

Service Delivery Plan Supplement:

2023-24 Implementation Guidelines:

NYS-MEP Parent and Family Engagement Plan

<https://www.nysmigrant.org/resources/downloads/Parent-Forms>

Table of Contents

Implementation Charts: Requirements, Best Practices, and Documentation (pages 2 – 6)

- Chart A - PAC Meetings
 - *In consultation and coordination with parents and families*
- Chart B – Providing Parents with Effective Access to both PAC and non-PAC group events
- Chart C – Individual and Group Parent and Family Involvement (Other than PAC)
 - *Supporting parents and families as their children’s first teachers and advocates*

Documenting PAC and non-PAC Group Meetings and Events (pages 7-19)

(Note: For Directors’ convenience, the Summary Templates are posted to the website separately, in WORD.)

- PAC Summary Template (no changes 2023-24)
 - Examples of Planning, Operation, and Evaluation with a Parent Advisory Council (PAC) (*no changes 2023-24*)
 - **NEW 2023-24:** Writing Sample: Using the PAC Summary Template
- GROUP (non-PAC) Summary Template (*2023-24 alignment with PAC Summary*)
 - Applying the NYS-MEP Theory of Action Framework to Parent and Family **Involvement** (*Other than PAC*)

Parent Brochure: NYS-MEP Parent and Family Engagement Plan, English, (pages 18-19)

- No changes for 2023-24
- *The Parent Brochure is available in: English, Spanish, Haitian Creole, Karen, and Swahili*

Parent Handout: Overview of the NYS-MEP Website for Parents and Families. English, (pages 20-21)

- **NEW 2023-24:** The website overview handout now has a link to the Parent-to-Parent handout, *“Homework: Challenges and Strategies.”*
- *The updated website overview is currently available in: English and Spanish*

Implementation Guidance for the NYS-MEP Parent and Family Engagement Plan

Implementation Chart A – Parent Advisory Councils (PACs)				
Criteria	Req. ¹	B.P. ²	Documentation	Responsibility
Parent Advisory Council <ul style="list-style-type: none"> • Consult with parents and family, including parent advisory councils, in the planning, operation, and evaluation of State and Local Migrant Education Programs ³ • Discuss in two-way conversation rather than a one-sided transmission of information⁴ 	✓		Documentation <ul style="list-style-type: none"> • Maintain electronic and/or hard copies on site • Submit copies of Agendas, PAC Summaries, and PAC Member list to Statewide Support Team • Timelines established annually with Consortium 	Responsibility <ul style="list-style-type: none"> • Statewide Support Team for Statewide PAC • Each METS for its local PAC, and submits copy of Agenda, PAC Summary, and PAC member list to Statewide Support Team (TASC)
<ul style="list-style-type: none"> • Move from consultation to shared decision making process with the PAC • Parents participate in setting goals and outcomes 		✓	<ul style="list-style-type: none"> • Written Meeting Agenda for parents/family <ul style="list-style-type: none"> ▪ Topics Identified as planned opportunities of planning, operation, evaluation • Write a Summary of the PAC meeting⁵ - include <ul style="list-style-type: none"> ▪ Date and location; ▪ Attendance numbers for parents, children, staff, and volunteers (the actual sign-in is a separate document kept on-site); ▪ Identify topics as consultation with parents for planning, operation, or evaluation; ▪ Parent input, suggestions, questions; ▪ Parent Impact on Program: What does the Program plan to act on the parent input? (Investigate, implement or not); 	<p>Note: Each METS assists the virtual Statewide PAC with attendance, on-site/breakout room discussion notes, and meeting evaluations.</p>
<ul style="list-style-type: none"> • Hold minimum of two Statewide and two local PAC meetings per year⁶ 	✓		<ul style="list-style-type: none"> ▪ Document the criteria met for <i>“Effective Access to Parent and Family Engagement;”</i> and ▪ Document the date when the ESSA Complaint Procedure was shared at a parent meeting in 2022-23 during. (either at a PAC meeting or a non-PAC Group meeting/event. 	
<ul style="list-style-type: none"> • NYS-MEP share the ESSA Complaint Procedure with PAC Parents once a year, at a Statewide PAC meeting • METS share the ESSA Complaint Procedure once a year at either a 	✓		<ul style="list-style-type: none"> • Maintain yearly list of local PAC members 	

