

**NYS MEP 2025-2028 SDP: SERVICES AND STRATEGIES NEEDED TO MEET CONCERNS FOR MIGRATORY STUDENTS AND FAMILIES**

<b>Services and Strategies for Early Childhood</b>	
<b>Service</b>	<b>Required Strategies for Early Childhood</b>
<b>EC 1. Conduct a comprehensive needs assessment of each eligible migratory child.</b>	<p><b>EC 1.1</b> Meet with children, families, and preschool teachers, where appropriate, to discuss student strengths, needs, and available support.</p> <p><b>EC 1.2</b> Use the ASIR during the needs assessment process to establish level of services and to build rapport with students/families.</p> <p><b>EC 1.3</b> Review needs assessment at minimum annually to update educational and/or support plans for the year.</p>
<b>EC 2. Refer eligible children (P3-P5) for enrollment in Kindergarten and in available community/district preschools.</b>	<p><b>EC 2.1</b> Maintain a list of district/community preschool programs in each METS region and use it to make appropriate referrals.</p> <p><b>EC 2.2</b> Promote preschool participation based on program availability and family interest.</p> <p><b>EC 2.3</b> In January, identify preschoolers eligible for Kindergarten or preschool programs and notify districts and community agencies of eligible students for Fall.</p> <p><b>EC 2.4</b> Assist with registration as needed, walking families through the enrollment and registration process.</p> <p><b>EC 2.5</b> Help families arriving after the preschool enrollment period apply for wait lists when programs have flexibility.</p>
<b>EC 3. Engage parents/guardians in supporting learning as their child(ren)'s first teacher.</b>	<p><b>EC 3.1</b> Emphasize the importance of creating an environment where families speak, play, sing, and read with children in their home language to support both numeracy and literacy development.</p> <p><b>EC 3.2</b> Share culturally relevant resources, materials, and strategies that provide multiple ways for children to explore diverse cultures, identities, and experiences through reading and oral storytelling.</p> <p><b>EC 3.3</b> Communicate with families about what to expect once their children enroll in kindergarten.</p>
<b>EC 4. Provide support services to migratory children and families.</b>	<p><b>EC 4.1</b> Support families in understanding child development (e.g., CDC milestones, ages and stages).</p> <p><b>EC 4.2</b> Help communicate vaccine requirements for school enrollment and connect families to resources that can assist them.</p> <p><b>EC 4.3</b> Advocate for/refer families to special education and early intervention services for their children as needed.</p>
<b>EC 5. Provide instructional services to preschool-aged migratory children in ELA, ENL, and/or math.</b>	<p><b>EC 5.1</b> Use the Early Childhood Academic Tool (ECA) to pre- and post-test Level 2 P3-P5 children in their home language.</p> <p><b>EC 5.2</b> Prioritize students who are not in a preschool program for instructional support. Record Instructional service hours in ELA, ENL, and Math per student needs and interests</p> <p><b>EC 5.3</b> Use multiple modalities for instruction where possible and useful (e.g., in person/virtual platforms, individual/group learning opportunities, bilingual instruction).</p>

<p><b>EC 6. Provide summer services to all eligible migratory children.</b></p>	<p><b>EC 6.1</b> Provide instructional services to all P3-P5 migratory children present during summer.</p> <p><b>EC 6.2</b> Provide support services to children/families present in summer in response to child/family needs and interests..</p>
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**Services and Strategies for K-8 Students**

