NYS-MEP Required Student Data

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Things to Consider

- Brand-new 2025-28 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/Student-Forms

- Have a conversation with your Director

All Students!

Needs Assessment Process

Referrals, support for families and students in response to student needs

Facilitate student registration to local educational programs/school

Advocacy to self-advocacy, Family Engagement, Social and Emotional Learning

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!

- The Needs Assessment should happen within an adequate timeframe from receiving the COE or the beginning of each school year

- You should update/review the Needs of the student at least once after doing the initial needs assessment

- 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

Academic Needs for All Students(PK, OSY, K-12)

- [ ] 1. English Learner   Please note that English Learner Need will also count in the process of determining if a K-12 student is PFS

Academic Needs for PFS

- [ ] 1. Qualifying Move within the previous 1 year period (calculated)
- [ ] 2. Dropout (Calculated)
- [ ] 3. Below Proficiency on State Test(s)
- [ ] 4. Retention
- [ ] 5. Credit Deficient
- [ ] 6. Below Modal Grade
- [ ] 7. Low Academic Grades
- [ ] 8. English Learner (calculated)
- [ ] 9. Priority For Service (Calculated)

Note: if you click on English Learner under "Academic Needs for All Students (PK, OSY, K-12), the system will automatically mark English Learner for that K-12 student under "Academic Needs for PFS"

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

Other Student Information

- ☐ Home Schooled

Medical Alert

[None ▾]

- ☑ Immunizations Available

School District Summer Services

- ☐ District Summer School
- ☐ Distric/BOCES Special Education

If other, please specify:

[   ]

Title I: Academic Intervention Services(AIS)

- ☑ ELA
- ☐ Math
- ☐ Science
- ☐ Social Studies

Community Services

- ☐ ENL/ESL
- ☐ GED
- ☐ Adult Basic Education (ABE)

GED - Date Completed

[   ] 📅

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

District or Community Preschool Program

- ☐ District Preschool Program
- ☐ Early Intervention
- ☐ Head Start
- ☐ Migrant Head Start / ABCD
- ☐ Preschool Special Education

Other:

[   ]

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: Below Proficiency on 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 and students are scheduled first.	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

Grades K-8

Level 3 (PFS)

Instructional Service in either: ELA or Math

Grade 3-8: Pretest and Posttest using easyCBM

Level 2

Instructional Service based on needs and local capacity

Level 1

Support services in response to needs and interest

IMPORTANT!

- **Required:** Grade 3-8 students that are <u>Level 3</u> will be pretested in easyCBM Passage Reading Fluency (PRF) and/or easyCBM Proficient Math (Prf Mth)

- Not specific number of hours but please check with your Director!!

Grades 9-12

Level 3 (PFS)

- Discuss student interests and goals
- Review transcript and schedule to identify concerns
- Instructional Service Hours in response to academic needs and interests

Level 2

- Discuss student interests and goals
- Review transcript and schedule to identify concerns
- Instructional Service Hours based on needs and local capacity

Level 1

- Discuss student interests and goals
- Review transcript and schedule to identify concerns
- 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 based on needs and local capacity	Support Services in response to needs and interests

OS and D+

Level 2

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

Use OSY Profile to prompt discussion about student needs and interests

Support Services in response to needs and interests

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

Support Services in response to needs and interests

Service Delivery- Data Related to State Goals

Service District

ONONDAGA CSD

Initial Service Delivery Period

Service Date   **Level**

Service Level 0 Reason

K-8 Service Level 3 Focus Area

Winter Service Delivery Period

Service Date   **Level**

Service Level 0 Reason

K-8 Service Level 3 Focus Area

Spring Service Delivery Period

Service Date   **Level**

Service Level 0 Reason

K-8 Service Level 3 Focus Area

Summer Service Delivery Period

Service Date   **Level**

Service Level 0 Reason

K-8 Service Level 3 Focus Area

Short Term Goal Started Date   **Dropout Notification Date**   **Dropout Contact Date**

Annual Goal Setting   **Annual Review of Report Card/Transcript and Student schedule**

