Needs Assessment Process

Use the Needs that are listed under the Student Needs tab in the Web App for an initial needs assessment data collected about each student at the beginning of the Academic Year, and as students arrive in a new school district throughout the year.

The full needs assessment process goes beyond collecting data to complete this form. The needs assessment process 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

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:*** When the needs assessment conversation is combined with a different service, such as a Life Skill activity, then that is recorded separately.

> **Note: we should engage in the Needs Assessment process and review/collect student data at the beginning of the School Year and whenever a student arrives in a new school district. You will be doing this primarily in the web app.**

WEB APP: Student Information Panel *[Disclaimer: The sample data shown below does not belong to a real person.]*

MSIX ID	351770491912	**MIS2000 ID**	NYD9121-35785	**NY State ID**	1942800531	**Student IDs**	NYD9121-35785(NY ID)	**Approval Status**	A
First	CASSANDRA	**Middle**	JANE	**Last**	CHARLES	**Last 2**		**Suffix**	
Birthdate	3/12/2007 Age:18	**Ver Code**	PARENTS AFFIDAVIT	**Sex**	F	**Race**	Hispanic	**Multiple Birth**	
Des Grad School		**HSE / Graduation Date**	Grad/HSE	**Term Date**	2/7/2028	**Termination**	End of Eligibility	**Alg 1**	
District/Facility	NORTHERN ADIRONDACK CSD / NORTHERN ADIRONDACK ES	**Enroll Date**	2/9/2025	**Grade**	10	**Type**	ACADEMIC YEAR ENROLLMENT	**Still In School**	Y
Current Address	4478 CLEMENT STREET FRESNO, NY 13157	**Current Phone**	972-849-2724	**Current Phone 2**		**Next of Kin**		**Next of Kin Phone**	
Service Level		**Focus Area**		**Preferred Name/Pronoun**				**Ineligible**	
Enrollment Advocate	DANIEL AREVALO					**Documents**	Select		

Please take time to review and let your Data Specialist know about any corrections.
- **Note:** Corrections that require a change to data on the COE must go through the current ID&R process and approval before any changes can be made in Web App. Let the Data Specialist know when the phone number or email address change
- **Note: The only item that can be updated on this panel by a service provider are "Documents" and "Preferred Name/Pronoun". Please see below for guidance regarding "Documents".**

Documents:
- There will be cases in which a COE will be missing a parent's signature due to weather, location, or health concerns. If a MEP staff member was able to collect the parent/guardian signature via the "Records Release Authorization Form", it can be uploaded here. Click "Select" and follow the same process that you would follow to attach a document to an email.
- NOTE: The process of collecting signatures should be an effort between the METS Director, recruiter, and service provider. Check with your METS Director prior of engaging in this process.

Data Specialist Reminder: If you need more information about other data fields that are part of the Student Information Panel, please refer to the Fast Facts for Data Specialists.

WEB APP: Student 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

==English Learner (Limited English Proficiency): You need to assess this needs for all students, OSY, D+, Preschool and K-12 students.==
- ==For Grades K-12 and UG: This is determined by the school district testing results with the NYSITELL and NYSESLAT.==
  - ==*Please note:* The term, "English Learner (EL)" describes the student, but the term, "Limited English Proficiency (LEP)" describes the actual risk factor.==
- *For Preschool and OSY English Learners:* ==METS staff decide whether a Preschool or OSY student is an English Learner (EL).==

Academic Needs for PFS

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

- **(1) Qualifying Move within the previous 1-year period**: Web App calculates this need based on the student's most recent Qualifying Arrival Date (QAD).
  - The term "qualifying move" means a move due to economic necessity— (A) from one residence to another residence; and (B) from one school district to another school district, except— (i) in the case of a State that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or (ii) in the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence.
- **(2) Dropout:** Web App calculates this need based on when the Educator or METS is notified that a student has dropped out of school during the current program year.
  - **NOTE:** Drop out students will qualify as PFS through the performance year in which they drop out of school *if they also* had a Qualifying Move in the previous 12 months.
  - **Data Specialist Note:** "DO" is the code for a student who drops out of a U.S. high school during the current performance period (September 1 – August 31).

- **Note:** The grade listed in reports remains as the high school grade (9-12) that the student started the performance year in. Use the *[STILL IN SCHOOL]* field to enter the "DO" code.
- **Note:** The grade "D+" refers to a student who dropped out before September 1. "D+" students are not eligible for PFS.

