Statewide Student Forms
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ID&R/MIS2000/MSIX

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Ice Breaker
•Share one thing you enjoyed this summer
•Share one thing you are looking for in the next couple of months
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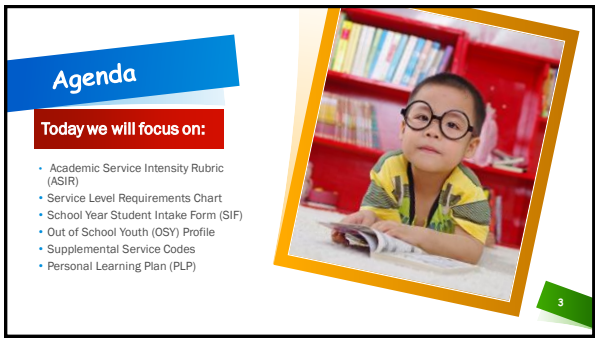
Agenda
Today we will focus on:
• Academic Service Intensity Rubric (ASIR)
• Service Level Requirements Chart
• School Year Student Intake Form (SIF)
• Out of School Youth (OSY) Profile
• Supplemental Service Codes
• Personal Learning Plan (PLP)
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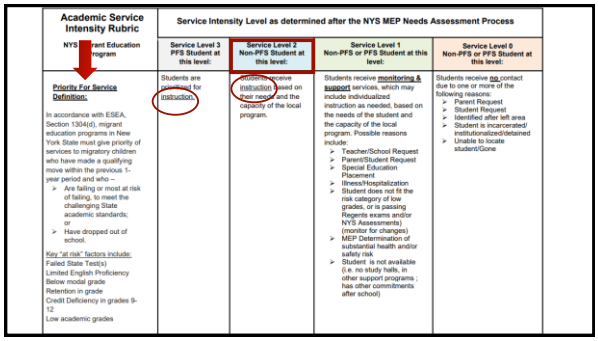

Academic Service Intensity Rubric NYS Migrant Education Program	Service Intensity Level as determined after the NYS MEP Needs Assessment Process			
	Service Level 3 PFS Student at this level:	Service Level 2 Non-PFS Student at this level:	Service Level 1 Non-PFS or PFS Student at this level:	Service Level 0 Non-PFS or PFS Student at this level:
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	Students are identified for instruction.	Students receive instruction based on their needs and the capacity of the local program.	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: ➢ 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)	Students receive no contact due to one or more of the following reasons: ➢ Parent Request ➢ Student Request ➢ Identified after left area ➢ Student is incarcerated/ institutionalized/detained ➢ Unable to locate student/Gone

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Group Question!!!

- Under the new SDP, can a PFS be considered a Level 2 student?

According to the 22/23 Academic Service Intensity Rubric, a PFS student can only be considered Level 3, Level 1 ,or Level 0

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Service Level Requirement Chart

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NYS-MEP Service Level Requirements Chart – 2022-23

ALL Students

- **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.

Note: *Students at Service Levels 3 and 2 also receive support services in response to student needs*

Service Level 3: Instructional Services PFS Students Priority for Instruction	Service Level 2: Instructional Services Non-PFS Students	Service Level 1: Support Services Non-PFS/PFS Students	Service Level: 0 Non-PFS/PFS
Grades K-8 • 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	**Grades K-8** • 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	**Grades K – 8** • Review report card and monitor school attendance/academic progress • Support Services in response to needs and interests	**Grades K-8** *No Contact*
Grades 9-12 • 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	**Grades 9 – 12** • 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	**Grades 9 – 12** • 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	**Grades 9 – 12** *No Contact*

