



Things to Consider

- New 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



Academic Service Intensity Rubric	Service Intensity Level as determined after the NYS MEP Needs Assessment Process			
NYS rant Education rogram	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 prioritized for instruction.	instruction dased 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

# **Group Question!!!**

 What is the difference between Level 3 and Level 2 students?



PFS status. PFS students should be served first.



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#### NYS-MEP Service Level Requirements Chart - 2023-24

#### **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	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
Grades K-8	Grades K-8	Grades K – 8	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	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	Review report card and monitor school attendance/academic progress     Support Services in response to needs and interests	No Contact
Discuss student interests and goals     Review transcript and student schedule with students to identify any	Discuss student interests and goals     Review transcript and student schedule with students to identify any	Discuss student interests and goals     Review transcript and student schedule with students to identify	Grades 9 – 12 No Contact
gaps or concerns and adjust services as needed  Instructional Service Hours in response to academic needs and interests	gaps or concerns and adjust services as needed  Instructional Service in response to academic needs and interests	any gaps or concerns and adjust services as needed  Support Services in response to needs and interests	

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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

# 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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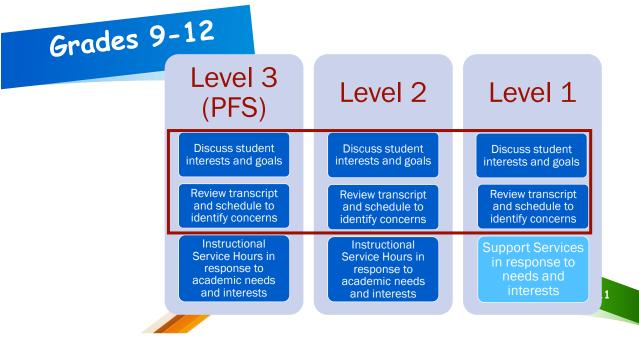
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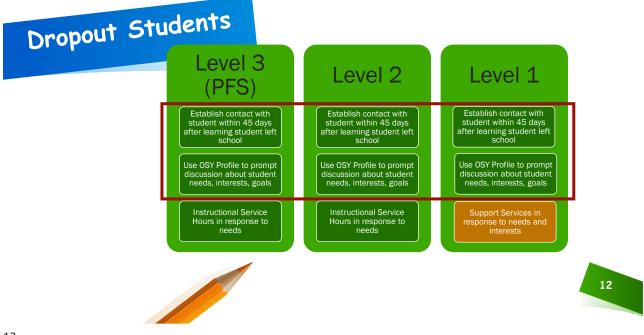
# IMPORTANT!

### Still Kind of New:

- 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!!







# 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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# **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.



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



# **Other Needs for ALL Students**

#### VII. Other Needs

Y N Health and/or Nutrition	Y N Missing Required	Y N Needs Referral
Y N Homeless	Immunizations	for:
Y N Lacks Parent Involvement	Y N High School Equivalency	
Y N Mobility	Y N English Learner (PK/OSY)	Y N Other:
Y N Poor School Attendance	Y N Life Skills	
	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		
	☐ Initial Service Level 3 - Focus	☐ Incarcerated/Institutionaliz	ed/Detained	
	Area: 🗖 ELA 🗖 Math	☐ In Other Programs		
	☐ Secondary	☐ Refusal		
<b>~</b>	☐ Initial Service Level 2 — Focus	Unable to Locate/Left Distr	ict	
	Area: 🗖 ELA 🗖 Math			
l	☐ Secondary			
	☐ Initial Service Level 1			
	IX. Service Delivery Plan Information	1		
	All Students: Needs Assessme	ent Date:		
	Grade 3-8, Level 3 and Level 2 Students	Grade 9-12 Students	Out-of-School Yo	outh (OS/DO/D+)
	Y N ELA Pre-test	Y N Annual Goal Setting	OSY Profile - Date	e:
EasyCBM		Y N Annual Review of	Service Level 2 (OSY/D+): Personal	
•	Y N Math Pre-test	Transcript and Student	Learning Plan – Date Short Term	
		schedule	Goal Started:	
		Y N Has Passed Algebra 1 or a Higher Math Course	Dropout Notification Date:	Dropout Contact Date:

# 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 Dropout Contact Notification 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**

his form contains information from the Migrant Education Progr			
NYS MEP – Out-of-School Youth Profile & Personal Le	Part A – Student Profile ALL OSY Students		
Date: METS Project:	COE#:		
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		
Health Needs: □N/A □Medical □Vision □Dental □Other:	Urgent Health Need(s):  Action Taken:  Date Action Taken:		
Advocacy Needs:			
Check all that apply in the categories below.  Expressed interests in:  □ Learning English □ Job Training □ Highs School Equivalency □ Earning a diploma □ Not sure □ No interest □ Other:	Availability:   Sun   Mon   Tues   Wed   Thurs   Fri   Sat     M   M   M   M   M   M   M   M     A   A   A   A   A   A   A     E   E   E   E   E   E   E     M = Morning, A = Aferroon, 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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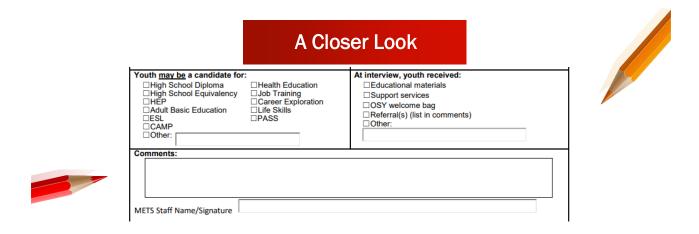
# Important!

- · 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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- 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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# **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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# Personal Learning Plan

- No changes!
- Use this form to help your OSY identify long-term and shortterm 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 <u>here</u>

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# Supplemental Service Codes How we code the services we provide to our students

|--|

		<u> </u>	<u> </u>	TIAL SERVICE CODES 2023-24
Service Title	Oode	Instruc- tional 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	С+Н	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
Attempted/No Service	71			Service Provider attempted to provide services to student but Service Provider was not able to provide such service. Example: Service Provider visited the student to provide ENL instruction but no one was home.

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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.



# 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

# Supplemental Service Codes- What Changed?

- We removed Home Visit!
- If a service was provided at home, please use the Home Visit Check Box
- 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.

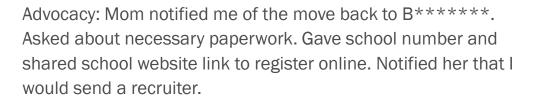
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# Let's Chat about the Description Box

- Powerful Tool to let Directors/Data Specialists
- 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

# **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



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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.

