Service Delivery Plan Supplement:
2021-22 Implementation Guidelines:
NYS-MEP Parent and Family Engagement Plan
https://www.nysmigrant.org/resources/downloads/Parent-Forms

Table of Contents

Implementation Guidance – Requirements and Best Practices (pages 2 – 5)
- Chart A: PAC Meetings
  - September 2021: Share ESSA Complaint Procedure with PAC Parents annually
- Chart B – Providing Parents with Effective Access to both PAC and non-PAC group events
- Chart C – Individual and Group Parent and Family Engagement (Other than PAC)

Templates for documenting PAC and non-PAC group meetings and events (pages 6-9)
- GROUP (non-PAC) Summary Template
- PAC Summary Template

Sample Activities (pages 10-12)
- Parent Advisory Council (PAC): Examples of Consultation with Parents and Families through Planning, Operation, and Evaluation
- Applying the NYS-MEP Theory of Action Framework to Parent and Family Engagement (Other than PAC)
- Self-Advocacy Continuum, English

Reference (page 13)
- Epstein’s Six Types of Parent Involvement

Parent Brochure: NYS-MEP Parent and Family Engagement Plan (pages 14 – 17)
- Disseminate copy to all parents.
- Revised for 2021-22 following May 2021 State PAC evaluation.
- English and Spanish samples are attached. The Haitian Creole, Karen, and Swahili translations will be added to the Parent Forms as the translations are completed.

Overview of the NYS-MEP Website for Parents and Families (pages 18 – 22)
- New parent handout created for 2021-22 following May 2021 State PAC evaluation to show parents more resources available on the website.
- English and Spanish samples are attached. The Haitian Creole, Karen, and Swahili translations will be added to the Parent Forms as the translations are completed.
## Implementation Chart A – Parent Advisory Councils (PACs)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Req.</th>
<th>B.P.</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Advisory Council</td>
<td></td>
<td></td>
<td>Parent Advisory Council</td>
</tr>
<tr>
<td>• Consult with parents and family, including parent advisory councils,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in the planning, operation, and evaluation of State and Local</td>
<td></td>
<td></td>
<td>Statewide Support Team for Statewide</td>
</tr>
<tr>
<td>Migrant Education Programs</td>
<td></td>
<td></td>
<td>PAC</td>
</tr>
<tr>
<td>• Discuss in two-way conversation rather than a one-sided</td>
<td></td>
<td></td>
<td>Each METS for its local PAC, and submits copy of Agenda, PAC</td>
</tr>
<tr>
<td>transmission of information</td>
<td></td>
<td></td>
<td>Summary, and PAC member list to Statewide Support Team (TASC)</td>
</tr>
<tr>
<td>• Move from consultation to shared decision making process with the PAC</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Parents participate in setting goals and outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hold minimum of two Statewide and two local PAC meetings per year</td>
<td>✓</td>
<td></td>
<td>Note: Each METS assists the virtual Statewide PAC with attendance, on-site</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>discussion notes, and meeting evaluations.</td>
</tr>
<tr>
<td>• Share the ESSA Complaint Procedure with PAC Parents once a year, at</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>both the Local and Statewide PAC meetings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Written Meeting Agenda for parents/family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Topics Identified as planned opportunities of planning, operation,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Write a Summary of the PAC meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Date and location;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Attendance numbers for parents, children, staff, and volunteers (the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>actual sign-in is a separate document kept on-site);</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify topics as consultation with parents for planning, operation,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or evaluation;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Parent input, suggestions, questions;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Parent Impact on Program: What does the Program plan to act on the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>parent input? (Investigate, implement or not); and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Document the criteria met for “Effective Access to Parent and Family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engagement”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Document date when the ESSA Complaint Procedure is shared with PAC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Maintain yearly list of local PAC members</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NYS-MEP Parent and Family Engagement Plan, Implementation Guidelines (July 2020) (no changes 2021-22) | 1
### Implementation Guidance for the NYS-MEP Parent and Family Engagement Plan