Comments

Service Delivery- A Closer Look
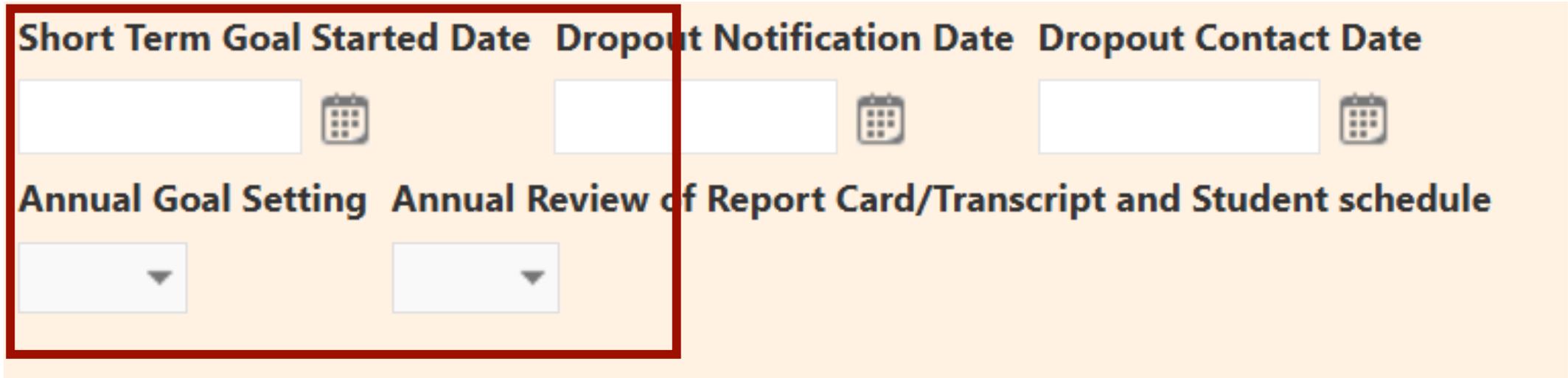
Short Term Goal Started Date   **Dropout Notification Date**   **Dropout Contact Date**

Annual Goal Setting   **Annual Review of Report Card/Transcript and Student schedule**

- Many of these data fields might be empty when you complete the needs assessment or leveling 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 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

OSY Profile

Print

| Date | 8/27/2025 | 📅 | METS Project | MID-HUDSON METS | COE ID | NY1013-1024525 |

Address/Camp

Other Contact:

Last grade attended: 09   When? (year)

English oral language proficiency? No ▾   Home language ☐ English ■ Spanish ☐ Other   *Home language Other comments*

Health needs ☐ Medical ☐ Vision ☐ Dental ☐ Urgent ☐ Other   *Health needs Other comments*

Preferred Communication Method (Facebook, WhatsApp, etc.)
Preferred Communication Method

Advocacy needs ☐ Access to technology ☐ Basic needs(food, shelter, clothing) ☐ Childcare ☐ Legal ☐ Mental health/counseling   *Advocacy needs Other comments*
☐ Translation/Interpretation ☐ Other

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

Expressed interests in ■ Learning English ☐ Job training ☐ HSED ☐ Earning a diploma ☐ Not sure ☐ No interests ☐ Other   *Interests Other comments*

Important!

- The OSY Profile needs to be completed for all OSY/D+/recently DO students annually

- 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!

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 migratory child;

