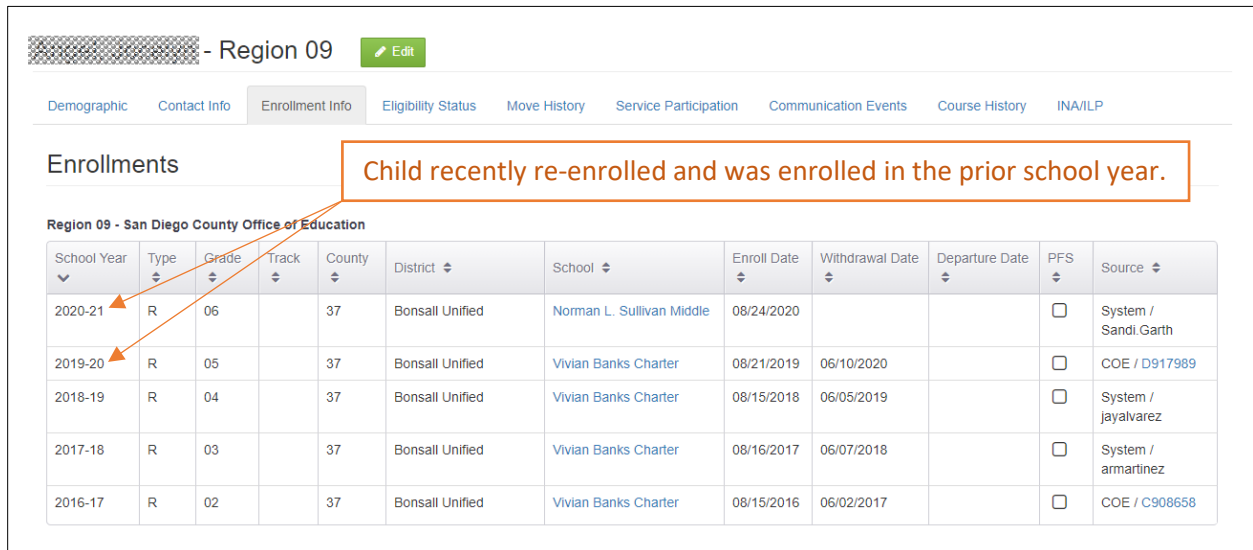Definitions for INA/ILP Type and Recommended Workflows

There are two INA/ILP types: 30-day/Initial and Annual. The following definitions and recommendations will help you determine which type to use in different scenarios.

Scenario 1: *Returning with no gap in enrollment*

A child has been re-enrolled at the beginning of the school year, in August or September. They were also enrolled in the MEP in the prior year.

This student is "returning with no gap in enrollment," meaning that they have enrollment history in your region last year and they have been re-enrolled this year. **Use the "Annual" INA/ILP type.**

Example: *Returning with no gap in enrollment*

Workflow recommendation: Assign staff to complete INA/ILPs for particular schools and/or grade ranges. Use the Active Student List to create a list of enrolled students that will serve as a worklist. Supervisors can monitor progress by using the Active Student List to pull enrolled students and spot checking to make sure they have completed INA/ILPs.

Note that because I&R is so important, the CDE encourages Recruiters to spend a majority of their time recruiting families and youths. Consider assigning INA/ILP tasks to other local staff.

Scenario 2: *Returning but with a gap in enrollment*

A child who was not present in your region/DFD last year has been re-enrolled this year at the beginning of the school year, in August or September.

This student is "returning but with a gap in enrollment," meaning they have been enrolled in the region/DFD in prior years, but they were not enrolled last year. This year, they have returned to your region. This year's enrollment line can be from a re-enrollment (based on an older COE with remaining eligibility) or a new COE. **Use the "30-day/Initial" INA/ILP type.**

Example: *Returning but with a gap in enrollment*

Child recently re-enrolled but there is a gap (no line for 2019-20).

Workflow recommendation: For a child who was not in your region last year, different MEP staff can become aware of their return in different ways (e.g., Annual Verification calls, district referrals, etc.). These cases should be handed-off to a Data Specialist so they can re-enroll the child, then refer the case to a staff person who can complete the INA/ILP within 30 days of the child's re-enrollment in the MEP. For a child who is returning after a gap in enrollment and they are getting a new COE, an SEA Reviewer can refer the case (after verifying the COE) to the appropriate MEP staff who will complete the INA/ILP within 30 days of verifying the COE.

Note that because I&R is so important, the CDE encourages Recruiters to spend a majority of their time recruiting families and youths. Consider assigning INA/ILP tasks to other local staff.

Scenario 3: *New to your region/DFD*

A child has recently been recruited who has never been enrolled in your region/DFD before.

This student is "new to your region/DFD," meaning that they will not have any enrollment history in your region (except for the new enrollment line from the recently verified COE). **Use the "30-day/Initial" INA/ILP type.**

Example: *New to your region/DFD*

Child has only one enrollment line for your region from a recently verified COE.

School Year	Type	Grade	Track	County	District	School	Enroll Date	Withdrawal Date	Departure Date	PFS	Source
2020-21	R	02		37	Encinitas Union Elementary	Paul Ecke-central Elementary	08/17/2020			☐	COE / D918367

Workflow recommendation: For a child who is new to your region and is coming in based on a new COE, an SEA Reviewer can refer the case (after verifying the COE) to the appropriate MEP staff who will complete the INA/ILP within 30 days of verifying the COE.

Note that because I&R is so important, the CDE encourages Recruiters to spend a majority of their time recruiting families and youths. Consider assigning INA/ILP tasks to other local staff.

Scenario 4: *Moved to a new district in your region*

I child who already had an INA/ILP completed in the current school year has moved to a new district within the region. Do not create a new INA/ILP; instead, update the existing form's ILP portion to reflect the services that will be provided in the new district.

This student has "moved to a new district in your region," meaning that they are now enrolled in a different district, compared to earlier in the same school year.

Example: *Moved to a new district in your region*

Child has two enrollments in the same school year at different districts.

School Year	Type	Grade	Track	County	District	School	Enroll Date	Withdrawal Date	Departure Date	PFS	Source
2020-21	R	06		37	Borrego Springs Unified	Borrego Springs Middle	09/28/2020			☐	System / ramonsosa
2020-21	R	06		37	Bonsall Unified	Norman L. Sullivan Middle	08/17/2020	09/25/2020		☐	System / jvalencia
2019-20	R	05		37	Bonsall Unified	Bonsall Elementary	08/21/2019	06/05/2020		☑	System / armartinez
2018-19	R	04		37	Bonsall Unified	Bonsall Elementary	08/15/2018	06/05/2019		☐	System / jayalvarez
2018-19	N	04		37	Bonsall Unified	Bonsall Elementary				☐	COE / D917405

Workflow recommendation: The Data Specialist who adds the new enrollment line in the new district can refer the case to a MEP staff person who will update the ILP portion of the existing INA/ILP (assuming the child did receive an INA/ILP at the original district early in the Fall term).

Note that because I&R is so important, the CDE encourages Recruiters to spend a majority of their time recruiting families and youths. Consider assigning INA/ILP tasks to other local staff.

These four scenarios will cover nearly every case in your region/DFD. If you encounter a situation that cannot fit any of these scenarios, please reach out to your local leadership team, who may then decide to contact the CDE and/or WestEd for additional support.