<table>
<thead>
<tr>
<th>Comprehensive Needs Assessment and Service Delivery Plan</th>
<th></th>
<th></th>
<th>Statewide Support Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop in collaboration with parents and family of migratory children</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Implementation Chart B – Effective Access to Parent and Family Engagement Meetings and Events  
*Including PAC and other (non-PAC) Group meetings and events such as meetings, Family Nights, Town Halls, picnics, and celebrations*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Req.</th>
<th>B.P.</th>
<th>Documentation</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| Provide translation of materials and interpretation at meetings in a format and language understandable to the parents and families | ✔ |  | • Keep copy of documents in English and translations  
• Document use of translation and interpretation when writing the Summary for PAC meeting or for other (non-PAC) Group Parent and Family Engagement meetings/events | • Statewide Support Team for Statewide PAC  
• Each METS for its local PAC and other Parent-Family Group Meetings and Events  
Each METS submits effective access information with its PAC or Group Meeting/Event |
| Identify barriers to participation | ✔ |  | • Include steps taken to reduce barriers and provide effective access to the meeting when writing the Summary for PAC meeting or for other (non-PAC) Group Parent and Family Engagement meetings/events |  |
| Provide effective access to PAC Meetings | ✔ |  |  |  |
| • Flier/invitation with time and location in advance of meeting |  |  |  |  |
### Implementation Guidance for the NYS-MEP Parent and Family Engagement Plan

- Reduce barriers to attendance, such as meeting time, childcare, transportation

**Summaries to the Statewide Support Team (TASC)**

### Implementation Chart C – Individual and Group Parent and Family Engagement (Other than PAC)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Req.</th>
<th>B.P.</th>
<th>Documentation</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent and Family Engagement</strong></td>
<td></td>
<td></td>
<td>• Maintain electronic and/or hard copies on site</td>
<td>• Each METS documents its individual and Parent-Family Group Meetings and Events</td>
</tr>
<tr>
<td>• Provide information about local METS program and services</td>
<td>✔</td>
<td></td>
<td>• Timelines established annually with Consortium</td>
<td>Each METS submits to the Statewide Support Team (TASC):</td>
</tr>
<tr>
<td>• Provide copy of NYS-MEP Parent and Family Engagement Plan to all parents [Note: Also contains a link to the ESSA Complaint Procedure]</td>
<td></td>
<td></td>
<td></td>
<td>• Related staff meeting agendas</td>
</tr>
<tr>
<td>• Engage in two-way, reciprocal, conversations as opposed to a one-sided transmission of information from the METS</td>
<td></td>
<td></td>
<td></td>
<td>• Copy of the Parent and Family GROUP Engagement Summary</td>
</tr>
<tr>
<td>• Build capacity of parents to support children’s achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Utilize the three interdependent focus areas of the NYS-MEP Theory of Action as a framework for building parent and family capacity as their children’s first teacher and advocate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Individual Parent and Family Engagement**
- Document training/focus on METS staff meeting agenda when particular parent and family engagement criteria are identified to use during individual contacts.

**Group Parent Engagement (Other than PAC)**
*Including (non-PAC) parent and family meetings and events such as meetings, Family Nights, Town Halls, picnics, and celebrations.*
- **Written Meeting Agenda for parents/family**
- **Write a Summary of the Group Parent Engagement meeting or event** - include
  - Date and location;
  - Attendance numbers for parents, children, staff, and volunteers (the actual sign-in is a separate document kept on-site);
  - Meeting objectives with their connection to the Theory of Action framework;
### “Applying the NYS-MEP Theory of Action Framework to Parent Family Engagement,” in this appendix for specific examples.