Implementation Guidance for the NYS-MEP Parent and Family Engagement Plan

Local PAC meeting or a non-PAC Group Involvement activity.				
Comprehensive Needs Assessment and Service Delivery Plan⁷ <ul style="list-style-type: none"> Develop in collaboration with parents and family of migratory children⁸ 	✓		<ul style="list-style-type: none"> Comprehensive Needs Assessment Service Delivery Plan 	<ul style="list-style-type: none"> Statewide Support Team

Implementation Chart B – Effective Access to Parent and Family Meetings and Events <i>Including PAC and other (non-PAC) Group meetings and events such as meetings, Family Nights, Town Halls, picnics, and celebrations</i>				
Criteria	Req. ⁹	B.P. ¹⁰	Documentation	Responsibility
Provide translation of materials and interpretation at meetings in a format and language understandable to the parents and families ¹¹	✓		<ul style="list-style-type: none"> Maintain electronic and/or hard copies on site Document in the PAC Summary, and in the Group Meetings and Events Summary Timelines established annually with Consortium 	<ul style="list-style-type: none"> Statewide Support Team for Statewide PAC Each METS for its local PAC and other Parent-Family Group Meetings and Events <p>Each METS submits effective access information with its</p>
Identify barriers to participation¹⁴ <ul style="list-style-type: none"> Start with the basic barriers and solutions in the <i>2017 Guidance for Title I, Part C Section VII (B8)</i> Consult with parents to identify any additional barriers 	✓			
Provide effective access to PAC Meetings¹⁷		✓	<ul style="list-style-type: none"> Include steps taken to reduce barriers and provide effective access to the meeting when writing the Summary for PAC meeting¹⁵ or for other (non-PAC) Group Parent and Family Engagement meetings/events¹⁶ 	

Implementation Guidance for the NYS-MEP Parent and Family Engagement Plan

<ul style="list-style-type: none"> • Flier/invitation with time and location in advance of meeting • Reduce barriers to attendance, such as meeting time, childcare, transportation 				PAC or Group Meeting/Event Summaries to the Statewide Support Team (TASC)
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Implementation Chart C – Individual and Group Parent and Family Involvement (Other than PAC)				
Criteria	Req. ¹⁸	B.P. ¹⁹	Documentation	Responsibility
<p>Parent and Family Involvement</p> <ul style="list-style-type: none"> • Provide information about local METS program and services • Provide copy of NYS-MEP Parent and Family Engagement Plan brochure to all parents (Note: This brochure contains a link to the ESSA Complaint Procedure) • Engage in two-way, reciprocal, conversations as opposed to a one-sided transmission of information from the METS • Build capacity of parents to support children’s achievement²⁰ • Utilize the three interdependent focus areas of the NYS-MEP Theory of Action as a framework for building parent and family 	✓		<p>Documentation</p> <ul style="list-style-type: none"> • Maintain electronic and/or hard copies on site • Timelines established annually with Consortium <p>Individual Parent and Family Involvement</p> <ul style="list-style-type: none"> • Document training/focus on METS staff meeting agenda when particular parent and family engagement criteria are identified to use during individual contacts. <p>Group Parent Involvement (Other than PAC) <i>Including (non-PAC) parent and family meetings and events such as meetings, Family Nights, Town Halls, picnics, and celebrations.</i></p> <ul style="list-style-type: none"> • Written Meeting Agenda for parents/family • Write a Summary of the Group Parent Engagement meeting or event²³ - include <ul style="list-style-type: none"> ▪ Date and location; ▪ Attendance numbers for parents, children, staff, and volunteers (the actual sign-in is a separate document kept on-site); 	<p>Responsibility</p> <ul style="list-style-type: none"> • Each METS documents its individual and Parent-Family Group Meetings and Events <p>Each METS submits to the Statewide Support Team (TASC):</p> <ul style="list-style-type: none"> • Related staff meeting agendas • Copy of the Parent and Family GROUP Engagement Summary

