

New York State MEP School Year: SIF-Student Intake Form - Guidance Document

Needs Assessment Process

Use the Student Intake Form (SIF) to document the initial needs assessment data collected about each student at the beginning of the Academic Year, and as students arrive in a new school district throughout the year.

The full needs assessment process goes beyond collecting the data to complete this form, to include,

- Conversations with
 - the student about the student’s interests, what they want to learn, what they want help with, when they are available; and with
 - other stakeholders, depending on the student’s age and situation, such as parent(s) or guardian(s), classroom teacher, ENL teacher, and/or guidance counselor for their input as to a student’s interests, needs, and schedule.
- Migrant Educators, Data Specialists, and Program Directors work together, using the Academic Service Intensity Rubric (ASIR), to
 - Identify the Priority for Service (PFS) students, and
 - Identify each student’s Service Intensity Level

Completing this needs assessment form is not considered a service, but the time spent in conversation with students and the other stakeholders during the needs assessment process constitutes the Support Service known as Advocacy and should be recorded. The information received will generate follow-up instructional and/or support services. **Note:** If the needs assessment conversation is combined with a different service, such as a Life Skill activity, then that is recorded separately.

METS:
Migrant Educator:
School Year:



NYS Migrant Education Program

School Year

Student Intake Form

METS: Fills from MIS2000 with region name of the Migrant Education Tutorial and Support Services (METS) that provides service to this school district.

Migrant Educator: Fills from MIS2000 with the name of the Migrant Educator assigned to this student on MIS2000. Use the full first name, space, and full last name of the Migrant Educator working with this student. For example, if the Migrant Educator is Jane Doe, use Jane Doe, not J. Doe or J Doe or Doe, Jane.

School Year: Fills from MIS2000 with the current school year.

Use a new *School Year: Student Intake Form*, at the beginning of the School Year and whenever a student arrives in a new school district.

I. Student Information

Last Name	Last Name (2)	COE #	Qualifying Arrival Date
First Name	Middle Name	Home Language	Residency Date

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Address		Telephone #	Eligibility Expiration Date
Extended Service: <input type="checkbox"/> 4 th Year Continuation <input type="checkbox"/> Credit Accrual (9-12)		<input type="checkbox"/> Home Schooled	
Medical Alert: <input type="checkbox"/> Acute <input type="checkbox"/> Chronic <input type="checkbox"/> None		Y N Immunizations Available	
DOB	Grade	MEP Enrollment Date	MEP Withdrawal Date

(Optional per METS) Portion Available to update on Web App: Edit student and select “STUDENT NEEDS” from the dropdown box to access.

Other Student Information

Home Schooled

Medical Alert

▼

Immunizations Available

When MIS2000 fills in the information, please check for accuracy with the school, parents and/or student. Write in any corrections or changes.

- Note:** Corrections that require a change to data on the COE must go through the current ID&R process and approval before changes can be made on MIS2000.

Last Name and Last Name (2): MIS2000 fills in the student’s last name(s) from the COE. For Spanish-speaking families, in general, the 1st Last Name comes from the father’s name and the 2nd Last Name comes from the mother’s name.

First Name and Middle Name: MIS2000 fills in the student’s first and middle names from the COE.

COE #: MIS2000 fills this in based on the most recent COE # on the system.

Qualifying Arrival Date: MIS2000 fills in the student’s Qualifying Arrival Date (QAD) from the COE for when the family made its Qualifying Move. Use this date to calculate if a student has made a move within previous 1-year period.

Home Language: MIS2000 fills in the student’s language from the COE. If MIS2000 uses the word, “Other,” for the language, you can ask your Data Specialist request to have this language added to MIS2000.

Residency Date: MIS2000 fills this in with the date from the COE for when the family moved to the current school district.

Address: MIS2000 fills in with the current physical address.

Telephone Number: MIS2000 fills in with the family/student phone number from the COE or Next-of-Kin Number (NOK#) from the COE if the family has no phone.

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- Update as numbers change.
- If the family/student has more than one phone, update to the number they prefer you to use.

Eligibility Expiration Date: MIS2000 fills in based on the COE information. Eligibility ends:

- Three years after the Qualifying Arrival Date (QAD) which is the date of the most recent move that qualifies the student to receive migrant education services.
- Date a student reaches his/her 22nd birthday, if this happens before the three years of eligibility ends.
- Graduation Date if this happens before the three years of eligibility ends.