- See also the criteria for “Effective Access to Parent and Family Engagement Meetings and Events”\(^2\)

| A brief description of the activities related to each objective; |
| A brief description of the outcomes for parents and families; and |
| Document the criteria met for “Effective Access to Parent and Family Engagement” |

---

1. **Required**
2. **Best Practice**


5. **PAC Summary Template** on the NYS-MEP website at [https://www.nysmigrant.org/resources/downloads/Parent-Forms](https://www.nysmigrant.org/resources/downloads/Parent-Forms)

6. **NYS-MEP Guidelines** for Service Delivery Plan period


9. **Required**

10. **Best Practice**


15. **PAC Summary Template** on the NYS-MEP website at [https://www.nysmigrant.org/resources/downloads/Parent-Forms](https://www.nysmigrant.org/resources/downloads/Parent-Forms)


18. **Required**

19. **Best Practice**
### Summary: Parent and Family Engagement GROUP Meeting or Event (Other than PAC)

**METS Program:**

**Date:**

<table>
<thead>
<tr>
<th>LOCATION:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTENDANCE:</td>
<td># Parents: # Children: # Staff: # Volunteers:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective/Learning Target</th>
<th>Connection to Theory of Action</th>
<th>Brief Description of the Activity related to each Objective/Learning Target</th>
<th>Outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Subject Content and Instruction Identity Development Advocacy to Self-Advocacy</td>
<td></td>
<td>What did Parents or Families learn or gain as a result?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(*Add rows for additional topics*)

**Additional Comment:**

**Local Parent and Family Engagement Meeting or Event Documentation for Reducing Barriers to Parent and Family Participation**

☐ A copy of every document used, is filed in the METS Office.

<table>
<thead>
<tr>
<th>Meeting conducted in a format and language understandable to the parents and families</th>
<th>Forward copy to TASC with the Summary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Copy of the Invitation/Flier in each language used by parents in this METS:</td>
<td></td>
</tr>
<tr>
<td>☐ English   ☐ Spanish   ☐ Karen   ☐ Burmese   ☐ Other:</td>
<td></td>
</tr>
<tr>
<td>☐ Copy of Agenda for Parents to use in each language used by parents in this METS:</td>
<td>☐ Copy of Agenda in each language</td>
</tr>
<tr>
<td>☐ English ☐ Spanish ☐ Karen ☐ Burmese ☐ Other:</td>
<td></td>
</tr>
<tr>
<td>☐ Copy of Handouts given to Parents in the following language(s):</td>
<td></td>
</tr>
<tr>
<td>☐ English ☐ Spanish ☐ Karen ☐ Burmese ☐ Other:</td>
<td></td>
</tr>
</tbody>
</table>

**Brief description of steps taken to reduce barriers and provide effective access to the meeting**

**Meeting Time Convenient to Parents**

**Childcare**

**Transportation**

**Other:**

*(Add rows for additional barriers anticipated and addressed)*

**Other Meeting Documentation:**

☐ Sign-in Sheets - Electronic and/or Hard Copy Filed in the METS Office
**Summary: NYS-MEP State Parent Advisory Council (PAC)**

**METS Program:**

**Date:**

<table>
<thead>
<tr>
<th>LOCATION:</th>
<th>Location: Zoom. Staff and Parents attend from home</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ATTNENDANCE:</th>
<th># Parents:</th>
<th># Children:</th>
<th># Staff:</th>
<th># Volunteers:</th>
</tr>
</thead>
</table>

### Agenda Topics
(Add any added by the Parents)

### Identify Area of Parent Input:
(Planning, Operation or Evaluation)

### Parent Suggestion or Request
(Related to Agenda Topic and/or if Parents create a new topic during the discussion)

### Parent Impact on Program
What does the METS plan to do with the Parent Input? (Investigate possibilities, Implement or not, other)

(Add rows for additional topics)

**Additional Comment:**

**New York State ESSA-Funded Programs Complaint Procedures:**

- The procedure and link were shared with PAC Parents:
  - [ ] Today
  - [ ] Previously (Date): __________
  - [ ] Planned for next meeting (Date) : __________

**Local PAC Meeting Documentation for Reducing Barriers to Parent and Family Participation**

- [ ] A copy of every document used, is filed on the TASC shared drive.

