



Statewide Student Forms

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Things to Consider

- 2022-25 Service Delivery Plan (SDP)
- The SDP shows the goals we are trying to reach as NYS-MEP
- These forms are great for collecting data and guide you with all the changes
- All updated forms can be downloaded from our website:
<https://www.nysmigrant.org/resources/downloads>
 - Have a conversation with your Director

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Academic Service Intensity Rubric NYS Migrant Education Program	Service Intensity Level as determined after the NYS MEP Needs Assessment Process			
	Service Level 3 PFS Student at this level:	Service Level 2 Non-PFS Student at this level:	Service Level 1 Non-PFS or PFS Student at this level:	Service Level 0 Non-PFS or PFS Student at this level:
<p>Priority For Service Definition:</p> <p>In accordance with ESEA, Section 1304(d), migrant education programs in New York State must give priority of services to migratory children who have made a qualifying move within the previous 1-year period and who –</p> <ul style="list-style-type: none"> ➢ Are failing or most at risk of failing, to meet the challenging State academic standards; or ➢ Have dropped out of school. <p><u>Key "at risk" factors include:</u> Below Proficiency on State Test(s) Limited English Proficiency Below modal grade Retention in grade Credit Deficiency in grades 9-12 Low academic grades</p>	<p>Students are prioritized to instruction.</p>	<p>Students receive instruction based on their needs and the capacity of the local program.</p>	<p>Students receive monitoring & support services, which may include individualized instruction as needed, based on the needs of the student and the capacity of the local program. Possible reasons include:</p> <ul style="list-style-type: none"> ➢ Teacher/School Request ➢ Parent/Student Request ➢ Special Education Placement ➢ Illness/Hospitalization ➢ Student does not fit the risk category of low grades, or is passing Regents exams and/or NYS Assessments) (monitor for changes) ➢ MEP Determination of substantial health and/or safety risk ➢ Student is not available (i.e. no study halls, in other support programs ; has other commitments after school) 	<p>Students receive no contact due to one or more of the following reasons:</p> <ul style="list-style-type: none"> ➢ Parent Request ➢ Student Request ➢ Identified after left area ➢ Student is incarcerated/ institutionalized/detained ➢ Unable to locate student/Gone



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NYS-MEP Service Level Requirements Chart – 2024-25

<p>ALL Students</p> <ul style="list-style-type: none"> • Conduct a Needs Assessment process which includes conversations with teachers, students and parents. The Needs Assessment data elements are documented on the Student Intake Form (SIF) and need to comply with MSIX Minimum Data Elements timelines. • Facilitate and promote migratory youth connection and engagement with community agencies/schools. • All eligible migratory students (age 3-OSY, DO, D+) present during summer will receive instructional services. <p>Note: Students at Service Levels 3 and 2 also receive support services in response to student needs</p>			
Service Level 3: Instructional Services	Service Level 2: Instructional Services	Service Level 1: Support Services	Service Level: 0
PFS Students Priority for Instruction	Non-PFS Students	Non-PFS/PFS Students	Non-PFS/PFS
<p>Grades K-8</p> <ul style="list-style-type: none"> • Instructional services in one Instructional Focus Area: ELA or Math • Review report card and monitor school attendance/academic progress • Gr 3-8: Pretest ELA Fluency and/or Math • Gr 3-8: Posttest only in student's Instructional Focus Area 	<p>Grades K-8</p> <ul style="list-style-type: none"> • Instructional services in one Instructional Focus Area: ELA or Math • Review report card and monitor school attendance/academic progress • Gr 3-8: Pretest ELA Fluency and/or Math • Gr 3-8: Posttest only in student's Instructional Focus Area 	<p>Grades K – 8</p> <ul style="list-style-type: none"> • Review report card and monitor school attendance/academic progress • Support Services in response to needs and interests 	<p>Grades K-8 No Contact</p>
<p>Grades 9-12</p> <ul style="list-style-type: none"> • Discuss student interests and goals • Review transcript and student schedule with students to identify any gaps or concerns and adjust services as needed • Instructional Service Hours in response to academic needs and interests 	<p>Grades 9 – 12</p> <ul style="list-style-type: none"> • Discuss student interests and goals • Review transcript and student schedule with students to identify any gaps or concerns and adjust services as needed • Instructional Service in response to academic needs and interests 	<p>Grades 9 – 12</p> <ul style="list-style-type: none"> • Discuss student interests and goals • Review transcript and student schedule with students to identify any gaps or concerns and adjust services as needed • Support Services in response to needs and interests 	<p>Grades 9 – 12 No Contact</p>

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All Students!