- **(3) Below Proficiency on State Tests(s)**: When a student's score does not reach a Proficiency Level on a State Test.
  - State tests include the NYS Math and ELA Assessments for Grades 3-8; the NYS Regents; **and** state test results from other states.
    - *Note:* Use the most recent state test that is available to you, **up to two years old.**
    - *Note:* For the NYS 2024 Grades 3-8 ELA, Math, and Science tests, NYS Level 3 is considered Proficient. Therefore, NYS Levels 1 and 2 have not reached Proficiency yet.

- **(4) Retention:** The student is repeating the same grade as last year.
  - *Please note:* Students moving from Pre-First to First Grade or from Developmental Kindergarten (DK) to Kindergarten are considered to be retained. The student moving from Kindergarten to Pre-First is not counted as being retained yet.

- **(5) Credit Deficiency:** A student in Grades 9 – 12 who is lacking the sufficient **appropriate/required** credits needed to be on track to graduate, would be considered Credit Deficient.
  - For example, the student might be considered a 10th grader, and taking classes for 10 grade, while also taking a 9th grade class that hasn't completed for credit yet.
    - Find the NYSED Graduation Requirements at https://www.nysed.gov/standards-instruction/graduation-requirements

- **(6) Below Modal Grade**: Student's age exceeds the appropriate Grade Equivalent for the grade level. For example:
  - A First Grader is usually six (6) years old in September or turning six (6) between September and December 1.
    - Therefore, the First Grader who is seven (7) in September, or turning seven (7) between September and December 1, would be considered Below Modal Grade.

- **(7a) Low Grades for Grades (K-6)**: Any migratory child scoring *less than*/*below*
  - a "3" on a 4-point rubric,
  - a "75," "C", "Satisfactory/S", a "happy face," or
  - another equivalent in any marking period, in any core subject, will be considered to have low grades.
    - *Note:* **You can use the grades from the previous school year if the grades for the current school year are not available to you at time of assessing this risk factor.**

- **(7b) Low Grades for Grades (7-12)**: Any migratory child scoring below 75 in any marking period in any credit bearing class will be considered to have low grades.

- o *Note:* **You can use the grades from the previous school year if the grades for the current school year are not available to you at time of assessing this risk factor.**
- **(8) English Learner** *(Calculated)*
  - o **For Grades K-12 and UG**: This is determined by the school district testing results with the NYSITELL and NYSESLAT.
    - o *Please note:* If you want to mark a K-12 student as English Learner, please click on the data field "English Learner" under "Academic Needs for all Students (PK, OSY, K-12). Doing so will automatically check this data field.

- **(9) Priority for Services (PFS):** Web App calculates which students are PFS based on the following formula:
  - o the student has had a Qualifying Move in the previous 1 Year Period,
  - o **and if**
    - the student has one of the other Academic Risk Factors, **or if**
    - the student dropped out of school in the current performance period.
  - o **Note:** Once a student is identified as PFS, the student remains PFS through the end of the performance period.

Other Needs for ALL Students

Other Needs			
☐ 1. Health/Nutrition	☐ 5. Poor Attendance	**Additional Student Comments**	
☐ 2. Homeless	☐ 6. Missing Required Immunizations		
☐ 3. Lack Parent(s) Involvement	☐ 7. GED		
☐ 4. Mobility	☐ 8. Life Skills	**Needs Referral For**	
	☐ 9. Transportation		
		Other Needs	

1. **Health / Nutrition**: Student has ongoing health/dental/nutritional needs.
2. **Homeless**: Student is identified as homeless by the school district.
3. **Lack Parental Involvement:** Parent(s) are not involved in the student's education. For example, parents are not attending the school/MEP events or encouraging the child in his/her educational program.
   - o **Note:** Do not check for Out-of-School Youth students.
4. **Mobility:** Any movement across school district lines in the preceding 12 months.
5. **Poor Attendance:** Student's absences exceed his/her school's policy for daily attendance or individual class attendance.

6. **Missing Required Immunizations:** Student lacks immunizations or adequate immunization records.
7. **GED (General Educational Development)** When the student wants to work toward a high school equivalency degree.
8. **Life Skills**: When a youth lacks some of the necessary skills/knowledge to meet the challenges of daily living.
9. **Transportation:** When a student's lack of transportation is preventing the student or family from addressing one or more needs.

Comment Section: Comments should be brief.