Extended Service: The student is being served beyond the term of the student's Eligibility Expiration Date.

- **Reminder:** Check with the METS Director, first, before extending services to any student.
 - **If the extended service is approved,** the student will go through the same Needs Assessment and Service Level process as the currently eligible migrant students.
- **Caution:** Do NOT check a box if a student's eligibility ends during this term, and the METS is providing services to finish the term (School Year or Summer). The student is still eligible for part of the term and the program is still receiving funding credit for this student for this term.
- If you are extending service beyond the term that eligibility expired, and the METS will no longer receive funding credit for the student, then check the situation that applies: (**Note:** service cannot be extended beyond the age of 22 for any reason.)
 - **4th Year Continuation** – A child's eligibility ends and the agency provides services for an additional school year because comparable services are not available through other programs (see section 1304(e)(2)) (ESSA).
 - **Credit Accrual (Grades 9-12)** – Student continues to receive assistance to enable graduation from high school. A local operating agency continues to serve secondary school students who were eligible for services in secondary school through credit accrual programs until they graduate (see section 1304(e)(3)) (ESSA).
 - **Note:** The student's migrant eligibility must end during or after Grade 9 to be eligible for the Credit Accrual extended service.
- [**Note:** Before the agency provides services under these provisions, it should consider whether the child's unmet special educational needs are addressed by the general school program and whether migrant children who have a priority for services have already been served.]

Home Schooled: Check this box if the family is teaching the student at home.

Medical Alert: This is an indicator for a medical/health condition. Check the appropriate box: acute
chronic none

Immunizations Available: Check the box for "Yes" if the student is in school (Grades K-12/UG), and therefore a new school district could request a copy from the current school district. Circle "N" for "No" if the student is not in school (Preschooler, Out-of-School Youth, or Dropout).

DOB: MIS2000 fills this in with the student's Date of Birth from the COE. Please enter all dates in the form - mm/dd/yy for the month/day/year. For example, the date September 6, 2021, would be written 09-06-21.

Grade: MIS2000 fills in with the student's current grade. Check to confirm this is correct.

- School Grades K-12/ UG

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- For Special Education students, please use the grade level assigned to the student. If the school does not identify a grade, then use “UG” for Ungraded.
- For Home-schooled students, use the grade of the curriculum they are using.
- For students who are not in school:
 - OSY:
 - Dropout Students (DO and D+)
 - **DO** = Student who drops out of a U.S. high school during the current funding year (September 1 – August 31),
 - **Note:** [GRADE] remains as the high school grade (9-12).
 - **Note:** [STILL IN SCHOOL] shows the “DO” code.
 - **D+** = Student who dropped out of U.S. high school before September 1 of the current school year.
 - OS = student attended/left school in another country.
 - Preschool: P0-P5, using the student’s age from the fall. For example:
 - P5 = Old enough to attend Kindergarten this school year but did not.
 - P4 = Old enough for UPK this school year, entering Kindergarten next school year.
 - P3 = Entering Kindergarten in 2 school years.

MEP Enrollment Date:

- If the COE Signature date in the district is on or before the start of the Academic Enrollment period, use the start date of the Academic Enrollment period for the current school year.
 - Note: The Academic Enrollment period start date is determined each year by the ID&R Office.
- If the student moves into the school district after the start of the Academic Enrollment period, use the COE Signature date in the new School District for the MEP Enrollment Date. (Please write the date as mm/dd/yy)
 - **Data Entry Note:** When the student’s “term date” for the end of eligibility falls on September 1, the student is **not eligible** for the school year.
 - When the student’s “term date” for the end of eligibility falls on September 2, then the student is eligible and present for one day and counts for funding.

Data Specialist Reminder: When the student is identified in the new program year but arrived during the previous program year, remember to add a residency school history line (Type R) for the previous program year as long as the CSPR data has not been submitted for the previous performance period. Please reach out to Odilia if you have questions.

MEP Withdrawal Date: For the students who leave or turn 22 shortly after being identified. Enter the date the student moved or turned 22.

II. NY School District Information

District	First Date of Attendance
Building	

District: This is the current school district in which the student resides.