Needs Assessment Process

Facilitate and promote connection and engagement with community agencies/schools

All eligible migratory students present during the summer will receive instructional services

Support services in response to student needs

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Grades K-8

Level 3 (PFS)

Instructional Service in either: ELA and Math

Review report cards and monitor academic progress

Level 2

Instructional Service in either: ELA and Math

Review report cards and monitor academic progress

Level 1

Support services in response to needs and interest

Review report cards and monitor academic progress

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IMPORTANT!

- Grade 3-8 students that are Level 3 and Level 2 will be pretested in EasyCBM Passage Reading Fluency (PRF) and/or EasyCBM Proficient Math
- Not specific number of hours but please check with your Director!!



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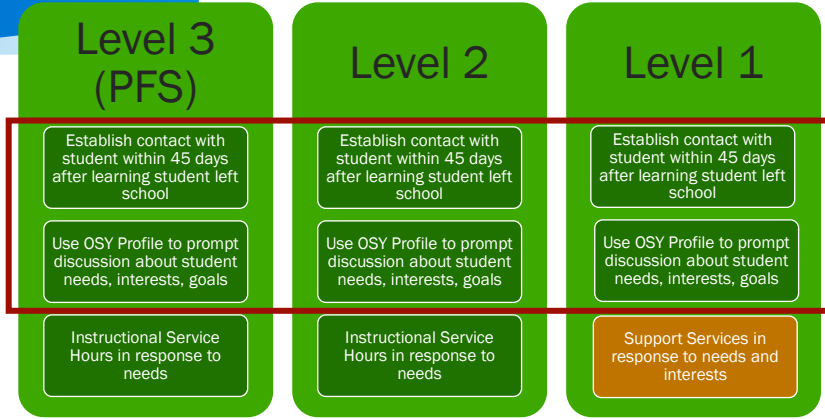
Grades 9-12

Level 3 (PFS)	Level 2	Level 1
Discuss student interests and goals	Discuss student interests and goals	Discuss student interests and goals
Review transcript and schedule to identify concerns	Review transcript and schedule to identify concerns	Review transcript and schedule to identify concerns
Instructional Service Hours in response to academic needs and interests	Instructional Service Hours in response to academic needs and interests	Support Services in response to needs and interests

