

# New York State Education Department



## 2022-2025 Service Delivery Plan

DRAFT



*Educational outcomes  
of migrant children*

September 2022



# NEW YORK STATE EDUCATION DEPARTMENT

|  |    |
|--|----|
| 1 Introduction .....   | 1  |
| 1.1 Legislative Mandate for Service Delivery Planning .....                | 1  |
| 1.2 NYS-MEP Theory of Action.....  | 2  |
| 1.3 NYS Migrant Education Program Organization and Structure .....         | 7  |
| 1.4 NYS Migrant Education Program Organizational Chart .....               | 11 |
| 2 NYS-MEP 2021 Comprehensive Needs Assessment (CNA) .....                  | 13 |
| 2.1 Overview of the NYS-MEP CNA Process.....                               | 13 |
| 2.2 NYS Migratory Student Profile .....                                    | 14 |
| 2.3 CNA Workgroups and Data Collection .....                               | 20 |
| 2.4 Summary of Current Migratory Student and Family Needs .....            | 22 |
| 3 NYS-MEP 2022-2025 Service Delivery Plan (SDP) .....                      | 24 |
| 3.1 NYS Service Delivery: Planning and Process .....                       | 24 |
| 3.2 Measurable Program Outcomes & State Performance Targets .....          | 24 |
| 3.3 Service Delivery Strategies and Implementation.....                    | 27 |
| 3.4 NYS-MEP Parent and Family Engagement Plan .....                        | 43 |
| 3.5 Priority for Services (PFS) Definition and Requirements .....          | 45 |
| 3.6 NYS-MEP Professional Development Plan.....                             | 46 |
| 3.7 Identification and Recruitment (ID&R) .....                            | 49 |
| 3.8 Transfer of Student Records .....                                      | 50 |
| 4 Migrant Program Evaluation .....   | 51 |
| 4.1 Evaluation Design .....  | 51 |
| 4.2 Program Evaluation .....   | 51 |
| 5 References Cited .....   | 54 |
| Appendix A: 2021-2022 CNA-SDP Committee .....                              | 55 |
| Appendix B: 2021-2022 CNA-SDP Timeline.....                                | 56 |
| Appendix C: 2021 CNA Workgroups .....                                      | 58 |
| Appendix D: NYS-MEP 2021 CNA Focus Groups and Guiding Questions .....      | 60 |
| Appendix E: NYS-MEP 2021 CNA PAC Input.....                                | 68 |
| Appendix F: NYS-MEP 2021 CNA Early Childhood (Pre-K) Initial Concerns..... | 74 |
| Appendix G: NYS-MEP 2021 CNA Elementary (K-8) Initial Concerns .....       | 75 |
| Appendix H: NYS-MEP 2021 CNA Secondary (9-12) Initial Concerns .....       | 76 |
| Appendix I: NYS-MEP 2021 CNA OSY Initial Concerns .....                    | 82 |
| Appendix J: Service Levels and Requirements .....                          | 84 |
| Appendix K: Evaluation Design Detail .....                                 | 88 |



## Figures

|  |    |
|--|----|
| Figure 1. NYS-MEP Theory of Action .....   | 3  |
| Figure 2. NYS-MEP Regional Map .....   | 10 |
| Figure 3. NYS-MEP Organizational Chart .....   | 12 |
| Figure 4. NYS-MEP Cycle of Continuous Improvement.....   | 13 |
| Figure 5. NYS Testing Program: English Language Arts, Percent Proficient by Subgroup, 2017-2019.....   | 16 |
| Figure 6. NYSESLAT Summary Results by Year .....   | 17 |
| Figure 7. NYS Testing Program: Mathematics by Subgroup, 2017-2019 .....  | 17 |
| Figure 8. Percent of OSY Candidates for English Language Instruction Participating in 12 or More Hours of English Language Instruction, by Program Year.....                       | 19 |
| Figure 9. Percent of OSY with 12 or More Hours of English Language Instruction With Pre-post gains of 10% on the NYS Migrant Assessment of English Learning, By Program Year ..... | 20 |
| Figure 10. NYS-MEP ToA Focus Areas .....   | 46 |
| Figure 11. Planning and Design Strategy Framework .....  | 48 |