- Note: In the situation that a student attends a school outside of their current school district, still list the district where they reside. This school district is responsible for this student.

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Building: This is the current building. Sample building names include Elm St Elem, Pine Grove Middle School, and Southside HS.

- For preschool and OSY students, repeat the district name in the “Building” field.
- For students who attend a school outside of their current school district, call the ID&R Director for guidance.

First Date of Attendance: First day the student is enrolled in the current school district for the current school year.

III. District Services for In School Only

<input type="checkbox"/> Individualized Education Program (IEP) <input type="checkbox"/> 504 Accommodation Plan <input type="checkbox"/> Response to Intervention (RtI) (Tier II or III) <input type="checkbox"/> English as a New Language (ENL) <input type="checkbox"/> Bilingual Education	<input type="checkbox"/> Title I: Academic Intervention Services (AIS) <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies
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(Optional per METS) Available to update on Web App: Edit student and select “STUDENT NEEDS” from the dropdown box to access.

District Services for In School Only <input type="checkbox"/> Individualized Education Program (IEP) <input type="checkbox"/> 504 Accommodation Plan <input type="checkbox"/> Response to Intervention (RtI) (Tier II or III) <input type="checkbox"/> English as a New Language (ENL) <input type="checkbox"/> Bilingual Education	Title I: Academic Intervention Services(AIS) <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies
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District Services for In School Only: Check the box for “Yes” for any of the services that the student is receiving from the school district:

- **Individualized Education Program (IEP):** Formerly called “Special Education.” Check the box for students who have an IEP.
- **504 Accommodation Plan:** Check the box for students who just have 504 Accommodation, without an IEP.
- **English as a New Language (ENL):** This program was formerly known as English as a Second Language (ESL).
- **Response to Intervention (RtI):** Currently required in Grades K-4, but schools can choose to expand these services.
 - **Tier III** or Tertiary Intervention is for Individual students. This service tier includes supplemental intervention for students at high risk, high intensity and durable procedures.
 - **Tier II** or Secondary Intervention is for some students. This service tier includes supplemental intervention for students at some risk, high efficiency, and rapid response.
 - **Tier I** or Primary Intervention is for all students. This service tier includes universal instruction, foundational; is found in all settings and is both preventive and proactive.
 - **Note:** We are not collecting data on Tier I students as this involves all K-4 students and happens as part of the classroom instruction.

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- **Title I: Academic Intervention Services (AIS):** Check the box at the top if the student is receiving AIS, then check the box(es) for each subject the student is receiving AIS.

IV. Preschool Only

V. Out-of-School Youth Only

<input type="checkbox"/> District or Community Preschool Program		Community Services
<input type="checkbox"/> District Preschool Program	<input type="checkbox"/> Preschool Special Education	<input type="checkbox"/> ENL/ESL
<input type="checkbox"/> Early Intervention	<input type="checkbox"/> Other:	<input type="checkbox"/> GED
<input type="checkbox"/> Head Start		<input type="checkbox"/> Adult Basic Education (ABE)
<input type="checkbox"/> Migrant Head Start/ABCD		GED- Date Completed:

(Optional per METS) Available to update on Web App: Edit student and select “STUDENT NEEDS” from the dropdown box to access.

District or Community Preschool Program

- District Preschool Program
- Early Intervention
- Head Start
- Migrant Head Start / ABCD
- Preschool Special Education
- Other Pre-Kindergarten
- Other Preschool Program
- Home Visitor Program

Community Services

- ENL/ESL
- GED
- Adult Basic Education (ABE)

High School Equivalency (HSE) - Date Completed

District or Community Preschool Programs: Check the box for “Yes” if the student is participating in a preschool program, with the school district or with a community agency.

- Then check the box of the program that best identifies the program:
 - **District Preschool Program:** This is run by the school district.
 - **Early Intervention:** County Health program for children under 3 years of age who have a qualifying medical diagnosis or who demonstrate developmental delay.
 - **Head Start:** Use Head Start for either the center-based or home visitor program if it is through Head Start. Use this for a student who is in an Early Head Start, as well.
 - **Migrant Head Start:** Run by the Department of Agriculture, known as “ABCD.”
 - **Preschool Special Education:** Use for any Special Education preschool program whether it is operated by BOCES or another agency.
 - **Other:** Local preschool program that is not run by the school district or one of the agencies listed above. If yes, please write

Community Services for Out-of-School Youth (OSY): (Grades OS/DO/D+): If an OSY student is currently participating in a community education program, check the box that best describes the program:

- **ENL (English as a New Language) / ESL (English as a Second Language):** Program for students who are learning English.
 - **Note:** “ESL” is the old term, but this is the term that many adult learners recognize.