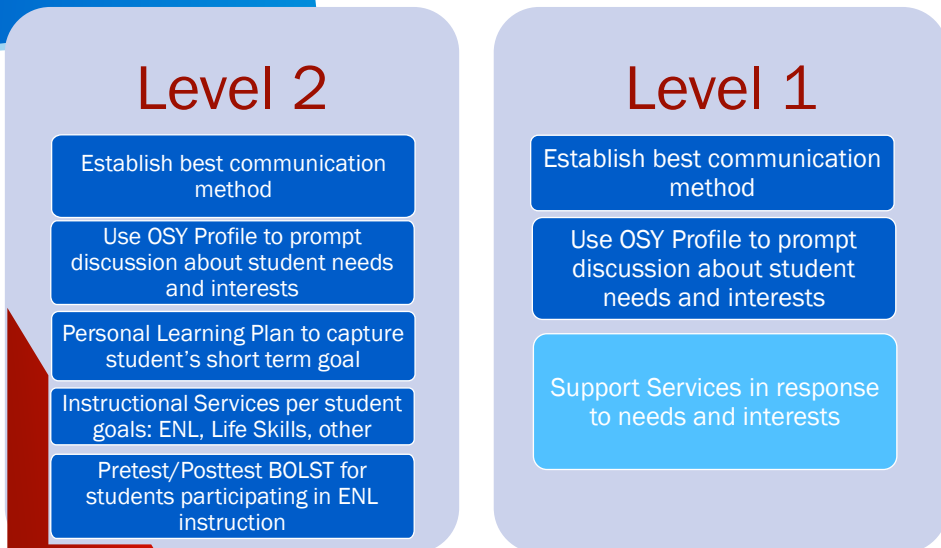


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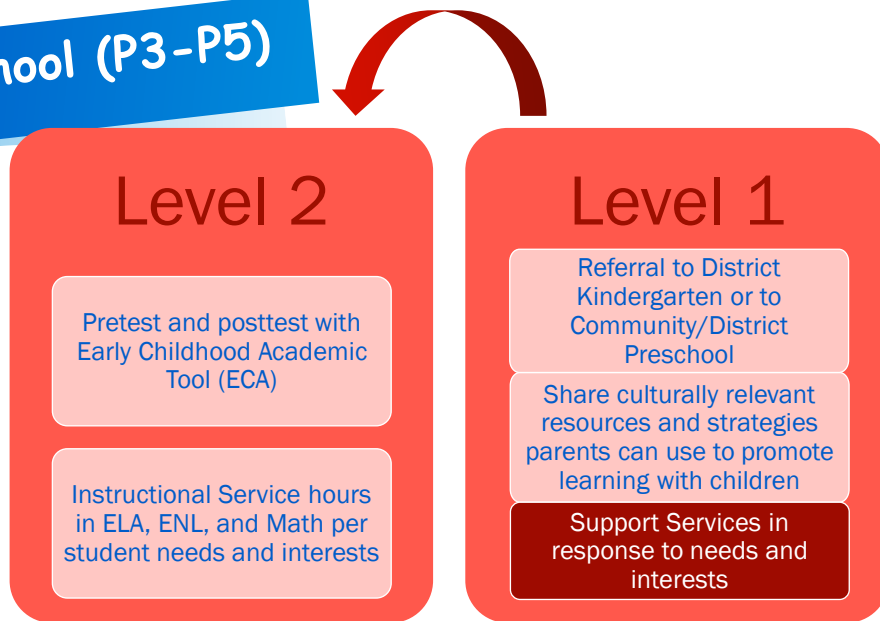
Dropout Students



OS and D+



Preschool (P3-P5)



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Needs Assessment Process

- Goes beyond collecting the data to complete this form
- Includes 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

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Important!

- 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.

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Academic Needs for In School Students

Academic Needs for PFS

- | | | |
|---|--|--|
| <input checked="" 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 checked="" type="checkbox"/> 6. Below Modal Grade | <input checked="" type="checkbox"/> 9. Priority For Service (Calculated) |



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Other Needs for ALL Students

Other Needs

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

Additional Student Comments

Needs Referral For

Other Needs

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Other Student Information

Home Schooled

Medical Alert

None

Immunizations Available

District Services for In School Only

Individualized Education Program (IEP)

504 Accommodation Plan

Response to Intervention (Rti) (Tier II or III)

English as a New Language (ENL)

Bilingual Education

School District Summer Services

District Summer School

District/BOCES Special Education

If other, please specify:

Title I: Academic Intervention Services(AIS)

ELA

Math

Science

Social Studies

District or Community Preschool Program

District Preschool Program

Early Intervention

Head Start

Migrant Head Start / ABCD

Preschool Special Education

Other:

Community Services

ENL/ESL

GED

Adult Basic Education (ABE)

GED - Date Completed

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Service Delivery- Data Related to State Goals

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Service Delivery- A Closer Look

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

- Many of these data fields might be empty when you complete the needs assessment process
- You do not need to complete the annual goal setting at the same time as the Needs Assessment Process
- Same with the OSY Personal Learning Plan
- We might learn about Algebra 1 data field later in the year
- We might also learn about a student dropping out of school on a different date
- Your Data Specialists will remind you about any missing data
- When in doubt, ask your Director

