Figures and Tables

Figure 1. NYS-MEP Theory of Action ................................................................................................3
Figure 2. NYS-MEP Regional Map ................................................................................................10
Figure 3. NYS MEP Organizational Chart .....................................................................................11
Figure 4. NYS-MEP Cycle of Continuous Improvement .................................................................12
Figure 5. NYS Testing Program: English Language Arts, Percent Proficient by Subgroup, 2017-2019 ..................................................................................................................15
Figure 6. NYSESLAT Summary Results by Year .............................................................................16
Figure 7. NYS Testing Program: Mathematics by Subgroup, 2017-2019 ...........................................16
Figure 8. Percent of OSY Candidates for English Language Instruction Participating in 12 or More Hours of English Language Instruction, by Program Year .........................................................18
Figure 9. Percent of OSY with 12 or More Hours of English Language Instruction With Pre-post gains of 10% on the NYS Migrant Assessment of English Learning, By Program Year .........................18
Figure 10: NYS-MEP ToA Focus Areas ............................................................................................44
Figure 11: Planning and Design of NYS-MEP Professional Learning and Development ...............45

Table 1. NYS-MEP METS and Statewide Support Programs ............................................................. 9
Table 2. Migrant Students Enrolled by Grade, 2017-2018 and 2018-2019 .................................... 13
Table 3. Grade Level by Year, 2016-2019 .................................................................................... 14
Table 4. Migrant Student Enrollment by METS, 2017-2018 and 2018-2019 ................................... 14
Table 5. Priority for Services by METS, 2017-2018 and 2018-2019 ............................................. 14
Table 6. New York State 4-Year Cohort Graduation Rate, by Subgroup and Year ......................... 17
Table 7. Level 2 Pre-K Migrant Students Receiving 12 or More Hours of Instructional Services, 2018-2019 ...............................................................................................................................................17
Table 8. Migrant Early Childhood Assessment (ECA) Gains for Level 2 P3-P5 Students with 12 or More Hours of Instruction by Grade Level, 2018-2019 .............................................................. 17
Table 9. NYS-MEP Focus Areas, State Performance Targets & MPOs ........................................... 23
Table 10. Required Service Strategy and Implementation Indicator for All Migrant Children .......... 26
Table 11. Service Delivery for All Migrant Children ..................................................................... 27
Table 12. English Language Arts (ELA) Service Delivery ............................................................. 30
Table 13. Mathematics Service Delivery ......................................................................................... 31
Table 14. Graduation Service Delivery .......................................................................................... 32
Table 15. Early Childhood Service Delivery .................................................................................. 34
Table 16. OSY Service Delivery ..................................................................................................... 36
2019-2020 NEW YORK STATE MIGRANT EDUCATION PROGRAM:

Jason Harmon, Assistant Commissioner
Office of Accountability

Erica Meaker, Title I Director
Office of ESSA-Funded Programs

Leon Hovish, Supervisor
Office of ESSA-Funded Programs

Alexandra Pressley, Supervisor
Office of ESSA-Funded Programs

Kin T. Chee, Coordinator
State Migrant Education Program

Erin Allen, Program Facilitator
State Migrant Education Program

Paul Gugel, President and METS Program Director
State Migrant Education Program Consortium
Oswego Migrant Education Tutorial and Support Services (METS) Program Center
North-Central METS at Center for Instruction, Technology & Innovation (CiTi) BOCES

Laura Burnett, Vice-President and METS Program Director
State Migrant Education Program Consortium
North Country Migrant Education Tutorial and Support Services (METS) Program Center
Northeast Regional METS at SUNY Potsdam

Will Messier, Director
State Migrant Education Program
Identification and Recruitment, MIS2000, MSIX, Date Security and Management-Technical Assistance Support Center (ID&R-TASC) at SUNY Oneonta
1 INTRODUCTION

1.1 Legislative Mandate for Service Delivery Planning

The New York State Migrant Education Program (NYS-MEP) is a federally-funded supplemental program that supports the implementation of educational and supportive services for migratory children and their families in the State, as per requirements under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Child Succeeds Act (ESSA) of 2015.

Pursuant to ESEA § 1301(5), as amended by ESSA, the goals of the NYS-MEP are to support migratory children in addressing educational disruption, cultural and language barriers, social isolation, health problems, food insecurity, homelessness, poverty, and other factors that inhibit such migratory children from doing well in school and making the transition to postsecondary education or employment.

To identify and address these and other unique needs, the NYS-MEP develops and implements a Service Delivery Plan (SDP) based on findings derived from a statewide Comprehensive Needs Assessment (CNA) which, for this SDP, was completed in May 2019. Broadly, the SDP outlines the nature, extent, and scope of educational programs and supportive services, as well as the goals, activities, anticipated outcomes, and accountability systems in response to the CNA and other relevant data and information.

Key stakeholders were consulted in the development and finalization of the SDP. They include, but are not limited to, migratory students and their parents, school teachers, administrators, community partners, community-based organizations, institutions of higher education, and migrant educators. In addition, the NYS-MEP also consulted with the State Parent Advisory Council (PAC), as required under Section 200.83(b) of Title 34 of the Code of Federal Regulations.

The legislative authorization and requirements for the SDP are drawn from ESEA § 1306(a)(1), as amended by ESSA, where the New York State Education Department (NYSED) and its local operating agencies (i.e., the eight local Migrant Education Tutorial Support Services (METS) program centers) are required to identify and address the unique needs of migratory children in accordance with a statewide comprehensive plan that:

a. Is integrated with other federal programs, particularly those authorized by the Elementary and Secondary Education Act (ESEA);
b. Provides migrant children an opportunity to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
c. Specifies measurable program goals and outcomes;
d. Encompasses the full range of services that are available to migrant children from appropriate local, State, and federal education programs;
e. Is the product of joint planning among administrators of local, State, and federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B of Title III; and
f. Provides for the integration of services available under Title I, Part C with services provided by other such programs.

Additionally, CFR 34 § 200.83 also requires the following to be included in the Comprehensive State Plan, based upon the most recent statewide assessment of needs:

- Performance targets that the State has adopted for all children in Reading and Mathematics achievement, high school graduation, and the number of school dropouts, as well as the State’s performance targets, if any, for school readiness, and any other performance targets that the State has identified for migratory children;
- Needs assessment that includes an identification and assessment of the unique educational needs of migratory children that result from the children’s migratory lifestyle, and other needs of migratory children that must be met for migratory children to participate effectively in school;
- Measurable program outcomes (MPOs) or “objectives” that the NYS-MEP will produce to meet the identified unique needs of migratory children and help migratory children achieve the State’s performance targets;
- Description of strategies that the State will pursue on a statewide basis to achieve the MPOs identified; and
- Description of processes and protocols that the State will use on a statewide basis to evaluate the effectiveness of the program.

ESEA § 1306(a)(2), as amended by ESSA, requires that the comprehensive State SDP remain in effect for the duration of the State’s participation under this part and that the SDP shall be reviewed and revised by the State as necessary to reflect changes in the NYS-MEP’s strategies, activities, and programs based on evolving and/or emerging student needs and requirements. Therefore, the State shall update its SDP when one or more of the following conditions occur: (1) an updated CNA is conducted; (2) a change in its performance targets and/or measurable outcomes is necessitated; (3) a need to significantly revise the State’s MEP programs and services; (4) a need to revise the evaluation design and implementation; and/or (5) the reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965.

1.2 NYS-MEP Theory of Action

The NYS-MEP is founded on an evidence-based Theory of Action (ToA) that is intended to bring consistency and excellence across the eight local Migrant Education Tutorial and Support Services (METS) program centers in the State. The ToA is a philosophy and approach that serves to address the needs of migratory children and their families and, at the same time, frames our investment and sustains our practice, and seeks to motivate leaders and migrant educators through a clear and shared vision for delivering programs and services.

Migrant children, youth and families are resilient, hardworking and possess diversity in thought, culture, language, and traits. These strengths contribute positively to their educational and life experiences as well as their communities. At the same time, migrant students experience risk factors specific to migrant agricultural work, which increases their risk of not graduating from high
school. Their migratory lifestyle interrupts schooling; creates social, geographic, linguistic isolation; and amplifies poverty, food insecurity, homelessness, and health-related concerns.

By building on family and student strengths, migrant educators engage parents with their self-interests, wants and dreams at the forefront in order to develop genuine and trusting partnerships. The migrant educators also act as advocates who support parents to do things for themselves, and who elicit ideas from parents about what they need to better help their children and their community. With help and support from the METS initially, migrant students and their families will acquire the skills, knowledge, abilities, and attributes to begin to advocate for themselves and to act on what they believe is important for the children, leading to college-, career-, and life-readiness, especially when they transition out of the migrant education program.

Through the ToA, the NYS-MEP aims to provide a comprehensive and holistic student- and family-centered approach to address the unique needs of migrant children. It frames a relationally rich culture and articulates ways where migrant educators and recruiters can express care, nurture growth, provide support, share power, and expand opportunities so that relationships may be forged and strengthened.

The ToA is premised on three interdependent pillars or focus areas. They are: (1) Subject Content and Instruction; (2) Advocacy to Self-Advocacy; and (3) Positive Identity Development. (See Figure 1.)

![Figure 1. NYS-MEP Theory of Action](image)

Consistent with the requirements under ESEA § 1304(c)(2), the NYS-MEP believes that these three interdependent focus areas will ultimately impact student achievement during the 36 months while the migrant-eligible student is entitled to receive MEP educational and supportive services by:

- Focusing on *Subject Content and Instruction, Advocacy to Self-Advocacy*, and *Positive Identity Development* as non-negotiable programmatic foundations to advance equity and educational access;
• Developing a culture of continuous improvements around these non-negotiable programmatic foundations; and

• Providing autonomy to each METS and allowing for flexibility in decision-making based on how to develop and implement services based on these non-negotiable programmatic foundations.

Towards these ends, the NYS-MEP directs its efforts and resources in supporting migrant children in developing their Reading and Mathematics skills in consultation and collaboration with their parents and schools; acquiring knowledge and skills for self-advocacy; and fostering positive identity development for themselves and their children. These three interdependent focus areas connect the goals and objectives of student achievement to specific strategies and outcome measures as outlined below.

1. Subject Content and Instruction

The eight local METS program centers provide direct supplemental academic support and interventions to school-age children through one-on-one tutoring or tutoring in very small groups. Such instruction seeks to promote foundational skills in core subject areas like Reading, Mathematics, and other subject areas based on student needs and interests and helps students to develop strategies to succeed in the classroom and on State and other assessments.

Research illustrates the benefits of one-on-one tutoring or tutoring in very small groups to improve students’ grades, study skills, and confidence levels, and that such tutoring may be the most effective afterschool activity for improving academic achievement (Baye et al., 2017; Gutierrez, 2011; Inns et al., 2019; Jacob et al., 2016; Pellegrini et al., 2020). This is in part because effective strategic and targeted tutoring goes beneath the surface of immediate academic need(s). Instead, the NYS-MEP focuses on providing students with knowledge and skills, the strategies to establish a growth mindset (Dweck, 2015), and a framework from which to approach their assignments and to translate skills to real-world challenges.

Such one-on-one tutoring or tutoring in very small groups occurs in a relationally rich culture where individual and family assets are leveraged to achieve personal goals. The NYS-MEP seeks to provide services to and nurture relationships with migrant students – helping them become self-motivated lifelong learners and problem-solvers who can leverage their individual strengths to achieve personal goals.

Preschool children, especially those who do not have access to school- or community-based educational opportunities, also benefit from school readiness opportunities provided by migrant educators. These migrant educators play a critical role in connecting parents and families to information and resources that are important to them and their children. They also provide strategies and support to parents as their children’s first teachers.

Out-of-School Youth (OSY), including those who have not had the opportunity to attend school, who have had interrupted or limited formal education, or who left school early, can succeed through one-on-one tutoring or tutoring in small groups as well. They are provided with opportunities to continue to develop their English language skills as well as life skills based on their expressed needs and interests.
2. Advocacy to Self-Advocacy

With MEP funds, the eight local METS program centers also provide education-related supportive and outreach services like advocacy across the State, pursuant to ESEA § 1304(c)(7). Through the migrant educators, the NYS-MEP seeks to connect and establish consultative and collaborative relationships with schools, school districts, service agencies, and others on behalf migratory children and their families to ensure that they are receiving the appropriate and full range of services available to them. This is achieved primarily through coalition building and data-driven advocacy. The migrant educators also help to identify social and personal barriers that prevent parents and families from fostering children’s healthy development and to address these barriers through advocating for changes in practice or policy at the local level.

The NYS-MEP leverages social emotional learning to promote education equity and excellence and believes in enabling and empowering students and parents through social awareness, self-awareness, self-management, relationship skills and responsible decision making (CASEL, n.d.), as well as individual and system advocacy in order to maximize their capacity for leadership, independence and productivity, and promoting positive expectations for themselves and their interactions with society. This transition from advocacy by the METS to self-advocacy by the students and families themselves is especially critical given the mandated 36 months during which the migrant-eligible student is entitled to receive MEP educational and supportive services, consistent with 34 C.F.R. § 200.89(c). These services are designed to help them develop the self-awareness and self-knowledge to:

- identify and understand their personal needs, interests, strengths, limitations and values;
- communicate, negotiate, or assert personal needs, interests, and rights;
- make informed decisions and take responsibility for those decisions;
- believe they can and will attain a goal or goals (i.e., outcome expectancy); and
- be able to self-assess and adjust their goals and plans to achieve success.

The NYS-MEP implements different components to help students and families develop self-advocacy skills. This includes a student-centered planning approach that uses, among other strategies, goal-setting and personal learning plans to encourage students to actively identify and act on their own current interests, future goals and/or desired outcomes in terms of school-, life- and career-readiness.

Parents and families are children’s first teachers. It is ultimately their responsibility to ensure that their children are receiving the appropriate services to which they are entitled. The NYS-MEP supports these efforts by ensuring that parents and families learned about the Migrant Education Program (MEP) and other associated and relevant services based on their children’s developmental needs, their rights under the law, and their acquisition of the skills and knowledge to form good working partnerships with their children’s schools and school districts. To support their learning, the MEP provides information, trainings, and referrals to parents and families.

3. Positive Identity Development
Positive identity development is the social-emotional process of forming a healthy self-awareness, including self-efficacy and positive self-expectations in society (Niebergall, 2010). It is a process by which people come to understand themselves both as individuals and in relation to others. We are all shaped by personal characteristics, individual experiences, family dynamics, ethnic, cultural and linguistic heritage, historical factors, and social and political contexts (Tatum, 2017). Positive identity development amplifies the strengths that migrant students and families bring to schools and communities that are crucial for their academic and social success.

To promote positive identity development, the NYS-MEP fosters belonging and value for migrant students and their families by providing identity-safe teaching through one or more of the following strategies:

- **Strategic Tutoring**: Migrant educators support and facilitate the development of learners’ identity and growth mindset through strategic instruction, in which a tutor not only helps a student complete and understand an immediate assignment but also teaches the student strategies to complete similar tasks independently in the future (see Hock et al, 1995). This approach meets students where they are academically and cognitively and focuses primarily on teaching skills and strategies that support learner independence.

- **Culturally Responsive Education**: Migrant educators use instructional practices and resources that integrate students’ knowledge, learning styles, and prior experiences to enhance the effectiveness and relevance of learning (Brown, 2007; Ladson-Billings, 1995). This strengthens students’ self-identity and encourages them to draw on their cultural and social capital. Migrant educators also promote equity and inclusivity by fostering relationships and providing culturally relevant activities and experiences that enhance educational access, opportunity, and support critical thinking and success for migrant students.

- **Social-Emotional Learning**: Migrant educators facilitate a social-emotional learning process including, but not limited to, mindfulness activities by which children and youth “acquire and apply knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions” (see www.CASEL.org/what-is-sel/) through authentic, effective, and meaningful METS-family-school-community partnerships.

- **Trauma Informed Practice**: Stress and trauma stemming from Adverse Childhood Experiences (ACEs) can profoundly impact educational outcomes (see www.cdc.gov/violenceprevention/aces/). These experiences leave children less resilient and less able to manage their behavior. The NYS-MEP’s trauma informed approach is not based on a deficit mindset aimed at “fixing” children. Instead, migrant educators seek to provide support by fostering strong, stable, and nurturing relationships with students and their families that can serve as a conduit for healing and increasing resilience. Migrant educators also advocate, support self-advocacy (i.e., the ability to articulate one’s needs and make informed decisions about the supports required to meet those needs) and, where necessary, provide referrals to other resources for professional counseling.

**Summary**
The Theory of Action (ToA) is a comprehensive and holistic framework designed to guide the implementation of the NYS-MEP through (1) the eight regional METS program centers; (2) the statewide Identification and Recruitment/MIS2000/MSIX/Data Security and Management (ID&R-TASC) program center; as well as (3) individual migrant educators and recruiters. The ToA informs program development and decision-making at all levels. It defines the intention and aspiration to facilitate the development of learners with a growth mindset and to support students and parents in asserting themselves in the interest of supporting the children’s education, serving their needs, and attending to their well-being that can lead to positive identity development.

1.3 NYS Migrant Education Program Organization and Structure

Regional Migrant Education Tutorial and Support Services (METS) Program Centers

In the mid-1970s, the State Education Department (SED or the “Department”) established the regional Migrant Education Tutorial and Support Services (METS) program model, originally named the Tutorial Outreach Programs (TOPS). This model of program implementation under Title I, Part C was developed by the then Bureau of Migrant Education at the Department in consultation with local education agencies including the Boards of Cooperative Educational Services (BOCES) and The State University of New York (SUNY) system of higher education that serve all school districts in the State. Today, as then, the METS serve migrant children and families who live in rural, suburban, and urban school districts and these migratory children typically comprise only a small percentage of the districts’ enrollments.

While the concept for this model of program implementation remains largely intact today, the original 13 TOPS Programs from the 1970s were later reorganized and consolidated into 11 Migrant Education Outreach Programs (MEOPs) in the mid-1990s because of changing needs, demographics, and funding levels. This structure was further reorganized and consolidated into the nine Migrant Education Tutorial and Support Services (METS) program centers in September 2013, and later into the eight METS program centers in September 2018 through a Request for Proposal (RFP) process. The goals were, and continue to be, achieving greater operational efficiency and consistency, and to achieve economies of scale across regions in the State.

The current eight METS program centers operate at SUNY colleges and universities and at BOCES campuses. They are tasked with providing educational programs and supportive services within their catchment area of the State to migrant children and families in different settings (e.g., home, school, public library, etc.), at different times, and both individually and in groups. These services are rendered by migrant educators who provide direct supplemental instructional programs and support services to migrant students and families in coordination and consultation with schools and community agencies. Based on specific needs and where local capacity and resources permit, migrant educators will also refer migrant children and families to external agencies and organizations for additional and/or more targeted instructional, social, and health services. Such referrals are made in collaboration and consultation with schools, school districts, and community- and faith-based organizations, where appropriate or necessary.

A needs assessment is conducted for each child in consultation and collaboration with the child’s parent(s) and the school upon enrollment in the MEP. This needs assessment serves to identify the
instructional and support needs of the migrant child or youth. Programs and services, including referrals, are developed from the identification and leveling of such needs. Services are delivered and adjusted accordingly through ongoing progress monitoring and data analyses.

The Statewide Identification and Recruitment/MIS2000/MSIX/Data Security and Management - Technical Assistance and Support (ID&R-TASC) Center

Based at SUNY Oneonta, the statewide ID&R-TASC program center promotes and supports migrant programs and services, recruits and identifies migrant students, and uses data to drive programming decisions. Through an Memorandum of Understanding (MOU) agreement, the ID&R-TASC program center implements statewide initiatives, as per requirements under ESSA Title I, Part C. that include, but not limited to, the following activities:

- Identification and Recruitment (ID&R) for determining migrant eligibility and child counts;
- Interviewing and re-interviewing of potentially migrant-eligible children;
- Provide initial instruction and supportive services, as necessitated by circumstances;
- Professional development and learning;
- SUNY Oneonta Migrant Leadership Academy (SOMLA);
- NYS-MEP website management;
- Health voucher program;
- MIS2000 and WebApp;
- Migrant Student Information Exchange (MSIX);
- Data security and management;
- Technical assistance and technology support;
- Inventory control, management and disposal;
- Consortium Incentive Grant (CIG) programs, including the Instructional Services for Out-of-school and Secondary Youth (iSOSY) and the Identification and Recruitment Consortium (IDRC); and
- Migrant statewide assessments, including the (1) Basic Oral English Language Screening Test (BOLST); (2) the easyCBM™ Grades 3-8 Reading and Mathematics; and (3) the Early Childhood Assessment (ECA).