Implementation Guidance for the NYS-MEP Parent and Family Engagement Plan

<p>capacity as their children’s first teacher and advocate.²¹ Refer to <i>“Applying the NYS-MEP Theory of Action Framework to Parent Family Engagement,”</i> in this appendix for specific examples.</p> <ul style="list-style-type: none"> • See also the criteria for <i>“Effective Access to Parent and Family Engagement Meetings and Events”</i>²² • METS share the ESSA Complaint Procedure once a year at either a Local PAC meeting or a non-PAC Group Involvement activity. 			<ul style="list-style-type: none"> ▪ Meeting objectives with their connection to the Theory of Action framework; ▪ A brief description of the activities related to each objective; ▪ A brief description of the outcomes for parents and families; ▪ Document the criteria met for <i>“Effective Access to Parent and Family Engagement,”</i> and ▪ Document the date when the ESSA Complaint Procedure was shared at a parent meeting in 2022-23 during. (either at a PAC meeting or a non-PAC Group meeting/event. 	<p>Note: Submitting a copy of the Staff Agenda to document Individual Parent and Family Involvement opportunities is an optional alternative when the non-PAC group meetings or events are not available.</p> <ul style="list-style-type: none"> • The Staff Agenda would have the topic of Parent Involvement listed.
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¹ Required

² Best Practice

³ **Title I, Part C, Section 1304(c)(3)**, [As amended through P.L. 114-95, Enacted December 10, 2015]. See <https://www2.ed.gov/programs/mep/legislation.html> and scroll to “Legislation.” As well as **Non-Regulatory Guidance**, *Guidance: Education of Migratory Children under Title I, Part C of ESEA of 1965* (March 2017), Section VII (B2). See <https://www2.ed.gov/programs/mep/legislation.html> and scroll to “Policy Guidance.”

⁴ **ESEA of 1965 Section 1116** [As amended through P.L. 114-95, Enacted December 10, 2015], and **Guidance: Parent and Family Engagement: Title I, Part A; New York State Education Department, Office of ESSA-Funded Programs** (June 2019). See <http://www.nysed.gov/common/nysed/files/pfe-guidance.pdf>

⁵ **PAC Summary Template** on the NYS-MEP website at <https://www.nysmigrant.org/resources/downloads/Parent-Forms>

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

⁷ **Title I, Part C, Section 1306**, [As amended through P.L. 114-95, Enacted December 10, 2015]. See <https://www2.ed.gov/programs/mep/legislation.html> and scroll to “Legislation.”

⁸ **Non-Regulatory Guidance**, *Guidance: Education of Migratory Children under Title I, Part C of ESEA of 1965* (March 2017), Section VII. See <https://www2.ed.gov/programs/mep/legislation.html> and scroll to “Policy Guidance.”

⁹ Required

¹⁰ Best Practice

¹¹ **Title I, Part C, Section 1304(c)(3)**, [As amended through P.L. 114-95, Enacted December 10, 2015]. See <https://www2.ed.gov/programs/mep/legislation.html> and scroll to “Legislation.”

Implementation Guidance for the NYS-MEP Parent and Family Engagement Plan

- ¹² **PAC Summary Template** on the NYS-MEP website at <https://www.nysmigrant.org/resources/downloads/Parent-Forms>
- ¹³ **Parent and Family GROUP Engagement Summary Template** on the NYS-MEP website at <https://www.nysmigrant.org/resources/downloads/Parent-Forms>
- ¹⁴ **ESEA of 1965 Section 1116 (2)(D)(i)**, [As amended through P.L. 114-95, Enacted December 10, 2015]. See <https://www2.ed.gov/programs/mep/legislation.html> and scroll to “Legislation.”
- ¹⁵ **PAC Summary Template** on the NYS-MEP website at <https://www.nysmigrant.org/resources/downloads/Parent-Forms>
- ¹⁶ **Parent and Family GROUP Engagement Summary Template** on the NYS-MEP website at <https://www.nysmigrant.org/resources/downloads/Parent-Forms>
- ¹⁷ **Non-Regulatory Guidance**, *Guidance: Education of Migratory Children under Title I, Part C of ESEA of 1965* (March 2017), Section VII (B8). See <https://www2.ed.gov/programs/mep/legislation.html> and scroll to “Policy Guidance.”
- ¹⁸ **Required**
- ¹⁹ **Best Practice**
- ²⁰ **ESEA of 1965 Section 1116** [As amended through P.L. 114-95, Enacted December 10, 2015], and **Guidance: Parent and Family Engagement: Title I, Part A; New York State Education Department, Office of ESSA-Funded Programs (June 2019)**. See <http://www.nysed.gov/common/nysed/files/pfe-guidance.pdf>
- ²¹ **NYS-MEP Guidelines** for Service Delivery Plan period
- ²² **Non-Regulatory Guidance**, *Guidance: Education of Migratory Children under Title I, Part C of ESEA of 1965* (March 2017), Section VII (B14)(C). See <https://www2.ed.gov/programs/mep/legislation.html> and scroll to “Policy Guidance.”
- ²³ **Parent and Family GROUP Engagement Summary Template** on the NYS-MEP website at <https://www.nysmigrant.org/resources/downloads/Parent-Forms>