● address a need of a migratory 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 migratory families on available reading programs as part of an effort to increase the reading skills of migratory children.** Although these are allowable activities, they are not services because they do not meet all of the criteria above.
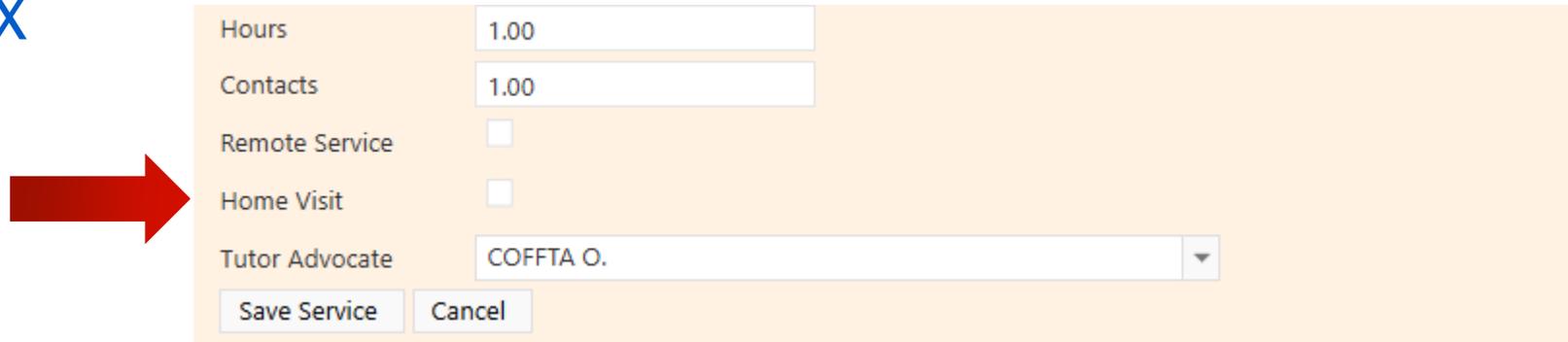
Supplemental Service Codes- What Stays the Same

- Advocacy ☺
- Counseling Services (certified counselor)
- Transportation

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

Supplemental Service Codes- What Changed?

- If a service was provided at home, please use the At Home Check Box

Hours	1.00
Contacts	1.00
Remote Service	☐
Home Visit	☐
Tutor Advocate	COFFTA O. ▾
Save Service 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.
  - Please do not use Advocacy if services were not provided

Supplemental Service Codes- What Changed?

- We removed: Preschool and Elementary Activities & Adolescent Activities

- We added: Enrichment Activity

- Use this code for:

  Services/support for students that include, culturally responsive:

  - identity development activities, community service, and/or educational field trips;

  - career related activities coordinated by local/statewide MEP that provide students opportunities to explore and/or visit job sites, tour colleges/universities and vocational programs and meet with role models. **NOTE:** Any instructional component provided during an enrichment activity should be recorded separately with its instructional code. Sample scenario: Students participated on a State Park visit where a lesson was provided. If there is a lesson about habitats and water cycle for the first 30 minutes of the enrichment activity, you will record it as following: Enrichment Activity (C=1 H=4) and Science (C=1 H=0.5)

Supplemental Service Codes- What Changed?

- We added: School Enrollment

- Use this code to record:

Support to families for PK-12/DO student **initial** school enrollment, included but not limited to:

- transportation to appointments that will result in school enrollment
- support in securing required vaccinations
- support in appointment with school registration
- support on coordinating bus transportation including pick-up/drop-off locations

Supplemental Service Codes- What Changed?

- We clarified: Life Skills

- We changed this supplemental code from counting as Instructional or Support <u>to ONLY count as Instructional</u>

- No change on the description

- Use this code to record:

Instructional services to assist students in acquiring skills to meet the challenges of daily living including (but not limited to) health education

Supplemental Service Codes- What Changed?

- New this year! <u>Date Service Provided</u> should match the date that the service was rendered

- Example:

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

Examples:

Advocacy: I visited the family and shared tips on encouraging reading during the summer. The program provides a book, and we read it together, asking questions like, 'Why did you choose this book?' What do you think the book will be about? What was your favorite or least favorite part of the story? Additionally, I shared information about the upcoming library activities. Invite the student to the Lake Superior field trip and provide all the necessary details about food and transportation.

ELA: Focus Area: ELA Goal: Attention, follow directions Activity: Make Slime, CVC Progress: student did well following step by step directions to make slime. She struggled to settle and focus on the CVC word reading

Examples:

Advocacy: 7.17.25 HV the family, let the student choose a book to read for the summer. Also, I invite her to participate virtually with the group of adolescents in different activities. She was enthusiastic, and Mom was pleased that she kept her busy.

Advocacy: Texted OSY, no answer.