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- **GED:** Program for students who did not graduate from High School and are working to get a High School Equivalency degree.
- **Adult Basic Education (ABE):** Program for students who did not graduate from High School and need to learn/improve basic skills before working toward the High School Equivalency degree.

Date GED Completed: Enter the date that the Migrant Educator found out that the student passed the exam and earned their High School Equivalency degree.

- This date will be on or after September 1 of the current school year.
- The student’s migrant-eligibility ends with the notification that they earned this degree.
- **Data Entry Note:** On Web App, manually update the student’s end of Eligibility date so the date METS/Educator notified that student earned this degree. In the dropdown box, enter the letter code “H” as the reason why the student’s eligibility is ending

The screenshot shows a web application interface. At the top, there is a 'District Filter' dropdown menu with 'FULTON CITY SD' selected. Below this, there are two columns: 'Termination Type' and 'Date'. The 'Termination Type' dropdown menu is open, showing options: 'GED', 'End of Eligibility', 'GED', 'Graduated', and 'Non-migrant'. The 'Date' field contains '5/3/2025' and has a calendar icon to its right. A blue button labeled 'Save Info' is partially visible to the right of the dropdown menu.

VI. Academic Needs (for In-School Students)

<input type="checkbox"/> Qualifying Move within previous 1-year period, plus 1	<input type="checkbox"/> Dropped out of school this school year	<input type="checkbox"/> Below Proficiency on State test(s) <input type="checkbox"/> Retention <input type="checkbox"/> Credit Deficiency	<input type="checkbox"/> Below Modal Grade <input type="checkbox"/> Low Grades <input type="checkbox"/> English Learner	=	<input type="checkbox"/> Priority for Services
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(Optional per METS) Available to update on Web App: Edit student and select “STUDENT NEEDS” from the dropdown box to access.

Note: Sections VI and VII are combined into one needs assessment section. The Academic Needs have the asterisk (*). Web App calculates the check for Priority for Services, based on the Academic Needs checked.

Academic Needs for PFS

<input type="checkbox"/> 1. Qualifying Move within the previous 1 year period (calculated)	<input type="checkbox"/> 4. Retention	<input type="checkbox"/> 7. Low Academic Grades
<input type="checkbox"/> 2. Dropout (Calculated)	<input type="checkbox"/> 5. Credit Deficient	<input checked="" type="checkbox"/> 8. English Learner
<input type="checkbox"/> 3. Below Proficiency on State Test(s)	<input type="checkbox"/> 6. Below Modal Grade	<input type="checkbox"/> 9. Priority For Service (Calculated)

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Academic Needs: Check the box for “YES” if....