<table>
<thead>
<tr>
<th>Meeting conducted in a format and language understandable to the parents and families</th>
<th>Forward copy to TASC with the Summary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Copy of the Invitation/Flier in each language used by parents in this METS:</td>
<td></td>
</tr>
<tr>
<td>[ ] English   [ ] Spanish   [ ] Karen   [ ] Burmese   [ ] Other:</td>
<td></td>
</tr>
<tr>
<td>☐ Copy of Agenda for Parents to use in each language used by parents in this METS:</td>
<td></td>
</tr>
<tr>
<td>☐ English  ☐ Spanish  ☐ Karen  ☐ Burmese  ☐ Other:</td>
<td></td>
</tr>
<tr>
<td>☐ Copy of Agenda in each language</td>
<td></td>
</tr>
</tbody>
</table>

| ☐ Copy of Handouts given to Parents in the following language(s): |
| ☐ English  ☐ Spanish  ☐ Karen  ☐ Burmese  ☐ Other: |

**Brief description of steps taken to reduce barriers and provide effective access to the meeting**

- Meeting Time Convenient to Parents
- Childcare
- Transportation
- Other:

(Add rows for additional barriers anticipated and addressed)

**Other Meeting Documentation:**

- ☐ Sign-in Sheets [and/or Virtual Attendance list] – Electronic and/or Hard Copy filed in the METS Office
### Subject Content and Instruction

**Supporting children at home to do well in school.**
- How to use information from school such as the school calendar, attendance policies, bus times
- Ideas to interact with preschoolers and work with them at home
- How to help your child get organized with homework
- METs provided supplies for parents to keep and use at home, related to the topics (i.e. math, ELA)

**Learning about school, college, and career topics**
- Graduation requirements, credits, graduation pathways
- Math, reading, science
- Art (string art, sculpting, pottery)
- Holiday vocabulary and traditions in the United States
- Health: flu, care of skin emergencies
- Early Childhood development and importance
- Maple syrup process/business
- College Assistance Migrant Program (CAMP)

### Identity Development

**Connecting Parents/families with the school.**
- Parent meeting held at the local school, with school personnel, including the principal who speaks Spanish

**High Expectations-Giving power back to parents.**
- Parents have the right to request an interpreter at school
- Using knowledge and experience of parents to problem solve

**Utilizing presenters from community of parents/families to be visual role models.**
- CAMP presenter from both the migrant and Latino communities and attended college with the help of the CAMP program
- PAC Parents on the agenda of a parent and family event to report about the recent Statewide and Local PAC meetings.

**Providing common experience for Parents and children to do together, strengthening communication within the family.**
- Math, ELA, science, art activities, holiday traditions, listening to a storyteller

### Advocacy to Self-Advocacy

**Expert presenter on subject with opportunity for parents to follow up own.**
- How to use an interpreter – practice/role play how to use an interpreter
- Bullying – Information about how to approach schools and opportunity for parents to ask personal questions
- College application process, financial aid with time for parents to ask individual questions and to make appointments to follow up
- Know Your Rights and local services available – opportunity for families to make individual appointments for follow up with Catholic Charities

**Supporting parents as self-advocates.**
- METs set up meeting for parents with school personnel so parents could share their concerns about receiving calls/text messages in English and worrying about what the emergency could be
- How to contact the school, children’s teacher(s)
- Providing local contact information for making medical appointments, applying for health insurance
Parent Advisory Council (PAC): Examples of Consultation with Parents and Families through Planning, Operation, and Evaluation

Parent Advisory Council meetings go beyond the mere sharing of information. The Parent Advisory Council meetings provide the opportunity for the NYS-MEP, ID&R-TASC, and METS to gain insight from the knowledge and expertise of parents and families about the needs of migrant students and families. PAC meetings utilize questions during planning and evaluation that encourage parent suggestions.