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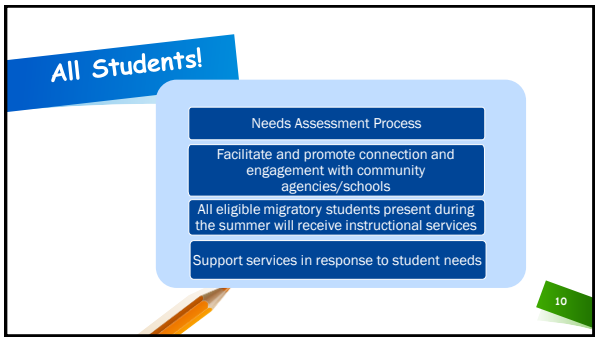
All Students!
Needs Assessment Process
Facilitate and promote connection and engagement with community agencies/schools
All eligible migratory students present during the summer will receive instructional services
Support services in response to student needs
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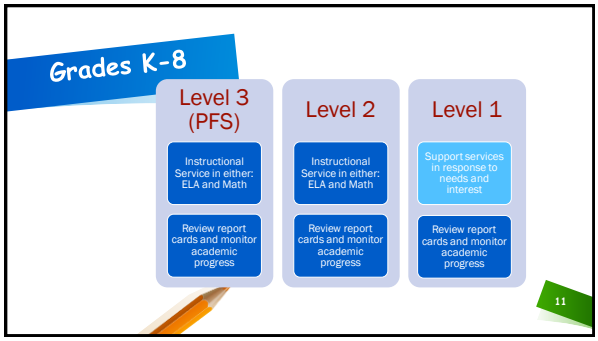
Grades K-8
Level 3 (PFS)
Instructional Service in either: ELA and Math
Review report cards and monitor academic progress
Level 2
Instructional Service in either: ELA and Math
Review report cards and monitor academic progress
Level 1
Support services in response to needs and interest
Review report cards and monitor academic progress
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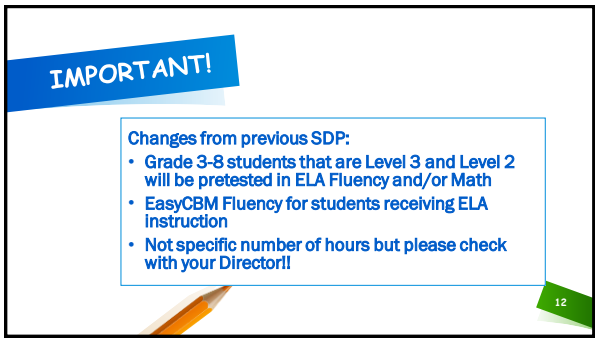
IMPORTANT!
Changes from previous SDP:
• Grade 3-8 students that are Level 3 and Level 2 will be pretested in ELA Fluency and/or Math
• EasyCBM Fluency for students receiving ELA instruction
• Not specific number of hours but please check with your Director!!
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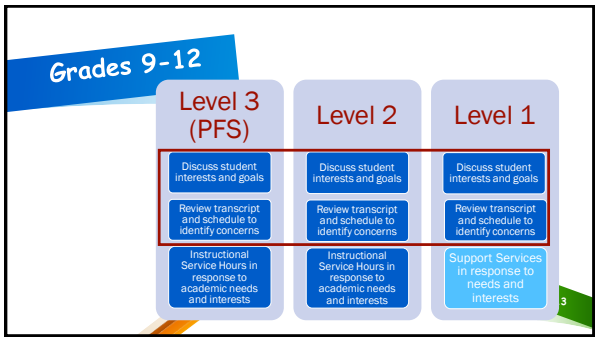
Grades 9-12
Level 3 (PFS)
Level 2
Level 1
Discuss student interests and goals
Review transcript and schedule to identify concerns
Instructional Service Hours in response to academic needs and interests
Discuss student interests and goals
Review transcript and schedule to identify concerns
Instructional Service Hours in response to academic needs and interests
Discuss student interests and goals
Review transcript and schedule to identify concerns
Support Services in response to needs and interests
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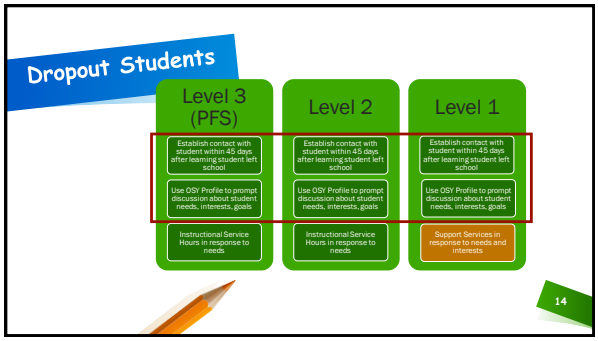
Dropout Students