Service	Required Strategies for Elementary Students
<p><b>K-8 1. Conduct a comprehensive needs assessment of each eligible migratory student.</b></p>	<p><b>K-8 1.1</b> Meet with individual students/families to discuss strengths, needs, and available supports.</p> <p><b>K-8 1.2</b> Consult and collaborate with teachers to identify additional needs and available supports.</p> <p><b>K-8 1.3</b> Identify PFS students and use the ASIR during the needs assessment process to establish level of services and to build rapport with students/families.</p> <p><b>K-8 1.4</b> Review attendance records and report cards, and monitor academic progress (e.g., grades, test scores).</p> <p><b>K-8 1.5</b> Review needs assessment with parents/guardians/students at minimum annually to update student’s engagement and support plan</p>
<p><b>K-8 2. Collaborate with schools to facilitate registration processes with students/families.</b></p>	<p><b>K-8 2.1</b> Assist with registration as needed, walking families through the enrollment and registration process.</p> <p><b>K-8 2.2</b> Help communicate vaccine requirements for school enrollment and connect students/families to resources that can assist them.</p>
<p><b>K-8 3. Provide support services to migratory students during the school year.</b></p>	<p><b>K-8 3.1</b> Connect and refer students and families directly to resources that can assist them with staying healthy, safe, and engaged in school, including counseling and a full range of physical/behavioral/mental health services.</p> <p><b>K-8 3.2</b> Provide direct support and advocacy during the school year in response to student needs and interests.</p>
<p><b>K-8 4. Provide targeted ELA and/or math instructional services to migratory students during the school year.</b></p>	<p><b>K-8 4.1</b> Pre-test Level 3 grade 3-8 students using EasyCBM in ELA and/or math fluency.</p> <p><b>K-8 4.2</b> Work with teachers to refer/connect students to supplemental instructional resources available through school and community organizations.</p> <p><b>K-8 4.3</b> Provide targeted instruction/tutoring in ELA <u>or</u> math based on area of instructional focus for Level 3 students.</p> <p><b>K-8 4.4</b> Post-test Level 3 grade 3-8 students using EasyCBM only in the area of instructional focus (e.g., ELA or math).</p>
<p><b>K-8 5. Assist elementary students in developing self-advocacy skills.</b></p>	<p><b>K-8 5.1</b> Teach students to be more proactive and confident in asking for help from teachers and other adults in the school.</p> <p><b>K-8 5.2</b> Encourage parents/guardians to be actively involved in their children’s educational progress.</p> <p><b>K-8 5.3</b> Have students practice self-advocacy by asking familiar adults for help.</p>

<p><b>K-8 6. Provide summer services to all migratory students.</b></p>	<p><b>K-8 6.1</b> Provide instructional services to all migratory students present during summer.  <b>K-8 6.2</b> Additionally, refer students present in summer to appropriate supportive services as needed.  <b>K-8 6.3</b> Provide direct support and advocacy in summer in response to student needs and interests.</p>
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**Services and Strategies for Secondary Students (9-12)**

<b>Service</b>	<b>Required Strategies for Secondary Students</b>
<p><b>SEC 1. Conduct a comprehensive needs assessment of each eligible migratory student.</b></p>	<p><b>SEC 1.1</b> Meet with individual students/families to discuss strengths, needs, and available supports.  <b>SEC 1.2</b> Consult and collaborate with teachers and guidance counselors to identify additional needs and available supports.  <b>SEC 1.3</b> Identify PFS students and use the ASIR during the needs assessment process to establish level of services and to build rapport with students/families.  <b>SEC 1.4</b> Monitor students' academic progress (e.g., test scores, transcripts, schedules, and attendance records) to identify gaps or concerns.  <b>SEC 1.5</b> Review needs assessment with parents/guardians/students at minimum annually to update student's engagement and support plan.</p>
<p><b>SEC 2. Collaborate with schools to facilitate registration processes with students/families.</b></p>	<p><b>SEC 2.1</b> Assist with registration as needed, walking families through the enrollment and registration process.  <b>SEC 2.2</b> Help communicate vaccine requirements for school enrollment and connect students/families to resources that can assist them.</p>
<p><b>SEC 3. Engage migratory secondary students annually in exploring interests and setting goals.</b></p>	<p><b>SEC 3.1</b> Work with students to set short and long term personal goals within 3 months of completing their needs assessment.  <b>SEC 3.2</b> Establish a timeframe for checking in with students regarding progress toward their goals.  <b>SEC 3.3</b> Help students identify opportunities to explore their interests.  <b>SEC 3.4</b> Encourage goal/plan adjustments as a natural part of growth and progress.  <b>SEC 3.5</b> Adjust annual plan for services as needed to meet student goals.</p>
<p><b>SEC 4. Provide support services to migratory students during the school year.</b></p>	<p><b>SEC 4.1</b> Connect students and families directly to resources that can assist them with staying healthy, safe, and engaged in school, including counseling and a full range of physical/behavioral/mental health services.  <b>SEC 4.2</b> Provide direct support and advocacy during the school year in response to student needs and interests.</p>
<p><b>SEC 5. Provide targeted instructional services to</b></p>	<p><b>SEC 5.1</b> Monitor progress and work with students and school staff to identify areas of current academic need.  <b>SEC 5.2</b> Connect students with supplemental academic services available through their school, community, and/or other organizations.</p>

