



Statewide Student Forms

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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

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Academic Service Intensity Rubric



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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 – <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. 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 <u>instruction</u> .	Students receive <u>instruction</u> based on their needs and the capacity of the local program.	Students receive <u>monitoring & support</u> 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: <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) 	Students receive <u>no</u> contact due to one or more of the following reasons: <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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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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Service Level Requirement Chart



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NYS-MEP Service Level Requirements Chart – 2023-24

ALL Students			
<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><i>Note: Students at Service Levels 3 and 2 also receive support services in response to student needs</i></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
Grades K-8 <ul style="list-style-type: none"> Instructional services in <i>one</i> Instructional Focus Area: ELA <i>or</i> Math Review report card and monitor school attendance/academic progress Gr 3-8: Pretest ELA Fluency <i>and/or</i> Math Gr 3-8: Posttest only in student's Instructional Focus Area 	Grades K-8 <ul style="list-style-type: none"> Instructional services in <i>one</i> Instructional Focus Area: ELA <i>or</i> Math Review report card and monitor school attendance/academic progress Gr 3-8: Pretest ELA Fluency <i>and/or</i> Math Gr 3-8: Posttest only in student's Instructional Focus Area 	Grades K – 8 <ul style="list-style-type: none"> Review report card and monitor school attendance/academic progress Support Services in response to needs and interests 	Grades K-8 <i>No Contact</i>
Grades 9-12 <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 	Grades 9 – 12 <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 	Grades 9 – 12 <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 	Grades 9 – 12 <i>No Contact</i>

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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!

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!!

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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

Dropout Students

Level 3 (PFS)	Level 2	Level 1
Establish contact with student within 45 days after learning student left school	Establish contact with student within 45 days after learning student left school	Establish contact with student within 45 days after learning student left school
Use OSY Profile to prompt discussion about student needs, interests, goals	Use OSY Profile to prompt discussion about student needs, interests, goals	Use OSY Profile to prompt discussion about student needs, interests, goals
Instructional Service Hours in response to needs	Instructional Service Hours in response to needs	Support Services in response to needs and interests



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

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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

<p>Y N Health and/or Nutrition</p> <p>Y N Homeless</p> <p>Y N Lacks Parent Involvement</p> <p>Y N Mobility</p> <p>Y N Poor School Attendance</p>	<p>Y N Missing Required Immunizations</p> <p>Y N High School Equivalency</p> <p>Y N English Learner (PK/OSY)</p> <p>Y N Life Skills</p> <p>Y N Transportation</p>	<p>Y N Needs Referral for: <input style="width: 100%;" type="text"/></p> <p>Y N Other: <input style="width: 100%;" type="text"/></p>
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Service Delivery- Data Related to State Goals

VIII. Service Delivery Model

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

EasyCBM

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:

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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 Part A – Student Profile ALL OSY Students

Date: <input type="text"/>		METS Project: <input type="text"/>		COE#: <input type="text"/>																													
Name: <input type="text"/>			<input type="checkbox"/> Male <input type="checkbox"/> Female		Age: <input type="text"/>																												
Address/Camp: <input type="text"/>			Phone: <input type="text"/>																														
Last Grade Attended: <input type="text"/>		Year: <input type="text"/>		Where: <input 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: English <input type="checkbox"/> Spanish <input type="checkbox"/> Other: <input 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 type="text"/>			Urgent Health Need(s): <input type="checkbox"/> Action Taken: <input type="text"/> <input type="checkbox"/> Date Action Taken: <input type="text"/>																														
Advocacy Needs: <input type="checkbox"/> Legal <input type="checkbox"/> Childcare <input type="checkbox"/> Translation/Interpretation <input type="checkbox"/> Other: <input type="text"/>																																	
Based on the information collected above, the youth is: <input type="checkbox"/> Here-to-work <input type="checkbox"/> Recovery																																	
Check all that apply in the categories below.																																	
Expressed interests in: <input type="checkbox"/> Learning English <input type="checkbox"/> Job Training <input type="checkbox"/> High School Equivalency <input type="checkbox"/> Earning a diploma <input type="checkbox"/> Not sure <input type="checkbox"/> No interest <input type="checkbox"/> Other: <input type="text"/>			Availability: <table border="1" style="font-size: x-small; border-collapse: collapse; width: 100%;"> <tr> <th>Sun</th> <th>Mon</th> <th>Tues</th> <th>Wed</th> <th>Thurs</th> <th>Fri</th> <th>Sat</th> </tr> <tr> <td>M <input type="checkbox"/></td> </tr> <tr> <td>A <input type="checkbox"/></td> </tr> <tr> <td>E <input type="checkbox"/></td> </tr> </table> M = Morning, A = Afternoon, E = Evening			Sun	Mon	Tues	Wed	Thurs	Fri	Sat	M <input type="checkbox"/>	A <input type="checkbox"/>	E <input type="checkbox"/>																		
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Has access to transportation: <input type="checkbox"/> Yes <input type="checkbox"/> No			Reason for leaving school: <input type="checkbox"/> Insufficient credits <input type="checkbox"/> Needed to work <input type="checkbox"/> Missing State test requirements <input type="checkbox"/> Other: <input type="text"/>																														
Housing - Youth lives: <input type="checkbox"/> With a crew <input type="checkbox"/> With friends outside of work <input type="checkbox"/> With his/her parents/family <input type="checkbox"/> With spouse & kids <input type="checkbox"/> With kids <input type="checkbox"/> Alone																																	

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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 <u>may be</u> a candidate for: <input type="checkbox"/> High School Diploma <input type="checkbox"/> Health Education <input type="checkbox"/> High School Equivalency <input type="checkbox"/> Job Training <input type="checkbox"/> HEP <input type="checkbox"/> Career Exploration <input type="checkbox"/> Adult Basic Education <input type="checkbox"/> Life Skills <input type="checkbox"/> ESL <input type="checkbox"/> PASS <input type="checkbox"/> CAMP <input type="checkbox"/> Other: <input type="text"/>		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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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



Personal Learning Plan



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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Supplemental Service Codes



How we code the services we provide to our students



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SUPPLEMENTAL SERVICE CODES 2023-24

Service Title	C o d e	Instru- 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	C + H	Adolescent services/support for students 12-21 year old that include, culturally responsive: <ul style="list-style-type: none"> ●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: <ul style="list-style-type: none"> • school-home linkage • regular education program linkage • health / dental / social service linkage • interstate linkage • interpretation/translation • High School Equivalency linkage
Attempted/No Service	71			<i>Service Provider</i> attempted to provide services to student but <i>Service Provider</i> was not able to provide such service. Example: <i>Service Provider</i> 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.



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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?

- 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

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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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