- o   Additional Student Comments:
- o   Needs a Referral for:
- o   Other:

Other Student Information

Other Student Information:

- **Home Schooled**: Check this box if the family is teaching the student at home.
- **Medical Alert:** This is an indicator for a medical/health condition.
  - o   Select from the dropdown box: ❑ Acute   ❑ Chronic   ❑ None
- **Immunizations Available:** Select "Yes" if the student is in school (Grades K-12/UG), and therefore a new school district could request a copy from the current school district.

District Services for In School Only: Identify if the student is receiving any of these services from the school district:

- **Individualized Education Program** (IEP): Formerly called "Special Education." Check the box for students who have an IEP.
- **504 Accommodation Plan**: Check the box for students who have a 504 Accommodation.
- **Response to Intervention** (RtI): This is part of a process to determine if a student in grades K-4 is a student with a learning disability in reading. This is required in Grades K-4, but schools can choose to expand these services.
  - o   **Tier III** or Tertiary Intervention is for Individual students. This service tier includes supplemental intervention for students at high risk, high intensity and durable procedures.

- o **Tier II** or Secondary Intervention is for some students. This service tier includes supplemental intervention for students at some risk, high efficiency, and rapid response.
- o **Tier I** or Primary Intervention is for all students. This service tier incudes universal instruction, foundational; is found in all settings and is both preventive and proactive.
  - ▪ **Note:** NYS-MEP is not collecting data on Tier I students as Tier I happens as part of the classroom instruction for all students.
- **English as a New Language** (ENL): This program was formerly known as English as a Second Language (ESL).
- **Bilingual Education:** Program offers students of the same home language the opportunity to learn to English while continuing to learn academic content in their home language. NYS now refers to this as a Transitional Bilingual Education.

Title I: Academic Intervention Services (AIS)

- Identify each subject the student is receiving AIS support.

District or Community Preschool Program

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

Other:

Community Services

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

GED - Date Completed

District or Community Preschool Program. If a preschool student is participating in a preschool program operated by the school district or a community agency, please identify the type of program:

- **District Preschool Program**: This is run by the school district.
- **Early Intervention**: Each County Health Department operates a program for children under 3 years of age who have a qualifying medical diagnosis or who demonstrate developmental delay.

- **Head Start**: Use Head Start for students participating in either the center-based or home visitor program. Use this for a student who is in an Early Head Start program, as well.
- **Migrant Head Start**: Funded through the Department of Agriculture, the program is also know as the Agri-Business Child Development program, or ABCD.
- **Preschool Special Education:** Use for any Special Education preschool program whether it is operated by BOCES or another agency.
- **Other**: Local preschool program that is not run by the school district or one of the agencies listed above. Please list the program.

Community Services. NYS-MEP is collecting information about Out-of-School Youth students in Grades OS, DO, and D+ who are currently participating in a community education program.

- **ENL / ESL :** Program for students who are learning English.
  - **Note:** NYS schools use the newer title of English as a New Language (ENL), but many adults refer to the program as English as a Second Language (ESL).
- **GED: The General Educational Development** Program (GED) is one path for students who did not graduate from High School and are working to get a High School Equivalency diploma.
- **Adult Basic Education (ABE)**: Program for students who did not graduate from High School and need to learn/improve basic skills before working toward the High School Equivalency diploma.

Date GED Completed: Enter the date that the Educator and/or the METS program found out that the student passed the exam.

- This date will be on or after September 1 of the current school year.
- The student's migrant-eligibility ends with the notification that they earned this degree.
- **Data Specialist Note:** On Web App, use this date and the **letter code "H"** for the reason why the student's eligibility has ended.

District Filter
FULTON CITY SD

Termination Type
GED
End of Eligibility
GED
Graduated
Non-migrant

Date
5/3/2025

e S Info
chool Dist. Funded
ist./BOCES Special Ed

Tutor Signature

Sign
Signed Date: 2/28/2025   Signed By:
demo@msedd.com

Tutor Signature: Sign this when you have completed the initial needs assessment for the student.

- Click the "Sign" button to enable the signature.
- Web App calculates the signature date.

Updating the Needs Assessment:

- If the student is in the same school district and a new need is identified, you can add the new need to the Needs Assessment.
- Do not remove a need that was identified earlier.
  - **Exception**: If the box was selected by accident or due to a misunderstanding, it can be corrected.
  - **Otherwise,** the need identified remains as a need for the time period.
    - **Note:** A *new Needs Assessment Process* is started, and a new Needs Assessment is completed in Web App for the Academic Year (starting September 1), and when a student moves to a new school district within New York State.
      - If something is no longer presenting as a need during the **new** Needs Assessment Process, then that will be reflected/updated in the new Needs Assessment data.