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OSY Profile

This form contains information from the Migrant Education Program that is confidential or privileged, or protected by FERPA.
NYS MEP – Out-of-School Youth Profile & Personal Learning Plan

Date: <input style="width: 80%;" type="text"/>	METS Project: <input style="width: 90%;" type="text"/>	COE#: <input style="width: 90%;" type="text"/>
Name: <input style="width: 95%;" type="text"/>		<input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/> Other Age: <input style="width: 40px;" type="text"/>
Address/Camp: <input style="width: 95%;" type="text"/>		Phone: <input style="width: 80%;" type="text"/>
Last Grade Attended: <input style="width: 60%;" type="text"/>	Year: <input style="width: 40%;" type="text"/>	Where: <input style="width: 95%;" type="text"/>
Oral English Language Proficiency (Speaks English): <input type="checkbox"/> Yes <input type="checkbox"/> Minimum <input type="checkbox"/> Adequate <input type="checkbox"/> No		Home language: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other: <input style="width: 80px;" type="text"/>
Health Needs: <input type="checkbox"/> N/A <input type="checkbox"/> Medical <input type="checkbox"/> Vision <input type="checkbox"/> Dental <input type="checkbox"/> Other: <input style="width: 150px;" type="text"/>		Advocacy Needs: <input type="checkbox"/> Legal <input type="checkbox"/> Childcare <input type="checkbox"/> Access to technology <input type="checkbox"/> Translation/Interpretation <input type="checkbox"/> Mental Health/Counseling
Preferred Communication Method (Email, Phone, Text, Facebook, WhatsApp, etc.) <input style="width: 95%; height: 20px;" type="text"/>		
Based on the information collected above, the youth is: <input type="checkbox"/> Here-to-work <input type="checkbox"/> Recovery		

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Important!

- Upcoming changes: some new data fields are going to be added to the OSY Profile! Look out for new choices under **Advocacy Needs** and **Preferred Communication Method**
- The OSY Profile needs to be completed for all OSY/D+/recently DO students annually
- Just like the Needs Assessment in the Intake form, the process of completing the OSY Profile should go beyond collecting the data
- Take this opportunity to:
 - Learn about the student's interests
 - what they want to learn
 - what they want help with
 - when they are available
- Completing this OSY Profile 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
- **NEW: as of 24/25, the OSY Profile data will be rolled over to the new enrollment line. Make sure you still take time to update the data annually!**



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A Closer Look

Youth <u>may be</u> a candidate for: <input type="checkbox"/> High School Diploma <input type="checkbox"/> High School Equivalency <input type="checkbox"/> HEP <input type="checkbox"/> Adult Basic Education <input type="checkbox"/> ESL <input type="checkbox"/> CAMP <input type="checkbox"/> Other: <input type="text"/>	<input type="checkbox"/> Health Education <input type="checkbox"/> Job Training <input type="checkbox"/> Career Exploration <input type="checkbox"/> Life Skills <input type="checkbox"/> PASS	At interview, youth received: <input type="checkbox"/> Educational materials <input type="checkbox"/> Support services <input type="checkbox"/> OSY welcome bag <input type="checkbox"/> Referral(s) (list in comments) <input type="checkbox"/> Other: <input type="text"/>
Comments: <input type="text"/> <input type="text"/>		
METS Staff Name/Signature <input type="text"/>		

- What an OSY student may be candidate for might change and it should be reflected in the leveling of a student
- Chat with your Director and Data Specialist if things have change from the time you completed the OSY Profile

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Personal Learning Plan

- No changes!
- Use this form to help your OSY identify long-term and short-term goals
- You can have as many PLPs as you wish
- Please make sure you report if the “student made any progress toward their goals”
- You can access the PLP training video [here](#)

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What are services?

Services are a subset of all allowable activities that the MEP can provide through its programs and projects. “Services” are those educational or educationally related activities that:

- directly benefit a migrant child;
- address a need of a migrant child consistent with the State’s comprehensive needs assessment and service delivery plan;
- are grounded in scientifically based research or, in the case of support services, are generally accepted practices; and
- are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State’s performance targets and annual measurable objectives.



