information

- Bi-National Enrollment
- Non-Migrant, District Counseling Services
- Formerly Migrant (FM) receiving continuation of services (COS)
- FLEP (exit date, assessment and score: _____)
- Title I, Part A
- Section 31 a
- Title III
- Title III, Immigrant
- Title I, Part D
- Homeless

PROCEDURES

2/13/2013

Priority for Services: Determining Eligibility

Common Procedures

- Gather assessment data and information relating to educational interruptions.
- Complete the Priority for Services: Eligibility Determination Worksheet using achievement data that is less than one year old. Additional guidance follows for each section of the worksheet.
- Enter PFS status (PFS or NPFS) into the Migrant Education Database System (MEDS).
- Maintain PFS Eligibility Worksheet on file with the local MEP Director or Coordinator. These worksheets may be requested by the Michigan MEP.

- How will these new procedures mesh with your current procedures?
- What benefits do you anticipate with common statewide PFS criteria, interpretations, and procedures?
- What will you need to do differently?
- Who will be responsible for ensuring PFS documentation is completed in a timely fashion?
- Who will be responsible for inputting the information into the Migrant Education Data System (MEDS)?

TEAM TIME

LOCAL PROGRAMS

QUESTIONS

2/13/2013

Priority for Services: Determining Eligibility

FAQs

Kindergarten: A migrant student is enrolling in Kindergarten during the fall with a QAD from the spring of the same year (ie. Less than 12 months). The migrant student was previously coded as NPFS since she did not attend a school-based preschool for qualifying at-risk students. The migrant student qualified and attended the MEP Summer Program. She met the eligibility protocol for English Learners and was classified as LEP. She was administered the DRA2 and scored below grade level. She met the following criteria from Table A and B:

Table A: #1: QAD less than 12 months

Table B: #12: LEP;

#13: below grade level on locally administered assessments

Student would qualify as PFS in the SC/Summer Enrollment and in the RM/Fall Enrollment for this school year.

FAQs

Summer and Following Year Enrollments: If the QAD occurred in the past 12 months, a migrant student meeting the criteria for Table B, may continue to be PFS during the summer enrollment following the school year in which QAD occurred and may continue to be PFS during the fall enrollment of the following school year. The migrant student would not qualify as PFS for the summer enrollment following the full year of PFS status as the QAD would have occurred more than 12 months prior.

Example: Migrant student enrolls with a QAD of 04/01/2014. The student is below grade level on district administered assessments and is an English Learner, thus meeting two of the possible criteria in Table B. The assessment information and LEP status are documented on the PFS worksheet. If the migrant student continues to meet the criteria for Table B, the student is potentially eligible for PFS during the Spring 2014 RM enrollment, Summer 2014 SC enrollment and Fall 2014 RM enrollment. The migrant student would **not** be eligible for PFS during Summer 2015 SC enrollment if a qualifying move had not occurred.

FAQs

- Updated at the beginning of summer and regular year.
- 2012-13 Regular Year:
 - Complete for all students qualify for PFS
 - RECOMMENDATION: Complete for all as this could be part of your documentation of monitoring Migrant students.
 - Ensure that PFS status in MEDS is accurate.
 - Run a general MEDS report & check that you have documentation for all PFS students.
- You may update the form if student returns in the same school year.

Questions



Upcoming 2013 Events:

Data Entry & Recruiter training - March 1 & June 3

2 part training

Register with LaTrese Royal @ Royall@michigan.gov

8:30 am – 3:30 pm

MSIX Training (Webinar) – May 30

8:30 am – 12:00 noon

Statewide Summer Migrant Teacher Training – June 17 & 18

Directors – Register an approximate count with LaTrese Royal @ Royall@michigan.gov

8:00 am – 4:00 pm

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