Summary: Parent Advisory Council (PAC)

METS Program:

Date:

LOCATION:				
ATTENDANCE:	# Parents:	# Children:	# Staff:	# Volunteers:

Agenda Topics (Topic and brief description. Plus any added by the Parents)	Identify Area of Parent Input: (Planning, Operation or Evaluation)	Parent Suggestion or Request	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(s):

Annual New York State ESSA-Funded Programs Complaint Procedures:

- The parent brochure, "NYS-MEP Parent and Family Engagement Plan," provides information and a link to the Complaint procedures
- The procedure and link were shared **with PAC Parents or at a non-PAC Parent meeting since September 1:**
 - Today
 - Previously (Date): _____
 - Planned (Date) : _____

Documentation for Reducing Barriers to Parent and Family Participation

- Making a commitment to equitable parent and family engagement, the NYS-MEP seeks to reduce barriers and to make it easier for migratory parents to participate in State PAC meetings.

A copy of every document used, is filed electronically and/or with hardcopy in the METS office.

Meeting conducted in a format and language understandable to the parents and families
<input type="checkbox"/> Copy of Agenda for Parents to use in each language used by parents in this METS: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Karen <input type="checkbox"/> Burmese <input type="checkbox"/> Other:
<input type="checkbox"/> Copy of the Invitation/Flier in each language used by parents in this METS: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Karen <input type="checkbox"/> Burmese <input type="checkbox"/> Other:
<input type="checkbox"/> Copy of Handouts given to Parents in the following language(s): <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Karen <input type="checkbox"/> Burmese <input type="checkbox"/> Other:

Send to TASC:
<input type="checkbox"/> Copy of this Summary <input type="checkbox"/> Copy of Agenda in each language used

Brief description of steps taken to reduce barriers and provide effective access to the meeting
Meeting Time Convenient to Parents
Activities for Children Provided so Parent can Attend In-Person Meeting
Transportation
Other:

(Add rows for additional barriers anticipated and addressed)

Other Meeting Documentation:

Parent/Family Attendance documented and filed in the METS Office electronically and/or with a hard copy.

Examples of Planning, Operation, and Evaluation with a Parent Advisory Council (PAC)

Parent Advisory Council (PAC)	(non-PAC) Parent Involvement
<p>FOCUS: <i>Asking parents for their advice</i> in order to plan or evaluate the MEP/METS program, events, resources</p> <ul style="list-style-type: none"> • PAC Parents might receive a time-sensitive announcement, or some information about a particular program or resource that they are being asked to evaluate or plan how to use it, but the focus is on PAC Parents advising the MEP/METS in order to impact programming, events, resources 	<p>FOCUS: <i>Sharing information with parents</i> that support them as the primary teachers and advocates for their children</p> <ul style="list-style-type: none"> • Parents might be asked to evaluate the presentation or meeting, or asked for topic ideas, but the focus of the meeting is about parents receiving and applying the information
<p>EXPECTED OUTCOMES:</p> <ul style="list-style-type: none"> • <i>Making an impact</i> on the MEP/METS Program: change and improvement • Parent leadership skills • Parents advocating for their children within the MEP/METS • Working together creates opportunity for peer-to-peer support, networking, and building social capital 	<p>EXPECTED OUTCOMES:</p> <ul style="list-style-type: none"> • Parents receive new information, resources, and/or contacts • Parent empowerment • Parents advocating for their family at school and in the community • Group activities create opportunity for peer-to-peer support, networking, and building social capital • Future PAC Parents