- **Qualifying Move within the previous 1-year period** – is measured by the student’s Qualifying Arrival Date (QAD). Check the box for “YES” if the student’s Qualifying Arrival Date is greater than or equal to September 1st of the previous funding year.
 - For example, during the funding year of September 5, 2019 – August 31, 2020, circle “Y” for “YES” for students with a Qualifying Arrival Date \geq 09/05/18.
 - **Note:** Please confirm your Director and/or Data Specialist.
 - The term ‘qualifying move’ means a move due to economic necessity— (A) from one residence to another residence; and (B) from one school district to another school district, except— (i) in the case of a State that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or (ii) in the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence.
- **Dropped out of School this School Year:** Any migrant child that drop out in the current year. **NOTE:** Drop out students (DO) will be PFS through the performance year in which they drop out of school if they had a Qualifying Move in previous 12 months. As of Sept 1 of the following performance year, the student would become D+ and no longer PFS. This does not preclude services.
- **Below Proficiency on State test(s):** a student has failed a state test. State tests include the NYS Math and ELA Assessments for Grades 3-8; the NYS Regents; and state test results from other states.
 - **Note: Use the most recent state test that is available to you, up to two years old.**
 - **Please do not consider NYSESLAT scores when determining if a student failed state test.**
- **Retention:** The student is repeating the same grade as last year.
 - **Please note:** Students moving from Pre-First to First Grade or from Developmental Kindergarten (DK) to Kindergarten are considered to be retained. The student moving from Kindergarten to Pre-First is not counted as having a retention yet.
- **Credit Deficiency:** Student in Grade 9 – 12 who is lacking the sufficient **appropriate /required** credits or failed a required course needed to graduate should be considered Credit Deficient.
 - **Note:** As of August 2017 these are 5.5 credits at the end of 9th grade, 11 credits at the end of 10th, 16.5 credits at the end of 11th and 22 credits to graduate. Click the link for more information: <http://www.p12.nysed.gov/ciai/gradreq/intro.html>
- **Below Modal Grade:** Student’s age exceeds the appropriate Grade Equivalent when entering school. For example:
 - A First Grader is usually six (6) in September or turning six (6) between September and December 1.
 - Therefore, the First Grader who is seven (7) in September or turning seven (7) between September and December 1, would have “Y” circled for Below Model Grade.
- **Low Grades for Grades (K-6):** Any migrant child scoring **less than**
 - a “3” on a 4-point rubric, “C”, “S”, a happy face, 75 or equivalent in any marking period in any core subject will be considered to have low grades.
 - **Note: You can use the grades from the previous school year if grades for the current school year are not available to you at time of assessing this risk factor.**
- **Low Grades for Grades (7-12):** Any migrant child scoring below 75 in any marking period in any credit bearing class will be considered to have low grades.
 - **Note: You can use the grades from the previous school year if grades for the current school year are not available to you at time of assessing this risk factor.**
- **English Language Learner (Limited English Proficiency)**

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- **For Grades K-12 and UG:** This is determined by the school district testing results with the NYSITELL and NYSESLAT. **Please note:** The term, “English Learner (EL)” describes the student, but the term, “Limited English Proficiency (LEP)” describes the actual risk factor.
- **Priority for Services (PFS) – Check the box for PFS if**
 - the student has “Y” circled for Qualifying Move in previous 1 Year Period,
 - **and**
 - one box checked for at least one of the other Academic Risk Factors
 - **or** for having dropped out of school in the current performance period.
 - **Note:** Once a student is identified as PFS, the student remains PFS through the end of the academic period.

VII. Other Needs

Y N Health and/or Nutrition	Y N Poor School Attendance	Y N Life Skills
Y N Homeless	Y N Missing Required Immunizations	Y N Transportation
Y N Lacks Parent Involvement	Y N GED	Y N Needs Referral for:
Y N Mobility	Y N English Learner (PK/OSY)	Y N Other:

Available to update on Web App: Note: Sections VI and VII are combined into one needs assessment section. Edit student and select “STUDENT NEEDS” from the dropdown box to access.

Other Needs

- | | |
|--|--|
| <input type="checkbox"/> 1. Special Ed | <input type="checkbox"/> 6. Poor Attendance |
| <input type="checkbox"/> 2. Health/Nutrition | <input type="checkbox"/> 7. Missing Required Immunizations |
| <input type="checkbox"/> 3. Homeless | <input type="checkbox"/> 8. GED |
| <input type="checkbox"/> 4. Lack Parent(s) Involvement | <input type="checkbox"/> 9. Life Skills |
| <input type="checkbox"/> 5. Mobility | <input checked="" type="checkbox"/> 10. Transportation |
| | <input type="checkbox"/> 11. Special Needs |

Other Risk Factors: Check the box for “Yes” if...

- **Health and/or Nutrition:** Student has ongoing health/dental/nutritional needs.
- **Homeless:** Student is identified as homeless by school district.
- **Lacks Parental Involvement:** Parent(s) are not involved in student’s education by attending the school/MEP events or encouraging the child in his/her educational program. (Do NOT circle for OSY students.)
- **Mobility:** Any movement across school district lines in the preceding 12 months.
- **Poor School Attendance:** Student’s absences exceed his/her school’s policy for daily attendance or individual class attendance.
- **Missing Required Immunizations:** Student lacks immunizations or adequate immunization records.
- **GED:** A youth currently not enrolled in school, who wants to work toward a high school degree. (**Note:** some school districts do have students in an alternative High School Equivalency program instead of a diploma program.)
- **English Learner (Limited English Proficiency)**
 - **For Preschool and Out-of-School Youth** - This can be determined by METS staff.