State Migrant Education Program Consortium

To include input from the field in the implementation of the NYS-MEP, the New York State Migrant Education Consortium (henceforth the “Consortium”) was formed as an advisory group to the Department in the mid-1970s. The NYS-MEP Consortium is composed of representatives from each regional METS program centers as well as the ID&R-TASC program center.

With elected governing officers, the Consortium meets four times annually, with special meetings convened as needed or at the direction of the Department of Education (SED) or the State Coordinator. The Consortium is inextricably involved in the development and completion of the statewide migrant Comprehensive Needs Assessment (CNA) and the development of the State Service Delivery Plan (SDP).
Table 1, below, outlines the structure of the NYS-MEP, including a listing of the eight local METS and the Statewide ID&R-TASC program centers. The different sites and service areas are identified on the accompanying map (See, Figure 2, also below).

**Table 1. NYS-MEP METS and Statewide Support Programs**

<table>
<thead>
<tr>
<th>Migrant Education Tutorial Support Services (METS) Program</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Northwest Region METS Program Center (Brockport METS)</td>
<td>The College at Brockport</td>
</tr>
<tr>
<td>2. South-Central Region METS Program Center (Cortland METS)</td>
<td>SUNY Cortland</td>
</tr>
<tr>
<td>3. Southwest Region METS Program Center (Fredonia METS)</td>
<td>SUNY Fredonia</td>
</tr>
<tr>
<td>4. Southeast Region METS Program Center (Mid-Hudson METS)</td>
<td>SUNY New Paltz</td>
</tr>
<tr>
<td>5. Eastern Region METS Program Center (Mohawk Regional METS)</td>
<td>Herkimer BOCES</td>
</tr>
<tr>
<td>6. Northeast Region METS Program Center (North Country METS)</td>
<td>SUNY Potsdam</td>
</tr>
<tr>
<td>7. North-Central Region METS Program Center (Oswego METS)</td>
<td>CiTi Oswego County BOCES</td>
</tr>
<tr>
<td>8. Long Island-Metro Region METS Program Center (Long Island-Metro METS)</td>
<td>Eastern Suffolk BOCES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statewide Support Services Program</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification &amp; Recruitment/MIS2000/MSIX/Data Security and Management-Technical Assistance Support Center (ID&amp;R-TASC)</td>
<td>SUNY Oneonta</td>
</tr>
</tbody>
</table>
Figure 2. NYS-MEP Regional Map

<table>
<thead>
<tr>
<th>Region</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brockport METS</strong></td>
<td>the Northwest Region METS Program Center at The College at Brockport</td>
</tr>
<tr>
<td><strong>Fredonia METS</strong></td>
<td>the Southwest Region METS Program Center at SUNY Fredonia</td>
</tr>
<tr>
<td><strong>Oswego County METS</strong></td>
<td>the North-Central Region METS Program Center at the Center for Instruction, Technology and Innovation</td>
</tr>
<tr>
<td><strong>Cortland METS</strong></td>
<td>the South-Central Region METS Program Center at SUNY Cortland</td>
</tr>
<tr>
<td><strong>North Country METS</strong></td>
<td>the Northeast Regional METS Program Center at SUNY Potsdam</td>
</tr>
<tr>
<td><strong>Mohawk Regional METS</strong></td>
<td>the Eastern Region METS Program Center at Herkimer BOCES</td>
</tr>
<tr>
<td><strong>Mid-Hudson METS</strong></td>
<td>the Southeast Regional METS Program Center at SUNY New Paltz</td>
</tr>
<tr>
<td><strong>Long Island-Metro METS</strong></td>
<td>the Long Island-Metro METS Program Center at Eastern Suffolk BOCES</td>
</tr>
</tbody>
</table>
Figure 3 illustrates how the NYS-MEP fits into the overall administrative and organizational structure at the New York State Education Department (NYSED). In addition to Title I, Part C – Education of Migratory Children, it should be noted that the Title I Director also directs other ESSA-Funded Programs including Title I, Part A (School Improvement, Supplemental Education Services, Parent Involvement, School Choice and Accountability); Title I, Part D (Neglected and Delinquent Students); Title II, Part A (Teacher and Principal Training and Recruitment); the McKinney-Vento Act Homeless Education Program; Title IV, Part A (Student Support and Academic Enrichment Program); and Title V, Part B (Rural Education Achievement Program). This broad administrative oversight benefits the MEP through its coordination and consultation of activities with different federally funded programs.
2.1 Overview of the NYS-MEP CNA Process

The Comprehensive Needs Assessment (CNA) on which this Service Delivery Plan (SDP) is based was conducted between April 2018 and May 2019 under the guidance of the committee listed in Appendix A: 2018-2019 CNA-SDP Committee. For the full CNA timeline, see Appendix B: 2018-2019 CNA-SDP Timeline. The CNA involved gathering input from different stakeholders across the eight METS program centers via focus groups, interviews, and surveys as well as local and statewide Parent Advisory Council (PAC) meetings. Participants included migrant students and parents, migrant educators and recruiters, as well as representatives from schools and school districts, BOCES, institutions of higher education (IHEs), technical assistance and support centers, and community partners from farmworker programs, community health centers, and other community-based organizations. See Appendices C through F for detailed responses and participant lists.

The purpose of conducting a CNA is to identify the current, new, and emerging concerns and needs of migrant students in the State and to gather suggested solutions and strategies from a wide range of stakeholders. Those concerns, needs, and the corresponding proposed solutions and strategies, in combination with evaluation results and progress made on past Measurable Program Outcomes (MPOs), serve to inform the new service delivery strategies and MPOs in this new SDP. The NYS-MEP is implemented through collaborative data inquiry with a CNA process that is ongoing (i.e., mini CNA) with annual updates to the data as evidenced in the NYS-MEP Cycle of Continuous Improvement, shown in Figure 4, below.

Figure 4. NYS-MEP Cycle of Continuous Improvement
Members of the CNA committee reviewed data from the most recent comprehensive evaluation, together with annual summaries of progress on the indicators, MPOs, and State performance data as part of the CNA process. These included broad examination of progress on the New York State English Language Arts (ELA) and Mathematics Assessments, State Regents Exams, the NYS-MEP Early Childhood Assessment (ECA), and New York State English as a Second Language Achievement Test (NYSESLAT), as well as other indicators on the well-being of migrant students. Summary data from these analyses are presented in the Migrant Student Profile and Summary of Current Migrant Student and Family Needs that follow.

### 2.2 NYS Migrant Student Profile

#### Student Demographics

Table 2. Migrant Students Enrolled by Grade, 2017-2018 and 2018-2019

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>P0</td>
<td>35</td>
<td>.9</td>
</tr>
<tr>
<td>P1</td>
<td>104</td>
<td>2.6</td>
</tr>
<tr>
<td>P2</td>
<td>109</td>
<td>2.7</td>
</tr>
<tr>
<td>P3</td>
<td>162</td>
<td>4.1</td>
</tr>
<tr>
<td>P4</td>
<td>163</td>
<td>4.1</td>
</tr>
<tr>
<td>P5</td>
<td>25</td>
<td>.6</td>
</tr>
<tr>
<td>K</td>
<td>218</td>
<td>5.5</td>
</tr>
<tr>
<td>1</td>
<td>213</td>
<td>5.3</td>
</tr>
<tr>
<td>2</td>
<td>177</td>
<td>4.4</td>
</tr>
<tr>
<td>3</td>
<td>183</td>
<td>4.6</td>
</tr>
<tr>
<td>4</td>
<td>170</td>
<td>4.3</td>
</tr>
<tr>
<td>5</td>
<td>151</td>
<td>3.8</td>
</tr>
<tr>
<td>6</td>
<td>137</td>
<td>3.4</td>
</tr>
<tr>
<td>7</td>
<td>129</td>
<td>3.2</td>
</tr>
<tr>
<td>8</td>
<td>136</td>
<td>3.4</td>
</tr>
<tr>
<td>9</td>
<td>143</td>
<td>3.6</td>
</tr>
<tr>
<td>10</td>
<td>141</td>
<td>3.5</td>
</tr>
<tr>
<td>11</td>
<td>89</td>
<td>2.2</td>
</tr>
<tr>
<td>12</td>
<td>71</td>
<td>1.8</td>
</tr>
<tr>
<td>Dropout (D+)</td>
<td>104</td>
<td>2.6</td>
</tr>
<tr>
<td>OSY</td>
<td>1,335</td>
<td>33.4</td>
</tr>
<tr>
<td>Ungraded</td>
<td>4</td>
<td>.1</td>
</tr>
<tr>
<td>Total</td>
<td>3,999</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note: P0 = < 1 year old, P1 = 1 year old, etc. D+ is a student who has dropped out of school in previous academic year(s).
Table 3. Grade Level by Year, 2016-2019

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>P0-P2</td>
<td>245</td>
<td>248</td>
<td>246</td>
</tr>
<tr>
<td>P3-P5</td>
<td>386</td>
<td>350</td>
<td>383</td>
</tr>
<tr>
<td>K-2</td>
<td>597</td>
<td>608</td>
<td>611</td>
</tr>
<tr>
<td>3-8</td>
<td>916</td>
<td>906</td>
<td>931</td>
</tr>
<tr>
<td>High School</td>
<td>525</td>
<td>444</td>
<td>467</td>
</tr>
<tr>
<td>OSY</td>
<td>1,475</td>
<td>1,335</td>
<td>1,281</td>
</tr>
<tr>
<td>Dropout (D+)</td>
<td>108</td>
<td>104</td>
<td>103</td>
</tr>
<tr>
<td>Ungraded</td>
<td>9</td>
<td>4</td>
<td>9</td>
</tr>
</tbody>
</table>

Note: P0 = < 1 year old, P1 = 1 year old, etc. D+ is a student who has dropped out of school in previous academic year(s).

Table 4. Migrant Student Enrollment by METS, 2017-2018 and 2018-2019

<table>
<thead>
<tr>
<th>METS</th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>BROCKPORT METS</td>
<td>356</td>
<td>8.9</td>
</tr>
<tr>
<td>CORTLAND METS</td>
<td>456</td>
<td>11.4</td>
</tr>
<tr>
<td>FREDONIA METS</td>
<td>500</td>
<td>12.5</td>
</tr>
<tr>
<td>LONG ISLAND-METRO METS</td>
<td>305</td>
<td>7.6</td>
</tr>
<tr>
<td>MID-HUDSON METS</td>
<td>639</td>
<td>16.0</td>
</tr>
<tr>
<td>MOHAWK REGIONAL METS</td>
<td>522</td>
<td>13.1</td>
</tr>
<tr>
<td>NORTH COUNTRY METS</td>
<td>677</td>
<td>16.9</td>
</tr>
<tr>
<td>OSWEGO METS</td>
<td>544</td>
<td>13.6</td>
</tr>
<tr>
<td>Total</td>
<td>3,999</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5. Priority for Services by METS, 2017-2018 and 2018-2019

<table>
<thead>
<tr>
<th>METS</th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>BROCKPORT METS</td>
<td>51%</td>
<td>54%</td>
</tr>
<tr>
<td>CORTLAND METS</td>
<td>40%</td>
<td>52%</td>
</tr>
<tr>
<td>FREDONIA EAST METS</td>
<td>54%</td>
<td>47%</td>
</tr>
<tr>
<td>FREDONIA METS</td>
<td>71%</td>
<td>59%</td>
</tr>
<tr>
<td>LONG ISLAND-METRO METS</td>
<td>46%</td>
<td>51%</td>
</tr>
<tr>
<td>MID-HUDSON METS</td>
<td>36%</td>
<td>49%</td>
</tr>
<tr>
<td>MOHAWK REGIONAL METS</td>
<td>48%</td>
<td>62%</td>
</tr>
<tr>
<td>NORTH COUNTRY METS</td>
<td>32%</td>
<td>40%</td>
</tr>
<tr>
<td>OSWEGO METS</td>
<td>60%</td>
<td>61%</td>
</tr>
<tr>
<td>STATEWIDE</td>
<td>56%</td>
<td>51%</td>
</tr>
</tbody>
</table>

Note: only showing students in grade K through 12 and D+ (a student who has dropped out of school in previous academic year(s)).
Other demographic data include:

- Summer enrollment for the 2017-2018 program year included 2,900 migrant students, 646 of whom were enrolled only in the summer.
- Among a wide variety of qualifying activities, 32% of qualified migrant workers were engaged in dairy related work; 18% in vegetable related work; 17% in apple related work; 7% in tree work; and 7% in poultry work.
- During 2017-2018, migrant students moved from New York to 29 different States/territories and 7 countries. The most frequent destinations were Mexico (365), and the States of Florida (100) and Texas (15).
- Among school-age migrant children, 1070 were identified as English Learners (ELs), with 619 enrolled in school-based English as a New Language (ENL) programs.
- Fewer migrant students are classified with special or different needs than the general student population in New York State. Among migrant elementary students in 2017-2018, 11% were classified as special education students, as were 9% of migrant high school students. The general NYS student students with disabilities classification rate for 2017-2018 was 18%.

**Student Academic Performance**

**Reading**

![Graph showing student academic performance](source)

**Figure 5. NYS Testing Program: English Language Arts, Percent Proficient by Subgroup, 2017-2019**

*Source: Migrant student performance is calculated from MIS2000 data; all others are from NYSED [https://data.nysed.gov/downloads.php](https://data.nysed.gov/downloads.php). Note: Proficient=L3/L4. 2017: All NYS n=939,983; Economically Disadvantaged n=550,515; All migrant students n=485; PFS Migrant n=180; Non-PFS Migrant n=305. 2018: All NYS n=966,661; Economically Disadvantaged n=593,625; All migrant students n=576; PFS Migrant n=202; Non-PFS Migrant n=374. 2019: All NYS n=987,398; Economically Disadvantaged n=596,707; All migrant students n=546; PFS Migrant n=187; Non-PFS Migrant n=359.*
Figure 6. NYSESLAT Summary Results by Year


Mathematics

Figure 7. NYS Testing Program: Mathematics by Subgroup, 2017-2019

Source: Migrant student performance is calculated from MIS2000 data; all others are from NYSED https://data.nysed.gov/downloads.php. Note: Proficient=L3/L4. 2017: All NYS n=909,106; Economically Disadvantaged n=538,296; All migrant students n=531; PFS Migrant n=216; Non-PFS Migrant n=301. 2018: All NYS n=931,449; Economically Disadvantaged n=578,981; All migrant students n=613; PFS Migrant n=238; Non-PFS Migrant n=375. 2019: All NYS n=948,606; Economically Disadvantaged n=579,598; All migrant students n=605; PFS Migrant n=254; Non-PFS Migrant n=351.
Graduation

Table 6. New York State 4-Year Cohort Graduation Rate, by Subgroup and Year

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>All NYS Students</th>
<th>Economically Disadvantaged Students</th>
<th>All Migrant Students</th>
<th>All NYS/All Migrant Gap</th>
<th>Migrant Student n=</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>82%</td>
<td>76%</td>
<td>40%</td>
<td>42</td>
<td>38/95</td>
</tr>
<tr>
<td>2018</td>
<td>83%</td>
<td>76%</td>
<td>43%</td>
<td>40</td>
<td>52/122</td>
</tr>
<tr>
<td>2019</td>
<td>83%</td>
<td>77%</td>
<td>43%</td>
<td>40</td>
<td>42/98</td>
</tr>
</tbody>
</table>


Early Childhood

The NYS-MEP establishes target service levels to provide common statewide expectations for how students are served, described in further detail below.

Table 7. Level 2 Pre-K Migrant Students Receiving 12 or More Hours of Instructional Services, 2018-2019

<table>
<thead>
<tr>
<th>Grade</th>
<th>Count</th>
<th>More than 12 hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>65</td>
</tr>
<tr>
<td>P3</td>
<td></td>
<td>19%</td>
<td>81%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29%</td>
<td>71%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>P4</td>
<td></td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>P5</td>
<td></td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>37</td>
<td>138</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21%</td>
<td>79%</td>
</tr>
</tbody>
</table>

Note: 12-hour target is prorated by the number of days enrolled in the MEP (target=days enrolled/30. Level 2 = ever Level 2 in Fall, Winter, Spring, Summer.

Table 8. Migrant Early Childhood Assessment (ECA) Gains for Level 2 P3-P5 Students with 12 or More Hours of Instruction by Grade Level, 2018-2019

<table>
<thead>
<tr>
<th>Grade</th>
<th>Count</th>
<th>Level 2 with 12+ hours but no Gain Score</th>
<th>ECA Gains</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Less than 10% Gain</td>
<td>10%+ Gain</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>35%</td>
<td>0%</td>
</tr>
<tr>
<td>P4</td>
<td>10</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>30%</td>
<td>6%</td>
<td>64%</td>
</tr>
<tr>
<td>P5</td>
<td>5</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>39%</td>
<td>15%</td>
<td>46%</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>4</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>34%</td>
<td>4%</td>
<td>62%</td>
</tr>
</tbody>
</table>
Out of School Youth

Figure 8. Percent of OSY Candidates for English Language Instruction Participating in 12 or More Hours of English Language Instruction, by Program Year.

Figure 9. Percent of OSY with 12 or More Hours of English Language Instruction With Pre-post gains of 10% on the NYS Migrant Assessment of English Learning, By Program Year.
2.3 Summary of Current Migrant Student and Family Needs

The 2018-19 CNA process identified for the NYS-MEP the following unique and overarching needs of migrant students and families, as outlined below. See Appendices C-F for greater detail.

**Overall Migrant Student and Family Needs:**

- English language skills development
- Foundational learning skills development
- Resources and strategies for addressing mental, physical, and emotional well-being
- Resources and strategies for developing positive self-identity and expectations
- Resources and strategies for addressing anxiety, depression, and stress
- Resources and strategies for addressing drug and alcohol abuse among migrant youth
- Increased parent capacity to advocate for their children in schools
- Increased access to translation and interpretation services
- Increased access to necessary technology resources within and outside of school
- Increased access to transportation
- Increased access to school supplies and materials
- Access to basic health care and nutrition knowledge

**Migrant Preschool Needs:**

- Kindergarten readiness through literacy and Math fundamentals, as well as social and emotional skills development
- Increased parent capacity to ensure preschool student health and compliance with the health-related requirements of schools
- Support and encouragement for preschool enrollment

**Migrant English Language Arts (ELA) Needs:**

- Targeted instructional and support services in ELA

**Migrant Mathematics Needs:**

- Targeted instructional and support services in Math

**Migrant Graduation and Dropout Needs:**

- Targeted instructional assistance, goal setting, and student support
- Addressing differences in course content, structure, sequence, learning standards, and graduation pathways between States and countries
- Opportunities for Regents Exams preparation
- General high school support
- Re-engagement in education
Migrant Out-of-School (OSY) Needs:

- Mental health needs, especially social and emotional well-being
- Increased access to specific services that meet the unique needs of individual OSY
- English Language skills development
- Life skills training at times and in ways accessible to OSY students
3.1 NYS Service Delivery: Planning and Process

The planning and development of the Service Delivery Plan (SDP) is based on the priorities established in the most recent Comprehensive Needs Assessment (CNA) to create a strategic guide for the implementation of the State Migrant Education Program (MEP). The SDP builds on existing programs and structures, making evidence-informed adjustments, expansions, and deletions to meet the current and emerging needs of the State’s migrant students and families.

The SDP Committee met several times from February to September 2019 to review the SDP process, the structure of the NYS-MEP, and the findings from the 2018-19 CNA. During that time, participants examined key components of the SDP, including State Performance Targets, Measurable Performance Outcomes, Service Delivery Strategies, and Implementation Targets, while also developing statewide program strategies that addressed the core concerns raised in the CNA.

Members of the CNA-SDP Committee are listed in Appendix A: 2018-2019 CNA-SDP Committee. Between meetings, the team solicited additional input from migrant educators and recruiters as well as external experts on program strategies to inform decision-making. The Statewide PAC also met on October 20, 2018 and May 10, 2019 to review concerns and proposed strategies. Final input from the SDP committee was obtained in September 2019.

3.2 Measurable Program Outcomes & State Performance Targets

Measurable Program Outcomes (MPOs) for the NYS-MEP are based on Performance Targets set at the State level, progress made on previous NYS-MEP MPOs, and updated migrant student and family needs as identified through the CNA process. Where State Performance Targets are designed to establish target performance for all migrant students, the NYS-MEP MPOs indicate the specified growth expected as a result of the migrant services provided. (See, Table 9, below.)

The MPOs use the following program instruments and assessments:

- **NYS-MEP Migrant Student Needs Assessment**: During the school year, student needs assessment data are collected using the *NYS-MEP School Year: Student Intake Form* and entered in the MIS2000 migrant student data management system and validated locally. During the summer, needs assessment data are collected using the *NYS-MEP Summer Intake/Summary Student Record*.