Following are Examples from (2021-22) METS Local PAC and State PAC Meetings

Planning

Ask Parents to plan:

- What would be useful topics/speakers/local focus for METS to explore/plan for this year’s (non-PAC) parent meetings?
- What information do PAC parents suggest for a welcome packet for parents who are new to the program?
- *Winter/Spring:* Planning for coming summer program:

- Should METS have in person group activities with middle school and high school students?
- Which summer field trip options are best?

Operation

- METS reports back to parents on the result of the planning and/or evaluation feedback and suggestions from the previous PAC meeting
- Share results from Parent Survey with parents
- Share CNA statements and Priorities with parents
- Share NYS Parent Bill of Rights and NYS ESSA-Funded Programs Complaint Procedures with parents

Evaluation

Ask Parents to evaluate:

- Summer program just completed and the responses to the parent survey
- Current “Welcome Packet” for new families: Ask parents to decide what to keep, delete, or add
- Resources or presenters as to whether or not to share with the rest of the parents



Summary: **Parent Advisory Council (PAC)**

METS Program: **Sample**

Date:

LOCATION:	Sample 1: Zoom Sample 2: METS Office			
ATTENDANCE:	# Parents:	# Children:	# Staff:	# Volunteers:

Agenda Topics (Topic and brief description. Plus, any added by the Parents)	Identify Area of Parent Input: (Planning, Operation or Evaluation)	Parent Suggestion or Request	Parent Impact on Program What does the METS program plan to do with the Parent Input? (Investigate possibilities, Implement or not, other)
<p>Planning Sample 1: Survey parents regarding what information/ topics/ activities they would like to see at future parent meetings.</p>	<p>PLANNING</p> <p>~Soliciting Parent Input~</p> <p>~Documenting how the Parent Suggestions are impacting the METS Program~</p>	<p>Planning Sample 1: Parents showed interest in DASA, for Parents and their children.</p>	<p>Sample 1 - Impact on METS: We will</p> <ul style="list-style-type: none"> implement Parent workshop on DASA implement Student workshops in the same month
<p>Planning Sample 2: Request feedback from Parents on the proposed materials for “Welcome Packets” for parents new to the METS. Collect suggestions of other information to include</p> <ul style="list-style-type: none"> What format is best to receive materials: hard copy, digital, or both? 		<p>Planning Sample 2: Parents liked the materials that were shared and thought that they would be useful.</p> <ul style="list-style-type: none"> They shared that getting help with insurance and WIC were very helpful when they arrived. <p>They stressed how valuable it was to have a tutor to reach out to for help when they arrived in the area.</p>	<p>Sample 2 - Impact on METS: The METS will put together and distribute Parent Welcome packets (folders of information with both general information relevant across the METS and local information (Health Insurance Navigators, Health Clinics, Vaccination information, WIC, ABCD or Head Start, etc.) to newly arriving families.</p>

Agenda Topics (Topic and brief description. Plus, any added by the Parents)	Identify Area of Parent Input: (Planning, Operation or Evaluation)	Parent Suggestion or Request	Parent Impact on Program What does the METS program plan to do with the Parent Input? (Investigate possibilities, Implement or not, other)
<p><i>Evaluation Sample 1:</i> Evaluate 2022 Summer Program.</p> <ul style="list-style-type: none"> • Parent review of Summer 2022 METS program using the Parent Survey results. • Review books and activities. 	<p>EVALUATION</p> <p><i>~Soliciting Parent feedback~</i></p> <p><i>~Documenting how the Parent Suggestions are impacting the METS Program~</i></p>	<p><i>Evaluation Sample 1:</i> Parents liked the books and activities used.</p> <p>One parent mentioned it was difficult to connect with home tutoring due to work schedule.</p> <ul style="list-style-type: none"> • Discussed what could be done in the future in the event a family is not home to provide the needed packet and instruction. 	<p><i>Sample 1 - Impact on METS:</i> We will use input provided to help guide next summer's program. Specific notation for connecting with all families and how to do that will be a priority.</p>
<p><i>Evaluation Sample 2:</i> Review of 2021-2022 Program.</p> <ul style="list-style-type: none"> • Shared a presentation with the parents highlighting the 2021-22 program and data. 		<p><i>Evaluation Sample 2:</i></p> <ul style="list-style-type: none"> • The parents appreciated seeing their children and how the program is helping their children. • Parents asked if this can be done again for the 2022-23 year. 	<p><i>Sample 2 - Impact on METS:</i> The METS program will implement the Parents' request for program year 2022-23.</p>