Level 3 (PFS)
Level 2
Level 1
Establish contact with student within 45 days after learning student left school
Use OSY Profile to prompt discussion about student needs, interests, goals
Instructional Service Hours in response to needs
Establish contact with student within 45 days after learning student left school
Use OSY Profile to prompt discussion about student needs, interests, goals
Instructional Service Hours in response to needs
Establish contact with student within 45 days after learning student left school
Use OSY Profile to prompt discussion about student needs, interests, goals
Support Services in response to needs and interests
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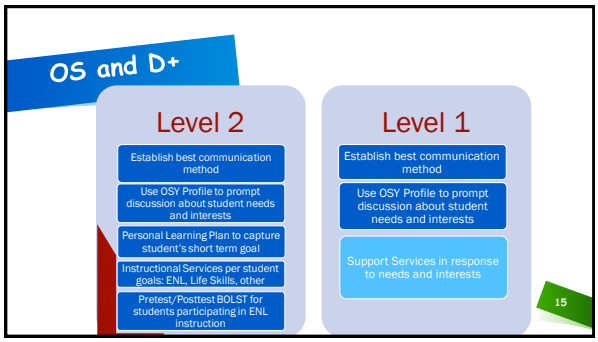
OS and D+
Level 2
Establish best communication method
Use OSY Profile to prompt discussion about student needs and interests
Personal Learning Plan to capture student's short term goal
Instructional Services per student goals: ENL, Life Skills, other
Pretest/Posttest BOLST for students participating in ENL instruction
Level 1
Establish best communication method
Use OSY Profile to prompt discussion about student needs and interests
Support Services in response to needs and interests
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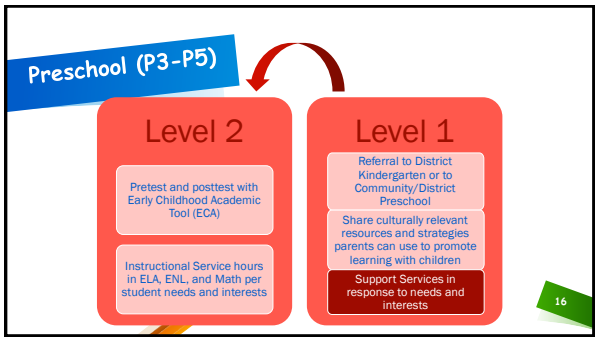
Preschool (P3-P5)
Level 2
Pretest and posttest with Early Childhood Academic Tool (ECA)
Instructional Service hours in ELA, ENL, and Math per student needs and interests
Level 1
Referral to District Kindergarten or to Community/District Preschool
Share culturally relevant resources and strategies parents can use to promote learning with children
Support Services in response to needs and interests
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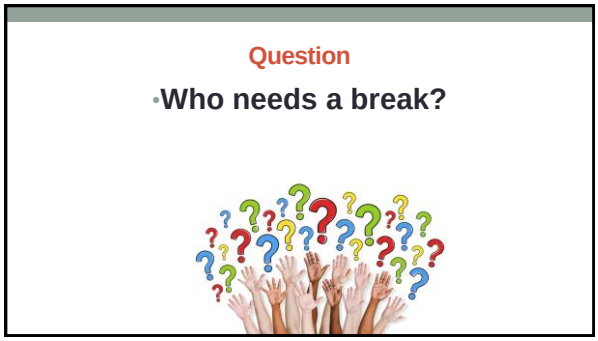
Question
•Who needs a break?