- **NYS-MEP Academic Services Intensity Rubric (ASIR)**: This rubric is used to determine the nature, extent, and scope of such instructional and supportive services that each eligible migrant student receives. See Appendix G: Service Levels and Requirements. The ASIR ensures consistent, transparent, and measurable statewide determination of service levels and identifies the appropriate instructional and supportive services each eligible migrant student receives, including assurances for serving *Priority for Service* (PFS) students first.
• **NYS-MEP Student Graduation Plan:** Part One of the *Graduation Plan* outlines a student’s selected pathway and high school graduation options, credits needed, and other related requirements. Part Two of the *Graduation Plan* is a template that outlines a process for guiding the migrant educator and the migrant high school student in establishing specific plans for course taking, Regents Exams preparation, and other supplemental instructional support services to achieve their goals for graduation and post-secondary pursuits.

• **NYS-MEP Personal Learning Plan (PLP):** Targeting Out-of-School Youth (OSY) primarily, the PLP outlines what an OSY student seeks to learn or accomplish, including visioning and goal-setting, and what the plan of action is to achieve such visions and goals.

• **NYS-MEP English Language Arts (ELA) Assessment:** The easyCBM™ student assessment of ELA skills for Grades 3-8 is used by migrant educators to determine progress at specific time intervals across districts throughout the State.

• **NYS-MEP Mathematics Assessment:** The easyCBM™ student assessment of Mathematics skills for Grades 3-8 is used by migrant educators to determine progress at specific time intervals across districts throughout the State.

• **NYS-MEP Migrant English Learner Assessment:** The *Basic Oral (English) Language Screening Test* (BOLST) is used as an on-demand English fluency assessment to determine progress related to English language development.

• **NYS-MEP Early Childhood Academic Tool (ECA):** The ECA is designed to drive teaching and learning for the Level 2 Grades P3-P5 migrant-eligible students who receive instructional services from their local METS program center.
### Table 9. NYS-MEP Focus Areas, State Performance Targets & MPOs

<table>
<thead>
<tr>
<th>Focus Area:</th>
<th>State Performance Target:</th>
<th>Measurable Program Outcome (MPO):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td>By 2022, increase the migrant student ELA Performance Index from the 2017-2018 baseline of 60 to 83.(^1)</td>
<td>Beginning in fall 2019, 80% of Grade 3-8 migrant students receiving Level 3 supplemental academic instruction in ELA during the regular school year will gain 5 or more percentiles from the Fall to Spring administration of the NYS Migrant ELA Assessment.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>By 2022, increase the migrant student Mathematics Performance Index from the 2017-2018 baseline of 58 to 80.</td>
<td>Beginning in fall 2019, 80% of Grade 3-8 migrant students receiving Level 3 supplemental academic instruction in mathematics during the regular school year will gain 5 or more percentiles from the Fall to Spring administration of the NYS Migrant Mathematics Assessment.</td>
</tr>
<tr>
<td><strong>Graduation</strong></td>
<td>By 2022, increase the 5-year cohort graduation rate of migrant students to 54% from the 2018-2019 baseline of 43%.(^2)</td>
<td>By 2022, 60% of high school migrant students that received 2 or more hours of instructional or support services during each year they were in the MEP will graduate within 5 years of entering high school.</td>
</tr>
<tr>
<td><strong>Early Childhood</strong></td>
<td>Provide and/or coordinate education and support services that meet the prioritized needs of preschool children ages P3-P5.</td>
<td>70% of Level 2 migrant preschool children ages P3-P5 who participate in 12 or more hours of instructional services will demonstrate pre-post gains of 10% on the NYS-MEP Early Childhood Assessment.</td>
</tr>
<tr>
<td><strong>OSY</strong></td>
<td>Provide and coordinate education and support services that meet the prioritized needs of out of school youth.</td>
<td>OSY MPO: 80% of migrant OSY who participate in 12 or more hours of English instruction will demonstrate pre-post gains of 10% on the NYS Migrant Assessment of English Learning.(^3) DO MPO: 50% of migrant students who drop out of school and were successfully contacted by the MEP within 45 school days of METS receiving notification of drop out status will complete an OSY Profile.</td>
</tr>
</tbody>
</table>

---

\(^1\) Performance Index as specified in the NYSSED State ESSA Plan, pages 47-48; simplified version of the Index for the MEP: ((# Level 2 + (# Level 3 * 2) + (# Level 4 * 2.5)) ÷ # test takers) * 100, where test takers = students with scores who were also enrolled in October of the same school year.

\(^2\) Target set per NYSSED State ESSA Plan, as 20% of the gap between the end goal (stated statewide target is 96% for 5 year adjusted cohort for all students) and the baseline for the subgroup.

\(^3\) BOLST
3.3 Service Delivery Strategies and Implementation

The NYS-MEP employs a comprehensive oversight system that connects programs, funding, and staffing through a shared vision and goals. The MEP employs clear outcomes across the statewide ID&R-TASC and the eight regional METS program centers in order to better provide coordinated identification and recruitment activities as well as evidence-based supplemental instructional and supportive services, including advocacy and referrals, to eligible migrant children and their families across the State.

Needs Assessment Process

Migrant educators at the different METS program centers use data and information drawn from the official Certificates of Eligibility (COE), the MIS2000 and MSIX student data management systems, schools and school districts, and other sources during the student needs assessment process. A key step in this process is to identify whether a migratory student qualifies as Priority for Service (PFS), in accordance with ESEA § 1304(d). Migratory students are formally reassessed at the beginning of each regular school year, at the beginning of each summer, and each time they move to re-identify their needs, PFS status, and other risk factors.

The NYS-MEP Theory of Action (ToA) also believes that students and parents are critical to the needs assessment process as part of increasing their capacity to advocate for their own instructional and support service needs. At the same time, the METS also gather feedback from other community stakeholders, as necessary, to develop appropriate and meaningful instructional and service plans for individual migrant children and their families.

Levels of Service: Academic Services Intensity Rubric (ASIR)

At the beginning of the regular school year and again at the beginning of summer, the METS apply the ASIR criteria to each student to determine the appropriate level of services to be delivered. See Appendix G: Service Levels and Requirements. The ASIR process follows a logic model that is predicated on the current and projected reduction in federal funding. It is designed to mitigate the impact of fund reductions on the METS and their respective capacity to serve all eligible migrant students and families equitably in different situations and localities while ensuring that all eligible migrant students receive the full extent of they need and are entitled to receive.

Thus, Priority for Service (PFS) students designated as Level 3 will receive instructional services with the greatest frequency, duration and intensity based on the ASIR. Once all PFS students have been assigned appropriate services, the METS will apply the ASIR criteria to the remaining migrant-eligible students, who will be designated as Level 2 if requiring appropriate instructional services, and Level 1 if requiring supportive services only, depending on ASIR results and local METS’ capacity and resources.

Each time a new PFS Level 3 student is identified and so designated, the individual METS will revisit scheduling and caseload assignments for migrant educators to ensure that the needs of PFS Level 3 students are prioritized and that they are provided with the most wide-ranging level of instructional and supportive services based on the frequency, duration and intensity of such services per the ASIR.
Supporting All Students

The NYS-MEP aims to ensure that all migrant-eligible students, from Pre-K to Grade 12, can meet academic, career, and technical standards and graduate with high school diplomas. Through the statewide ID&R-TASC and the METS program centers, and in coordination with schools, school districts, and community organizations, the NYS-MEP implements instructional programs and supportive services, outreach activities, and advocacy during before- and after-school programs and at students’ homes or other alternative locations.

The NYS-MEP also leverages different electronic means of communication and engagement to meet students and families where they are, including texting, calling, video-conferencing, and emailing through various virtual platforms. Furthermore, METS program centers provide adolescent activities as well as campus-based summer programs, where possible, to ensure that the needs of secondary students are met.

Under the ToA framework, migrant educators work with students and their families, individually and in groups, to develop positive learner identities and to acquire the knowledge, skills, and behaviors to advocate for themselves. The local METS program centers support students and families as they transition from relying on METS-delivered advocacy to self-advocacy.

To ensure that all migrant children can meet challenging State academic standards, the NYS-MEP provides programs and services to four key subgroups of migrant students as outlined below:

1. **Early Childhood Education.** Local METS program centers actively collaborate with families to enroll preschool children in local preschool programs, if available, where students can benefit from the full range of classroom learning experiences that enhance and support their academic, cognitive, physical, and social and emotional development. The migrant lifestyle can create barriers that prevent migratory preschoolers from participating in these school-and community-based preschool programs. The METS program centers will supplement this gap in preschool education by providing instruction and support at home or in alternative settings, as local capacity and resources permit. Additionally, migrant educators use the Child Development Framework with families to support the parents’ role as their children’s first teacher.

2. **Grades K-12.** Instructional services include working one-on-one or in small groups of students to strengthen skills in core academic areas, including Reading and Mathematics, and supporting study skills that move students towards independent learning. Local METS program centers work with secondary students and guidance counselors to navigate differences in course content, structure, sequence, learning standards, and graduation pathways between States and countries to ensure appropriate course placement and credit accrual for the students. Migrant educators use the Graduation Plan and the Adolescent Checklist to identify support services needed and those areas where additional support is necessary to build or reinforce each student’s capacity to self-advocate.

The NYS-MEP further supports adolescent students through an intensive statewide summer residential program at The State University of New York College at Oneonta (SUNY Oneonta). In this program, the SUNY Oneonta Leadership Academy (SOMLA), students learn how to
leverage their strengths and create short- and long-term plans to work on areas of personal growth that reflect their passions and interests. SOMLA provides the opportunity for students to be exposed to college, career, and work opportunities and to network with mentors and peers from different parts of the State. By participating in hands-on learning and mentoring activities designed to foster leadership skills, adolescent students leave SOMLA with a better understanding of themselves and their true potential for success.

3. **Out-of-School Youth (OSY).** Local METS program centers provide instructional and support services to OSY students, based on individual needs assessments and their *Personal Learning Plans (PLP)*, based on their availability and as capacity and resources permit. Instructional and support services are based on identified goals such as reentering high school, learning English or life skills. The METS program centers also connect or refer OSY students to other agencies and organizations that can best address and meet their specific needs.

4. **Dropouts.** When a student drops out of school during the program year, the priority for the local METS is to contact that student as soon as possible to offer instructional and support services, based on the individual’s request and availability. Such instructional and support services are based on identified goals such as reentering high school or learning English/life skills. Local METS program centers also help to connect or refer these students to other agencies and organizations that specialize in addressing and meeting their unique needs.

The SDP committee identified Service Delivery Strategies across all focus areas and identified needs. These are aligned to State Performance Targets and serve to facilitate progress towards meeting NYS-MEP MPOs. Within each strategy, the committee identified potential solutions or program activities, together with suggestions for measuring implementation. The committee also recommended additional approaches and resources for meeting the unique needs of migrant students and families. The plan, summarized in the tables below, allows each local METS to customize its programming while assuring that the NYS-MEP is consistently implemented across the State and to serve all migrant students and youth equitably.

<table>
<thead>
<tr>
<th>Required Service Strategy</th>
<th>Implementation Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS 1: Each year, beginning in fall 2019, all migrant students will have a complete, updated NYS-MEP Migrant Student Needs Assessment within 45 school days of enrollment in the METS program and will receive appropriate follow up.</td>
<td>II 1: Each year, beginning in fall 2019, 80% of migrant students will have a complete, updated NYS-MEP Migrant Student Needs assessment within 45 school days of enrollment in the METS program.</td>
</tr>
</tbody>
</table>
### Table 11. Service Delivery for All Migrant Children

<table>
<thead>
<tr>
<th>Services</th>
<th>Suggested Implementation Methods</th>
</tr>
</thead>
</table>
| **1.1 Build foundational learning skills** | • Design and promote staff development opportunities related to developing time management, self-regulation, critical thinking, and study skills  
• Incorporate learning skills into instructional and support sessions |
| **1.2 Connect migrant youth to resources for mental, physical, and emotional well-being** | • Collaborate with local schools to discuss MEP eligible student needs and identify available school services and activities that may address their needs  
• Provide professional development and training to migrant staff on mindfulness strategies for migrant students  
• Offer opportunities for students and parents to come together as a group for support and to develop strategies for addressing specific issues  
• Support migrant students and families in building self-advocacy skills  
• Create supportive environments for migrant students  
• Advocate for children and families suffering from specific trauma such as homelessness, bullying, etc.  
• Maintain connections to schools, which include advocating for students’ specific needs and concerns (e.g., working with district’s McKinney-Vento “Homeless” liaison  
• Increase connections and referrals to health services, including mental health, medical, dental, and other bilingual health-related services (e.g. telemedicine, translation/interpretation services, etc.)  
• Organize student community building events at least 2 times per month where children can meet, discuss problems, get help with homework, and have fun  
• Engage students in goal setting |
| **1.3 Build English language skills** | • Connect students to community-based experiences and organizations  
• Design and promote staff development and training related to working with and teaching English Learners (ELs)  
• Identify, and help students and parents to identify, available apps, accommodations, and access to services within schools (e.g., Title III education programs, bilingual education and services, Seal of Biliteracy, Academic Intervention Services (AIS), Response to Intervention (RtI), extracurricular activities, vocational training, mentoring opportunities, special education programs and services, scholarships, etc.) |
<table>
<thead>
<tr>
<th>Services</th>
<th>Suggested Implementation Methods</th>
</tr>
</thead>
</table>
| **1.4 Help migrant students and families develop positive self-identities and self-expectations** | • Provide opportunities for adolescent students to cultivate relationships, role models, and mentors as well as explore different opportunities to be a part of their communities through experiences like SOMLA and other leadership retreats, CAMP-sponsored events, college visits, speakers, graduation recognition events and other METS-sponsored events  
• Advocate for and make referrals to extracurricular and community group programming, including transportation referrals and assistance  
• Provide information, knowledge, and skills to parents and families through special events, parent engagement activities, parent advisory council meetings, home visits, and to build connections with community organizations  
• Facilitate development of life-long learners by providing structure, goal setting, and exploring different academic or professional opportunities  
• Support positive identity development and visioning with individual students and families based on each student’s strengths  
• Collaborate with local schools, libraries, the Cornell Cooperative Extension (CCE), youth service organizations, and community and faith-based organizations to develop and cultivate opportunities for youth to build relationships and cultivate positive role models |
| **1.5 Build migrant parent capacity to advocate for their children in schools** | • Support parents as first teachers and advocates for their children  
• Continue home visits and provide information in the families’ home languages, where necessary (e.g., graduation requirements, parent Bill of Rights)  
• Conduct parent engagement sessions on school requirements, navigating schools and effectively advocating for their child(ren) |
| **1.6 Increase access to translation and interpretation services** | • Utilize an appropriate phone translation app or tool for effective bilingual communication  
• Teach parents skills for working with interpreters and requesting translations  
• Collaborate and coordinate with school districts to support migrant families facing language and cultural barriers |
| **1.7 Increase access to necessary technology resources within and outside of school** | • Use METS technology resources to build parent technology skills through education and referrals  
• Advocate with schools and teachers to ensure that assignments are available in multiple formats and/or that students have ample time with school-based technology resources to complete the assignments  
• Advocate on behalf of migrant students with schools/districts and internet providers for access to needed technology and connectivity |
| **1.8 Continue transportation advocacy** | • Support local collaboration and advocacy and to provide self-advocacy skill training for parents to meet their children’s transportation needs  
• Work regionally to optimize opportunities to connect families and students with transportation  
• Triage and prioritize use of limited resources for immediate needs (e.g., immunization) |
<table>
<thead>
<tr>
<th>Services</th>
<th>Suggested Implementation Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.9 Increase access to school supplies and materials</td>
<td>• Leverage local resources, collaborate and coordinate with schools and school districts, to provide needed learning materials at no or low cost</td>
</tr>
</tbody>
</table>
| 1.10 Address depression, stress, anxiety, and alcohol/drug abuse among migrant youth | • Provide holistic services that are not only aimed at improving students’ academic achievement, but seek to support their mental, social, emotional, and physical health and to engage them in the teaching and learning process that encourages personal and collective responsibility  
• Maintain a referral network to all available programs and services for migrant children and families  
• Provide professional development and training opportunities to staff on trauma-informed service delivery |
| 1.11 Provide basic health and nutritional knowledge to migrant families and youth | • Work with farmers to provide information, educational materials and supplies to workers  
• Provide basic health and safety instruction to all migrant youth and families, including internet safety  
• Refer migratory children and families for medical and dental care and other health care needs |
Table 12. English Language Arts (ELA) Service Delivery

Overall Service Strategy: Provide targeted instruction and support services to promote the development of foundational skills and content knowledge based on State and local learning standards.

<table>
<thead>
<tr>
<th>Service</th>
<th>Required Service Strategies</th>
<th>Implementation Indicators</th>
<th>Suggested Implementation Methods</th>
</tr>
</thead>
</table>
| 2. Offer targeted instructional and support services in ELA | SS 2.1: Beginning in fall 2019, all K-8 migrant students at Level 3 on the Academic Services Intensity Rubric targeted for ELA services through the NYS-MEP Migrant Student Needs Assessment will receive 15 or more hours of supplemental instruction in ELA during the regular school year. SS 2.2: Each migrant student in grades 3-8 on the Academic Services Intensity Rubric Level 3 will complete an initial NYS Migrant ELA Assessment within 45 school days of enrollment in the METS program each school year. Level 3 students will complete a post assessment using the same instrument following a schedule to be determined annually by the NYS-MEP. | II 2.1: Each year, 75% of K-8 migrant students targeted for Level 3 ELA services will receive 15 or more hours of supplemental instruction in ELA during the regular school year. | • Support parents as first teachers and advocates for their children  
• Provide targeted instructional and support services in home, at school, or at another location  
• Determine performance levels and/or gaps using available assessment data and other information (e.g., teacher report) to inform instruction  
• Coordinate and collaborate with school and district staff to identify and provide interventions addressing academics, behavior and social emotional learning  
• Support students in building foundational skills and knowledge needed to succeed in ELA  
• Advocate for migrant students to fully access school support services for language development  
• Identify additional opportunities for migrant English learners to engage with English-speaking peers (e.g., extracurricular activities, library collaboration etc.)  
• Advocate with schools and teachers to ensure that assignments are available in multiple formats with appropriate scaffoldings, and/or that students have ample time with school-based technology resources to complete them  
• Conduct school and district outreach about trauma-informed practices/SEL needs  
• Coordinate and collaborate with schools and districts to address students’ learning gaps |
Table 13. Mathematics Service Delivery

*Overall Service Strategy:* Provide academic instruction to support the development of foundational skills and content knowledge based on State and local standards.