Agenda Topics (Topic and brief description. Plus, any added by the Parents)	Identify Area of Parent Input: (Planning, Operation or Evaluation)	Parent Suggestion or Request	Parent Impact on Program What does the METS program plan to do with the Parent Input? (Investigate possibilities, Implement or not, other)	
<p>Operation Sample 1 Transition new parents joining the PAC as two PAC Parents rotate out of the program.</p> <ul style="list-style-type: none"> Reviewed the PAC’s purpose and responsibilities, using the PAC brochure. 	<p>OPERATION</p> <p><i>~Operation of the PAC~</i></p>	<p>Operation Sample 1 The new PAC Parents were excited to be invited and participate.</p>	<p>Sample 1 - Impact on METS: Introducing new PAC members in the spring</p> <ul style="list-style-type: none"> Will help the METS sustain a Parent Advisory Council, and Will help PAC Parents transition to a new year. 	
<p>Operation Sample 2 ESSA Complaint Procedures and Parent Brochure</p> <ul style="list-style-type: none"> Parents viewed the Parent Brochure from the NYS Migrant website detailing parent rights, and the ESSA complaint process. 		<p><i>~Meeting a program requirement~</i></p>	<p>Operation Sample 2 Parents appreciated the information, especially looking at the website.</p>	<p>Sample 2 - Impact on METS:</p> <ul style="list-style-type: none"> We may tour other parent resources on the NYS Migrant Website at a future parent meeting. Completed this Annual NYS-MEP requirement.
<p>Operation Sample 3 Announcing Summer Programs and Field Trips</p> <ul style="list-style-type: none"> Provided a detailed overview of specific programs and field trips scheduled Reviewed the dates and different opportunities based on the students’ ages. 		<p><i>~Updating PAC about upcoming events~</i></p>	<p>Operation Sample 3 The parents had many follow-up questions as we went through the schedule.</p> <ul style="list-style-type: none"> They asked if certain ages could be added to specific programs, if transportation was being offered, and specific questions about the instructional lessons. 	<p>Sample 3 - Impact on METS: In response to the Parent questions and concerns, the METS will be adding our preschool students to our younger programming and adding some students in grade 8 to our older programs.</p> <ul style="list-style-type: none"> As we get closer to the events, we will continue


			to assess the transportation needs.
<p>Operation Sample 4 Report on updating annual Parent Survey about joining the PAC</p> <ul style="list-style-type: none"> • Adding an explanation of what the Parents do on the Parent Advisory Council. 	<p style="text-align: center;"><i>~Follow up Report about previous PAC projects or the PAC's impact on METS programs~</i></p>	<p>Operation Sample 4 Parents like this idea.</p>	<p>Sample 4 - Impact on METS: The METS will implement a new Parent Survey in Summer of 2003.</p>

Reminder to complete the rest of the PAC Summary Template:

- Complete the check boxes as appropriate to the meeting.
- Save all of your documents locally.
- Within 2 weeks of the Local PAC meeting, email a copy of the MEETING SUMMARY and AGENDA to maryanne.diaz@oneonta.edu

When the METS and/or the PAC identifies resources and information parents want or need to know:

- This would trigger the METS scheduling time to share the resource/information with more parents than just the PAC,
 - *as capacity allows,*
 - *separate* from the next Parent Advisory Council meeting.
 - **Either** Educators sharing the resource/information with individual parents in their caseloads, **or**
 - Scheduling a (non-PAC) Group Parent Engagement meeting or event. (*Virtual or in person*)