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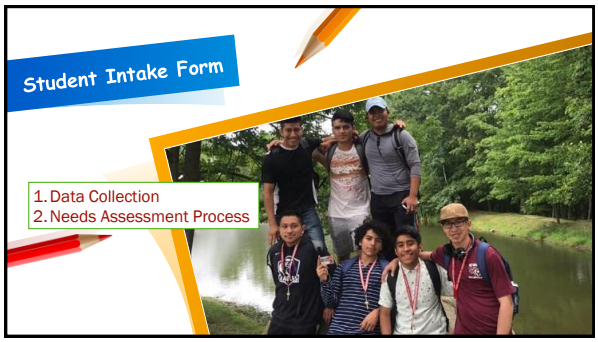
Student Intake Form
1. Data Collection
2. Needs Assessment Process

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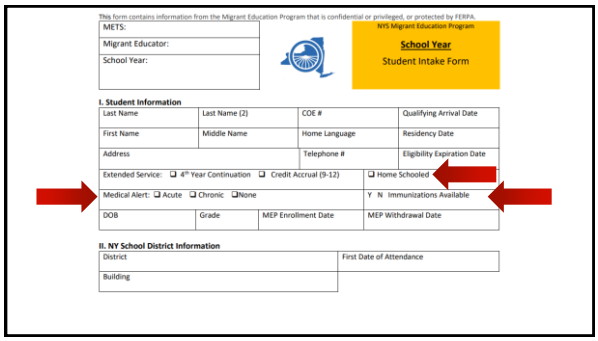

This form contains information from the Migrant Education Program that is confidential or privileged, or protected by FERPA.

METS:

Migrant Educator:

School Year:

NYS Migrant Education Program

School Year
Student Intake Form

I. Student Information

Last Name	Last Name (2)	COE #	Qualifying Arrival Date
First Name	Middle Name	Home Language	Residency Date
Address		Telephone #	Eligibility Expiration Date
Extended Service: ❑ 4th Year Continuation ❑ Credit Accrual (9-12)			❑ Home Schooled
Medical Alert: ❑ Acute ❑ Chronic ❑None			Y N Immunizations Available
DOB	Grade	MEP Enrollment Date	MEP Withdrawal Date

II. NY School District Information

District	First Date of Attendance
Building	

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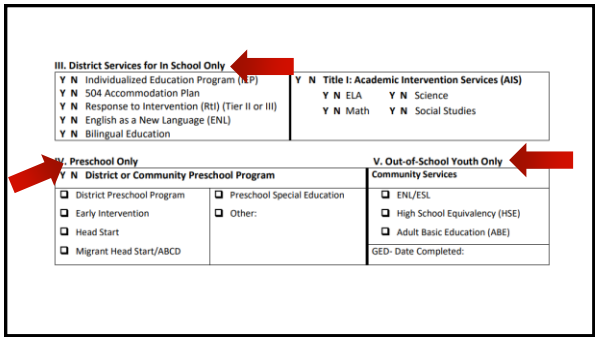

III. District Services for In School Only

Y N Individualized Education Program (IEP)	Y N **Title I: Academic Intervention Services (AIS)**
Y N 504 Accommodation Plan	Y N ELA Y N Science
Y N Response to Intervention (RtI) (Tier II or III)	Y N Math Y N Social Studies
Y N English as a New Language (ENL)	
Y N Bilingual Education	

IV. Preschool Only

Y N **District or Community Preschool Program**

❑ District Preschool Program	❑ Preschool Special Education
❑ Early Intervention	❑ Other:
❑ Head Start	
❑ Migrant Head Start/ABCD	

V. Out-of-School Youth Only

Community Services

❑ ENL/ESL	
❑ High School Equivalency (HSE)	
❑ Adult Basic Education (ABE)	
GED- Date Completed:	