A good place to start a PAC meeting is to report about the impact of parent and family suggestions and questions from the previous PAC meeting. Some suggestions take longer to implement than others, while some cannot be implemented at all. Then the agenda can move on to new topics.

**Asking Parents and Families about Programs and Services/Budget/Work Plan/Grant Proposal**

**Operation:** Share the information with parents and family.

**Planning:** Before documents are final, share draft information and ask the PAC parents and family to look ahead and give suggestions about programs that are important to their children and ideas of new programs.

**Evaluation:** Ask the PAC to look back at recent programs and services in the school year or summer, to evaluate what worked well for their children and what might make the experience even better.

**Asking Parents and Families about Information the METS program shares with all parents**

**Operation:** Share handouts/apps and tell parents the plan for dissemination.

**Planning:** Before the information and dissemination plans are final, share the draft information and/or dissemination plan with the PAC. Questions for PAC parents and family might include,

- Is there more important information needed?
- What is the best way/time to share this information? For example, is it best for new parents or all parents? Is it best to have this information in the fall, spring, or summer?

**Evaluation:**

Ask the PAC parents questions to evaluate the handouts or apps. Questions might include:

- Is the information important?
- Is it written in an accessible way?
- How is the translation?
Handout: Self-Advocacy Continuum

Self-Advocacy Continuum

We provide the guidance and support that leads to independence.

Advocating For → Advocating With → Self-Advocacy

Shifting Who Advocates

Time = Three Years of Migrant Eligibility

Migrant Education Staff → Student and/or Parent

We provide the guidance and support that leads to independence.
Epstein's Six Types of Parent Involvement

Dr. Joyce Epstein of Johns Hopkins University has developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs.

Epstein's Framework of Six Types of Involvement

1. **Parenting:** Help all families establish home environments to support children as students.
   - Parent education and other courses or training for parents (e.g., GED, college credit, family literacy).
   - Family support programs to assist families with health, nutrition, and other services.
   - Home visits at transition points to elementary, middle, and high school.

2. **Communicating:** Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
   - Conferences with every parent at least once a year.
   - Language translators to assist families as needed.
   - Regular schedule of useful notices, memos, phone calls, newsletters, and other communications.

3. **Volunteering:** Recruit and organize parent help and support.
   - School/classroom volunteer program to help teachers, administrators, students, and other parents.
   - Parent room or family center for volunteer work, meetings, and resources for families.
   - Annual postcard survey to identify all available talents, times, and locations of volunteers.

4. **Learning at home:** Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
   - Information for families on skills required for students in all subjects at each grade.
   - Information on homework policies and how to monitor and discuss schoolwork at home.

5. **Decision-making:** Include families as participants in school decisions and develop parent leaders and representatives.
   - Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety) for parent leadership and participation.
   - District-level advisory councils and committees.

6. **Collaborating with Community:** Coordinate resources and services from the community for families, students, and the school, and provide services to the community.
   - Provide information for students and families on community health, cultural, recreational, social support, and other programs or services.
   - Provide information on community activities that link to learning skills and talents, including summer programs for students.
INTRODUCTION

Parents and families play a critical role in promoting the physical, intellectual, and social-emotional development of their children. This contributes to their children’s academic achievement and social engagement in school.

COMMITMENT

The NYS-MEP will:

- Consult with parents and families on the education of their children;
- Support parents and families as primary educators and advocates for their children; and
- Reduce barriers that prevent parent and family participation in NYS-MEP activities.

BILL OF RIGHTS FOR DATA SECURITY AND PRIVACY; ENGLISH LEARNERS; AND COMPLAINT PROCEDURES

The purpose is to inform parents of

1. Legal requirements regarding privacy, security and use of student data;
2. Educational access and programming for English Learners and their parents; and
3. Complaints against school or school district and METS.

