

Tennessee Migrant Education Program (MEP) Individual Needs Assessment (INA)

According to the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act of 2015 (ESSA) § 1306 Title I, Part C, state education agencies (SEAs) and local educational agencies (LEAs) must develop plans that:

- Provide migratory children with the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children are expected to meet.
- Specify measurable program goals and outcomes.
- Encompass the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

Additionally, LEAs that accept Title I, Part C funds must give priority to migratory children who qualify for Priority for Service (PFS) status. The INA is designed to identify the needs of migratory students, inform services provided to the students, and serve as documentation that the LEA has met requirements.

More information on the MEP, including guidance on processes associated with the identification of migratory children and youth can be found in the [Title I, Part C Migrant Education Program Guide](#) (*ePlan > TDOE Resources > ESSA Information, Guidance, PPTs, & Webinars > Title I, Part C: Migrant Education Programs*). Also provided is an optional [INA Supplement Document](#), which can be used in addition to the INA by LEAs to gather and share information important to classroom instruction and the identification of needed wrap-around services.

Instructions

All LEAs, regardless of whether Title I, Part C funding is being received, must follow the procedures listed in this document.

- LEAs must complete the INA in TNMigrant (tn.msedd.com) by the end of September of the current academic year. For students who are identified throughout the performance period, please complete the INA within 2 weeks of enrollment.
- LEAs should review student records/INAs as needed and share changes or updates with teachers serving migratory students. A change to the INA will likely result in changes to services.
- Following the Tennessee MEP Program Guide, LEAs must have a process in place to update and monitor INAs at the onset of the second semester, no later than mid-February.
- For assistance, please contact Terry.Garrett@tn.gov or Elena.Cruz@tn-mep.net.

INA Completion Process

- When a Certificate of Eligibility (COE) is approved, TNMigrant will generate an email to the LEA migrant liaison notifying them that a student record has been generated in TNMigrant. The record will include initial information such as Student Name, Student ID, LEA Name, etc.
- Once that email is received, the LEA migrant liaison should begin gathering the needed information to complete the INA in TNMigrant.

- The LEA migrant liaison may use this form to gather the needed information or may choose to print the INA directly from TNMigrant.
- The INA should be shared and developed in collaboration with other teachers who serve the student.
- Upon gathering the needed information, the LEA migrant liaison must enter the information into TN Migrant to complete the INA.
- Priority for Service (PFS) will be automatically calculated within TNMigrant based on the information provided in the completed INA.

Part I: Student Information (Most information in Part I will auto-populate in TNMigrant)

Date	
Name of Person Completing Form	
Student Name	
Student ID	
Student Native (1st) Language	
LEA Name	
LEA Number	
School	
Grade	

Part II: Student Needs Assessment (Information in Part II should be completed by the LEA and entered into TNMigrant)

Check all that apply.

1. **Drop Out Information**
 - ☐ Dropped out of US school
2. **Academic Risk Factors** (Check all that apply based on most current data available)
 - ☐ 1a. Below proficient on one or more TN assessments
 - ☐ 1b. TNReady ELA marked as below or approaching
 - ☐ 1c. TNReady MA (math) marked as below or approaching
 - ☐ 2. Identified as English learner based on the State's English language proficiency screener and/or the State's English language proficiency annual assessment.
 - ☐ 3. Repeated a grade or course
 - ☐ 4. Student has missed ten (10) or more days of school
 - ☐ 5. "D" or "F" grades in more than one subject
 - ☐ 6. Individualized Education Program (IEP) – student identified as needing special education. Students with IEPs who have been identified as gifted-talented (GT) are not included in the above risk factors.
 - ☐ 7. Missing credits for graduation
 - ☐ 8. Student's age does not match grade level

☐ 9. ACT score below 20

3. Medical and Humanitarian Needs (Information in this section will auto-populate in TNMigrant but can be updated by LEA as needed)

- ☐ 1. Vision
- ☐ 2. Hearing
- ☐ 3. Dental
- ☐ 4. Physical
- ☐ 5. No Medical Insurance
- ☐ 6. Clothing
- ☐ 7. Food
- ☐ 8. Housing

Comments/Notes

4. Required Minimum Data Elements (Information in this section should be completed by the LEA and entered into TNMigrant)

- a. Are immunization documents available?
 - ☐ Yes
 - ☐ No
- b. Medical Alert: Acute, Chronic, None
 - ☐ Acute
 - ☐ Chronic
 - ☐ None
- c. Algebra 1 Indicator (Secondary Students – student has received full credit in a mathematics course that is Algebra 1 or its equivalent)
 - ☐ Yes
 - ☐ No
- d. Out-of-State Transcript Indicator (Secondary Students – student has transcripts from another state or country than his/her current enrollment)
 - ☐ Yes
 - ☐ No

Part III. QAD and PFS Status (This section is automatically calculated within TNMigrant.)

- 1. Recent Qualifying Arrival Date (QAD)
 - ☐ Student has a QAD within one (1) year of enrollment date (calculated by TN Migrant)
- 2. Student is Priority for Service (PFS) (PFS is calculated by TNMigrant based on QAD and academic risk factors)
 - ☐ Yes ☐ No