WEB APP: Service Delivery

Note: Educators and Directors can use the Needs Assessment data, along with the information learned from interviewing the student, parent(s), teachers and/or Guidance Counselor, to decide the student's Initial Service Level.

To create a new Service Delivery for the 25/26 performance period, click the + Add Service Delivery
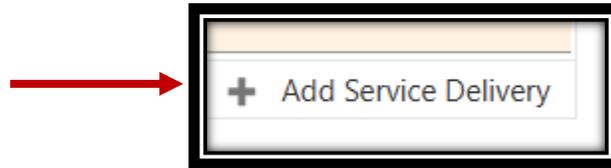
Initial Service Delivery Period

Service Date: Enter the date that the student's *Initial* Service Level is determined for the student. Use the month/day/year format – mm / dd / yy.

- **Note:** This date will be on or after the first day of the current Academic School Year.
    - ○ **Reminder:** The first day of the current Academic Period or School Year is determined by the ID&R office each year.
    - ○ **Note:** The School Year has three periods to assign/change the Service Level for the student.

Level: Use the *NYS-MEP Academic Service Intensity Rubric* to establish the student's beginning Service Level for the current school district, in the current school year.

Initial Service Level 3
Priority for Service (PFS) students who are planned for scheduling to receive Instructional Services, as defined on the *NYS-MEP Academic Service Intensity Rubric* and approved by the METS Director. **Note:** *Any student scheduled for Instructional Services also receives Support Services*.
- **Instructional Focus Area**
    - ○ **Level 3 students in Grades (K-8):** Select either "ELA" or "Math" for the student's Instructional Focus Area.
        - ■ **Note:** *If the student stays at Service Level 3,* the student keeps the same Focus Area for the whole school year.
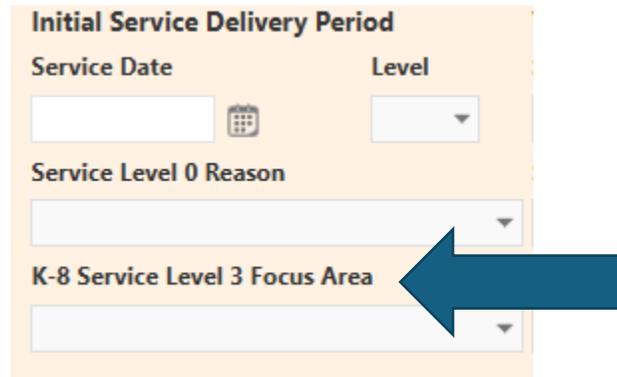
Initial Service Level 2

Non-Priority for Service (PFS) students who are planned for scheduling to receive Instructional Services, as defined on the *NYS-MEP Academic Service Intensity Rubric* and approved by the METS Director. ***Note:*** *Any student scheduled for Instructional Services also receives Support Services*.

Initial Service Level 1:

Check this box for students who are ***scheduled*** for Support Services, as defined on the *NYS MEP Academic Service Intensity Rubric* and approved by the METS Director.

Level 0 / No Services:

Check this box for students who **end up** as Level 0 students, with no contact during the Academic School Year, as defined on the *NYS MEP Academic Service Intensity Rubric* and approved by the METS Director.

- Then check the box for the reason that best explains the situation:
  - **Identified after Enrollment Period:** The student was identified after a period of service had ended.
    - For example, if the student moved to the district in April, but was not identified as eligible until July, the Academic school year enrollment line showing the residency date for April would have this reason checked.
  - **Incarcerated/Institutionalized**: When the student was unable to participate in the NYS-MEP program during the Academic year.
  - **In Other Programs**: When no contact or Supplemental Services were provided at any time during the Academic year because services were being provided by non-migratory programs.
  - **Refusal:** When the student/parent declines any contact or services during the Academic year.

- **Unable to locate/ Left district:** When the student left before contact was scheduled in the Program Year, and there is not any information about where the student has moved.
    - **Note:** The METS can work with the recruiter to do one's best to connect and/or to enable the next program to connect.

Note: When a student moves during the school year, the Migrant Educator will complete a *new Needs Assessment/Service Delivery* and establish a *new* Initial Service Level for the *new* school district.