<table>
<thead>
<tr>
<th>Service</th>
<th>Required Service Strategies</th>
<th>Implementation Indicators</th>
<th>Suggested Implementation Methods</th>
</tr>
</thead>
</table>
| 3. Offer targeted instructional and support services in math | **SS 3.1:** Beginning in fall 2019, all K-8 migrant students at Level 3 on the Academic Services Intensity Rubric targeted for Mathematics services through the NYS-MEP Migrant Student Needs Assessment will receive 15 or more hours of supplemental instruction in Mathematics during the regular school year. **SS 3.2:** Each migrant student in grades 3-8 on the Academic Services Intensity Rubric Level 3 will complete an initial NYS Migrant Mathematics Assessment within 45 school days of enrollment in the METS program each school year. Level 3 students will complete a post assessment using the same instrument following a schedule to be determined annually by the NYS-MEP. | **Ill 3.1:** Each year, 75% of K-8 migrant students targeted for Level 3 Mathematics services will receive 15 or more hours of supplemental instruction in Mathematics during the regular school year. | • Support parents as first teachers and advocates for their children  
• Provide targeted instructional and support services in home, at school, or at another location  
• Determine performance levels and/or gaps using available assessment data and other information (e.g., teacher report) to inform instruction  
• Coordinate and collaborate with school and district staff to identify and provide interventions addressing academics, behavior and social emotional learning  
• Support student in building foundational skills and knowledge needed to succeed in Math  
• Advocate for migrant students to fully access school support services for acquiring Math skills  
• Identify additional opportunities for migrant students to engage with peers (e.g., Math Olympiad, Odyssey of the Mind, clubs, competitions, etc.)  
• Advocate with schools and teachers to ensure that assignments are available in multiple formats with appropriate scaffoldings, and/or that students have ample time with school-based technology resources to complete them  
• Conduct school and district outreach about trauma-informed practices/SEL needs  
• Coordinate and collaborate with schools and districts to address students’ learning gaps |
Table 14. Graduation Service Delivery

*Overall Service Strategy: Provide academic instruction and support services to promote the development of foundational skills and content knowledge to ensure student success.*

<table>
<thead>
<tr>
<th>Services</th>
<th>Required Service Strategies</th>
<th>Implementation Indicators</th>
<th>Suggested Implementation Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Offer targeted instructional assistance, goal setting, advocacy and student support</strong></td>
<td>SS 4.1: Each year, beginning in fall 2019, all grade 9-12 migrant students at Level 3 on the Academic Services Intensity Rubric will receive 15 or more hours of supplemental academic instruction during the regular school year.</td>
<td>II 4.1: Each year, beginning in fall 2019, 75% of grade 9-12 migrant students at Level 3 on the Academic Services Intensity Rubric will receive 15 or more hours of supplemental academic instruction during the regular school year.</td>
<td>• Offer targeted academic instruction, including State Regents Exams prep and review</td>
</tr>
<tr>
<td></td>
<td>SS 4.2: Each year, beginning in fall 2019, all migrant students in grades 11-12 at Level 3 on the Academic Services Intensity Rubric will complete a MEP Graduation Plan Part One within 45 school days of enrollment in the METS program.</td>
<td>II 4.2: Each year, beginning in fall 2019, 90% of migrant students in grades 11-12 at Level 3 on the Academic Services Intensity Rubric will complete or update a NYS-MEP Graduation Plan Part One within 45 school days of enrollment.</td>
<td>• Support students’ reflection on their needs and goals through goal setting work</td>
</tr>
<tr>
<td></td>
<td>SS 4.3: Each year, beginning in fall 2019, all migrant students in grades 9-12 will participate in instructional and support services.</td>
<td>II 4.3: Beginning in 2019, 70% of migrant students in grades 9-12 will receive 2 or more hours of instructional and support services each year.</td>
<td>• Assist students in establishing a support network through the Graduation Plan Part 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Organize student events where they can meet and socialize, discuss problems, get help with homework, and have fun</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Help migrant staff, parents and students learn more about Graduation Pathways, Regents Appeal procedures, and other relevant information</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Provide opportunities for youth to develop relationships with caring adults, role models, mentors, and opportunities to explore the larger community through experiences like SOMLA and other leadership retreats, CAMP activities, college visits, guest speaker events, graduation recognition events and other programming</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Advocate for and make referrals for students to participate in school extracurricular activities and community programs (including transportation referrals and assistance)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Collaborate with local schools, libraries, community- and faith-based organizations to develop opportunities for youth to expand their experiences and to build supportive networks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Join students in meetings with guidance counselors to coordinate services and schedules</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Build student self-advocacy skills (e.g., learning</td>
</tr>
<tr>
<td>Services</td>
<td>Required Service Strategies</td>
<td>Implementation Indicators</td>
<td>Suggested Implementation Methods</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------</td>
<td>---------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>about the process, practice reaching out to counselors, etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Facilitate summer school participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Conduct school and district outreach about trauma-informed practices/SEL needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Coordinate and collaborate with schools and districts to address students’ learning gaps</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Coordinate with districts on the use of the PASS program and other credit recovery activities for obtaining course credits and credit accrual</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Coordinate with districts on the use of different graduation pathways and approved alternative tests in lieu of Regents exams for course completion and graduation credit accrual</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• For students with interrupted or limited formal education, connect them to all MEP instructional and support services, including goal setting (e.g. OSY Personal Learning Plan or Graduation Plan)</td>
</tr>
</tbody>
</table>
Table 15. Early Childhood Service Delivery

Overall Service Strategy: Provide referrals and/or instructional services to children, P3-P5, to prepare them to enter Kindergarten ready to learn.

<table>
<thead>
<tr>
<th>Services</th>
<th>Required Service Strategies</th>
<th>Implementation Indicators</th>
<th>Suggested Implementation Methods</th>
</tr>
</thead>
</table>
| 5.1 Promote Kindergarten readiness through literacy and math fundamentals, as well as social and emotional skill development | **SS 5.1.A:** Each year, beginning in fall 2019, Level 2 migrant preschool children ages P3-P5 determined to be candidates for instructional services will participate in 12 or more hours of instructional services within each program year. | **II 5.1.A:** Each year, beginning in fall 2019, 70% of Level 2 migrant preschool children ages P3-P5 determined be candidates for instructional services will participate in 12 or more hours of instructional services within each program year. | - For preschool age students without access to preschool programs, prioritize in-home instructional and family literacy services  
- Support parents as first teachers and advocates for their children  
- Provide books and other reading materials, including bilingual instructional resources  
- Identify and/or develop early childhood teaching and learning activities to share with parents  
- Provide instructional services focused on the development of fundamental literacy and math skills for in-home use, at central locations, or other locations as needed  
- Use the child development framework with parents and families  
- Offer family literacy services to parents of young children  
- Plan MEP-sponsored early childhood programs and activities to foster school readiness and social skill development. Hold these at central locations or collaborate with local libraries.  
- Refer families to preschool, community events or resources (e.g., food and health/dental assistance), and childcare services  
- Focus on social and emotional learning and identity development for preschool children  
- Support parents in acquiring skills and resources to support their child’s social-emotional development |
| | **SS 5.1.B:** Each Level 2 preschool child ages P3-P5 determined to be a candidate for instructional services will have an initial NYS-MEP Early Childhood Assessment Tool (ECA). | | }
<table>
<thead>
<tr>
<th>Services</th>
<th>Required Service Strategies</th>
<th>Implementation Indicators</th>
<th>Suggested Implementation Methods</th>
</tr>
</thead>
</table>
| 5.2 Support and encourage preschool enrollment                        | [no required strategy]            | [n/a]                     | • Refer and help families to register for preschool programs and advocate with programs for enrollment flexibility to support student and family needs  
• Provide district McKinney-Vento “Homeless” liaisons a list of migrant eligible preschool children in their district and a copy of the required preschool registration information |
| 5.3 Increase parent capacity to support children’s growth and well-being, including health and health-related compliance requirements | [no required strategy]            | [n/a]                     | • Facilitate immunizations by assisting parents with appointments, referrals to health insurance navigators who speak their home language, transportation, record keeping, and provision of records to preschools  
• Ensure staff have adequate information and data security and management training when handling immunization records, including use of the CDC immunization tracker in English and Spanish and/or bracelets  
• Consider referrals to local health centers that can determine prior immunizations through blood testing |
Table 16. OSY Service Delivery

**Overall Service Strategy:** Provide instruction to support the development of language proficiency, instructional goals or life skills.

<table>
<thead>
<tr>
<th>Services</th>
<th>Required Service Strategies</th>
<th>Implementation Indicators</th>
<th>Suggested Implementation Methods</th>
</tr>
</thead>
</table>
| 6.1 Increase access to services that meet the unique needs of individual OSY | SS 6.1.A: Each OSY receiving instructional services (Level 2) will have an NYS-MEP Personal Learning Plan (PLP). | II 6.1.A: Beginning in fall 2019, 75% of OSY receiving instructional services (Level 2) will complete a NYS-MEP Personal Learning Plan (PLP). | • Provide holistic services aimed at developing and achieving goals in PLP and to encourage personal responsibility  
• Provide strategic tutoring, problem solving, and social-emotional learning and support  
• To facilitate the referral process, compile a directory of agencies, community resources, and service providers and their contact information, including county-by-county listings, using Padlet pages  
• Make referrals and connections to appropriate programs and services (e.g., TASC Alternative Education Program, Job Corps, ENL/ESL programs, Literacy Volunteers), including transportation support  
• Provide instructional services and mini lessons that focus on mental health and resilience, using GOSOSY resources and mental health lessons  
• Conduct monthly visits with life skills lessons on how to achieve greater social and emotional well-being and to ensure personal health and safety  
• Offer field trips with transportation provided  
• Conduct employer outreach and develop partnerships to support OSY students’ involvement in community events and other activities  
• Facilitate OSY students’ involvement in soccer, community picnics and other activities  
• Advocate for individual needs and support services  
• Refer OSY students to local mental health services, as needed |
<table>
<thead>
<tr>
<th>Services</th>
<th>Required Service Strategies</th>
<th>Implementation Indicators</th>
<th>Suggested Implementation Methods</th>
</tr>
</thead>
</table>
| 6.2 Facilitate English Language skill development | **SS 6.2.A:** Each year, beginning in fall 2019, Level 2 OSY receiving instruction in English will participate in 12 or more hours of English instruction within each program year. | **II 6.2.A:** Each year, beginning in fall 2019, 70% of Level 2 OSY receiving instruction in English will participate in 12 or more hours of English language instruction within each program year. | - Provide functional English instruction to support effective communication in different everyday situations  
- Advocate for access to bilingual staff for social services  
- Identify and refer students to digital tools and apps for learning and practicing English  
- Provide tutoring in English as a New or Second Language (ENL/ESL) |
| 6.3 Re-engage migrant dropouts in their education | **SS 6.3.A:** The MEP will contact migrant students who drop out of school within 45 school days of the METS being notified of dropping out, will assist them in completing an OSY Profile, and will address identified needs. | **II 6.3.A:** % of migrant students who drop out of school and were successfully contacted by the MEP within 45 school days of METS receiving notification of drop out status.  
**II 6.3.B:** % of contacted migrant students who dropped out of school who complete an OSY Profile.  
**II 6.3.C:** % of students who dropped out who received at least one instructional or support service. | - Use the draft Adolescent Checklist and other tools, where applicable, to identify early warning signs and to alert teachers and parents to the need for interventions  
- Cultivate trusting relationships with students and families to get a deeper understanding of which students are most likely to drop out  
- Communicate and connect with dropouts, and obtain new contact information as necessary  
- Make referrals and connections to appropriate programs and services, including High School Equivalency (including through AHSEP), TASC Alternative Education Program, Job Corps, ENL/ESL programs, Literacy Volunteers  
- Support students in pursuing a high school diploma by re-entering high school or participating in a formal credit recovery program  
- Identify and activate the student’s network, including adults connected to his/her school, employment, or other community organizations, as well as community and family members |

---

4 In some cases, the NYS-MEP provides indicators that will be monitored with no specific target level, usually because the program has no prior experience with or baseline for that data. Describing the indicator provides an outline for data that should be collected to understand how the program is being implemented, from which future targets can be established if desired.
3.4 NYS-MEP Parent and Family Engagement Plan

Introduction

The NYS-MEP recognizes the critical role that parents and family play in their children’s academic, social and emotional development, beyond State and federal mandates and requirements.

Program Commitments

The NYS-MEP considers parent and family engagement to be a priority and seeks to implement strategies for effective home and MEP engagement that are systemic, integrated, sustained, purposeful, and framed through the lens of the Theory of Action (ToA).

To be systemic, parent and family engagement is purposely designed as a core component of MEP goals, including school readiness and student achievement. Parent and family engagement are both integrated into MEP structures and processes, including professional development, teaching and learning, community collaborations, and continuous improvement and accountability activities (e.g., Comprehensive Needs Assessment, State Service Delivery Plan, etc.). And to ensure sustainability, the NYS-MEP allocates resources and develops community partnerships to ensure purposeful and sustained parent and family engagement to effectively promote student learning and achievement.

Such activities, designed to be linked to student learning and success, are grounded in partnerships and shared responsibility among families, schools, community, and the METS; continue for the duration of three year of migrant eligibility; and occur across multiple settings and contexts such as home visits, informal conversations, information and resource sharing sessions, and workshops. They include, but are not limited to:

- Learning from parents about a family’s background and their knowledge and experience with their children’s needs;
- Supporting parents as primary teachers and advocates for their children;
- Promoting high parental aspirations for their children;
- Creating opportunities for parents and families to connect and build networks;
- Building common ground to determine mutual goals and priorities through collaboration and cooperation to ensure student success;
- Seeking parents’ input on improving statewide and regional migrant education programs and services for children;
- Providing equitable access to parent and family engagement opportunities to every migrant parent and family; and
- Celebrating success!

Understanding Parent and Family Engagement

In the NYS-MEP, effective parent and family engagement is defined as student-centered, two-way communication that focuses on supporting parents and families in the three interdependent focus
areas of the State ToA, including (1) Subject Content and Instruction; (2) Advocacy to Self-Advocacy; and (3) Positive Identity Development.

- **Subject Content and Instruction**: Building on the skills and strategies of parents and families as primary teachers for their children, this includes supporting parenting practices related to language and literacy acquisition, social and emotional development, as well as learning and wellness both at home and in school (Caspe et al., 2019).

- **Advocacy to Self-Advocacy**: The Advocacy to Self-Advocacy continuum emphasizes doing things with parents and family rather than doing things for them. This is achieved by meeting parents where they are and to help them build their own skills and deepen their knowledge to promote student and family self-efficacy, independence, and capacity for self-advocacy in preparation for the end of the three-year migrant eligibility period.

- **Positive Identity Development**: This is a process by which people come to understand themselves both as individuals and in relation to others and, by doing so, raises healthy self-awareness, self-esteem and self-efficacy and amplifies the strengths that migrant students and families bring to school and community that are crucial for student academic and social success.

### Parent and Family Engagement Plan

The NYS-MEP’s Parent and Family Engagement Plan is based on guidance from the State Education Department (SED) for such requirements under ESSA Title I, Part A and from the Office of Migrant Education (OME) at the U.S. Department of Education. (New York State Guidance may be found online at the following link: [www.nysed.gov/common/nysed/files/pfe-guidance.pdf](http://www.nysed.gov/common/nysed/files/pfe-guidance.pdf).)

#### A. Mandatory State and Local Parent Advisory Councils (ESEA § 1304[c][3])

The NYS-MEP conducts regular statewide Parent Advisory Council (PAC) meetings and local Parent Advisory Council (PAC) meetings through the eight METS program centers across the State annually. The goals are to consult with and engage parents and families in shared decision-making concerning the planning, operation, and evaluation of statewide and local migrant programs and services and to identify strategies for reducing barriers to meaningful parent and family engagement.

The NYS-MEP also solicits feedback from parents and families through statewide and local PACs on ongoing statewide program improvement processes, including the federally-mandated Comprehensive Needs Assessment (CNA), the development and implementation of the State Service Delivery Plan (SDP), and the Evaluation of Programs and Services as per requirements under Title I, Part C.

Implementation Guidelines, collectively known as the Guidance Documents, for parent and family engagement can be found online. (See, the Implementation Guidance for the NYS-MEP Parent and Family Engagement Plan at: [www.nysmigrant.org/resources/parents](http://www.nysmigrant.org/resources/parents).) PAC guidance is specifically included in “Implementation Chart A – Parent Advisory Councils (PAC).” For scenarios, please refer
to PAC: Examples of Consultation with Parents and Families through Planning, Operation, and Evaluation.

B. Effective Access to Parent and Family Engagement

The NYS-MEP strives to reduce participation barriers by increasing language accessibility and inclusivity and making it easier for parents and families to participate meaningfully in PACs and other parent engagement meetings and activities. This includes, but not limited to:

- Translating fliers, agendas, and materials into a format and language parents and families understand, as well as offering language interpretation at meetings;
- Providing fliers and invitations for the PAC and other group meetings and events ahead of time for planning purposes, with the time and location clearly stated; and
- Reducing barriers to attendance, such as providing flexible meeting times and locations and providing onsite childcare and student activities, transportation, and light refreshments, where appropriate and necessary.

State guidelines that address effective access can also be found in the Implementation Guidance for the NYS-MEP Parent and Family Engagement Plan, specifically “Implementation Chart B - Effective Access”. (See, www.nysmigrant.org/resources/parents.)

C. Individual and Group Parent and Family Engagement (other than PAC)

In addition to statewide and regional PAC meetings, the eight METS program centers provide parents and families additional opportunities for learning, sharing, and socializing based on the needs of the students and families. Families are also provided with information about their local METS program, including available programs and services, as well as the NYS-MEP Parent and Family Engagement Plan.

Group activities, both formal (e.g., workshops) and informal (e.g., family picnics), serve to promote reciprocal conversations in support of mutual goals and priorities, meeting parents and families where they are, and building their knowledge and skills to support children’s achievement through the lens of the NYS-MEP ToA. These activities also serve to build parent and family capacity as children’s first teachers and advocates, and to create opportunities for parents and families to connect and build networks.

Based on the needs of the students and families as well as the capacity and resources of individual METS program centers, these activities may be conducted as group events and/or as individual parent and family contacts during each program year.

Individual Contacts

Migrant educators provide outreach to individual parents and families during in-person home visits and via texting, calling, video-conferencing, emailing through various virtual platforms, and regular mailing or shipment of print materials and supplies. Individual parent and family contacts increase
engagement and serve to build trust, creating a strong basis for an ongoing, meaningful, and more effective partnerships.

Through these varied virtual platforms, migrant educators, parents and families can also have timely conversations about a student’s individual needs and development. Migrant educators can also share tools, strategies and resources that promote parent education strategies aimed at maximizing positive outcomes for students and families, supporting parents as primary teachers and advocates for their children.

**Group Activities**

The METS program centers organize group events such as meetings, Family Nights, Town Halls, picnics, and celebrations to engage parents and families in supporting their children’s education. The advantages of group events are that the METS can engage more parents and families at once, and meaningful dialogs can be fostered. This gives parents and families an opportunity to connect and build mutually supportive networks that strengthen their own capacity to support the academic achievement of their children, and to allow them to advocate more effectively on behalf them.

State guidelines that address non-PAC engagement can be found in the *Implementation Guidance for the NYS-MEP Parent and Family Engagement Plan* “Implementation Chart C – Individual and Group Parent and Family Engagement (Other than PAC)”. (See, www.nysmigrant.org/resources/parents.) For scenarios and resources, please also refer to *Applying the NYS-MEP Theory of Action Framework to Parent and Family Engagement*, the *NYS-MEP Advocacy to Self-Advocacy Continuum* and *Joyce Epstein’s Six Types of Involvement* (Epstein & Salinas, 2004).

**Evaluating Parent and Family Engagement**

The online *Implementation Guidance for the NYS-MEP Parent and Family Engagement Plan* (www.nysmigrant.org/resources/parents) also provides detailed information for documenting required data elements, reporting requirements, and best practices for parent and family engagement in the NYS-MEP.

It should be noted that local METS may also provide additional opportunities to connect parent and family engagement strategies and outcomes based on local capacity, resources, interests, and needs. This often occurs in collaboration with community partners, programs, and services. Local data collection and evaluation, as well as documentation and reporting, from these additional parent and family engagement activities may include information from surveys and questionnaires, parent actions, observations, student outcomes, case studies, and self-reporting by students and parents. They are used locally for data inquiry in shared decision-making and for driving program decisions.

In the service of continuous program improvement, the NYS-MEP and Statewide PAC will jointly review and revise the Parent and Family Engagement Plan on an ongoing basis.
3.5 Priority for Services (PFS): Definition and Requirements

In accordance with ESEA § 1304(d), the NYS-MEP must give Priority for Services (PFS) to migratory children who have made a qualifying move within the previous 1-year (12 month) period and who:

- are failing, or are most at risk of failing, to meet challenging State academic standards; or
- have dropped out of school.

A qualifying move is defined in the statute as a move by a student, accompanied by a migratory agricultural worker, due to economic necessity (a) from one residence to another residence; and (b) from one school district to another school district. The Qualifying Arrival Date (QAD) on a student’s Certificate of Eligibility (COE) is used to identify the students with a qualifying move within the previous 1-year period.

The NYS-MEP uses data from MIS2000, MSIX, and a child’s school during the needs assessment process to identify those migrant students who are “failing” or “at risk of failing”. Key factors that are considered for such determinations include:

- failed State test(s);
- limited English proficiency;
- below modal grade (i.e., the student is older than the typical student in that grade);
- retention in grade;
- credit deficiency in grades 9-12; and
- low academic grades.

Once migrant eligibility is determined and the student is designated as PFS, the Academic Services Intensity Rubric (ASIR) is applied to ensure an appropriate service level for each PFS student in the program. PFS students are the only students eligible for Level 3 services. Level 3 is the most comprehensive service level provided to eligible students, allowing for the greatest frequency, duration, and intensity of services.

3.6 NYS-MEP Professional Development Plan

The NYS-MEP recognizes professional development as fundamental to the success of the program. Effective professional development is defined as “structured professional learning that results in changes in teacher practices and improvements in student learning outcomes” (Darling-Hammond et al., 2017). The NYS-MEP believes that professional development increases the knowledge of migrant educators and recruiters and enhances their professional skills, deepens their understanding of and appreciation for the unique needs of migratory children and their families, and strengthens their capacity to ensure the learning success of all migrant students.