<b>migratory students during the school year.</b>	<b>SEC 5.3</b> Provide targeted instruction/tutoring to level 2 and 3 students to address academic challenges and interests as needed.
<b>SEC 6. Assist migratory students with understanding and meeting graduation requirements.</b>	<p><b>SEC 6.1</b> Support students and parents in understanding diploma requirements/pathways to graduation</p> <p><b>SEC 6.2</b> Work with guidance counselors/building administrators to ensure students receive transfer credits where appropriate.</p> <p><b>SEC 6.3</b> Work with guidance counselors/building administrators to ensure students are enrolled in appropriate credit-bearing classes and on track to graduation.</p> <p><b>SEC 6.4</b> Support students in preparing for Regents exams and other state assessments.</p>
<b>SEC 7. Explore a range of secondary and post-secondary options with migratory high school students.</b>	<p><b>SEC 7.1</b> Encourage students to attend CAMP, SOMLA, career and life readiness workshops, district financial aid workshops, career fairs, college visitation programs, and other opportunities for exploration of post-secondary options.</p> <p><b>SEC 7.2</b> Provide students (and parents/guardians, as appropriate) with information about college application processes, including financial aid and scholarship eligibility requirements.</p> <p><b>SEC 7.3</b> Provide students (and parents/guardians, as appropriate) with information about non-college options for success, including certification and apprenticeship programs, trade schools, paid internships, and other career pathways.</p>
<b>SEC 8. Provide summer services to all migratory secondary students.</b>	<p><b>SEC 8.1</b> Provide instructional services to all migratory students present during summer.</p> <p><b>SEC 8.2</b> Additionally, refer students present in summer to appropriate supportive services as needed.</p> <p><b>SEC 8.3</b> Provide direct support and advocacy in summer in response to student needs and interests.</p> <p><b>SEC 8.4</b> Review final report cards and assist students that are credit deficient or that need to pass Regents exams to register for district summer school programs.</p>

<b>Services and Strategies for Dropouts</b>	
<b>Service</b>	<b>Required Strategies for Dropouts</b>
<b>DO 1. Maintain connection with students who drop out.</b>	<b>DO 1.1</b> Establish contact with student within 45 days of learning the student has left school.
<b>DO 2. Conduct a comprehensive needs assessment of each eligible migratory student.</b>	<p><b>DO 2.1</b> Engage students and families, where appropriate, to discuss strengths, needs, interests, and goals using the OSY profile.</p> <p><b>DO 2.2</b> Identify PFS students and use the ASIR during the needs assessment process to establish level of services and to build rapport with students/families.</p> <p><b>DO 2.3</b> Review needs assessment at minimum annually to discuss student’s engagement and support plan.</p>

<b>DO 3. Engage migratory students who have dropped out of school in exploring interests and setting goals.</b>	<p><b>DO 3.1</b> Provide opportunities for students to explore their interests.</p> <p><b>DO 3.2</b> Work with students to set short and long term personal goals.</p> <p><b>DO 3.3</b> Have students commit to a timeframe for checking in on/reporting progress toward their goals.</p> <p><b>DO 3.4</b> Encourage goal/plan adjustments as a natural part of growth and progress.</p> <p><b>DO 3.5</b> Adjust annual plan for services as needed to meet student goals.</p>
<b>DO 4. Provide support services to migratory students who have dropped out of school.</b>	<p><b>DO 4.4</b> Connect and refer youth directly to resources that can assist them with staying emotionally healthy, and safe.</p> <p><b>DO 4.5</b> Provide direct support and advocacy in response to student needs and interests.</p>
<b>DO 5. Provide targeted instructional services to migratory students who have dropped out of school.</b>	<p><b>DO 5.1</b> Work with students to identify areas of current academic need.</p> <p><b>DO 5.2</b> Connect students with supplemental academic services available in the community.</p> <p><b>DO 5.3</b> Provide targeted instruction/tutoring to Level 2 and 3 students to address academic challenges and interests as needed.</p>
<b>DO 6. Provide summer services to all migratory students.</b>	<p><b>DO 6.1</b> Provide instructional services to all migratory youth present during summer.</p> <p><b>DO 6.2</b> Additionally, refer youth present in summer to appropriate supportive services as needed.</p> <p><b>DO 6.3</b> Provide direct support and advocacy in response to student needs and interests.</p>