Note: There are three times following the Initial Service Level Period when a student's service Level can be changed during the Academic Year: Winter, Spring, and Summer.
- Initial Service Level Period: September 1 – October 31
- Winter Service Level Period: November 1 – January 31
- Spring Service Level Period: February 1 – April 30
- Summer Service Level Period:
    - OSY students and those Preschool students who are NOT in a Community or District program: May 15 – August 31
    - K-12/UG students and those Preschool students who ARE in a Community or District program:
        - The Summer Start Date is determined each year by the ID&R Office.
        - Summer Period 1 ends August 31 for all students.

Making Corrections vs. Updating the student's Service Level information during the Winter, Spring, and Summer Service Level Periods:
- **Making Corrections:** If the information entered in the Service Delivery tab is not correct and was not correct at any point since the beginning of the Academic School Year period, chat with your Director/Data Specialist.
- ***Making a Change in Service Level Data*:** If the information entered in the Service Delivery tab was correct at the beginning of service, but now there has been a change, do not cross anything out!
    - ***For Example:*** An OSY student was designated as a Level 2 student, to receive instructional services on the Initial Service Level Date. Then the student's work schedule changed in October and could no longer meet for class.
        - Use one of the two times available for such change (Winter and or/Spring).
        - ***In this example, November 1, is the earliest "Winter" date you can use to*** change the student's Service Level from Level 2 (Instructional) to Level 1 for Support Services.

- **Note: If the student continues with the same Service Level**, then leave the Winter section and/or the Spring and/or Summer sections blank.
  - o **Note: *If the student stays at Service Level 3,*** the student keeps the same Focus Area for the whole school year.

Changing Service Level during the Winter Service Level Period: **Between November 1 and January 31,** the METS Director can approve a change in a student's Service Level. Use the **WINTER data fields to record such change. Note:** MIS 2000 can only track one change for the Winter Service Level Period.

- **Winter Service Level Date:** Enter the date, between *November 1 and January 31* that the student's Service Level is changed. Use the month/day/year format – mm / dd / yy.
- **Winter Service Level:** Check the student's new Service Level (3-0). ***Note: Any student scheduled for Instructional Services, also receives Support Services. Note: Once a student is identified as PFS, the student remains PFS through the end of the performance period (August 31).***
  - o **Winter change to Service Level 3:** Check this box for Priority for Service (PFS) students who changing from Service Level 1 to Service Level 3 between November 1 and January 31.
    - **The student now needs an Instructional Focus Area**
      - **For Level 3 students in Grades (K-8),** check either the **ELA** box or the **Math** box for the student's Instructional Focus Area.
  - o **Winter change to Service Level 2:** Check this box for Non-PFS students who are changing from Service Level 1 to Service Level 2 between November 1 and January 31.
  - o **Winter change to Service Level 1:** Check this box for students who are changing from Level 3 or from Level 2, to Level 1 between November 1 and January 31.

Changing Service Level during the Spring Service Level Period: **Between February 1 and April 30,** the METS Director can approve a change in a student's Service Level. Use the **SPRING data fields to record such change. Note:** MIS 2000 can only track one change during the Spring Service Level Period.

- **Spring Service Level Date:** Enter the date, between **February 1 and April 30 that** the student's Service Level is changed. Use the month/day/year format – mm / dd / yy.
- **Spring Service Level**: Check the student's new Service Level (3-0). ***Note: Any student scheduled for Instructional Services also receives Support Services. Note: Once a student is identified as PFS, the student remains PFS through the end of the performance period (August 31).***

- o **Spring change to Service Level 3:** Check this box for Priority for Service (PFS) students who changing from Service Level 1 to Service Level 3 between February 1 and April 30.
    - **The student now needs an Instructional Focus Area**
        - **For Level 3 students in Grades (K-8),** check either the **ELA** box or the **Math** box for the student's Instructional Focus Area.
- o **Spring change to Service Level 2**: Check this box for Non-PFS students who are changing from Service Level 1 to Service Level 2 between February 1 and April 30.
- o **Spring change to Service Level 1:** Check this box for students who are changing from Level 3 or from Level 2, to Level 1 between February 1 and April 30.

Changing Service Level during the Summer Period: During the summer period, Directors can approve a change in a student's Service Level. Use the SUMMER Service Level Box make the summer changes. **Note:** MIS 2000 can only track one change during the Summer Service Level Period.