The NYS-MEP Professional Development Plan is designed to provide the structure and means by which migrant educators and recruiters continuously enhance their individual and collective
professional competency and growth. It recognizes that high quality professional development that improves the learning of all migrant students are:

- compelling, engaging, and meaningful;
- focused on the effective implementation of evidence-based practices;
- aligned to New York State Learning Standards;
- driven by regular and systematic analyses of data and information on student learning;
- responsive to the needs of migrant educators and recruiters (i.e., timely and relevant); and
- best accomplished through collaborative learning communities whose goals are aligned with the improvement priorities of the NYS-MEP.

Goals

Through its professional development initiatives, the NYS-MEP aims to improve the professional practice of New York State migrant educators and recruiters in order to improve the academic achievement of migratory students and youth.

Core Beliefs #1 – Qualities of Successful Professional Development

For professional development to have a positive and lasting impact on professional practice and the achievement of migratory children and youth, it must be: (1) consistent and ongoing; (2) collaborative; and (3) responsive and job-embedded.

1. High quality professional development is consistent and ongoing. The NYS-MEP provides ongoing and aligned professional development opportunities at the State and local levels throughout the calendar year. Consistent with research on adult learning, the NYS-MEP believes that the duration of professional development must be significant and ongoing to allow time for migrant educators and recruiters to learn new strategies and grapple with implementation. When delivery is of sufficient intensity and duration, there is greater opportunity to have a positive and lasting impact on professional performance and, therefore, to increase the achievement of migratory children and youth.

2. High quality professional development is collaborative. As a community of practitioners, the NYS-MEP recognizes the wealth of strengths and experiences among migrant educators and recruiters. In addition to workshops and trainings, the NYS-MEP provides opportunities for collaborative learning and practice among members of a work team (e.g., recruiters, data specialists, and migrant educators who provide early childhood, adolescent, or OSY services). Such professional development can occur regionally at the METS-level in response to specific local needs, as well as at the State level based on global needs or statewide initiatives. It may include discussions among work colleagues, independent reading, research and practice, observations of a colleague’s work, or peer learning, so long as it is aligned with the improvement priorities of the NYS-MEP. When internal capacity is insufficient to address a specific need (e.g., mindfulness), the NYS-MEP seeks and fosters professional development partnerships with external experts and community organizations.
3. High quality professional development is *responsive and job-embedded*. The NYS-MEP believes that implementing effective professional development requires responsiveness to the current and emerging needs of migrant educators and recruiters. It is intentionally content- or task-specific and based on the context(s) in which professional practice takes place, be it teaching and learning or identification and recruitment. The NYS-MEP seeks to create spaces for migrant educators and recruiters to come together as communities to share ideas and collaborate through active learning that uses models of effective practice, often in job-embedded contexts, that positively change the culture and practice in a respectful climate of shared values. The NYS-MEP also provides opportunities for peer coaching and expert support with feedback, follow-up, and reflection. At the same time, professional development also serves to respond to the physical and social-emotional needs of migrant educators and recruiters in order to strengthen their resiliency and capacity for effectively supporting the needs of migrant children and families.

**Core Beliefs #2 – Translating Professional Development to Student Success**

Effective professional development supports the academic success of migratory students and youth. To bridge the gap between theory and practice, the NYS-MEP adopts a holistic student-centered approach to teaching and learning as detailed in the NYS-MEP Theory of Action (ToA).

See, Figure 1 and Figure 10. The NYS-MEP utilizes both formal (e.g. survey responses, student achievement data, etc.) and informal (e.g. mentoring discussions, peer coaching, etc.) feedback to identify needs and priorities to be addressed by professional development in the implementation of subject content and instruction, advocacy to self-advocacy, and positive identity development.

**Planning and Design Based on Needs**

![Figure 10: NYS-MEP ToA Focus Areas](image)
Planning and Design of NYS-MEP Professional Learning and Development

Based on the two Core Beliefs outlined above, the NYS-MEP and METS-level professional development strategy is to enhance the ability of migrant educators to understand and use data, and to implement curricula, needs analyses, testing measures and instructional strategies to improve the teaching and learning of migratory children and youth through the lens of the ToA.

Similarly, the professional development strategy for the statewide ID&R-TASC program center is to support recruiters in implementing effective interviewing and re-interviewing of potentially migrant-eligible children, making reliable and valid student MEP eligibility determinations as well as to provide initial instruction and supportive services, as necessitated by circumstances.

The planning and design of the NYS-MEP professional learning and development strategy follows the conceptual and relational data inquiry model shown in

Figure 11, below. It should be noted that students, parents, migrant educators, and recruiters are consulted and engaged in the planning of professional learning and development opportunities to address the emerging needs that inform them. In terms of design, the NYS-MEP leverages expertise from within the program at large, spearheaded by the Technical Assistance Support Center (TASC) under the ID&R-TASC. Where such expertise does not exist within the program, the NYS-MEP collaborates and consults with outside agencies and consultants to provide sustained, work-embedded professional learning within the framework of the ToA.

Figure 11: Planning and Design of NYS-MEP Professional Learning and Development
Professional Learning and Development Implementation Models

The Technical Assistance Support Center (TASC), under the statewide ID&R-TASC program center, serves as the lead for statewide coordination and training; each regional METS program center also provides localized professional development for its own staff that is made available to the rest of the State as well. As illustrated in Figure 11 above, professional learning and development decisions are made through the iterative steps of assessing need, planning, implementing, and evaluating current professional development offerings throughout the year. Evaluation results become data for the next needs assessment, enabling the ID&R-TASC and METS program centers to make informed decisions that address new and emerging needs.

**Statewide.** The NYS-MEP, through the ID&R-TASC program center, provides live statewide Virtual Professional Development (VPD) workshops. The VPD workshops are determined based on the annual PD needs assessment, which identifies priorities for the year. In addition, ID&R-TASC coordinates virtual Pop-Up workshops to provide immediate professional development opportunities in response to new and emerging needs. Such professional development is delivered by qualified NYS-MEP staff or qualified individuals from relevant local and State organizations. ID&R-TASC also provides Continuing Teacher and Leader Education (CTLE) certificates to participants requiring professional credit accrual.

**Individual METS Program Centers.** METS Directors plan and coordinate professional learning opportunities for migrant educators in response to both site-specific and identified statewide needs. Directors provide training and collaborate with local agencies, such as the New York State Regional Bilingual Education Resource Networks (RBERNs), Boards of Cooperative Educational Services (BOCES), and Institutions of Higher Education (IHEs), to identify content experts and trainers. Regional METS can utilize professional development modules and resources from the NYS-MEP’s website to provide professional development training for migrant educators. They can also leverage technology resources such as Zoom Virtual Conferencing® or Slack® and provide CTLE certificates for participants requiring professional credit accrual.

**Web-based.** On-demand, web-based professional training modules allow migrant educators and recruiters to learn on their own time and on their own terms. Individuals can access these web-based modules as well as instructional and job-related resources on the NYS-MEP website. (See, [www.nysmigrant.org/resources/pdf](http://www.nysmigrant.org/resources/pdf).) An online form for requesting Continuing Teacher Leader Education (CTLE) certificates from ID&R-TASC showing completion of these modules can be found there as well.

**Individualized.** Staff members receive individualized professional learning opportunities as needed from ID&R-TASC, including new employee orientation offerings, that may be conducted either statewide or by the METS (e.g. region-specific new employee orientation, case load review, increasing English language acquisition, development, and proficiency).
Evaluation of professional development involves collecting and analyzing multiple levels of data (Guskey, 2002). Methods used by the METS and ID&R-TASC to evaluate impact on staff practice may include exit questions about participants’ initial reactions to a workshop; participant reflections or demonstration of new learning; and follow up observations, participant reflections, or interviewing participants about their use of the new knowledge and skills. Beyond the impact of professional development on professional practice, the NYS-MEP also evaluates student-learning outcomes for trends and impact as a result of improved practice.

3.7 Identification and Recruitment (ID&R)

The NYS-MEP relies on effective identification and recruitment. Identification is the process of determining the location and presence of migrant children, while recruitment is defined as making contact with migrant families, explaining the NYS-MEP, securing the necessary information to make a determination that the child is eligible for the program, and recording the basis of the child’s eligibility on the official Certificate of Eligibility (COE).

The New York State ID&R-TASC program has 23 statewide recruiters who work with local METS, school districts, farms, agribusinesses, local community agencies, community leaders and migrant families and interfaces with the national Migrant Student Information Exchange (MSIX) to identify and recruit eligible migrant youth. In addition, recruiters use data from MIS2000 – the statewide migrant student data management system – to locate migrant families based on previous migratory trends and work histories. Recruiters also use reports generated by the New York State Department of Labor (NYSDOL) and the New York State Department of Agriculture (NYS-DOA).

Identifying and recruiting families is a complicated task that requires well-trained recruiters. The following are strategies that the NYS-MEP has employed to develop well-trained recruiters across the State:

- e-Newsletters highlighting best practices
- Shadowing veteran recruiters
- Two statewide, mandatory trainings
- Annual recruiter evaluations
- Statewide recruiter manual
- Use of mentors and peer coaches
- Quality control “sweeps,” where an area is canvassed by multiple independent recruiters
- Attendance at local, statewide, and national meetings
- Annual re-interview of 50 or more completed COEs, along with an independent re-interview every three years

In addition, a designated State Reviewer reviews every COE to ensure accuracy and completeness. This task is undertaken by the Director of the ID&R-TASC program center. The State has been using electronic COEs at 100% since September 2018, which has improved the accuracy and timeliness in the identification and recruitment of migratory children.
3.8 Transfer of Student Records

The NYS-MEP is responsible for promoting inter- and intra-State coordination of services for migrant children, including providing for educational continuity through the timely transfer of school records. To assist with this, the State uses MIS2000 and the Migrant Student Exchange (MSIX) migrant student data management systems to report and share information. The manual for New York State may be accessed online. (See, www.nysmigrant.org/resources/library/MIS2000.)

The NYS-MEP also hosted the Records Exchange Advice, Communication, and Technical Support (REACTS) team and has developed a process to share information both within the boundaries (intrastate) and across States (interstate) in a timely manner.

The statewide ID&R-TASC program center, in collaboration with the regional METS, demonstrates the features and functions of the national MSIX migrant student data management system to New York State guidance counselors at local, regional, and statewide meetings and conferences. For those guidance counselors who are interested and expressed such needs, the ID&R-TASC provides training and grants access as requested to better serve the needs of migrant children and their families in the schools and school districts. New York State is committed to using the national Migrant Student Information Exchange (MSIX), an advanced notification system, with regional partner States like Pennsylvania and Vermont, as well as any other States to which NYS-MEP students relocate. This tool has proven to be extremely useful in verifying the migration of children and youth.

The ID&R-TASC program center runs various reports and conducts annual reconciliation of student data in coordination and consultation with school districts to minimize duplication of migrant students. These reports are verified by the local METS and then merged by the Director or Training Coordinator at ID&R-TASC. This ensures unduplicated data in MSIX. This process of using local METS, recruiters, school districts and the Office of information and Report Services (IRS) at the Department has clearly been beneficial to determining the accuracy of such data.
For program improvement purposes and in accordance with the evaluation requirements as per Section 34 CFR§200.84 and 200.85, data will be collected to measure implementation and results achieved by the NYS-MEP against the performance targets outlined above in this SDP. Results from evaluation will be used at the State and local levels to determine which services to expand, replicate, scale back, or eliminate.

### 4.1 Evaluation Design

By design, the evaluation plan written for inclusion in the State Service Delivery Plan (SDP) provides an overview of the evaluation design and does not establish all the particulars that will guide the evaluation. NYS-MEP stakeholders are especially concerned with the way incomplete and partial data will be handled. This is detailed in Appendix H: Evaluation Design Detail.

### 4.2 Program Evaluation

The NYS-MEP will evaluate the State Service Delivery Plan (SDP) in a manner congruent with the law, regulations and guidance that pertain to Title I, Part C using program monitoring, MEP-specific assessments, structured and supported statewide migrant data collection, and third-party evaluation of program implementation, State performance targets, and measurable program outcomes. Details follow.

**Purpose**

The MEP evaluation is designed to drive program improvement and determine the extent to which the NYS-MEP:

- jointly plans and coordinates with Title I, Part A; Title III, Part A; the McKinney-Vento Homeless Assistance Act; and other federal, State and local programs as specified by the *Every Student Succeeds Act* (ESSA) of 2015;
- is meeting and/or making progress toward the State Performance Targets (SPTs) for migrant students established to meet the goals of the Title I, Part C State Migrant Education Program;
- achieves the specific implementation efforts outlined in the SDP; and
- demonstrates progress on the Measurable Program Outcomes (MPOs) in relation to SDP implementation efforts.

**Evaluation Plan**

The evaluation will build on prior statewide NYS-MEP evaluations that led in part to significantly improved migrant program data integrity and collection procedures, accompanied by improved statewide student information system accounting for migrant students. Both outcomes have provided for strong and ongoing evaluation and program improvement.

The evaluation process is designed to support the assessment of new data and implementation measures specified in the SDP. These include the NYS-MEP Migrant Student Needs Assessment; NYS-MEP Academic Services Intensity Rubric (ASIR); NYS-MEP Student Graduation Plan (GP); NYS-
MEP Personal Learning Plan (PLP); NYS-MEP ELA and Mathematics Assessments; NYS-MEP Early Childhood Assessment (ECA); and the NYS-MEP Basic Oral (English) Language Screening Test (BOLST).

Among these, the ASIR and the Needs Assessment are most central to understanding changes in the approach to serving migrant children and youth going forward. The ASIR and the Needs Assessment were adopted to increase uniform statewide determination of the level and type of instructional services each migrant student will receive, including assurances for serving Priority for Service (PFS) students. The service levels and types established in the ASIR inform the particulars of the implementation indicators and measurement program outcomes outlined in the SDP and will be reviewed annually. Each new measure, together with other data relevant to the evaluation, will be included in an annual, comprehensive data collection plan that identifies the specific data to be collected, by whom, for whom, when, and where it is to be recorded.

Evaluation of the NYS-MEP will be conducted annually beginning in the 2020-2021 program year. The evaluation will examine and report on progress toward each State Performance Target (SPT), implementation indicator, and Measurable Program Outcome (MPO), both statewide and by METS. Statewide migrant student performance on Performance Targets will be disaggregated by PFS, non-PFS, and by the level of services targeted and received. Data will be drawn from the statewide MIS2000 student data management system, the Department’s databases, NYS-MEP assessments, and implementation documents (outlined above), and METS and parent surveys as needed.

To aid in improving program performance, the evaluation will provide statewide and regional estimates of the relationship between program implementation and student outcomes, including measures of statistical confidence in those estimates.

Data regarding the extent to which regional programs are implementing the SDP as specified will be gathered through the NYS-MEP monitoring process. The NYS-MEP, using a rubric and monitoring guide that directly references the specific components of the SDP, the regional METS applications, and Title I, Part C regulations and guidance, implements Self-Assessment, Desk Review, and Comprehensive Monitoring annually. Additionally, regional and statewide interim results will be provided to and reviewed with each regional METS program in February and August of each year, beginning in 2020 (i.e., mini-CNA), for the purpose of promoting ongoing internal data review and related decision-making.

**Evaluation Reporting and Use**

Results from the evaluation components will be used to drive program improvement, inform regional and State level staff members of progress and performance, inform migrant parents of the status of NYS-MEP efforts, communicate with the Department’s staff about the NYS-MEP, and comply with the reporting requirements of the Office of Migrant Education (OME) at the U.S. Department of Education (ED). The ongoing data collection plan, semi-annual progress reporting, and external evaluation will each be used to inform implementation changes and program improvements. Program monitoring will be used to assure compliance with federal regulations and the SDP plans, as well as to provide input into program improvement. The annual external evaluation reports will be used to communicate with parents, migrant program staff, State
Education Agency (SEA) audiences, and OME about the status of the NYS-MEP State Performance Targets (SPT), Measurable Performance Outcomes (MPO), and program implementation.


The Collaborative for Academic, Social, and Emotional Learning (CASEL). (n.d.) *SEL: What are the core competence areas and where are they promoted? Interactive SEL Framework*. Online at: https://casel.org(sel-framework/)
APPENDIX A: 2018-2019 CNA-SDP COMMITTEE

Kin T. Chee Coordinator, State Migrant Education Program, NYSED
Erin Allen Facilitator, State Migrant Education Program, NYSED
Elizabeth Bliss Senior Education Specialist, ID&R-TASC
Donna Spence Director, Brockport METS
Alexis Abramo Interim Director, Cortland METS
Betsy Kulis Data Specialist, Cortland METS
Mary Anne Diaz Education Specialist, ID&R-TASC
Lucia Johnson Director, Fredonia METS
Steve Nole Interim Director, Genesee Valley METS
Eric Pukos Director, HEP, Geneseo Migrant Center
Lisa Rivera Program Facilitator, Genesee Valley METS
Maryellen Whittington-Couse Director, Mid-Hudson METS
Mary Kline Director, Mohawk Regional METS
Laura Burnett Director, North Country METS
Paul Gugel Director, Oswego METS
Julia Schnurman Director, Long Island-Metro METS
Will Messier Director, ID&R-TASC
Odilia Coffta Data Training Coordinator, ID&R-TASC
Travis Williamson OSY Training Coordinator, ID&R-TASC
Emily Hanehan Recruiter Training Coordinator, ID&R-TASC
Rob Hillman Technical Associate, ID&R-TASC
Betty Garcia Mathewson Director, NYS-MEP TASC
Pathy Leiva Director, CAMP, SUNY Oneonta
Jonnathan Salgado Recruiter, CAMP, SUNY Oneonta
## APPENDIX B: 2018-2019 CNA-SDP TIMELINE

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2018</strong></td>
<td></td>
</tr>
<tr>
<td>Conduct Final Focus Groups</td>
<td>October-November</td>
</tr>
<tr>
<td>Summarize Focus Group and State PAC Feedback</td>
<td>December 6</td>
</tr>
<tr>
<td>Concern Statement Data Collection/Analysis</td>
<td>December 6</td>
</tr>
<tr>
<td>Review CNA Data Collection and Elements to Date</td>
<td>December 7</td>
</tr>
<tr>
<td>Send Focus Group/State PAC/Data Summary to Directors</td>
<td>December 10</td>
</tr>
<tr>
<td>Directors Call: Review Focus Group feedback/adjust concerns</td>
<td>December 12</td>
</tr>
<tr>
<td>Planning Meeting for Jan 9</td>
<td>December 19</td>
</tr>
<tr>
<td><strong>2019</strong></td>
<td></td>
</tr>
<tr>
<td>Preview January 9 at SST Meeting</td>
<td>January 4</td>
</tr>
<tr>
<td>Initial Data Tables from 2017-2018 Evaluation</td>
<td>January 8</td>
</tr>
<tr>
<td>Virtual Consortium Day: Review/Extend CNA Proposed Solutions</td>
<td>January 9</td>
</tr>
<tr>
<td>Virtual Consortium Day: Part 2, Review Focus Group feedback/adjust concerns</td>
<td>January 9</td>
</tr>
<tr>
<td>Virtual Consortium Day: Review 2016 SDP via 2018 CNA findings</td>
<td>January 9</td>
</tr>
<tr>
<td>Virtual Consortium Day: Discuss State Performance Targets and MPOs related to needs and solutions</td>
<td>January 9</td>
</tr>
<tr>
<td>Full Draft of CNA</td>
<td>February</td>
</tr>
<tr>
<td>Task</td>
<td>Date</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Directors Call</td>
<td>February 13</td>
</tr>
<tr>
<td>Initial Framework and Draft Language of SDP</td>
<td>March 1</td>
</tr>
<tr>
<td>Pre-Consortium Review Draft</td>
<td>March 10</td>
</tr>
<tr>
<td>Consortium Review (Virtual Consortium Meeting)</td>
<td>March 14/15</td>
</tr>
<tr>
<td>Preview for any May State PAC meeting work necessary</td>
<td></td>
</tr>
<tr>
<td>Directors Call, Follow-up from March Consortium</td>
<td>March 20</td>
</tr>
<tr>
<td>SST Reviews Student Survey and State PAC Plan</td>
<td>April 3</td>
</tr>
<tr>
<td>Student Survey Window</td>
<td>April 5-May 17</td>
</tr>
<tr>
<td>Director’s Call Review of MPOs, Discuss Student Survey Admin</td>
<td>April 10</td>
</tr>
<tr>
<td>Draft SDP + CNA Summary</td>
<td>May 6</td>
</tr>
<tr>
<td>Directors Call</td>
<td>May 8</td>
</tr>
<tr>
<td>Virtual State PAC Spring Meeting</td>
<td>May 10</td>
</tr>
<tr>
<td>Consortium Review of SDP (in-person, Saratoga)</td>
<td>May 15 – 17</td>
</tr>
</tbody>
</table>
Note: Answers to the following are given in order of frequency of response

What are needs that, if met, would most help the education of your or other migrant children?