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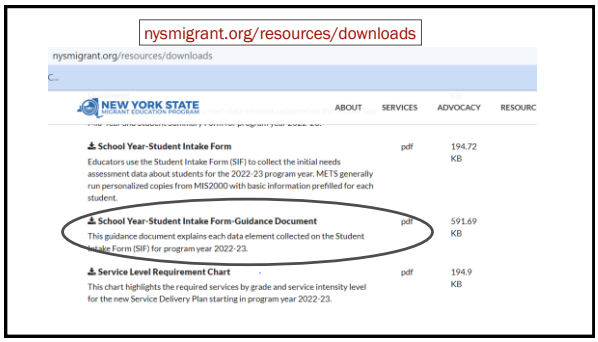

nysmigrant.org/resources/downloads

nysmigrant.org/resources/downloads

NEW YORK STATE MIGRANT EDUCATION PROGRAM ABOUT SERVICES ADVOCACY RESOURC

School Year-Student Intake Form pdf 194.72 KB

Educators use the Student Intake Form (SIF) to collect the initial needs assessment data about students for the 2022-23 program year. METS generally run personalized copies from MIS2000 with basic information prefilled for each student.

School Year-Student Intake Form-Guidance Document pdf 591.69 KB

This guidance document explains each data element collected on the Student Intake Form (SIF) for program year 2022-23.

Service Level Requirement Chart pdf 194.9 KB

This chart highlights the required services by grade and service intensity level for the new Service Delivery Plan starting in program year 2022-23.

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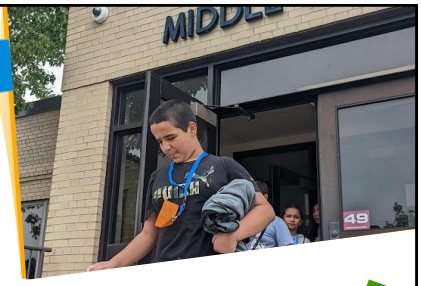
Needs Assessment

Figuring out what our students need



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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

VI. Academic Needs

Y N **Qualifying Move within previous 1-year period, plus 1:**	Y N Dropped out of school this school year	Y N Failed State Test(s)	Y N Below Modal Grade	=	Y N Priority for Services
		Y N Retention	Y N Low Grades		
		Y N Credit Deficiency	Y N English Learner		

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Other Needs for ALL Students

VII. Other Needs

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

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Service Delivery- Data Related to State Goals

VIII. Service Delivery Model

Initial Service Level Date:	❑ Service Level 0 / No Services
	❑ Identified after Enrollment Period
❑ Initial Service Level 3 - Focus Area: ❑ ELA ❑ Math ❑ Secondary ❑ Initial Service Level 2 – Focus Area: ❑ ELA ❑ Math ❑ Secondary	❑ Incarcerated/Institutionalized/Detained ❑ In Other Programs ❑ Refusal ❑ Unable to Locate/Left District
❑ Initial Service Level 1	

IX. Service Delivery Plan Information

All Students: Needs Assessment Date:			
Grade 3-8, Level 3 and Level 2 Students	**Grade 9-12 Students**	**Out-of-School Youth (OS/DO/D+)**	
Y N ELA Pre-test	Y N Annual Goal Setting	OSY Profile - Date:	
Y N Math Pre-test	Y N Annual Review of Transcript and Student schedule	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:

EasyCBM

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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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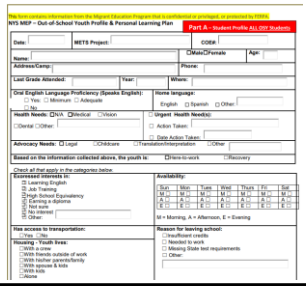
OSY Profile



NYS MEP – Out-of-School Youth Profile & Personal Learning Plan

Part A – Student Profile ALL OSY Students

Date: METS Project: CODE#

Name: ☐Male ☐Female Age:

Address/Camp: Phone:

Last Grade Attended: Year: Where:

Oral English Language Proficiency (Speaks English): ☐ Yes ☐ Minimum ☐ Adequate ☐ No

Home language: English ☐ Spanish ☐ Other:

Health Needs: ☐N/A ☐Medical ☐Vision ☐Dental ☐Other:

☐ Urgent Health Need(s):
☐ Action Taken:
☐ Date Action Taken:

Advocacy Needs: ☐ Legal ☐Childcare ☐Translation/Interpretation ☐Other

Based on the information collected above, the youth is: ☐Here-to-work ☐Recovery

Check all that apply in the categories below.