Contact Information: Migrant Education Tutorial and Support Services (METS) Program Centers

https://www.nysmigrant.org/map

The New York State map is interactive. Click on a county to find the contact information for the local METS program center serving that county.

VISIT THE NYS-MEP WEBSITE

https://www.nysmigrant.org/

Find useful information about the NYS-MEP, the local METS program centers, and related services.
CONSULT WITH PARENTS AND FAMILIES

**LOCAL PARENT ADVISORY COUNCIL (PAC):** The local METS program centers encourage and support parents to join the local Parent Advisory Council (PAC). The METS consult with parents and families on the planning, operation, and evaluation of local migrant programs and services. This helps the METS to better understand how to address the needs of eligible students and their families.

**STATEWIDE PARENT ADVISORY COUNCIL (State PAC):** The NYS-MEP encourages and supports local PAC Parents to join State PAC. The Statewide Support Team consults with the State PAC on the planning, operation, and evaluation of statewide migrant programs and services. The State PAC is an important part of the process to identify the needs of students and improve the delivery of services.

REDUCE BARRIERS TO PARTICIPATION
The NYS-MEP strives to reduce language and other barriers in order to make it easier for parents and families to participate and engage in all NYS-MEP activities to support their children’s education.

SUPPORT PARENTS AND FAMILIES AS PRIMARY EDUCATORS AND ADVOCATES FOR THEIR CHILDREN

**PARENT AND FAMILY ENGAGEMENT ACTIVITIES:** In addition to the local and statewide PAC meetings, the local METS program centers provide parents and families with information and learning opportunities based on their needs and concerns. These group and individual activities include, but are not limited to,

- Providing strategies to support children at home to help them succeed in school;
- Connecting parents and families with the school to improve school-home communications;
- Connecting parents and families with community resources and to build support networks; and
- Creating opportunities for social connection with other parents and families.

**NYS-MEP Parent & Family Library**
[https://www.nysmigrant.org/resources/familylibrary](https://www.nysmigrant.org/resources/familylibrary)

Find resources to support parents and families.
Plan de Participación para Padres y Familias

INTRODUCCIÓN
Los padres y las familias juegan un papel crítico en la promoción del desarrollo físico, intelectual, social y emocional de sus hijos. Esto contribuye al logro académico de sus hijos en la escuela.

COMPROMISO
El NYS-MEP:
- Consultará con los padres y familias sobre la educación de sus hijos;
- Apoyará a Padres y familias como educadores y promotores primarios de sus hijos; y
- Reducirá barreras a la participación de Padres y familias en actividades del NYS-MEP.
CONSULTA CON LOS PADRES Y FAMILIAS

CONSEJO CONSULTIVO LOCAL DE PADRES DE FAMILIA (PAC): Los centros locales del programa METS motivan y apoyan a los padres de familia para que se unan al PAC local. El personal del METS consulta con padres y familias sobre la planificación, operación y evaluación de los programas y servicios locales para migrantes. Esto ayuda al personal del METS a entender mejor cómo atender a las necesidades de los estudiantes elegibles y sus familias.

CONSEJO CONSULTIVO ESTATAL DE PADRES DE FAMILIA (PAC Estatal): El NYS-MEP motiva y apoya a los miembros del PAC local a unirse al PAC Estatal. El Equipo de Apoyo Estatal consulta con el PAC Estatal sobre la planificación, operación y evaluación de los programas y servicios estatales para migrantes. El PAC Estatal facilita el proceso de identificación de las necesidades de los estudiantes y la mejoría de la ejecución de servicios.

REDUCIR LOS OBSTÁCULOS A LA PARTICIPACIÓN

El NYS-MEP se esfuerza en reducir barreras de lenguaje y otras para facilitar la participación y el compromiso de padres y familias en todas las actividades del NYS-MEP para apoyar a la educación de sus hijos.