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Allowable Activity vs Service

Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services. **Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family and handing out leaflets to migrant families on available reading programs as part of an effort to increase the reading skills of migrant children.** Although these are allowable activities, they are not services because they do not meet all of the criteria above.



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Supplemental Service Codes- What Stays the Same

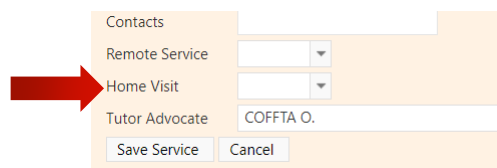
- Adolescent Activities (12-21 years old)
- Advocacy 😊
- Counseling Services (certified counselor)
- Transportation

- ENL
- English Language Arts
- Life Skills
- Mathematics
- Science
- Social Studies

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Supplemental Service Codes- What Changed?

- 23/24, we removed Home Visit!
- If a service was provided at home, please use the Home Visit Check Box



The screenshot shows a form titled "Contacts" with the following fields:

- Remote Service: [dropdown menu]
- Home Visit: [checkbox] (indicated by a red arrow)
- Tutor Advocate: COFFTA O.

At the bottom of the form are two buttons: "Save Service" and "Cancel".

- We added Attempted/No Service
 - Implemented Summer 2023
 - Use this code when you attempted to provide services to a student but you were not able to provide such service.

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Supplemental Service Codes- What Changed?

- We added: Preschool and Elementary Activities
- Use this code for services/support you provided to age 3 to 11 years old that include, cultural responsive:
 - Academic guidance, identity development activities, community service, and experiential learning programs that connect to their life experience;
 - Program(s) and activities coordinated by statewide/local MEP that facilitate preschool and elementary students to develop high expectations for themselves. These programs and activities are designed to explore and introduce them to a broad range of diverse learning opportunities, learning about themselves, their environment, and content.

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Supplemental Service Codes- What Changed?

- New this year! End Date should match the date that the service was rendered
- Example:

The screenshot shows a service entry form with the following fields and values:

- Service: ENGLISH LANGUAGE ARTS [Click here for documentation.](#)
- Service Description: Worked on phonics, reviewed food vocab fruits and vegs
- Start Date: 9/5/2024
- End Date: 9/16/2024 (indicated by a red arrow)
- Hours: 1.00
- Contacts: 1.00
- Remote Service: Y
- Home Visit: (empty)
- Tutor Advocate: COFFTA O.
- Buttons: Save Service, Cancel

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Let's Chat about the Description Box

- Powerful Tool to let Directors/Data Specialists know what you worked on, the progress of the student, and other skills you might work with them next
- The information you add in the Description Box should follow your Directors' requirements
- From the State:
 - Specific
 - Inform what skills you were working with the student
 - Concise
 - Confidential information

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Examples:

Math: Focus Area: Math Goal: Multiplication facts Activity: Color by Multiplication X 4 Product Progress: needs more practice with fact fluency x6 and up. Still using X chart to solve

Advocacy: Mom notified me of the move back to B*****. Asked about necessary paperwork. Gave school number and shared school website link to register online. Notified her that I would send a recruiter.

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Examples:

English Language Art: Had student complete a practice test for his upcoming test on the book "Night" He had to learn the terms & how to apply them in a sentence. Also had to practice writing 2 paragraphs to summarize the story

ENL: Did a lesson on fruits, vegetables, and farm animals. Had student first name the fruits/vegetables she works with to build familiarity. She knew her fruits and vegetables, but struggled with animals. *She said that she used to see a lot of deer when she lived in her old house, but now that she moved she doesn't see them anymore. Youth said she mainly see birds and cats in her neighborhood.* We went over the different types of birds using the Simply Speaking workbook.

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Examples:

ENL: reviewed verbs and power expressions (I want, I need, I should, etc) Taught personal id, expressions of courtesy, greetings, goodbyes, basic questions

ENL: Review of pizza vocab, stating name, address, and age. Introduced vocab on groceries, fruits, vegetables.

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