- Improved communication with schools, including more readily available translation/interpretation services, hiring more bilingual teachers, materials sent home in English and Spanish, etc. Parents want to get advice from teachers, discuss children’s progress, etc., but this is difficult because of the language barrier. Parents know that meetings at school are opportunities to give information to teachers about their children and to receive information from teachers, but many schools don’t have interpreters for these meetings, so parents cannot fully express concerns about their children. They are invited to meetings where teachers only speak English.
- More tutoring/instructional assistance, particularly at-home, before/after school, focused on math and reading/writing
- Transportation is a strong need, especially when a family needs to take a child to the clinic for school immunizations or parents want to attend school events
- Outreach to migrant families who don’t know about the program or the resources available to them
- Support for parents of children with special needs
- Life skills training
- Social-emotional support: understand when kids need help and how to help them, adjust for culture, know the signs of depression, bullying, etc.
- Equitable access to technology/connectivity
- Affordable books and school supplies
- A lower migrant student-to-teacher ratio
- Basic health and safety instruction (including Internet safety, potential impact of asbestos removal or other construction work in district, also addressing the fact that free school lunches only offer certain foods that are often non-nutritious)
- Know what is good/bad/healthy/unhealthy on Internet (web safety).

How might these needs be met?

- More tutoring (especially when it is in-home and can involve parents)
- Teach parents how to help their children stay focused, feel supported, and succeed academically
- Improve and increase communication between teachers and parents re: how children are doing in school (this also involves providing translation/interpretation services)
- Provide transportation assistance
- Teaching format examples should be sent home
- More books/school supplies should be sent home
- Involve older students and tutors more in meetings
- Teach students and families Internet safety. Understand cyberbullying and how to recognize signs of mental ill-health/depression
• Provide tutors with tablets for teaching English
• Start an after school childcare program
• Increase outreach to migrant parents and schools with migrant populations
• Organize a kick-back day at least 2 times per month where children can meet, discuss problems, get help with homework, and have fun doing it
• Establish peer groups for parents of children with special needs
• Better survey migrant parents regarding their and their children’s needs
• Increase family access to showers/soap/laundry facilities
• Spanish-speaking health insurance navigators are needed
• Build time in to conduct home visits or tutoring sessions to explicitly teach life skills
• Give migrant students offline alternatives to technology-based homework

Which services or activities provided by your local Migrant Education Program are most useful to you and your family? To other migrant children and families?

• Interpretation/translation services and assistance to parents learning English
• Tutoring, especially when it is offered in-home, is a valuable and flexible way to help migrant students as needed (esp. in critical areas like math and reading). It can also help parents understand what their children need to do/be doing to succeed academically.
• Summer school
• Parent meetings/family get-togethers/field trips, where students and families get acquainted and learn from each other about resources and opportunities.
• Provision of school supplies
• Advocacy/support/referrals to other agencies, programs, resources (includes food bank, McKinney Vento, mental health services, etc.)
• Homework support (esp. where it includes transportation or in-home help)
• Workshops

What changes would help improve migrant education services for you and your family?

• Add tutors/time for in-home tutoring and include tutors in parent-teacher conferences so all can be on same page and have the same goals for students.
• Continue/increase home visits and parent phone calls so parents know what’s going on with their child(ren) at school and feel empowered to help address any issues.
• Spend more instructional/tutor time on math and writing.
• Help parents find, set up, and use good apps/websites for learning
• Provide/facilitate adult education opportunities for parents, including English/Spanish and citizenship classes
• Offer support for parents and adolescents to help with transitions (to college or career, for those who test out of ENL, for those losing qualifying status, etc.).
• Provide connections to resources related to immigration and citizenship
• Offer transportation assistance to families. For example, afterschool programs benefit migrant children, but when schools can’t provide transportation, many cannot participate; parents often work extended hours and cannot transport students themselves. Consistent bus pickup/drop off times and locations are also a factor. Some parents must take their children to different places at different times.
• Facilitate migrant community building (so, for example, parents will help each other with babysitting so they can participate in adult education opportunities).
• The recorded video format of the PAC/CNA meetings were an expressed concern for some parents, who were focused on trying to turn away from the camera and stay out of the screen. Most Long Island Schools now require government issued photo ID that can be scanned into a computer that cross-matches to a federal database. Parents are aware (and reminded daily in the media and in their communities) that cameras recognize faces (just like on a smart phone) and believe participation could be putting their families at risk. This has also impacted parent visits to children's schools.

As a parent, what do you find most difficult about your child’s school? How could that be made easier for you?
• Given the language barrier that often exists for parents and the fact that not all schools have bilingual staff members, communication with districts, schools and teachers around both student progress and issues is a challenge. Most districts/schools call parents and send messages home in English only.
• Students need reliable Internet access and technology to complete homework assignments.
• Bullying is becoming an issue.
• Too few afterschool programs are provided.
• Some children aren’t challenged enough.
• Especially in math, where parents often learned concepts differently from the way their children are now taught, teachers should send examples home so parents can help children with homework.
• Parents want to participate in special days for parents and kids in school, but they are frustrated that they can’t do so without transportation help. They don’t want the schools to think they aren’t interested in participating.
Community participants included (job titles/descriptions provided by participants during FGs):

1. Shannon Turley, ENL teacher for Fulton SD, grades 9-12 (approximately 80% migrant)
2. Penny Medina, 27 years in middle and high schools teaching mostly ESL
3. Katia Chapman, Admissions & Financial Aid at Finger Lakes Community College, Co-founder of Adelante Student Voices (summer program for undocumented youth)
4. Kenney Gould, Clinical Social Worker at Hudson River Healthcare
5. David Mumper, Administrative & Resource Specialist for Southern Westchester BOCES
6. Eric Pukos, Director of the New York State High School Equivalency Program
7. Tanya Rosado-Barringer, Director of the Mid-State Regional Bilingual Education Resource Network (serves 126 districts, 9 BOCES)
8. Nelson Kise, Superintendent, Sodus Central SD
9. Mary Fullmer Quinn, Adolescent Outreach Director
10. Jennifer Bartimole, Adolescent Specialist for 7-12 graders in Sullivan County & Ellenville
11. Marjorie Stanton, taught migrant summer school (Oswego) for 6 years, also a regular teacher (ESL)
12. Peter Spence, Teacher, ran the PASS Academy for MEOP (Brockport)
13. Cheryl Gee, Survivor Services Coordinator at the Worker Justice Center of NY
14. Renan Salgado, Human Trafficking Specialist at the Worker Justice Center of NY
15. Mary Jo Dudley, Director of the Cornell Farmworker Program
16. Manuela Mitchell, ENL teacher in Williamson CSD
17. Richard Witt, Rural Migrant Ministry (since 1991)
18. Jean Ann, Professor, TESOL Program at SUNY Oswego
19. Marjorie Stanton, former Oswego ENL Teacher of Summer School
20. Peter Spence, former Brockport Director of Summer School

Summary of FGs/Interviews:

*Unmet needs observed among migrant students and families that keep them from fully engaging in or experiencing success in school....*

Needs Repeatedly Identified:

- Inability to advocate freely for one’s (or one’s family’s) needs based on limited English language acquisition. This includes a need to learn both the language of operations as well as content-specific language.
- Translation and interpretation services for students and families, especially as related to school and healthcare communications, documents, and engagement, as well as the education of parents re: why and how to engage with their children’s school/the school system.
- Access to affordable and reliable transportation for students and families.
  - Foundational skills, especially for migrant students placed into High School by virtue of age who lack pre-requisite skill-sets needed to succeed (e.g., literacy or English language skills).
Other “Top” Needs

- Assistance with developing an individualized long-term plan and pathways to success. This starts with schools, students, and families understanding better the breadth of options and opportunities available outside of school, whether one graduates or not.
- Smoother transitioning and a greater sense of belonging. Students and families may have had traumatic journeys and/or experience isolation in their new communities. Yet feeling a sense of connectedness to others (including schools) is highly correlated with positive student outcomes.
- Greater cultural responsiveness (in part an understanding, especially among educators and other service providers, of the differences between individualistic and a collectivistic societies).
- Increased access to technology, and especially device connectivity, outside of school.
- Bilingual and culturally appropriate mental health services.

Additional Needs Expressed

- Life skills training (setting appointments outside of school, filling out registration paperwork, etc.)
- Childcare, esp. for OSY.
- Credit transfer and class course differences between States/countries.
- OSY work schedules don’t allow them time off to participate in services.
- Access to legal services.
- Consistent messaging to districts and schools regarding resources for families in need of immigration assistance
- Statewide identification (and driver’s licenses) even for undocumented workers
- Overcoming prejudice, racism, low expectations even among educators unschooled in who these students are, where they came from, and what they’re capable of
- Overcoming poverty
- Teachers can’t realistically meet all the tremendous needs of migrant students (lots of eggs in the basket and they drop some eggs)
- Content teachers have absolutely no idea why students can’t start speaking, writing, reading in English – all teachers need to know more about this process

Ways for MEP to address needs and changes to help your work (or the work of your program) be more effective for migrant students

Ways/Changes Repeatedly Identified

- Advocate for better public transportation and/or reduced-price alternate transportation options for students and families. Look into designated/volunteer drivers, Uber Health.
- Build resource networks/increase knowledge for effective advocacy/referrals, especially partnerships around the provision of health services, improved Wi-Fi statewide as an alternate to meeting transportation needs, food pantries, and secondhand clothing stores.
- Provide consistent “onboarding” to districts expecting migrant students in their populations to acquaint teachers and counselors with the migrant ed. program, request recruiting assistance, share info about resources and services available to eligible students, etc.
Other “Top” Ways and Changes

- To the extent possible, reduce restrictions in the migrant qualification process and better track students who may qualify.
- To combat the challenges of providing effective mental health services using a Western medical model to those for whom a predominantly psychopharmacological approach may not be the most culturally appropriate, consider group workshops that encourage expression of shared experiences yet focus on strategies for coping as an alternate therapeutic approach.
- Develop and share a common narrative related to American cultural norms designed to ground students and families in why our systems work the way they do.
- Never cut (and ideally increase) home visits – this level of relationship and trust building is invaluable to getting eligible migrant students to engage in program activities and take advantage of available resources.
- Maintain summer school funding and expand resources/partnerships to continue to fund non-migrant eligible students who might continue to benefit from participation in such programs.

Additional Ways/Changes Expressed

- Rather than solely targeting HS migrant students (who may be new to the US education system without enough time to achieve college readiness) in activities such as college tours and experiences, engage younger migrant students to instill a sense of possibility coupled with clear steps toward achievement.
- Offer classes and/or resources to HS migrant students who are graduating or otherwise leaving school on how to launch a career without a network beyond the agricultural community one grew up with.
- Add migrant staff, especially bilingual tutors.
- Dedicate a tutor to assisting students seeking to pass TASC.
- Move program to be less paper-based: use technology more proactively with students and have staff complete paperwork electronically.
- Increased migrant program resources overall would allow the program to consider and adopt more creative solutions.
- Invite United Farmworkers to sit on a MEP Board of Advisors (or like a PAC).
- Find examples of the MEP working well with stakeholders and expand on their services. Well-functioning partnerships in politically sensitive areas are especially important.
- Show people who don’t know what the program really does. Get those who want to be "of use" but just don't know what to do involved. Demystify!
- Support kids teaching kids English while playing and other activities.

The above summary is based on the following notes/quotes from Community Focus Groups (points relevant to 2018 CNA roughly transcribed and organized):

Needs:

- Most work with migrants within schools is academic. We also need to think about SEL and cultural transitioning.
• Foundational skills, especially at the high school level. Teachers can’t go back and teach these at this point.
• Appointments outside of school, filling out paperwork for registrations etc., those are the areas where we always seem to be scrambling. They need life skills.
• They’re getting support, but not nearly enough. And support has been cut within the last year. For example, tutors for the homework club.
• Transitioning out of school. Making kids aware of options and opportunities whether they graduate from high school or not. Most migrant kids who stop going to school don’t have a very solid long-term plan. They need guidance that even their families can’t provide. And once they have a plan, how will they get there? These are the things they need reliable help with.
• Students identified as needing support are enrolled in an academic support class that is not specific to migrant students. It would be better if this were more tailored to their needs, more focused on life skills rather than content. Once they’re identified, that’s what they really need.
• For math, some kids need to learn how to use calculators or be able to comprehend the English of basic math operations first. “We can’t possibly close the gaps fast enough for kids to be able to survive in their Algebra 1 class, for instance.”
• Bilingual support in reading instruction. They have a wide range of literacy skills, but the regular school system doesn’t accommodate them.
• A lack of technology access and conductivity outside of school is an obstacle.
• In the past year or two needs have increased, but there is less support available. The migrant population has more than doubled, but the number of tutors, for example, dropped from 3 to 1. And this population is also needier.
• The restrictions in the MEP qualification/eligibility process limit program participation. The ones who are still migrant workers but now settled in one area and don’t move fall through the cracks.
• There are diverse needs related to student age and experience when they join the program.
• Students need individualized pathways with follow up, not one pathway, which is kind of what the program tries to clear (in part because of lack of resources). There is a problem with both overconfidence and lack of confidence in terms of college attainability. We need scaffolding defined by each student’s status, experience, language skills, etc.
• Older youth and unaccompanied minors are often placed with extended family and friends. The journey itself can be traumatic, but once they’re here, they can experience feelings of loneliness and guilt for not developing as much of a connection to their “American” family as they thought they’d have. There is the new culture, the new school, etc.
• There is a need for community integration and a sense of belonging.
• Immigration enforcement issues are also a factor. Ways to cope and district strategies and resources for coping are needed.
• Therapies in the western medical model are very far outside of the cultural experience of many migrants. Psychopharmacological approaches, such as medication and talk therapy, may be very unfamiliar. Coupled with a lack of transportation to mental health centers and the current political climate, it is not surprising that many migrants don’t seek out mental health services, even though the need is great.
There are not enough migrant workers, especially tutors and home visitors. We need more people.

Great ideas go unrealized because of logistical and cost hurdles, especially across districts.

There are language needs and there are content needs, but we push for both in our current system. Students who have needs in both areas suffer compared to those who have needs in only one.

If language is what we use to advocate for ourselves and each other to overcome marginalization, lack of language ability is critical. Overcoming legal and social barriers means being able to advocate freely. But even if they had command of the common linguistic paradigm, migrant students are least likely to speak up.

Marginalizing factors include property, experiences at other schools resulting in academic challenges, and the migrant status itself.

There is a need for a greater cultural responsiveness. We need to understand the values and beliefs systems of individualist versus collectivist cultures.

Interested applicants don’t join alternative education programs mainly for two reasons: a lack of childcare and a lack of identification.

Not only are medical services unavailable in other languages, there isn’t even a way to promote awareness of them in other languages.

The lack of a foundational education due to coming from different countries and different school systems is a factor for migrant students.

Districts and schools are supposed to be responsible for things like transportation to extracurricular activities and translation/interpretation support, but not all of them are.

Sometimes there is a lack of interest in pursuing alternative education because of rigid job requirements and limited time. There’s also a lack of interest because of not seeing a future in the United States. Why get a diploma if you are going to have to leave?

Educators need training in language skills that help build relationships, not just teach content.

Helping kids and families see the possibilities out there beyond the barriers of financial concerns.

We need bilingual classes.

Advocacy and dissemination of legal knowledge related to navigating the system in the US.

Passing the Regents Exam, especially in English, history, and science, has been an obstacle to graduations or migrant students.

Schools’ lack of knowledge regarding alternate path for credit toward graduation is an issue.

Content specific vocabulary, especially at the high school level, is needed.

There is a need for greater awareness among migrant families about how the US education system works (e.g., the importance of participating in parent teacher night). Language barriers are a factor.

Limited migrant resources keep the program from more creatively addressing problems and needs.

Partnerships can and should be strengthened, but turnover in the MEP program inhibits that, as do political considerations.

Some families move just to re-qualify, but moving is never ideal for the kids, especially where there are existing mental health and trauma considerations.
• Teachers can’t realistically meet all the tremendous needs of migrant students (lots of eggs in the basket and they drop some eggs)
• Educational needs in the school - they don't come to the school in the same condition, parents don't speak the language and can’t unlock all the doors for them
• Students moving makes this nuts - new friends, new environment - everything you know to be safe and familiar is gone
• Poverty
• Teachers are over-burdened and they say they are too busy to do their job (a child who needs phonics vs whole language needs to have that particular need met) - we need more hands in the classroom
• Content teachers have absolutely no idea why a student can’t start speaking, writing, reading in English - teachers, including ESL teachers, need to know more about this process (it doesn’t matter if you put their flag on the wall if you don’t show the child you love them and you enjoy the language learning process)

MEP can...
• Expand afterschool options that offer small group settings, explicit vocabulary instruction, low-level tasks, instruction in Spanish, and visuals.
• School and district data are not broken into migrant, just ELL. State assessment data is used, but there is a need for something more frequent, such as literacy and math benchmark data.
• Instead of one on one talk therapy, which may be strange to them, what about some sort of group workshops for the generally older boys that includes space to share as well as strategies for coping? This seems to be the sort of thing migrant ed may be able to offer, like the college prep workshops they do now.
• College experiences are great, but they currently target high school kids only. What about including more experiences for kids at younger ages to get them interested sooner and see more possibilities in their futures?
• Think about adding opportunities related to what to do with a high school degree. How do you launch a career without a network beyond your agricultural community?
• Definitely continue home visits, especially after adults’ work hours. People would be completely shut out of services without these: this population would never seek out programs just to see what they offer.
• Foster stronger partnerships with municipalities related to advocacy efforts.
• Educate parents on how to be involved in children’s schools. This goes beyond the classroom. They need more than an academic understanding of the school system.
• State driver’s licenses for undocumented workers would increase their mobility and make transportation less of an issue.
• Offer childcare to applicants interested in pursuing alternative education.
• Develop a common narrative around American cultural norms. Being able to ground parents in why our system works the way it does would be helpful.
• To meet transportation needs, government issued drivers licenses are one possible solution; advocacy for better public transportation that stops where most needed is another; offering reliable Wi-Fi, if 1:1 technology can be provided by other agencies, is a third.
• Provide consistent “on boarding” to districts who have MEP-eligible students RE: the nature, extent, and scope and supports offered by the program.
• Educate administrators and educators at the district level regarding who the students are, where they’re coming from, and what they need, as well as what the MEP and others can help with.
• Expand opportunities for families to come into the schools more and make them feel safe engaging with schools.
• Reinstate summer school funding that has been cut, as it jeopardizes the quality, nature, extent, and scope of a critical service by preventing the summer slide. Cuts also eliminate a uniquely engaging social experience to students who need help with SEL.
• Develop a formalized way to communicate with teachers what services the MEP can provide (while keeping service provision personalized).
• Make the program less paper based. Use technology more proactively with students, and also to complete staff paperwork (incl. COEs) electronically.
• Use MEP funds to hire designated/volunteer drivers, and/or investigate alternate services like Uber Health, to address transportation issues.
• Connect better to food pantries and secondhand clothing stores, especially in rural areas where there aren’t many of either.
• Find examples of the MEP working well with stakeholders and expand on their services. Well-functioning partnerships in politically sensitive areas are especially important.
• Shine a light in a loving way (like Mike Theobald does - a tutor who’s in the know and in the field) - come on in and look at what’s going on 10 minutes from your house; a "speak out," to people not like me but to others who don’t know. Get people involved who want to be "of use" but just don’t know what to do. Demystify! Most people, if they really know migrant students and families would want to support and help (and pay more at Wegmans for food that others have helped to put in the store)
• It’s normal and good and right to speak a language other than English. Teach kids to teach kids (for example when playing a game on the playground, teach a child "first base.")
Migrant staff focus group input was obtained from the following individuals:

1. Ginny Cheseboro, Cortland METS
2. Betsy Kulis, Cortland METS
3. Tracey Messinger, Cortland METS
4. Jonathan Sell, Cortland METS
5. Mary Cunningham, Fredonia METS
6. Mary Quinn Fullmer, Fredonia METS
7. Sonia Emilio, Long Island/Metro METS
8. Alcira Herfel, Long Island/Metro METS
9. Kerri O’Gorman, Long Island/Metro METS
10. Marilyn Santiago, Long Island/Metro METS
11. Kathy Bailey, Mid-Hudson METS
12. Jennifer Bartimole, Mid-Hudson METS
13. Kemberly Gachancipa-Benski, Mid-Hudson METS
14. Kateri Matteson, Mid-Hudson METS
15. Mimi Rotela, Mid-Hudson METS
16. Ruth Hedeen, Mohawk Regional METS
17. Mary Kline, Mohawk Regional METS
18. Penny Matice, North Country METS
19. Mark Ruddy, North Country METS
20. Jodi Hyland Haak, Oswego METS
21. Evelyn Lewandowski, Oswego METS
22. Adele Trowbridge, Oswego METS

Overview

*Unmet needs observed among migrant students and families that keep them from fully engaging in or experiencing success in school....*

**Needs Repeatedly Identified**

- Students need support learning English, and many schools are not meeting the language needs of SIFE and migrant students.
- Students and families need translation and interpretation services (especially related to school communication - documents and meetings)
- Students and families need access to transportation.