- **Summer Service Level Date**:
    - o For all OSY students and those Preschool students who are NOT in a Community or District program, the Summer Change date would be between May 15 – August 31.
    - o For all students in Grades K-12/UG and those Preschool students who ARE in a Community or District program, you need the new Summer Start date from the ID&R office each year. The end of Summer Period 1 is August 31.
- **Summer Service Level:** Check the student's new Service Level (3-0). *Note: Any student scheduled for Instructional Services also receives Support Services. Note: Once a student is identified as PFS, the student remains PFS through the end of the performance period (August 31).*
    - o **Summer change to Service Level 3:** Check this box for Priority for Service (PFS) students who changing from Service Level 1 to Service Level 3 during Summer Period 1.
        - **The student now needs an Instructional Focus Area**
            - **For Level 3 students in Grades (K-8),** check either the **ELA** box or the **Math** box for the student's Instructional Focus Area.
    - o **Summer change to Service Level 2**: Check this box for Non-PFS students who are changing from Service Level 1 to Service Level 2 for Summer Period 1.
    - o **Summer change to Service Level 1:** Check this box for students who are changing from Level 3 or from Level 2, to Level 1 during Summer Period 1.

Short Term Goal Started Date	Dropout Notification Date	Dropout Contact Date

Short Term Goal Started Date

Out-of-School Youth in grades OS and D+ who are identified at Service Level 2 for instruction, need to create a NYS-MEP Personal Learning Plan (PLP) for the current Program Year. Use the date that the first "Short Term Goal" started from the student's first PLP of the current Program Year.

- **Note:** Service Level 2 OS and D+ students identified for instruction may develop more PLPs during the year, but only the first "Start Date" should be entered here.
- **Note:** The Personal Learning Plan is available to complete and save in WebApp.
  - **Data Specialist Note:** Check with Odilia if you have any questions.
- **Note:** Starting September 1, 2025, students who drop out of school during the current Program Year, and are scheduled for instruction (Level 3 or Level 2), are **NOT** required to complete a Personal Learning Plan.

Dropout Notification Date

Record the date in which your METS was notified that the student has dropped out of school.

Dropout Contact Date

Record the date in which you had the initial contact after learning student had dropout of school.

Annual Goal Setting: Enter, "YES," in Web App as you engage the Grade 9 – 12 students in your caseload, in goal setting discussion(s) during the performance period.

Annual Review of Report Card/Transcript and Student Schedule: Enter, "YES," in Web App as you meet with the Grade 9 – 12 students in your caseload, to review and analyze the student's report card/transcript and schedule to identify any gaps or concerns for being on track for graduation.

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

Comment Section: Any comments should be brief. <mark>This is the perfect place to write a comment explaining why a PFS student is a Level 1 or any other relevant information for your METS Directors regarding a student's level of service.</mark>

WEB APP: Services

To record a new service for the current academic period, click on the "+" next to Add Services at the bottom right of the screen.
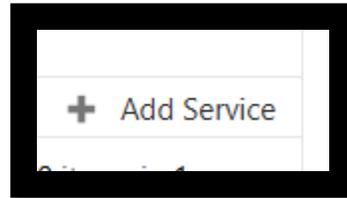
Service		▼ Click here for documentation.
Service Description		
Service Provided Date		📅
Hours		
Contacts		
Remote Service	☐	
Home Visit	☐	
Tutor Advocate	COFFTA O. ▼	

Save Service   Cancel

Required Data Fields:

Service: Select a service. If you what more information, you can click on the "Click here for documentation". This will take you to the most recent Supplemental codes.

Service Description: This is where you will describe the services provided to the student. Please be specific, concise and consider that some information should remain confidential. Also, the information entered in the description box should give information about the skills you were working with the student when providing such service. **Note:** Individual METS programs may have specific requirements.

Service Provided Date: Please enter the date that the service was rendered.

Hours: Record Hours of service by the ¼ hour increment.

Contacts: Record each Contact with the service as 1.

Note: Individual METS programs might need the contacts and hours recorded by the date the service was rendered.

- **If** a METS program does **not** need the service contacts and hours recorded by the date the service was rendered, and you have had two or more contacts for the same service code since your last Web App entry for a student, it is possible to combine multiple contacts in one entry.
    - Description – enter each description
    - Hours: Record the total hours
    - Contacts: Add the number of contacts and record the total contacts
    - Date Service Provided: You could use the last date of the period you are entering the services. Example: if you are entering services for October, you could enter 10/31/25 as the Date Service Provided. Please check with your Director on how to proceed.

Remote Service: Only click on this box if the service that you are recording was provided remotely. (For example, via telephone, zoom)

At Home: Only click on this box if the service that you are recording was provided at the student's home.
Note: You do not need to record if the service was provided in a different setting. (For example: at school, library, community center).

Tutor Advocate: MIS2000 will default this to your name in the system.