## Tables

|   |    |
|---|----|
| Table 1. NYS-MEP Migrant and Statewide Support Programs .....   | 9  |
| Table 2. Migratory Students Enrolled by Grade, 2020-2021 .....  | 14 |
| Table 3. Migratory Students by Grade Level, 2020-2021 .....   | 15 |
| Table 4. Migratory Student Enrollment by Migrant Status, 2020-2021 .....  | 15 |
| Table 5. Initial Service Level by Grade Level, 2020-2021 .....  | 15 |
| Table 6. Priority for Services by Grade Level, 2020-2021 .....  | 15 |
| Table 7. New York State 5-Year Cohort Graduation Rate, 2020-2021 by Subgroup .....  | 18 |
| Table 8. Level 2 Pre-K Migratory Students Receiving 12 or More Hours of Instructional Services, 2020-2021 .....   | 18 |
| Table 9. Migratory Early Childhood Assessment (ECA) Gains for Level 2 P3-P5 Students with 12 or More Hours of Instruction by Grade Level, 2020-2021 ..... | 19 |
| Table 10. NYS-MEP Focus Areas, State Performance Targets & MPOs.....  | 25 |
| Table 11. Service Delivery for All Migratory Children .....   | 30 |
| Table 12. Early Childhood Service Delivery .....  | 35 |
| Table 13. Elementary (K-8) Service Delivery .....   | 36 |
| Table 14. Secondary (9-12) Service Delivery .....   | 37 |
| Table 15. OSY Service Delivery.....   | 39 |

## **2022-2025 NEW YORK STATE MIGRANT EDUCATION PROGRAM:**

**Jason Harmon**, Deputy Commissioner  
Office of P-12 Operational Support

**Theresa Billington**, Assistant Commissioner  
Office of Accountability

**Erica Meaker**, Director  
Office of ESSA-Funded Programs

**Kin T. Chee**, Coordinator  
State Migrant Education Program

**Sabrina Petruska-Wilmot**, Program Facilitator  
State Migrant Education Program

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

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

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

## 1 INTRODUCTION

### 1.1 Legislative Mandate for Service Delivery Planning

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

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

In order to identify and address these and other unique needs, the NYS-MEP develops and implements a Service Delivery Plan (SDP) based on findings derived from a statewide Comprehensive Needs Assessment (CNA) which, for this SDP, was completed in May 2022. Broadly, the SDP outlines the nature, extent, and scope of educational programs and supportive services, as well as the goals, activities, anticipated outcomes, and accountability systems in response to the CNA and other relevant data and information.

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

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

- a. Is integrated with other federal programs, particularly those authorized by the *Elementary and Secondary Education Act* (ESEA);
- b. Provides migrant children an opportunity to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet;
- c. Specifies measurable program goals and outcomes;
- d. Encompasses the full range of services that are available to migrant children from appropriate local, State, and federal education programs;

- e. Is the product of joint planning among administrators of local, State, and federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B of Title III; and
- f. Provides for the integration of services available under Title I, Part C with services provided by other such programs.

Additionally, CFR 34 § 200.83 also requires the following to be included in the comprehensive state plan, based upon the most recent statewide assessment of needs:

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

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

## 1.2 NYS-MEP Theory of Action

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

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

Migrant educators build on student and family strengths, engaging their self-interests, hopes, and dreams at the outset in order to develop a genuine partnership. Migrant educators also serve as advocates who support parents in doing things for themselves and who elicit ideas from parents about what they need in order to better help their children and their communities. With help and support from the METS, migratory students and their families can acquire the skills, knowledge, abilities, and attributes to begin self-advocating, leading to college-, career-, and life-readiness, especially when transitioning out of the migrant education program.

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

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

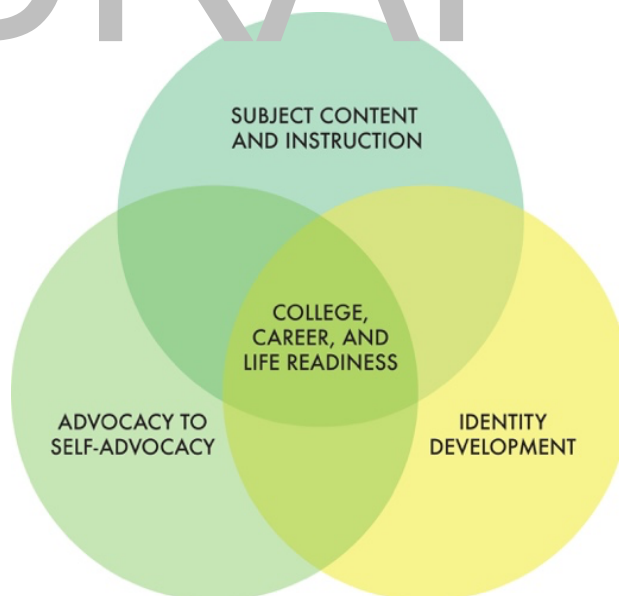


Figure 1. NYS-MEP Theory of Action

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

- Focusing on *Subject Content and Instruction*, *Advocacy to Self-Advocacy*, and *Positive Identity Development* as non-negotiable programmatic foundations to advance equity and educational access;
- Developing a culture of continuous improvements around these non-negotiable programmatic foundations; and
- Providing autonomy to each METS and allowing for flexibility in decision-making based on how to develop and implement services based on these non-negotiable programmatic foundations.

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

## **1. Subject Content and Instruction**

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

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

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

Preschool children, especially those who do not have access to school- or community-based educational opportunities, also benefit from the school readiness opportunities provided by migrant educators. These migrant educators play a critical role in connecting migratory parents and families



to information and resources that are important to them and their children. They also provide strategies and support to parents as their children's first teachers.

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

## **2. Advocacy to Self-Advocacy**

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

The NYS-MEP believes in enabling and empowering student and parents through individual control, peer support, self-determination, and success, as well as individual and system advocacy in order to maximize their capacity for leadership, independence, and productivity, promoting positive expectations for themselves and their interactions with society. This transition from advocacy by the METS to self-advocacy by students and families themselves is especially critical given the mandated 36 months during which the migrant-eligible student is entitled to receive MEP educational and supportive services, consistent with 34 C.F.R. § 200.89(c). These services are designed to help them develop the self-awareness and self-knowledge to:

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

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

Parents and families are most children's first teachers. It is ultimately their responsibility to ensure that their children are receiving the appropriate services to which they are entitled. The NYS-MEP supports these efforts by ensuring that parents and families are educated on the Migrant Education Program (MEP) and other associated and relevant services based on their children's developmental

needs, their rights under the law, and their acquisition of the skills and knowledge to form good working partnerships with their children's schools and school districts. In support of this, the MEP provides information, trainings, and referrals.

### **3. Positive Identity Development**

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

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

- Strategic Tutoring: Migrant educators support and facilitate the development of learners' identity and growth mindset through strategic instruction, in which a tutor not only helps a student complete and understand an immediate assignment but also teaches the student strategies to complete similar tasks independently in the future (see Hock et al, 1995). This approach meets students where they are academically and cognitively and primarily focuses on teaching skills and strategies that support learner independence.
- Culturally Responsive Education: Migrant educators use instructional practices and resources that integrate students' knowledge, learning styles, and prior experiences to enhance the effectiveness and relevance of learning (Brown, 2007; Ladson-Billings, 1995). This strengthens students' sense of identity and encourages them to draw on their cultural capital. Migrant educators also promote equity and inclusivity by fostering relationships and providing culturally relevant activities and experiences that enhance educational access, opportunity, and support critical thinking and success for migratory students.
- Social-Emotional Learning: Migrant educators facilitate a social-emotional learning process including, but not limited to, mindfulness activities by which children and youth "acquire and apply knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions" (see [www.CASEL.org/what-is-sel/](http://www.CASEL.org/what-is-sel/)) through authentic METS-family-school-community partnerships.
- Trauma Informed Practice: Stress and trauma stemming from Adverse Childhood Experiences (ACEs) can profoundly impact educational outcomes (see [www.cdc.gov/violenceprevention/aces/](http://www.cdc.gov/violenceprevention/aces/)). These experiences leave children less resilient and less able to manage their behavior. The NYS-MEP's trauma informed approach is not based

on a deficit mindset aimed at “fixing” children. We are not professional therapists. Instead, migrant educators seek to provide support by fostering strong, stable, and nurturing relationships with students and their families that can serve as a conduit for healing and increasing resilience. Migrant educators also advocate, support self-advocacy (i.e., the ability to articulate one’s needs and make informed decisions about the supports required to meet those needs) and, where necessary, provide referrals to other resources.

## Summary

The Theory of Action (ToA) is a comprehensive and holistic framework designed to guide the implementation of the NYS-MEP through the eight regional METS program centers, the statewide Identification and Recruitment/MIS2000/MSIX/Data Security and Management (ID&R-TASC) program center, as well as individual migrant educators and recruiters. The ToA informs program development and decision-making at all levels. It defines the intention and aspiration to facilitate the development of learners with a growth mindset and, importantly, with students and parents who are able to assert themselves in the interest of supporting their education, serving their needs, and attending to their well-being, leading to positive identity development.

### 1.3 NYS Migrant Education Program Organization and Structure

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

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

As a result of changing needs, demographics, and funding levels, the original 13 TOPS Programs from the 1970s were later reorganized and consolidated into 11 *Migrant Education Outreach Programs* (MEOPs) in the mid-1990s. This structure was further reorganized and consolidated into nine *Migrant Education Tutorial and Support Services* (METS) program centers in September 2013, and later into eight METS program centers in September 2018 in order to achieve greater efficiency and economy of scale across regions in the state.

The current eight METS program centers operate at SUNY colleges and universities and at BOCES; they are tasked with providing educational programs and supportive services to migratory children and families in different settings (e.g., home, school, public library, etc.), at different times, both individually and in groups, and through migrant educators within their catchment area of the state. These migrant educators provide direct supplemental instructional programs and support services to migratory students and families in coordination and consultation with schools and community

agencies. Based on specific needs and where local capacity and resources permit, migrant educators will also refer migratory children and families to external agencies and organizations for additional and/or more targeted instructional, social, and health services. Such referrals are made in collaboration and consultation with schools, school districts, and community-and faith-based organizations, where appropriate or necessary.

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

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

Based at SUNY Oneonta, the statewide ID&R-TASC program center promotes and supports migrant programs and services, recruits and identifies migrant students, and uses data to drive programming decisions. The ID&R-TASC program center implements statewide initiatives that include:

- Identification and Recruitment (ID&R);
- Parent and family engagement;
- Professional development and learning;
- SUNY Oneonta Migrant Leadership Academy (OMLA);
- NYS-MEP website management;
- Health voucher program;
- MIS2000 and WebApp;
- Migrant Student Information Exchange (MSIX);
- Data security and management;
- Technical assistance and technology support;
- Inventory control, management and disposal;
- Consortium Incentive Grant (CIG) programs, including (1) *Instructional Services for Out-of-school and Secondary Youth* (iSOSY) and (2) *Identification and Recruitment Consortium* (IDRC); and
- Migrant statewide assessments, including the (1) *Basic Oral English Language Screening Test* (BOLST); (2) the easyCBM (Reading and Mathematics), and (3) the *Early Childhood Assessment* (ECA).