**Other “Top” Needs**

- Students and families experience isolation in their new communities and need to feel connected to others (including schools).
- Students experience barriers to passing the Regents examinations.
- Students and families need increased access to technology/internet.
Additional Needs Expressed

- Credit transfer and class course differences (between States/countries)
- OSY work schedules don’t allow them time off to participate in services
- Access to extracurricular activities
- Mental health support
- Access to health care
- School readiness and resources to preschool children
- Legal assistance

Ways for MEP to address needs and changes to help your work (or the work of your program) be more effective for migrant students

Ways/Changes Repeatedly Identified

- Increase staff time and allow flexibility to serve students differently (within leveling system)
- Increase staff and tutoring time and increase the ability to travel/transport others

Other “Top” Ways and Changes

- Transportation support for students and families
- Provide instructional support/tutoring for students and in-home support for families
- Build resource networks/increase knowledge for effective advocacy/referrals
- Increased time with students and families for relationship building
- Access to data

Additional Ways/Changes Expressed

- Registration support - students/families school registration
- Increase translation and interpretation services through METS
- Technology for students and families
- Mental health support
- Programming/events - to combat isolation
- Hire staff with specific skills/expertise and availability
- More efficient recording systems
- Support parents with English learning
- Increase METS program visibility in schools/build relationships with schools
- SDP development process (include staff and ESL teacher perspectives in process)
- Professional development (i.e., ESL teaching support, court-mandated school attendance topic)
- Instructional support (i.e., OSY lesson plans created, vetted apps for basic English language/conversational skills)

Organized Feedback (All Responses)

Unmet needs observed among migrant students and families that keep them from fully engaging in or experiencing success in school
Credit transfer and class course differences (between states/countries)

- Difference in class courses from one State to another, specifically Florida, Arizona, Texas, Mexico; difficult to relay to counselors when students move back (“true” students who move back and forth seasonally), able to prepare students who move 3/9 month split when they are moving consistently back and forth to same location
- Getting transcripts from Mexico to help with credits transfer (students have a hard time envisioning graduation)

Community (isolation), new area/school, culturally sensitive school connectedness

- New to area - don’t know where anything is, need extra advocacy and extra visits around their busy 12 hour a day schedule
- Move tons of times, new districts, new schools, another registration process, new teachers
- Students feel a lack of community among the migrant families in areas where there are few migrant families; some areas Hispanic families don’t stay for a long time - they don’t have others to talk to or visit and spend time with
- School connectedness that’s culturally sensitive - for example, Halloween note that was partially translated and needing to explain to families - out of respect to the teacher in some cultures, parents might not feel they should attend a meeting or question
- OSY - trying to find ways to integrate into the community - often isolated, having community interact more (even with privacy concerns)

Learning English, school services to SIFE and migrant students

- Language - English as second language for the students (not just students who just arrived but also students who are struggling); difficult for students to progress - one of the biggest issue, takes a long time to be speaking English “moving along” (not all of them, but most of them)
- Newcomers are not getting the instruction they need, no scaffolding, they are not learning because they are not being taught effectively (ELLs), leads to students being frustrating and feeling badly about themselves
- New population of SIFE students - schools really don’t know what to do (especially in district where they don’t have many SIFE students) - they try to be creative but it’s a whole new world for them - tutors go to house to try to help getting through homework and materials that go home --- in bigger schools, there are ways to pair up students
- SIFE students in rural districts, one or two in school - not getting services that they need and school doesn’t know what to do
- Schools don’t always provide the material in students/families native language - if tutor only there weekly, then they don’t have access in material; make suggestions to teachers and they don’t necessarily follow through - small rural districts have a shortage of ESL teachers, especially if only a couple of students who need the services; many ESL teachers are not fluent in Spanish - not teaching that home language (not bilingual education, trying to teach students English)
- School professionals/staff need training on migrant students to help benefit their education - it doesn’t trickle down to students; guidance counselors don’t interact with some of the students due to language barrier - no contact at all
Regents examination barriers and preparation (and alternatives)

- Need schools to emphasize GED/TASC classes to help students who are not able to pass Regents
- High school students - limited background education, Regents systems sets some up for failure (i.e., put in 10th grade, class in English, Regents test in Spanish) - SIFE students need support statewide
- Middle school students - emphasizing more high school preparation vs them being “pushed along” and exposing them to credit accrual/Regents prep to come - understanding schools
- Majority of the students have language barriers - no way to pass Regents and accumulate credits (or age out, after 21 years old cannot go back to school)

Translation, interpretation

- Language - schools don’t always have adequate resources to meet the needs of students (interpreters, translation, language resources)
- Parents not getting translated documents from schools so not as engaged or informed about what’s going on
- District is proactive with finding interpreters, but there’s still a big need for supporting students and families (what to do with forms, translation of forms), activities at school - not as much of a presence, parent conferences - language or culture, many times it’s the first time with families in American schools, so what do they need to know about it
- Schools send letters/materials/information only in English - parents call to ask what happened and they don’t know what letters are about
- Schools lack of what to do with new students who speak another language (they freak out!) - registration form process, what principals need to do (tutors walking them through it)
- Many times, students miss school when they go to appts with parents to interpret
- All groups: need list of interpreter services by county

Transportation

- Transportation is a problem - getting to health and dental appointments, registering for school and translation; transportation to parent conferences
- Transportation, can’t stay after school - many are working after school too
- Students are trying their best to come to tutoring sessions (transportation provided by METS so it helps with attendance)
- In school students cannot participate because school doesn’t provide transportation
- Parents also express a need for transportation and a need for interpreters at school meetings so families can engage to know how children are doing
- Transportation is a real concern/need (including preschool) - METS can’t provide and that means most preschool students cannot get to/from the preschool
- Lack of community resources - not much to help people who don’t have transportation of ability to get places
- Transportation
- DOs and D+ - transportation is a need, driver’s ed left the schools and didn’t have parental resources/time to get through hoops of getting permit and license (not to mention access to vehicle); prohibits them from going to TASC classes, going to work...how do we get you
there? METS is unable to drive consistently and no driving instructors in counties nearby (even with ACESS-VR paying for instructor)

Technology/internet access
- Technology happening now - kids have to do homework on a computer and don’t necessarily have computers or internet in the homes (i.e., how to download app on phone) - don’t know how to use the phone if they have it, finding a way to get a computer or get to the library
- Internet required for homework (sometimes question about student not advocating with teacher to say they don’t have access to internet - trying to work with students to tell teachers; isn’t acceptable for a graded public school class to require internet - teachers need to be aware so they can provide another pathway and if it’s not reasonably solved, then escalated to administrator - students may not want to publicly speak up or talking to the teacher - alternative should be offered from get-go).
- Technology - parents don’t have a computer or cell phone, barrier for being engaged for both students and parents

OSY work schedules
- OSY don’t have time off (need to work in order to provide), want to learn and do well but it’s hindering them to participate

Extracurricular activities access
- Students may miss after school programming due to needing to help with child care, so they don’t get to fully participate in the school community (or get the help they need academically)

Mental Health Support
- Mental health support (family counseling), anxiety, depression - families are struggling; communication with school and school staff is needed

Health Care access
- Better access to health care resources - including pieces like signing up for insurance

School readiness and resources to preschool children
- Preschool & all - Resources that help to provide picture/visual learning - getting students ready for Kindergarten and ways to have parents be ready for their child to start school too

Legal assistance
- Legal assistance (OSY profile intake - may not check “legal” need because they don’t think about their experiences/examples as need for legal, but they do - reminder: data wouldn’t show this picture) - there are potentially volunteers (law students) but how to connect them without violating privacy and coordinate schedules

Data to inform those needs/help us understand them (didn’t touch order/consolidate)
- Some type of survey - consistent access to computer/internet? How often do you feel like you need to use the internet to keep up with assignments in school? (get a sense of what’s
expected and what % are we talking about - to see what’s the scale of problem, how many classes really requiring this)

- Lack of transportation is checked on intake forms (this could help to inform the need/data above)
- We need a way of looking at data of students who come and are dropped into 9th grade without previous school (way to look at the graduation data) - to provide a realistic picture, so we have a way to compare/track before the shift with SIFE students; 4 year graduation rate is unrealistic (perhaps a SIFE student column so we can look at it differently)
- Way to tie the NYSESLAT scores (comparison of different levels)?
- School data for progress report and transcripts - how students are doing and where we can help them, to help increase knowledge in one specific area (high school)
  - Sometimes the elementary report cards are not realistic (level 3 and 4s in lower grades and then it doesn’t jive with the next year when students don’t do as well); tutors many times explain the report cards to families
- Research on parent involvement
- Data on number of translated docs that a school produces - where there are more successful and engaged students/families because of translated documents
- Check-in with high school/middle school perhaps too - survey about how much time a student has spent with guidance counselor
- Student survey (guidance counselor/ESL teacher) - how the migrant education program is actually supporting them
- Research on schools with bilingual staff - increases parent involvement and student interaction (could lead to schools hiring bilingual staff/translators)
- Drop-out rate for students in rural communities (and places where they don’t have support)
- A different type of questionnaire that is more thorough and could cover scenarios --- Legal assistance (OSY profile intake - may not check “legal” need because they don’t think about their experiences/examples as need for legal, but they do - reminder: data wouldn’t show this picture)
- Brief anonymous survey for parents - perhaps two parts, we thought these were the prioritized needs, were we correct or are we missing something/wrong? More than small group of PAC parents.

Ways for MEP to address needs

Transportation Support

- METS get a van through campus or rental to help family get registered for school and translation provided through staff being present
- Provide transportation for middle and high school students to METS office, transport them home if they need access to computer/internet (in cases where they don’t have access); meet a group of students weekly in the office for extra help (bus comes from school to office, bus transports students home) and going into schools to help
- We need money to provide transportation (i.e., hiring buses) $$$$
**Instructional Support/Tutoring and In-Home Support**

- Education system - same classes everywhere! - no idea of real solution for this for high school students to avoid kids needing to go to school a year longer - continue to help students in subjects that are the same
- Student need - academic struggles, Special Education services or other supports is not sufficient for getting students to meet graduation requirements; only so many able to fit in caseload (can approach tutor, identify student’s problem - sometimes it’s tutoring in a content area not their strong suit like Algebra - many tutors don’t have the expertise in that content area and there’s limited resources to pay for mileage and put students in the caseload of appropriate staff)
- Money to hire tutors to provide services $$$$ 
- More home visits (need $ to do this)

**Registration Support**
- In camp registrations and bringing students in to schools (overlap with transportation category too)

**Translation and Interpretation**
- Money for interpreters and translators $$$

**Build Resource Networks/Knowledge for Advocacy/Referrals**
- Familiarize us with resources outside of the MEP (example, medical transport - how does that work for our families/students and is that a good idea/safe option)
- Researching/finding and training to learn about how health care works for students (both documented and undocumented students) - educate Migrant Educators on this
- Coordinate and gather a list of interpreter services by county - share with schools to help them as well (families bringing their own is not the best solution!)

**Technology**
- Technology - providing or helping to provide access to it for students and parents (computers and cell phones)
- To get parents more involved - not using technology with families, is there a way to replicate or learn from the larger PAC meetings to leverage technology to combat parent isolation (4 parents gathering at a library with internet connection to learn about a topic, something local)

**Mental Health Support**
- Mental health - GOSOSY mini-lessons, using time with students to help them learn self-care methods (life skills/advocacy)

**Programming/Events**
- Provide forums for students to come together - opportunities at different points (nights/weekends) around work or conflicting schedules
● Practicing Spanish and English to increase interaction between OSY and community members - some type of program (both OSY and HS students) - collaboration outside of the MEP
● Coordinate group events for OSY (like legal assistance at a location like a church)

1 or 2 changes to help your work (or the work of your program) be more effective for migrant students

Increased Staff/Tutoring and Ability to Travel or Transport More
● Cortland METS - across many, many counties - more money to hire more staff to be able to have tutors be able to put in extra miles to support the families and students - others agree!
● Greater travel budget to allow for more flexibility (feel able to have more road hours)
● Ability to hire and employ 1-2 adolescent tutors (cluster of school districts have a tutor that covers all age levels, 0-21); 1-2 tutors of adolescent students with comfort level of prepping students for Algebra/Global Regents (then once problem is diagnosed, could offer the tutoring in that area) - others agree!
● They want more tutoring and we don’t have the $ to stretch
● Transportation (even with issues about insurance - renting a car in a METS creates a delay) to help with school registration, parent/teacher conferences - increase attendance
● More TIME! Don’t have enough time to really give - more tutors for individualized attention.

Staff with Specific Skills/Expertise and Availability
● Time and expertise in the area where child is “falling down in” - bonus to the student; more time to spend with needy academic students
● After school - need more tutors who are willing to work later afternoon hours to help students

Increased Time for Relationship Building
● More resources, both monetarily and people (which also takes money) - we need TIME with families through home visits to establish rapport and build relationships - be available and find out what’s going on - it can’t happen the way we are funded currently
● We need to be able to provide more time - to know them, know their needs, and help them
● More communication and understanding with parents - when missing work is beneficial (college visit, scholarship writing workshop)

Increased Time and Flexibility to Serve Students Differently (Leveling System)
● More time and $ to (time to record timesheets, lesson plans, recording hours, easyCBM™ assessments, analyze data to inform instruction) - it is not always what the students need - for example a student that needs to be driven to a sports physical to participate in track, assistance to help with Common App, ordering graduation cap/gown...it all takes time and this is a Level 1 student, only allowed to work with you for a certain number of hours compared to Level 3 students
  ○ Cannot always focus on students who need more time with me when there are expectations in role and leveling system
● Problem really is time and time is key!
Focus on Level 3 students currently - there are many students who are not Level 3 with needs and fear they are “falling by the wayside” - others agree
- Our program changing (leveling process) and explaining this to schools is difficult - PFS and leveling process model and less money, less tutors, more area to cover - feels like lots of students not seeing - includes preschool students who won’t be ready for school

Dropping hours from 30 to 15 will help! But process of leveling and service to level 3 students continues to create a system that reduces time to others (sometimes level 2 student needs more than a level 3 student) - just because you have been here for more than a year, doesn’t mean you don’t need the support - is there a way to change/adjust? Difficult to show the gains with 15 hours.

More efficient recording systems
- Electronic inputting of data and paper back-up --- we don’t have the time for this when staff are needed elsewhere (it will be double for a while and duplicative) - seems so inefficient, would rather have face-to-face than with paperwork -- need streamlined and efficient
- Reduced paperwork - it’s time-consuming, improve the paperwork process to make it more efficient and less time-consuming; papers take hours! Check to see if it’s all important and if there’s a faster/easier way.

Supporting Parents with English Learning
- Parents say they would like to go to ESL classes, referrals are not always possible - parents need support with English, that will only help them in the long run to communicate with schools to benefit their children

Increased School Visibility/Relationships with Schools
- More of a presence in a school, beyond a tutor - transparency with the MEP organization as a whole (example of METS director joining a meeting at the school - showing/building unified team between school and migrant education)
- 10-minute spiffy document/materials - to send to districts to showcase the program

ENL Teaching Support
- More training on ESL teaching tactics - to be more prepared on lessons (beyond website resources)

Access to Data
- Access to NYSESLAT scores with report cards (as an embedded process)
- Attaining NYS State Assessment results consistently and in a timely way to help with our annual needs assessment process for students
- Seeing and using easyCBM results - is there a way to find a way of showing gains? Adjustment of 10 NCE MPO

SDP Development Process
- Staff representation in the creation of the Service Delivery Plan (SDP) revision for 2019 will strengthen it - and ESL teachers!
- Keeping ESL teachers and their voices at the table beyond CNA Focus Groups (as experts with insight) for development of SDP

**Professional Development**

- Provide MEP staff with more information about court mandated school attendance and process/details

**Instructional Support**

- For OSY - vetted collection of lesson plans, at least two levels of same material (for example, 10 verbs learning - more advanced lesson accompanies it - lessons that are ready to go at your fingertips) - this would help if others don’t have time to build their own
- Vetted list of apps that could be downloaded onto a tablet that doesn’t require internet access for students to use with basic English skills (i.e., letter sounds) for elementary and high school students - need list and can download yourself! Teaching basic conversational English as well. Apps that are successful with students where they feel engaged. Apps may take up a lot of space on student’s personal cell phones and then they don’t have memory left. To be used in lessons with students/Migrant Educators.
1. How often does each thing keep you from participating in after school programs (e.g. sports, music, theater, clubs, etc.)?
<table>
<thead>
<tr>
<th></th>
<th>Not applicable</th>
<th>Never</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child care (for my brothers, sisters or children)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>115</td>
</tr>
<tr>
<td>Count</td>
<td>29</td>
<td>30</td>
<td>42</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Row %</td>
<td>25.2%</td>
<td>26.1%</td>
<td>36.5%</td>
<td>12.2%</td>
<td></td>
</tr>
<tr>
<td><strong>Transportation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>115</td>
</tr>
<tr>
<td>Count</td>
<td>24</td>
<td>31</td>
<td>36</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Row %</td>
<td>20.9%</td>
<td>27.0%</td>
<td>31.3%</td>
<td>20.9%</td>
<td></td>
</tr>
<tr>
<td><strong>Scheduling or the time of day of programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>112</td>
</tr>
<tr>
<td>Count</td>
<td>21</td>
<td>29</td>
<td>51</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Row %</td>
<td>18.8%</td>
<td>25.9%</td>
<td>45.5%</td>
<td>9.8%</td>
<td></td>
</tr>
<tr>
<td><strong>My work schedule</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>111</td>
</tr>
<tr>
<td>Count</td>
<td>46</td>
<td>30</td>
<td>21</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Row %</td>
<td>41.4%</td>
<td>27.0%</td>
<td>18.9%</td>
<td>12.6%</td>
<td></td>
</tr>
<tr>
<td><strong>Costs to participate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>110</td>
</tr>
<tr>
<td>Count</td>
<td>40</td>
<td>35</td>
<td>29</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Row %</td>
<td>36.4%</td>
<td>31.8%</td>
<td>26.4%</td>
<td>5.5%</td>
<td></td>
</tr>
<tr>
<td><strong>Not knowing about it</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>99</td>
</tr>
<tr>
<td>Count</td>
<td>19</td>
<td>31</td>
<td>38</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Row %</td>
<td>19.2%</td>
<td>31.3%</td>
<td>38.4%</td>
<td>11.1%</td>
<td></td>
</tr>
<tr>
<td><strong>None of my friends are doing it</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>91</td>
</tr>
<tr>
<td>Count</td>
<td>25</td>
<td>30</td>
<td>26</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Row %</td>
<td>27.5%</td>
<td>33.0%</td>
<td>28.6%</td>
<td>11.0%</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>115</td>
</tr>
<tr>
<td>Total Responses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What are the most difficult things you deal with in school (either academically, socially, or anything)?