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- **Please note:** The term, “English Learner (EL)” describes the student, but the term, “Limited English Proficiency (LEP)” describes the actual risk factor.

Other Needs: Check the box for Yes if...

- **Life Skills:** Youth lacks some of the necessary skills/knowledge to meet the challenges of daily living.
- **Transportation:** A lack of transportation is preventing the youth/student’s family from addressing one or more needs.
- **Needs Referral for:** If you checked the box for “Yes,” then you need to list what the student needs to be referred to/for.
- **Other:** If you checked the box for “Yes,” then you need to list the additional need(s).

VIII. Service Delivery Model

Initial Service Level Date:	<input type="checkbox"/> Service Level 0 / No Services
<input type="checkbox"/> Initial Service Level 3 - Focus Area: <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Secondary	<input type="checkbox"/> Identified after Enrollment Period <input type="checkbox"/> Incarcerated/Institutionalized/Detained <input type="checkbox"/> In Other Programs <input type="checkbox"/> Refusal <input type="checkbox"/> Unable to Locate/Left District
<input type="checkbox"/> Initial Service Level 2 - Focus Area: <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Secondary	
<input type="checkbox"/> Initial Service Level 1	

Initial Service Level Date:

Enter the date that the student’s **Initial** Service Level is determined for the student. Use the month/day/year format – mm/dd/yy.

- **Note:** This date will be on or after the first day of the current Academic School Year.
 - **Reminder:** The first day of the current Academic Period or School Year is determined by the ID&R office each year.
 - **Note:** The School Year has three periods to assign/change the Service Level for the student.
- The *NYS-MEP School Year: Student Intake Form* establishes the student’s beginning Service Level for the current school district, in the current school year.
 - **Note:** When a student moves during the school year, the Migrant Educator will complete a **new** *NYS MEP School Year: Student Intake Form* and establish a **new** Initial Service Level for the **new** school district.

Initial Service Level 3 with Focus Area:

Check this box for Priority for Service (PFS) students who are **scheduled** to receive Instructional Services, as defined on the *NYS-MEP Academic Service Intensity Rubric* and approved by the METS Director. **Note:** Any student scheduled for Instructional Services also receives Support Services.

- **Instructional Focus Area**
 - **For Level 3 students in Grades (K-8),** check either the **ELA** box or the **Math** box for the student’s Instructional Focus Area, for the school year.
 - **Note: If the student stays at Service Level 3,** the student keeps the same Focus Area for the whole school year.

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- For Level 3 students in Grades (9-12) and Dropouts (DO), check the “Secondary” box for the student’s Instructional Focus Area.

Initial Service Level 2 with Focus Area:

Check this box for Non-Priority for Service (PFS) students who are **scheduled** to receive Instructional Services, as defined on the *NYS-MEP Academic Service Intensity Rubric* and approved by the METS Director.
Note: Any student scheduled for Instructional Services also receives Support Services.

- **Instructional Focus Area**
 - For Level 2 students in Grades (K-8), check either the **ELA** box or the **Math** box for the student’s Instructional Focus Area, for the school year.
 - **Note: If the student stays at Service Level 2**, the student keeps the same Focus Area for the whole school year.
 - For Level 2 students in Grades (9-12) check the “Secondary” box for the student’s Instructional Focus Area.

Initial Service Level 1:

Check this box for students who are **scheduled** for Support Services, as defined on the *NYS-MEP Academic Service Intensity Rubric* and approved by the METS Director.

Level 0 / No Services:

Check this box for students who end up as Level 0 students, with no contact during the Academic School Year, as defined on the *NYS-MEP Academic Service Intensity Rubric* and approved by the METS Director.