<b>Services and Strategies for OSY</b>	
<b>Service</b>	<b>Required Strategies for OSY</b>
<b>OSY 1. Conduct a comprehensive needs assessment of each OSY.</b>	<p><b>OSY 1.1</b> Meet with individual OSY to build a rapport and conduct a needs assessment/OSY profile.</p> <p><b>OSY 1.2</b> Use the ASIR during the needs assessment process to establish level of services.</p> <p><b>OSY 1.3</b> Establish and record the most effective communication method for connection with OSY (i.e. text, WhatsApp, audio message, etc.)</p> <p><b>OSY 1.4</b> Complete a Personal Learning Plan (PLP) for Level 2 students to capture OSY short term goals.</p> <p><b>OSY 1.4</b> Review needs assessment at minimum annually to update OSY engagement and support plan.</p>
<b>OSY 2. Provide support services to OSY based on needs and interests.</b>	<p><b>OSY 2.5</b> Connect OSY directly to resources that can assist them with staying emotionally healthy, and safe.</p> <p><b>OSY 2.6</b> Refer OSY to additional support services as needed.</p> <p><b>OSY 2.7</b> Provide direct support and advocacy in response to student needs and interests.</p>

<p><b>OSY 3. Provide targeted instructional services to OSY based on needs and interests.</b></p>	<p><b>OSY 3.1</b> Maintain regular contact with OSY to identify ongoing/additional areas of interest and need (e.g., life skills, English language development, job skills)</p> <p><b>OSY 3.2</b> Connect OSY with supplemental services available through their community.</p> <p><b>OSY 3.3</b> Provide targeted instruction/tutoring to Level 2 students as requested by the student.</p> <p><b>OSY 3.4</b> Pre-test and post-test Level 2 students participating in ENL instruction using BOLST.</p>
<p><b>OSY 4. Provide summer services to all migratory students.</b></p>	<p><b>OSY 4.1</b> Provide summer instructional services to all migratory students.</p> <p><b>OSY 4.2</b> Additionally, refer youth present in summer to appropriate supportive services as needed.</p> <p><b>OSY 4.3</b> Provide direct support and advocacy in summer in response to OSY needs and interests.</p>

<p><b>Services and Strategies for Health/Mental Health/SEL</b></p>	
<p><b>Service</b></p>	<p><b>Required Strategies for Health/Mental Health/SEL</b></p>
<p><b>HEALTH 1. Assist migratory youth and families with navigating the complex healthcare landscape of the U.S.</b></p>	<p><b>HEALTH 1.1</b> Create and maintain a list of statewide and local health/mental health resources for migratory students and families, including community and support groups, hotlines, and providers that offer telemedicine options, highlighting those with bilingual staff.</p> <p><b>HEALTH 1.2</b> Support migratory family and eligible youth enrollment in health insurance plans.</p>
<p><b>HEALTH 2. Educate and engage migratory students and families around ways to keep themselves healthy.</b></p>	<p><b>HEALTH 2.1</b> Engage youth in programs that teach and support positive identity development and resilience.</p> <p><b>HEALTH 2.2</b> Educate youth and families about “protective” social and emotional factors like safe learning environments and developing responsive relationships</p> <p><b>HEALTH 2.3</b> Share information about risky behaviors and their implications for social and mental health.</p> <p><b>HEALTH 2.4</b> In interactions with migratory youth and families, practice active listening, making authentic connections, and striving for cultural responsiveness</p>
<p><b>HEALTH 3. Refer and connect students directly to services to prevent bullying and in times of trauma or crisis.</b></p>	<p><b>HEALTH 3.1</b> Address issues of bullying from the supportive perspective of SEL, connecting students directly to resources to assist them with staying safe and engaged.</p> <p><b>HEALTH 3.2</b> Refer migratory youth in crisis directly to appropriate resources that can offer them assistance beyond the capacity of the MEP (e.g., licensed therapists, health providers)</p>