3. How much does each thing keep you from doing your best in school?
<table>
<thead>
<tr>
<th></th>
<th>A lot</th>
<th>Somewhat</th>
<th>A little</th>
<th>Not at all</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bullying at school</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>112</td>
</tr>
<tr>
<td>Count</td>
<td>6</td>
<td>10</td>
<td>15</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>Row %</td>
<td>5.4%</td>
<td>8.9%</td>
<td>13.4%</td>
<td>72.3%</td>
<td></td>
</tr>
<tr>
<td><strong>Feeling isolated</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>110</td>
</tr>
<tr>
<td>Count</td>
<td>4</td>
<td>15</td>
<td>22</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>Row %</td>
<td>3.6%</td>
<td>13.6%</td>
<td>20.0%</td>
<td>62.7%</td>
<td></td>
</tr>
<tr>
<td><strong>Health needs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>113</td>
</tr>
<tr>
<td>Count</td>
<td>10</td>
<td>9</td>
<td>12</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>Row %</td>
<td>8.8%</td>
<td>8.0%</td>
<td>10.6%</td>
<td>72.6%</td>
<td></td>
</tr>
<tr>
<td><strong>English language skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>112</td>
</tr>
<tr>
<td>Count</td>
<td>15</td>
<td>15</td>
<td>33</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Row %</td>
<td>13.4%</td>
<td>13.4%</td>
<td>29.5%</td>
<td>43.8%</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>113</td>
</tr>
<tr>
<td>Total Responses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. How true is each statement?
<table>
<thead>
<tr>
<th></th>
<th>Very Much True</th>
<th>Pretty Much True</th>
<th>A Little True</th>
<th>Not At All True</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel close to people at my school</td>
<td>26</td>
<td>33</td>
<td>38</td>
<td>15</td>
<td>112</td>
</tr>
<tr>
<td>Count</td>
<td>23.2%</td>
<td>29.5%</td>
<td>33.9%</td>
<td>13.4%</td>
<td></td>
</tr>
<tr>
<td>Row %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am happy to be at my school</td>
<td>31</td>
<td>37</td>
<td>28</td>
<td>16</td>
<td>112</td>
</tr>
<tr>
<td>Count</td>
<td>27.7%</td>
<td>33.0%</td>
<td>25.0%</td>
<td>14.3%</td>
<td></td>
</tr>
<tr>
<td>Row %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel like I am part of my school</td>
<td>25</td>
<td>37</td>
<td>32</td>
<td>16</td>
<td>110</td>
</tr>
<tr>
<td>Count</td>
<td>22.7%</td>
<td>33.6%</td>
<td>29.1%</td>
<td>14.5%</td>
<td></td>
</tr>
<tr>
<td>Row %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel welcome at my school</td>
<td>35</td>
<td>42</td>
<td>24</td>
<td>11</td>
<td>112</td>
</tr>
<tr>
<td>Count</td>
<td>31.3%</td>
<td>37.5%</td>
<td>21.4%</td>
<td>9.8%</td>
<td></td>
</tr>
<tr>
<td>Row %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel safe at my school</td>
<td>48</td>
<td>34</td>
<td>22</td>
<td>6</td>
<td>110</td>
</tr>
<tr>
<td>Count</td>
<td>43.6%</td>
<td>30.9%</td>
<td>20.0%</td>
<td>5.5%</td>
<td></td>
</tr>
<tr>
<td>Row %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>112</td>
</tr>
</tbody>
</table>

5. For questions that you answered "Not at all true," why do you think that?

6. Do you have access to what you need to complete your homework outside of school (e.g. internet access, tablet/computer/laptop/device, graphing calculator if needed)?
<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>19.4%</td>
<td>21</td>
</tr>
<tr>
<td>Yes, some of the time</td>
<td>26.9%</td>
<td>29</td>
</tr>
<tr>
<td>Yes, most of the time</td>
<td>26.9%</td>
<td>29</td>
</tr>
<tr>
<td>Yes, always</td>
<td>25.9%</td>
<td>28</td>
</tr>
<tr>
<td>My teachers never/rarely assign homework</td>
<td>0.9%</td>
<td>1</td>
</tr>
</tbody>
</table>

**Totals: 108**

7. What other things do you need to complete your school work?

8. At my school, there is a teacher or other adult...
<table>
<thead>
<tr>
<th></th>
<th>Very Much True</th>
<th>Pretty Much True</th>
<th>A Little True</th>
<th>Not At All True</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>who really cares about me</td>
<td>39</td>
<td>36</td>
<td>21</td>
<td>13</td>
<td>109</td>
</tr>
<tr>
<td>Count</td>
<td>35.8%</td>
<td>33.0%</td>
<td>19.3%</td>
<td>11.9%</td>
<td></td>
</tr>
<tr>
<td>Row %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>who notices when I'm not there</td>
<td>37</td>
<td>38</td>
<td>21</td>
<td>12</td>
<td>108</td>
</tr>
<tr>
<td>Count</td>
<td>34.3%</td>
<td>35.2%</td>
<td>19.4%</td>
<td>11.1%</td>
<td></td>
</tr>
<tr>
<td>Row %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>who always wants me to do my best</td>
<td>59</td>
<td>28</td>
<td>17</td>
<td>6</td>
<td>110</td>
</tr>
<tr>
<td>Count</td>
<td>53.6%</td>
<td>25.5%</td>
<td>15.5%</td>
<td>5.5%</td>
<td></td>
</tr>
<tr>
<td>Row %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>who helps me when I ask for help</td>
<td>58</td>
<td>34</td>
<td>11</td>
<td>6</td>
<td>109</td>
</tr>
<tr>
<td>Count</td>
<td>53.2%</td>
<td>31.2%</td>
<td>10.1%</td>
<td>5.5%</td>
<td></td>
</tr>
<tr>
<td>Row %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>who listens to me when I have something to say</td>
<td>46</td>
<td>36</td>
<td>16</td>
<td>10</td>
<td>108</td>
</tr>
<tr>
<td>Count</td>
<td>42.6%</td>
<td>33.3%</td>
<td>14.8%</td>
<td>9.3%</td>
<td></td>
</tr>
<tr>
<td>Row %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>110</td>
</tr>
</tbody>
</table>

9. How helpful to you is each service provided by the Migrant Education Program?
<table>
<thead>
<tr>
<th>Service</th>
<th>Very helpful</th>
<th>Helpful</th>
<th>A little helpful</th>
<th>Not helpful</th>
<th>Not sure what this is</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring</td>
<td>58 (54.2%)</td>
<td>29 (27.1%)</td>
<td>10 (9.3%)</td>
<td>1 (0.9%)</td>
<td>9 (8.4%)</td>
<td>107</td>
</tr>
<tr>
<td>Completing a Graduation Plan</td>
<td>41 (38.0%)</td>
<td>34 (31.5%)</td>
<td>16 (14.8%)</td>
<td>2 (1.9%)</td>
<td>15 (13.9%)</td>
<td>108</td>
</tr>
<tr>
<td>Helping me prepare for Regents Exams</td>
<td>43 (39.1%)</td>
<td>35 (31.8%)</td>
<td>11 (10.0%)</td>
<td>1 (0.9%)</td>
<td>20 (18.2%)</td>
<td>110</td>
</tr>
<tr>
<td>Providing school supplies and materials</td>
<td>56 (52.3%)</td>
<td>32 (29.9%)</td>
<td>9 (8.4%)</td>
<td>3 (2.8%)</td>
<td>7 (6.5%)</td>
<td>107</td>
</tr>
<tr>
<td>Helping me learn English</td>
<td>53 (47.7%)</td>
<td>24 (21.6%)</td>
<td>8 (7.2%)</td>
<td>0 (0.0%)</td>
<td>26 (23.4%)</td>
<td>111</td>
</tr>
<tr>
<td>Interpretation</td>
<td>42 (37.8%)</td>
<td>26 (23.4%)</td>
<td>8 (7.2%)</td>
<td>2 (1.8%)</td>
<td>33 (29.7%)</td>
<td>111</td>
</tr>
<tr>
<td>Transportation</td>
<td>38 (34.9%)</td>
<td>45 (41.3%)</td>
<td>4 (3.7%)</td>
<td>3 (2.8%)</td>
<td>19 (17.4%)</td>
<td>109</td>
</tr>
<tr>
<td>Home visits/talking with me and my parents</td>
<td>43 (39.8%)</td>
<td>35 (32.4%)</td>
<td>14 (13.0%)</td>
<td>4 (3.7%)</td>
<td>12 (11.1%)</td>
<td>108</td>
</tr>
<tr>
<td>Helping me solve problems and find resources at school</td>
<td>48 (45.7%)</td>
<td>37 (35.2%)</td>
<td>7 (6.7%)</td>
<td>3 (2.9%)</td>
<td>10 (9.5%)</td>
<td>105</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>111</td>
</tr>
<tr>
<td>Total Responses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>111</td>
</tr>
</tbody>
</table>
10. What languages are spoken in your home?

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>55.9%</td>
<td>62</td>
</tr>
<tr>
<td>Spanish</td>
<td>81.1%</td>
<td>90</td>
</tr>
<tr>
<td>Mixteco</td>
<td>7.2%</td>
<td>8</td>
</tr>
<tr>
<td>Other - Write In</td>
<td>1.8%</td>
<td>2</td>
</tr>
</tbody>
</table>

11. How many times did you move in the past year?

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>52.3%</td>
<td>58</td>
</tr>
<tr>
<td>1</td>
<td>32.4%</td>
<td>36</td>
</tr>
<tr>
<td>2 or more</td>
<td>15.3%</td>
<td>17</td>
</tr>
</tbody>
</table>

Totals: 111

12. Your gender:

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>54.7%</td>
<td>52</td>
</tr>
<tr>
<td>Female</td>
<td>44.2%</td>
<td>42</td>
</tr>
<tr>
<td>Prefer not to say</td>
<td>1.1%</td>
<td>1</td>
</tr>
</tbody>
</table>

Totals: 95
APPENDIX G: SERVICE LEVELS AND REQUIREMENTS

Once migrant eligibility is determined, services are determined by identifying the Service Level using the Academic Service Intensity Rubric (ASIR) and following the NYS-MEP Service Level Requirements Chart below.
<table>
<thead>
<tr>
<th>Academic Service Intensity Rubric</th>
<th>Service Intensity Level as determined in the NYS-MEP Needs Assessment Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYS Migrant Education Program</td>
<td></td>
</tr>
<tr>
<td><strong>Priority for Service (PFS)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Definition:</strong></td>
<td></td>
</tr>
<tr>
<td>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 –</td>
<td></td>
</tr>
<tr>
<td>➢ Are failing or most at risk of failing, to meet the challenging State academic standards; or</td>
<td></td>
</tr>
<tr>
<td>➢ Have dropped out of school.</td>
<td></td>
</tr>
<tr>
<td><strong>Key “at risk” factors include:</strong></td>
<td></td>
</tr>
<tr>
<td>➢ Failed State Test(s)</td>
<td></td>
</tr>
<tr>
<td>➢ Limited English Proficiency</td>
<td></td>
</tr>
<tr>
<td>➢ Below modal grade</td>
<td></td>
</tr>
<tr>
<td>➢ Retention in grade</td>
<td></td>
</tr>
<tr>
<td>➢ Credit Deficiency in grades 9-12</td>
<td></td>
</tr>
<tr>
<td>➢ Low academic grades</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Service Level 3 PFS Student at this level:</th>
<th>Service Level 2 Non-PFS Student at this level:</th>
<th>Service Level 1 Non-PFS or PFS Student at this level:</th>
<th>Service Level 0 Non-PFS or PFS Student at this level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students receive 15 hours of instruction during the school year in the targeted area.</td>
<td>Students receive a level of instruction based on the needs of the student and the capacity of the local program.</td>
<td>Students receive <strong>monitoring &amp; support</strong> 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:</td>
<td>Students receive <strong>no</strong> contact due to one or more of the following reasons:</td>
</tr>
<tr>
<td>➢ Teacher/School Request</td>
<td>➢ Parent/Student Request</td>
<td>➢ MEP Determination of substantial health and/or safety risk</td>
<td>➢ Parent Request</td>
</tr>
<tr>
<td>➢ Parent/Student Request</td>
<td>➢ Special Education Placement</td>
<td>➢ Student does not fit the risk category of low grades, or is passing Regents exams and/or NYS Assessments) (monitor for changes)</td>
<td>➢ Student Request</td>
</tr>
<tr>
<td>➢ Illness/Hospitalization</td>
<td>➢ Student is not available (i.e. no study halls, in other support programs; has other commitments after school)</td>
<td></td>
<td>➢ Identified after left area</td>
</tr>
<tr>
<td>➢ Student is incarcerated/ institutionalized</td>
<td></td>
<td></td>
<td>➢ Student is incarcerated/ institutionalized</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>➢ Unable to locate student/Gone</td>
</tr>
</tbody>
</table>
### NYS-MEP Service Level Requirements Chart – 2019-20

**Needs Assessments** – All students need a Needs Assessment completed within 45 school days of enrollment in the METS program.

**Service Level** – Use the NYS-MEP Academic Service Intensity Rubric to determine each student’s Level of Service. **Note:** Students at Service Levels 3 and 2 also receive Support Services in response to student needs.

<table>
<thead>
<tr>
<th>Service Level 3: Instructional Services</th>
<th>Service Level 2: Instructional Services</th>
<th>Service Level 1: Support Services</th>
<th>Service Level 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>PFS Students</td>
<td>Non-PFS Students</td>
<td>Non-PFS/PFS Students</td>
<td></td>
</tr>
<tr>
<td><strong>Grades K-2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 15 School Year Instructional Service Hours in one Instructional Focus Area: ELA or Math</td>
<td>• Instructional Service in response to academic needs</td>
<td>• Support Services in response to needs, which may include individualized instruction</td>
<td>Grades K-8 No Contact</td>
</tr>
<tr>
<td>• Optional: Pretest ELA and/or Math MEP Assessment</td>
<td>• Optional: Pretest ELA or Math MEP Assessment; select one Focus Area: ELA or Math for Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grades 3 – 8</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pretest ELA and/or Math MEP Assessment</td>
<td>• Pretest ELA or Math MEP Assessment; select one Focus Area: ELA or Math for Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 15 School Year Instructional Service Hours in one Instructional Focus Area: ELA or Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Posttest MEP Assessment only in student’s Instructional Focus Area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grades 9 – 10</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 15 School Year Instructional Service Hours in response to academic needs</td>
<td>• Instructional Service in response to academic needs</td>
<td>• 2 Hours Advocacy</td>
<td>Grades 9 – 12 No Contact</td>
</tr>
<tr>
<td>• 2 Hours Advocacy</td>
<td>• 2 Hours Advocacy</td>
<td>• Support Services in response to needs, which may include individualized instruction</td>
<td></td>
</tr>
<tr>
<td>• <strong>Recommend:</strong> Graduation Plan Parts One and Two</td>
<td>• <strong>Recommend:</strong> Graduation Plan Parts One and Two</td>
<td>• <strong>Recommend:</strong> Graduation Plans Part One and Two</td>
<td></td>
</tr>
<tr>
<td><strong>Grades 9 – 12</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Graduation Plan: <strong>Part One</strong></td>
<td>• 2 Hours of Advocacy</td>
<td>• Support Services in response to needs, which may include individualized instruction</td>
<td></td>
</tr>
<tr>
<td>• 15 School Year Instructional Service Hours in response to academic needs</td>
<td>• 2 Hours Advocacy</td>
<td>• <strong>Recommend:</strong> Graduation Plans Part One and Two</td>
<td></td>
</tr>
<tr>
<td>• 2 Hours Advocacy</td>
<td>• <strong>Recommend:</strong> Graduation Plans Part One and Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Recommend:</strong> Graduation Plan Part Two</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Grades 3 – 8**
- Pretest ELA and/or Math MEP Assessment
- 15 School Year Instructional Service Hours in one Instructional Focus Area: ELA or Math
- Posttest MEP Assessment only in student’s Instructional Focus Area

**Grades 9 – 10**
- 15 School Year Instructional Service Hours in response to academic needs
- 2 Hours Advocacy
- **Recommend:** Graduation Plan Parts One and Two

**Grades 11 – 12**
- Graduation Plan: **Part One**
- 15 School Year Instructional Service Hours in response to academic needs
- 2 Hours Advocacy
- **Recommend:** Graduation Plan Part Two
<table>
<thead>
<tr>
<th><strong>Service Level 3:</strong> Instructional Services</th>
<th><strong>Service Level 2:</strong> Instructional Services</th>
<th><strong>Service Level 1:</strong> Support Services</th>
<th><strong>Service Level 0</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PFS Students</td>
<td>Non-PFS Students</td>
<td>Non-PFS/PFS Students</td>
<td>Non-PFS/PFS</td>
</tr>
<tr>
<td><strong>Preschool – N/A for Level 3</strong></td>
<td><strong>Preschool (P3 – P5)</strong></td>
<td><strong>Preschool (P3 – P5)</strong></td>
<td><strong>Preschool (P3–P5)</strong></td>
</tr>
<tr>
<td></td>
<td>• Early Childhood Academic Tool (pre/post)</td>
<td>• No Early Childhood Academic Tool</td>
<td><strong>No Contact</strong></td>
</tr>
<tr>
<td></td>
<td>• Instructional Services in response to academic needs</td>
<td>• Referral to District Kindergarten or to Community/District Preschool</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>12 or more</strong> Instructional Service hours in Early Childhood</td>
<td>• Support Services in response to needs, which may include individualized instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Referral to Community/District Preschool</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Referral to District Kindergarten</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OSY and D+ – N/A for Level 3</strong></td>
<td><strong>OSY and D+</strong></td>
<td><strong>OSY and D+</strong></td>
<td><strong>OSY and D+</strong></td>
</tr>
<tr>
<td></td>
<td>• OSY/DO Profile and Personal Learning Plan</td>
<td>• OSY/DO Profile</td>
<td><strong>No Contact</strong></td>
</tr>
<tr>
<td></td>
<td>• <strong>12 or more</strong> Instructional Service hours in ENL/ELA.</td>
<td>• No Personal Learning Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• NYS-MEP Assessment of English Learning for ELL students</td>
<td>• Support Services in response to needs, which may include individualized instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Dropout Only – DO (not D+)</strong></td>
<td><strong>Dropout Only – DO (not D+)</strong></td>
<td><strong>Dropout Only – DO (not D+)</strong></td>
<td><strong>Dropout Only – DO (not D+)</strong></td>
</tr>
<tr>
<td>• Contact student within 45 school days after learning he/she has dropped out of school</td>
<td>• Contact student within 45 school days after learning he/she has dropped out of school</td>
<td>• Contact student within 45 school days after learning he/she has dropped out of school</td>
<td><strong>No Contact</strong></td>
</tr>
<tr>
<td>• OSY/DO Profile</td>
<td>• OSY/DO Profile</td>
<td>• OSY/DO Profile</td>
<td></td>
</tr>
<tr>
<td>• Instructional Services in response to needs</td>
<td>• Instructional Services in response to needs</td>
<td>• Instructional Services in response to needs</td>
<td></td>
</tr>
<tr>
<td>• <strong>Recommend:</strong> Personal Learning Plan</td>
<td>• <strong>Recommend:</strong> Personal Learning Plan</td>
<td>• <strong>Recommend:</strong> Personal Learning Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The evaluation design accounts for incomplete and partial data due to the students' migratory lifestyle. To determine progress toward State Performance Targets (SPTs), Measurable Program Outcomes (MPOs), implementation indicators and other measures that comprise the evaluation, the evaluation must account for late arrivals, student moves, early exits, and absences resulting from student migration and other reasons. In general, we address incomplete and partial data through one of two strategies: 1) pro-rating the data, or 2) establishing cut offs for inclusion in the analysis. Each is discussed in turn, together with the concept of paired samples.

**Pro-rating**

Pro-rating is most often used when trying to decide whether a student received the service level commitment made to the student within a particular timeframe. Students, for example, often enter the MEP after the beginning of a school year or semester, even though service level commitments in the MPOs are written as if the student was present for the entire Regular School Year (RSY). In these cases, the evaluators calculate the percentage of time period for which the student was present and alter the target by the same percentage. So, an analysis of the Implementation Indicator:

“...75% of K-8 migrant students targeted for Level 3 ELA services will receive 15 or more hours of supplemental instruction in ELA during the regular school year...”

Might include a calculation as follows:

% meeting indicator = (if Level 3 and targeted for ELA, and (days enrolled in the period/days in RSY*15) < Hours of ELA Supplemental Instruction)/(if Level 3 and targeted for ELA)

where

days enrolled = withdrawal date − enrollment date in days, days in RSY = LastDate − FirstDate of the period in days, and the universe = students enrolled for more than 30 days in the period.

Similar adjustments would be made to test whether the student was present during summer and add hours to the expectation by formula to complete the entire MPO calculation.

Looking at the calculation more closely, one can see that if a student was enrolled for every day of the period, we would be comparing their actual ELA service hours to the target of 15 hours. If, for example, the RSY was 273 calendar days long (e.g. 9/1 through 5/31), and the student enrolled on 11/1 and was present until the end (212 calendar days), then the target for that student is 212/273 = .7766 *15 = 11.6 hours.
**Cut Offs**

In some cases, and most often involving norm-referenced assessments, pro-rating will not yield valid or reliable results.

For example, when norm-referenced analyses are used that depend on comparing fall normed results to spring normed results and student enters the program and takes the initial assessment outside of the date range for the fall norming window, we would remove that student from the analysis. It is still worth administering the pre-test for the purposes of the needs assessment and planning for instruction, but pro-rating the normed results is neither warranted nor valid. The decision rule, therefore, is that students tested outside the norming window are excluded from pre-post norm referenced analyses.

**Pairing**

All growth analyses that examine pre to post assessment performance are done using paired samples. That is, only students with both a pre-test and a post-test are included.