- Then check the box for the reason that best explains the situation:
 - **Identified after Enrollment Period:** The student was identified after a period of service had ended.
 - For example, if the student moved to the district in April, but was not identified as eligible until July, the academic school year enrollment line showing the residency date for April would have this reason checked.
 - **Incarcerated/Institutionalized/Detained:** student is detained in a state institution.
 - **In Other Programs:** Supplemental services are not provided because services are being provided by non-migrant programs.
 - **Refusal:** The student/parent decline any migrant services.
 - **Unable to locate/ Left district (Please note:** if the student leaves before the Student Intake Form is completed, write in the Withdrawal Date along with any departure information.
 - **Data Entry Note:** Selecting “R” in the “Type” field, reveals the Service Level 0 section and the choice of five (5) reasons to explain why there wasn’t any contact; why the student did not receive any minimum Support Services.

IX. Service Delivery Plan Information

All Students: Needs Assessment Date:			
Grade 3-8, Level 3-2 Students	Grade 9-12 Students	Out-of-School Youth (OS/DO/D+)	
ELA MEP Pre-test Date:	Y N Annual Goal Setting	OSY Profile - Date:	
ELA MEP Post-test Date:	Y N Annual Review of Transcript and Student schedule	Service Level 2 (OSY/D+): Personal Learning Plan – Date Short Term Goal Started:	
Math MEP Pre-test Date:	Y N Has Passed Algebra 1 or a Higher Math Course	Dropout Notification Date:	Dropout Contact Date:
Math MEP Post-test Date:			

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All Students:

Needs Assessment Date: Write the date that the Needs Assessment process is completed. The Needs Assessment process includes the information collected by the Migrant Educator to complete the *NYS-MEP School Year: Student Intake Form*, along with any additional information supplied by the student, parents and District personnel. Use the month/day/year format – mm/dd/yy.

- **Note:** This date will be after September 1 of the current school year.
- **Note:** If a student starts at one school district in September, then moves to a **new** school district, the Needs Assessment process starts again, with a **new** Needs Assessment Date for the student in the **new** school district, using the **new** enrollment line on MIS2000.

Grades 3-8, Level 3 and Level 2 Students:

This section is for Students in Grades 3-8, who are at Service Level 3 or Level 2. (Leave these test dates blank for other students.)

- **ELA MEP Pre-test Date:** Write the date you **administered** the ELA assessment during the FALL Benchmark. Use the month/day/year format – mm/dd/yy.
 - **Note:** Use the date of September 1, if you administered the Fall Benchmark assessments in August.
- **Math MEP Pre-test Date:** Write the date you administered the Math assessments during the Fall Benchmark. Use the month/day/year format – mm/dd/yy.
 - **Note:** Use the date of September 1, if you administered the Fall Benchmark assessments in August.

Grades 9-12 Students:

- **Annual Goal Setting:** Check/circle Y for Yes if you engaged in goal setting discussion(s) with adolescent students during the performance period.
- **Annual Review of Transcript and Student Schedule:** Check/circle Y for Yes if you reviewed and analyzed the student's transcript and schedule to identify any gaps or concerns for being on track for graduation.
- **Has Passed Algebra 1 or a Higher Math Course:** Check the box for "Yes" if the student has received credit for the course in Algebra 1, or a higher math course.

Out-of-School Youth (Grades OS-DO-D+):

- **OSY Profile- Date:** All Out-of-School Youth (OSY) and recent dropout (DO) students need a fresh OSY Profile completed at the beginning of the school year, and as they arrive in a new school district. Write in the same completion date that is on the OSY Profile. Use the month/day/year format – mm/dd/yy.
 - **Note:** After learning a student has dropout of school, try to complete a face-to-face visit and complete the OSY Profile within 45 school days of knowing student has dropped out of school
 - **Web App:** The OSY Profile is available to complete on Web App.
- **Service Level 2 (OSY/D+): Personal Learning Plan – Date Short Term Goal Started:**
 - Out-of-School Youth who are identified at Service Level 2 need an annual Personal Learning Plan (PLP)
 - Use the date that the "Short Term Goal" started, from the student's *NYS-MEP Personal Learning Plan*. Please use the month/day/year format – (mm/dd/yy).
 - **Web App:** The Personal Learning Plan is available to complete on Web App.
- **Dropout Notification Date:** Record the date in which your METS was notified that the student dropout of school.

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- **Dropout Contact Date:** Record the date in which you had the initial contact after learning student had dropout of school.
 - **Note:** You should contact migrant students who drop out of school within 45 days of the METS being notified of dropping out.

Comments: Student is still here Student moved to _____
 Other: _____

Migrant Educator Signature:

Date: