

Region 18 and Big Spring ISD Shared Service Agreement for Title I, Part C Migrant Education Program

Region 18 ESC Title I, Part C Migrant Education Program (MEP) is responsible for the use of MEP funds to (1) identify eligible migratory children and their needs; and (2) provide educational and support services (including, but not limited to, preschool services, professional development, advocacy and outreach, parental involvement activities, and the acquisition of equipment) that address the identified needs of the eligible children.

It is our goal to facilitate adjustments, eliminate barriers, provide continuity of education, and if needed, assist with securing any social/community services for the identified eligible migrant students.

Guidelines / Services / Activities:

All identified migratory students should be coded in the district's PEIMS database and should be included on the list for "Free Breakfast and Lunches" during their eligibility period. ([USDA Memo](#))

In providing services with migrant funds, priority shall be given to serving the identified Priority for Service (PFS) migratory children before addressing the needs of other migratory children.

Identification and Recruitment (ID&R)

Children are eligible to participate in the Migrant Education Program if they have made a qualifying move in the preceding 36 months –

- a) as a migratory agricultural worker or fisher; or
- b) with, or to join, a parent or spouse who is a migratory agricultural worker or fisher.

MEP staff will use ongoing procedures for identifying and recruiting eligible migrant students who are either residing or enrolled in the district.

Texas New Generation System (TX-NGS) / Migrant Student Information Exchange System (MSIX)

The Texas New Generation System (TX-NGS) is a web-based interstate network that communicates demographic, educational, and health data on migrant students to educators throughout the nation. MEP staff will accurately enter all required data on TX-NGS and work with the PEIMS data specialists to ensure that student data is 100% accurate and current. MEP staff will also generate and review TX-NGS "Priority for Service" reports monthly. Student transfer documents are generated to facilitate academic placement as students transfer from school to school. The data from TX-NGS uploads into the National database **MSIX**. This database is a depository used to promote interstate coordination and timely records exchange between the states.

Migrant Services Coordination

Migrant staff will serve as an advocate for migrant students and their families by helping students access academic and support services from enrollment into school until graduation. MEP staff will monitor the academic performance of individual PFS students through the Student Progress Review form on an ongoing basis throughout the school year. Migrant staff will make contact with parents of PFS students and active migrant students to provide individual progress information and to gain any pertinent information from parents on an ongoing basis as needed. MEP Staff will also monitor the academic progress of other eligible migrant students during the year.

Early Childhood Education

Specific efforts are made to identify preschool migratory children to determine individual educational needs; and to the extent possible, coordinate with other community resources or locate an early childhood program in the district. If no other resources are available, MEP Staff will offer the home-based program known as A Bright Beginning, as approved by TEA.

Students (Grades 3-11)

Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migratory students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate available opportunities for summer statewide student assessment remediation.

Middle School Students

Coordinate/provide the following: with available mentoring programs to develop student's learning and study skills; homework assistance and tools; increase awareness to school staff of students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and non-academic problems or concerns; school staff must notify MEP staff of referrals and interventions; supplemental information to parents on how to collaborate with school staff and how to access resources for their students.

Secondary Students / Graduation Enhancement

Coordinate to identify effective strategies to assist students in meeting high school graduation requirements. Strategies include monitoring students' academic progress, tutorial attendance, supplemental materials/resources needed, and home visits. Migrant staff will monitor academic graduation plans to ensure students are on track for graduation and will utilize outside entities and resources available for credit recovery, if necessary. Migrant scholarship information will be provided to counselors/students / parents. Referrals to the College Assistance Migrant Programs (CAMP) will be coordinated with students and counselors. All migrant students will have access to any other services deemed appropriate and reasonable.