	Summary: Parent and Family Engagement GROUP Meeting or Event <i>(Other than PAC)</i>			[space for METS logo]
	METS Program: Date:			
LOCATION:				
ATTENDANCE:	# Parents:	# Children:	# Staff:	# Volunteers:

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

(Add rows for additional topics)

Additional Comment:

Annual New York State ESSA-Funded Programs Complaint Procedures:

- The parent brochure, “NYS-MEP Parent and Family Engagement Plan,” provides information and a link to the Complaint procedures
- The procedure and link were shared **with PAC Parents or at a non-PAC Parent meeting since September 1st:**
 - Today
 - Previously (Date): _____
 - Planned (Date) : _____

Documentation for Reducing Barriers to Parent and Family Participation

- Making a commitment to equitable parent and family engagement, the NYS-MEP seeks to reduce barriers and to make it easier for migratory parents to participate in State PAC meetings.

A copy of every document used, is filed electronically and/or with hardcopy in the METS Office.

Meeting conducted in a format and language understandable to the parents and families	Send to TASC:
<input type="checkbox"/> Copy of Agenda for Parents to use in each language used by parents in this METS: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Karen <input type="checkbox"/> Burmese <input type="checkbox"/> Other:	<input type="checkbox"/> Copy of this Summary
<input type="checkbox"/> Copy of the Invitation/Flier in each language used by parents in this METS: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Karen <input type="checkbox"/> Burmese <input type="checkbox"/> Other:	<input type="checkbox"/> Copy of Agenda in each language used
<input type="checkbox"/> Copy of Handouts given to Parents in the following language(s): <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Karen <input type="checkbox"/> Burmese <input type="checkbox"/> Other:	

Brief description of steps taken to reduce barriers and provide effective access to the meeting
Meeting Time Convenient to Parents
Activities for Children Provided so Parent can Attend In-Person Meeting
Transportation
Other:

(Add rows for additional barriers anticipated and addressed)

Other Meeting Documentation:

Parent/Family Attendance documented and filed in the METS Office electronically and/or with a hard copy.

Applying the NYS-MEP Theory of Action Framework to Parent and Family **Involvement** (Other than PAC)

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

VISIT THE NYS-MEP WEBSITE

<https://www.nysmigrant.org/>

Find useful information about the NYS-MEP, the local METS program centers, and related services.



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.

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

<https://www.nysmigrant.org/resources/familylibrary/parentsbillofrights>

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.



New York State Migrant Education Program (NYS-MEP)

Parent and Family Engagement Plan

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.

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>

Find resources to support parents and families.



New York State Migrant Education Program (NYS-MEP)

**Overview of the NYS-MEP Website for
Parents and Families**



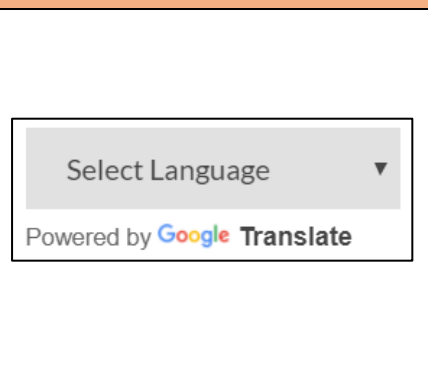
VISIT THE NYS-MEP WEBSITE

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/> 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> 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> or scan the QR Code to go to the map.

NYS-MEP PARENT & FAMILY LIBRARY

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

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.



Parent-to-Parent Handout: "Homework Challenges and Strategies that Work"

<https://www.nysmigrant.org/resources/familylibrary/parent-to-parent/homework>



The homework handout was created as a result of State PAC Parents sharing their challenges and strategies at the April 2022 and October 2022 State PAC meetings.



Cornell Farmworker Program: Farmworker Service Directory for New York State

<https://www.nysmigrant.org/resources/familylibrary/farmworkersservicedirectory>

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>



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>

The videos demonstrate drawing techniques, craft ideas using yarn or clay, and making musical instruments. Videos are available in English and Spanish.

