<table>
<thead>
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<th>Academic Service Intensity Rubric</th>
<th>Service Intensity Level as determined after the NYS MEP Needs Assessment Process</th>
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<td><strong>NYS Migrant Education Program</strong></td>
<td><strong>Service Level 3</strong>&lt;br&gt;PFS Student at this level: Students receive 15 hours of instruction during the school year in the targeted area. <strong>Service Level 2</strong>&lt;br&gt;Non-PFS Student at this level: Students receive a level of instruction based on the needs of the student and the capacity of the local program. <strong>Service Level 1</strong>&lt;br&gt;Non-PFS or PFS Student at this level: Students receive <strong>monitoring &amp; support</strong> 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:&lt;br&gt;› Teacher/School Request&lt;br&gt;› Parent/Student Request&lt;br&gt;› Special Education Placement&lt;br&gt;› Illness/Hospitalization&lt;br&gt;› Student does not fit the risk category of low grades, or is passing Regents exams and/or NYS Assessments) (monitor for changes)&lt;br&gt;› MEP Determination of substantial health and/or safety risk&lt;br&gt;› Student is not available (i.e. no study halls, in other support programs; has other commitments after school) <strong>Service Level 0</strong>&lt;br&gt;Non-PFS or PFS Student at this level: Students receive <strong>no</strong> contact due to one or more of the following reasons:&lt;br&gt;› Parent Request&lt;br&gt;› Student Request&lt;br&gt;› Identified after left area&lt;br&gt;› Student is incarcerated/institutionalized&lt;br&gt;› Unable to locate student/Gone</td>
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**Priority For Service Definition:**

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 –

› Are failing or most at risk of failing, to meet the challenging State academic standards; or
› Have dropped out of school.

Key “at risk” factors include:

Failed State Test(s)
Limited English Proficiency
Below modal grade
Retention in grade
Credit Deficiency in grades 9-12
Low academic grades