Parent and Family Engagement (PFE) / Migrant Parent Advisory Council (PAC)

Education and support services are available for migrant families such as: providing techniques on fostering children's learning, utilizing community services, requirements for graduation, and promoting two-way communication between the home and school. Migrant staff maintain open communication and close contact via phone calls, letters, and home visits to provide parents the opportunity to stay informed of their child's needs and successes. The Migrant staff also provides ongoing opportunities for parents to attend State Migrant Conference, Parental Involvement Conference, PAC meetings, and all other parent engagement activities available. Migrant staff will organize at least two PAC meetings per school year to include parents of migrant students, district personnel, and other community stakeholders and organizations, as appropriate.

Out-of-School Youth (OSY)

The OSY Specialist will conduct identification and recruitment efforts and networking to inform identified migratory OSY and their parents about available educational opportunities, including dropout recovery programs.

Program Evaluation / Local Needs Assessment (LNA)

An evaluation of the program must be completed each year. A Local Needs Assessment (LNA) must also be conducted annually to assess the needs of migrant children who are served locally. The identified needs must be addressed in the District's Improvement Plan (DIP). The State has conducted a Comprehensive Needs Assessment (CNA) for the MEP and has identified Eight Statewide Needs, which were classified under Four Areas of Concern: Educational Continuity, School and Social Engagement, Educational Support in the home, and Instructional Time.

Plans

Under section 1304 (c) (8) of Public Law 114-95, Texas is responsible for identifying and recruiting all eligible migrant children residing in the state. For identification and recruitment (ID&R) to be effective, it must be ongoing throughout the entire year, not just the school year. A variety of resources including the school district, local community and local employers must be included in efforts to identify and recruit all migrant children and their families who reside within the school district boundaries. The information that is gathered is then compiled into the district's ID&R Plan, which outlines all facets of ID&R. An ID&R Plan helps the MEP administrator, the recruiter and other recruitment staff to organize, to prioritize recruitment activities, and to establish timelines for their completion.

NOTE: We, the ESC18 Migrant Staff as fiscal agent, will collaborate with the LEAs who are members of our Shared Service Arrangement, to meet the above requirements under Title I, Part C - Migrant.

The following plans, which stipulate the required program processes, ARE REQUIRED to be embedded into the LEAs District Improvement Plan, per the program guidelines.

Migrant Education Program (MEP)

Identification & Recruitment (ID&R) Plan for 2024-2025

Required Activities for Balanced Recruitment	Person(s) Responsible	Timeline	Recruitment Process Monthly Evaluation
I. Training for Recruiters and Designated State Education Agency (SEA) Reviewers			
A. Region 18 Education Service Center (ESC) migrant staff participate in the training of trainers (TOT) on ID&R offered by the Texas Education Agency (TEA). <ul style="list-style-type: none"> • Certified ESC 18 Migrant Staff will provide annual training on ID&R and Texas New Generation System (TX-NGS) to other MEP and District Migrant Staff. • Certificate of Eligibility (COE) for the new school year cannot be completed until the recruiter has been certified. 	Educational Consultant Specialist	Determined by TEA	
B. (Other) New Guidance Updates: ESC migrant staff attends training on TX-NGS / Updates from TEA. <ul style="list-style-type: none"> • Project Districts (Migrant Funded) should attend training as offered by ESC 18 Migrant Staff. 		As updates become available from TEA	
II. Other ESC MEP Requirements			
A. Organize a Migrant Advisory Committee (MAC) with the Shared Service Arrangement district members to develop the following: <ol style="list-style-type: none"> 1. Local Needs Assessment 2. PFS Action Plan 3. Review Statewide Service Delivery Plan 4. ID&R Plan 	Educational Consultant Specialist	Before the BEGINNING of the new school year, and Ongoing within the school year	Gather data & input to provide sessions/support to students/parents
B. Organize a Migrant Parent Advisory Council (PAC) and hold at least (2) official meetings per year and provide Parent Family Engagement (PFE) activities.		Before the END of the current school year	