APOYAR A PADRES Y FAMILIAS COMO EDUCADORES Y PROMOTORES PRIMARIOS DE SUS HIJOS

ACTIVIDADES DE COMPROMISO DE PADRES Y FAMILIAS: Además de las juntas de PAC locales y estatales, los centros locales del programa METS proporcionan a los padres y familias información y oportunidades de aprendizaje basadas en sus necesidades e intereses. Estas actividades grupales e individuales incluyen, entre otras,

- Proporcionar estrategias para apoyar a hijos en casa para facilitar su éxito escolar;
- Asociar padres y familias con escuelas para mejorar la comunicación escuela-hogar;
- Asociar padres y familias con recursos comunitarios para establecer redes de apoyo; y
- Crear oportunidades para facilitar lazos sociales con otros padres y familias.

BIBLIOTECA PARA PADRES Y FAMILIAS DEL NYS-MEP

https://www.nysmigrant.org/resources/familylibrary

Encuentre recursos para apoyar a padres y familias.
Overview of the NYS-MEP Website for Parents and Families

VISIT THE NYS-MEP WEBSITE

Parents can find useful information about the NYS-MEP, the local Migrant Education and Tutorial Services (METS) program centers, and related services.

You can use the web link [https://www.nysmigrant.org/](https://www.nysmigrant.org/) or scan the QR Code to go to the NYS-MEP website.

TRANSLATION AVAILABLE FOR THE NYS-MEP WEBSITE

The NYS-MEP website is written mainly in English. It uses “Google Translate” to assist you in reading it in other languages. While this can be helpful, “Google Translate” cannot translate all types of documents and may not give you an exact translation all the time. The NYS-MEP cannot guarantee the accuracy of such translations. Please consult with the local METS program center for additional information and/or clarifications.

CONTACT US AT NYS-MEP

Do you have a question, comment, or suggestion? To contact the NYS-MEP, please use this web link [https://www.nysmigrant.org/contact](https://www.nysmigrant.org/contact) or scan the QR Code.

You will be asked for your name and email address so the Statewide Support Team can reply to your message.

CONTACT THE METS PROGRAM CENTERS

This web link takes you to an interactive New York State map. Click on a county to find the contact information for the local METS program center serving that county.

You can use the web link [https://www.nysmigrant.org/map](https://www.nysmigrant.org/map) or scan the QR Code to go to the map.
The NYS-MEP has developed resources to support parents and families. The goals are to create a MEP environment that is welcoming to our parents and families and to enhance their capacity to support and advocate for their childrens’ learning. These materials and resources are updated throughout the year in response to needs. **Sample resources are listed below.**

*Use the web links or scan the QR Codes to access the information.*

### COVID-19 Resources for Families

[https://www.nysmigrant.org/resources/familylibrary/covid19](https://www.nysmigrant.org/resources/familylibrary/covid19)

This section includes information about coping with stress, COVID-19 vaccinations, and protecting families during COVID-19.

### Cornell Farmworker Program: Farmworker Service Directory for New York State

[https://www.nysmigrant.org/resources/familylibrary/farmworkerservicedirectory](https://www.nysmigrant.org/resources/familylibrary/farmworkerservicedirectory)

The directory includes information on food pantries, health services, and legal services. Parents can choose to search for information through the English or Spanish Directory. (Note: This directory does not list every agency in your region. Check with your METS Program for additional resources.)

### College Assistance Migrant Program (CAMP)

[https://www.nysmigrant.org/resources/familylibrary/CAMP](https://www.nysmigrant.org/resources/familylibrary/CAMP)

The CAMP program assists eligible students who are migratory or seasonal farmworkers (or children of such workers) with financial aid, academic support and more during their first year of college at SUNY Oneonta.

### Art Instructional Videos

[https://www.nysmigrant.org/resources/library/artworkshops](https://www.nysmigrant.org/resources/library/artworkshops)

The videos demonstrate drawing techniques, craft ideas using yarn or clay, and making musical instruments. Videos are available in English and Spanish.
Padres de familia pueden encontrar información útil sobre el NYS-MEP, los centros locales del programa METS (Servicios Tutoriales y de Apoyo a la Educación para Migrantes) y servicios relacionados.

_Usted puede usar el enlace https://www.nysmigrant.org/ o escanear el código QR para acceder al sitio web del NYS-MEP._

El sitio web del NYS-MEP está principalmente escrito en inglés y utiliza “Google Translate” para ayudarle a leerlo en otros idiomas. Aunque esto pueda ser útil, “Google Translate” no puede traducir todos los tipos de documentos y podría ocasionalmente proporcionar una traducción inexacta. El NYS-MEP no puede garantizar la exactitud de estas traducciones. Por favor comuníquese con su centro local del programa METS para recibir información y/o clarificaciones adicionales.

¿Tiene alguna duda, comentario o sugerencia? Para contactar al NYS-MEP, por favor use este enlace https://www.nysmigrant.org/contact o escanee el código QR.

Se le pedirá proporcionar su nombre y dirección de correo electrónico para que el Equipo de Apoyo Estatal pueda responder a su mensaje.

Este enlace web dirige a un mapa interactivo del Estado de Nueva York. Dé clic en un condado para ver la información de contacto del centro local del programa METS que proporciona servicios en ese condado.

_Usted puede usar el enlace https://www.nysmigrant.org/map o escanear el código QR para acceder al mapa._
El NYS-MEP ha desarrollado recursos para apoyar a los padres y las familias. Los objetivos son crear un ambiente MEP de bienvenida para los padres y familias y mejorar su capacidad para apoyar y promover el aprendizaje de sus hijos. Estos materiales y recursos son actualizados a lo largo del año para responder a las necesidades. **Encuentre recursos de muestra abajo. Use los enlaces o escanee los códigos QR para acceder a la información.**

**Recursos para familia sobre el COVID-19**

https://www.nysmigrant.org/resources/familylibrary/covid19

Esta sección incluye información sobre cómo lidiar con el estrés, vacunas contra el COVID-19 y cómo proteger a su familia durante el COVID-19.

**Cornell Farmworker Program:**

Directorio de Servicios para Trabajadores Agrícolas del Estado de Nueva York

https://www.nysmigrant.org/resources/familylibrary/farmworkerservicedirectory

El directorio incluye información sobre almacenes de provisiones, servicios de salud y servicios legales. Los padres pueden escoger inglés o español para buscar información. (Nota: Este directorio no incluye todas las agencias en su región. Contacte a su programa METS local para recibir recursos adicionales.)

**Programa de Asistencia Universitaria para Migrantes (CAMP)**

https://www.nysmigrant.org/resources/familylibrary/CAMP

El programa CAMP ayuda a los estudiantes elegibles que son trabajadores agrícolas temporales (o a los hijos de trabajadores) con becas y apoyo académico, entre otros, durante su primer año en SUNY Oneonta.

**Videos Instructivos de Arte**

https://www.nysmigrant.org/resources/library/artworkshops

Estos videos demuestran técnicas de dibujo, ideas de manualidades usando estambre o barro y cómo hacer instrumentos musicales. Los videos están disponibles en inglés y español.
Translation Note:
The parent brochure, *NYS-MEP Parent and Family Engagement Plan*, updated for 2021-22 is being translated into three more languages:

- Haitian Creole,
- Karen, and
- Swahili

The parent and family handout, *Overview of the NYS-MEP Website for Parents and Families*, updated for 2021-22 is being translated into three more languages:

- Haitian Creole,
- Karen, and
- Swahili

The translations will be added to the website RESOURCES under DOWNLOADABLE FILES and in the PARENT AND FAMILY LIBRARY as the translations are completed.