Expressed interests in:
☐ Learning English
☐ Job Training
☐ High School Equivalency
☐ Earning a diploma
☐ No name
☐ Other:

Availability:

	Mon	Tues	Wed	Thurs	Fri	Sat
M	☐	☐	☐	☐	☐	☐
A	☐	☐	☐	☐	☐	☐
E	☐	☐	☐	☐	☐	☐

M = Morning, A = Afternoon, E = Evening

Has access to transportation: ☐ Yes ☐ No

Housing - Youth lives:
☐With a crew
☐With friends outside of work
☐With his/her parents/family
☐With spouse & kids
☐With kids
☐Alone

Reason for leaving school:
☐Insufficient credits
☐Needed to work
☐Missing State test requirements
☐Other:

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Important!

- No Changes!
- 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

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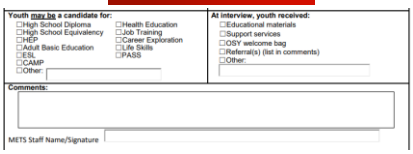
A Closer Look



Youth may be a candidate for:
☐High School Diploma
☐High School Equivalency
☐HEP
☐Adult Basic Education
☐ESL
☐CAMP
☐Other:
☐Health Education
☐Job Training
☐Career Exploration
☐Life Skills
☐PASS

At interview, youth received:
☐Educational materials
☐Support services
☐OSY welcome bag
☐Referral(s) (list in comments)
☐Other:

Comments:

METS Staff Name/Signature

- 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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Web App!

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Group Question!!!

- How often do I need to complete the OSY profile for my OSY?

Once a year is the requirement
You can update the data as needed

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Supplemental Service Codes

How we code the services we provide to our students

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SUPPLEMENTAL SERVICE CODES 2022-23

Service Title	Code	Instructional and/or Support	Collect C=contact H=hours	Description and **minimum data collection requirements**. IMPORTANT: Collect Contacts for all and Contact & Hours for those marked C+H (blue color)
Adolescent Activities	45	S	C + H	Adolescent services/support for students 12-21 year old that include, culturally responsive: •academic and vocational guidance and goal setting activities, 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 adolescent students to develop high expectations for themselves, leadership skills and their own leadership capacity. These programs and activities are designed to explore and introduce them to a broad range of diverse opportunities. •career related activities coordinated by local/statewide MEP that provide students opportunities to explore and visit job sites, tour colleges/universities and vocational programs and meet with role models.
Advocacy	44	S	C + H	Services with or on behalf of students, (including parents/family members, teachers, service agencies, and others) designed to ensure that migrant children and families receive the full range of services available to them; includes but is not limited to: • school-home linkage • regular education program linkage • health / dental / social service linkage • interstate linkage • interpretation/translation • High School Equivalency linkage

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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?

- Changes to Home visit description:
  - **replace caretaker to guardian**
  - **You can also count a home visit if just the parent/guardian is present**
- We removed Health and Dental Referral
- We removed Referred and Received Service
  - If you help a student or family to secure a service from another agency, you can record those hours as advocacy

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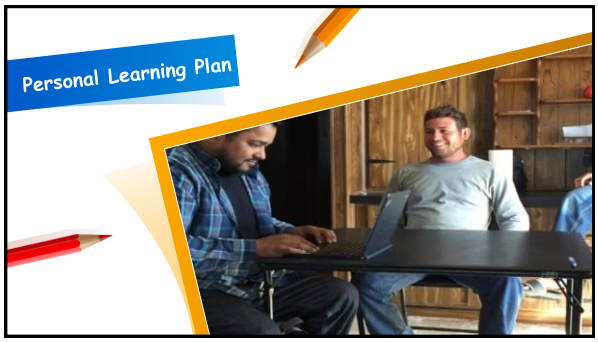

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Personal Learning Plan

- 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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