III. Identification & Recruitment (ID&R)			
A. Plan: Migrant Staff meet to brainstorm and plan recruitment strategies to include in the ID&R Plan. Steps for recruitment strategies: <ol style="list-style-type: none"> 1. Update email memo to all districts in regards to ID&R 2. Update designated Migrant District Contacts for Shared Service Arrangement (SSA)/Project/Non-Project Districts 3. Contact SSAs / Non-Project Districts to review ID&R process 4. Review received "Family Surveys" 5. Make Contact with Potential Migrant Families (Contact Form) 6. Schedule Interviews for home visit with eligible families 7. Employer and Community Outreach 8. Network with other local agencies to promote MEP 	Educational Consultant Specialist	Before the beginning of the new school year and Ongoing within the Community	
B. Documentation: Finalize all forms that will be used by MEP Staff: <ol style="list-style-type: none"> 1. Family Survey 2. Emails to Districts (updated for current school year) 3. Phone contact log (possible eligible family) 4. Prepare "Recruiter Packets" <ol style="list-style-type: none"> a. Screening Tool b. COE/Supplemental Documentation Form (SDF)/Continuation of COE SDF c. Preliminary Family Needs Checklist d. Family Educational Rights and Privacy Act (FERPA) e. Community Resources list 5. Recruiter log for visits 6. Grower / Employer Survey 7. MEP Brochure 	Educational Consultant Specialist	Before the beginning of the new school year	
C. Recruiter Responsibilities Review: Ensure year-round, ongoing recruitment efforts within the schools, the community, and with growers. <ul style="list-style-type: none"> • To also include the recruitment of pre-school aged children and • Out-of-school youth (OSY) 	Educational Consultant Specialist	Ongoing	Employer/ Grower Survey and Community Outreach Memo
D. Conduct ID&R as articulated in the ID&R Manual: Potential Eligible Migrant Children: Make contact with families that have completed a family survey, which has been submitted to ESC 18 MEP Staff by school districts; targeting both enrollees and non-enrollees (0 - 21 yrs of age).	Educational Consultant Specialist	By August 29 - Current Eligible Children Continue efforts throughout	

<ul style="list-style-type: none"> Respond to move notifications within 48 hrs of family being in our region. (Document attempts made.) Current Eligible Migrant Children: Make contact with current eligible migrant families to determine if new qualifying moves have occurred. 		the year for Potential Eligible Children Make initial outreach efforts by September 30	
E. Complete Certificate of Eligibility (COE): Certified Recruiter must complete a COE and accompanying COE SDF for all families with new Qualifying Arrival Date (QAD). <ul style="list-style-type: none"> Submit completed COE and SDF to designated SEA Reviewer for second signature. Address any questions the SEA Reviewer may have, within the 7-day review process. 	Educational Consultant Specialist	Within 5 working days of the parent's signature	
F. Review of COEs: Designated SEA Reviewer must review for accuracy on the COE and accompanying SDF for all families with new QADs, and return COE and SDF to the recruiter if additional information is needed. <ul style="list-style-type: none"> Reviewer submits to NGS Terminal Site after eligibility review is completed for data entry. TX-NGS Specialist is to enter data from COE in TX-NGS per timeline and provide copies as indicated on the COE. 	Educational Consultant Specialist	Within 7 working days of the parent's signature	
G. Conduct Residency Verification: Verification of residency for all current eligible migrant children, must be completed through school records or home visits.	Specialist	Between September 1 - November 1 (for 2 yr olds turning 3 on or after their 3rd birthday)	
IV. Maps and Intra-Regional Networking			
A. Make contact with potential growers: Contact growers within the region boundaries regarding hiring practices, crops and growing seasons.	Educational Consultant Specialist	November 1	Employer/ Grower Survey
B. Develop calendar and map: Develop profiles / calendar reflecting major crops, seasons, hiring practices by growers, etc.	Educational Consultant Specialist	December 1 Update ongoing throughout the year	
V. Inter-Agency Coordination			

A. Network with agencies that serve migrant families: Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information.	Educational Consultant Specialist	Make initial outreach efforts by September 30 Continue ongoing efforts throughout the year	Community Outreach Memo
VI. Program Checklist			
A. ID&R: Develop written procedures that outline ID&R activities by the ESC MEP staff to include all districts within ESC 18.	Educational Consultant Specialist	By August 31	
B. Eligibility Process: Twenty percent of COEs from each Project District within ESC 18 must be reviewed by the ESC 18 MEP staff. <ul style="list-style-type: none"> Project Districts must forward COEs with more than one comment to the ESC 18 MEP staff for review. ESC 18, as the fiscal agent, forwards COEs with more than one comment to TEA for review. 	Educational Consultant Specialist	Ongoing throughout the year	
C. Monitor and address ongoing training needs for ID&R: Regional ESC Recruiter provides training support to MEP Recruiters, designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Specialist	As needed throughout the year	
D. Maintain up to date records on file: Updated active and inactive records are maintained by ESC 18 MEP staff. <ul style="list-style-type: none"> COEs are filed in alphabetical order, by mother's last name. Retain records for 7 years from the date eligibility ends. 	Specialist	Ongoing throughout the year	
E. Eligibility Validation: ESC coordinates with LEA (randomly selected by TEA) for annual eligibility validation. <ul style="list-style-type: none"> Validate eligibility through a re-interview process according to instructions set forth by TEA. 	Educational Consultant Specialist	January - April	
VII. Evaluation			
A. Subsequent Planning: Evaluate ID&R efforts for subsequent planning. <ul style="list-style-type: none"> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R Plan for continuous improvement. 	Educational Consultant Specialist Parent	By July 30	

	Advisory Council (PAC) Advisory Committee (SSA)		
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As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. 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 are failing, or most at risk of failing, to meet the challenging State academic standards, or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria (revised)	
Students who have made a qualifying move during the previous or current reporting years (within the previous 1-year period);	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<p><u>AND</u></p> <ul style="list-style-type: none"> Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<p><u>AND</u></p> <ul style="list-style-type: none"> Have been designated EB/EL (Emergent Bilingual/English Learners) in the Student Designation section of the TX-NGS Supplemental Program Component; or For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

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Our MEP staff will work with all district and campus personnel to ensure services for PFS and non-priority for service migrant students are provided for and served by implementing the strategies listed on the current PFS Action Plan below:

School District: Big Spring ISD SSA Member
Region: 18

**Migrant Education Program
(MEP)
Priority for Service
(PFS) Action Plan**

School Year: 2024 - 2025

Filled Out By: Angie Balderrama and Anna Minjarez
Date: August 1, 2024

***Note:** Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Pan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).*

Goal(s): To Coordinate services with Region 18 ESC, your Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement.		Objective(s): 100% of Priority for Services (PFS) students will have access to supplemental instructional and support services.	
Required Strategies		Timeline	Person(s) Responsible
Monitor the progress of MEP students who are on PFS.			

<ul style="list-style-type: none"> Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. 	Monthly Beginning in July	Migrant Specialist	-TX-NGS Reports -PFS Timeline Report Checklist
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	August	Migrant Consultant	-PFS Action Plan
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. 	By September 30 th	Migrant Consultant Migrant Specialist (MEP Staff) delivers to District Contact *Note: District Contact disseminates information to appropriate campus staff	-escWorks -SSA Fulfilling Grant Requirements / MEP Overview Sessions
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. 	By September 30 th	MEP Staff	-PAC Agendas -PAC Minutes
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, phone or home visits to update parents on the academic progress of their children. 	Ongoing throughout the year (as needed)	MEP Staff	-Family Contact Log -Preliminary Needs Assessment
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in missing subjects or migrant education program activities. 	Ongoing throughout the year	MEP Staff will collaborate with District Staff	-MEP Activities Sign In Sheets
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional 	Ongoing throughout the year	MEP Staff will collaborate with District Staff	-PFS Student Progress Review Form

services as well as social workers and community social services/agencies.			
<ul style="list-style-type: none">The district’s Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Ongoing throughout the year	MEP Staff will collaborate with District Staff	-Correspondence

LEA Signature

Date

ESC Signature

Date Received