### **State Migrant Education Program Consortium**

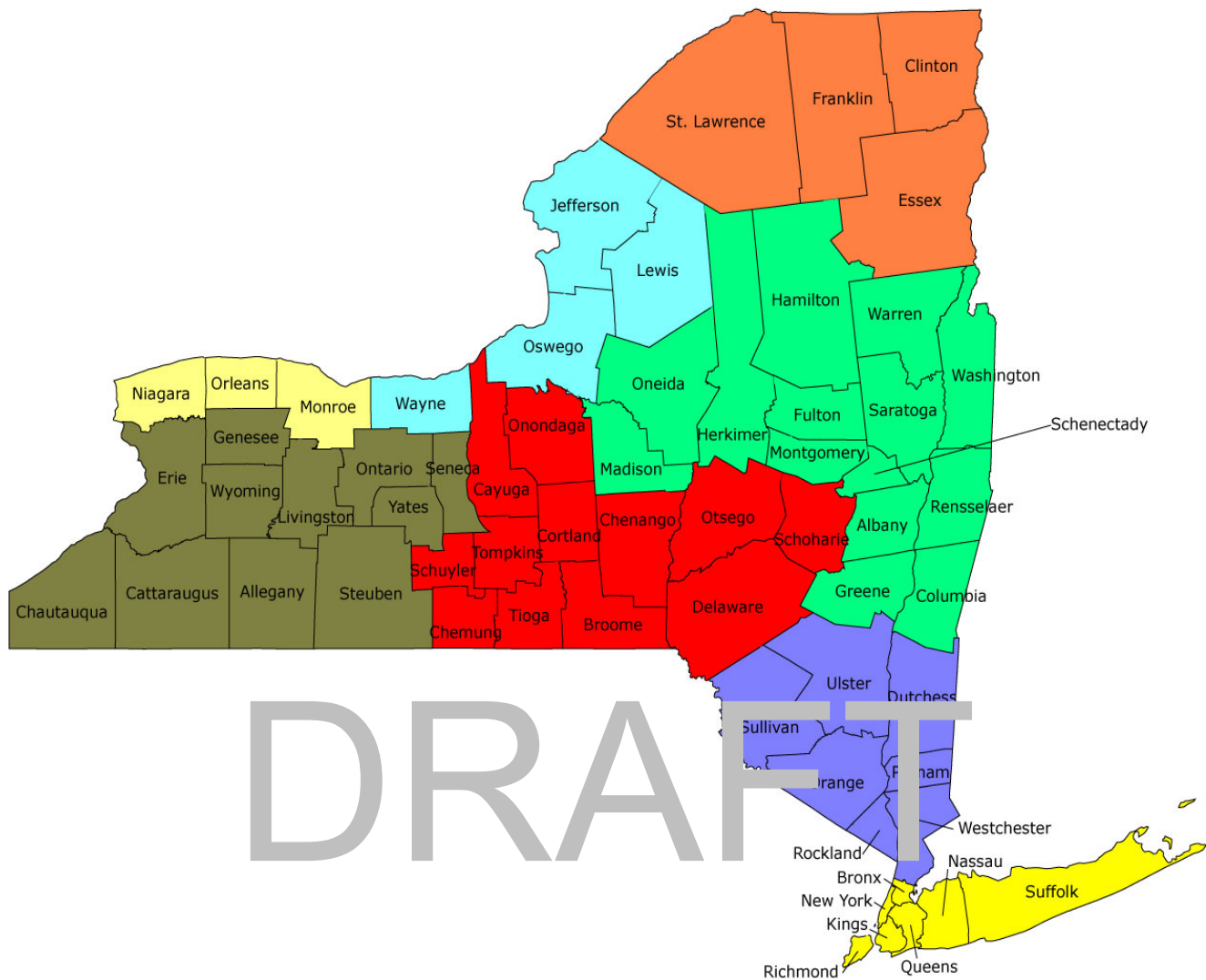
In order to include input from the field in the implementation of the NYS-MEP, the New York State Migrant Education Consortium (henceforth the "Consortium") was formed as an advisory group to the Department in the mid-1970s. The NYS-MEP Consortium is composed of representatives from each regional METS and the ID&R-TASC Program Center.

With elected governing officers, the Consortium meets four times annually, with special meetings convened as needed or at the direction of the Department of Education or the State Coordinator. The Consortium is inextricably involved in the development and completion of the statewide migrant CNA and similarly involved in the development of the SDP..

Table 1, below, outlines the structure of the NYS-MEP, including a listing of the eight METS and the Statewide ID&R Program Center. Sites and service areas are identified on the accompanying map (see Figure 2, also below).

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

| <b>Migrant Education Tutorial Support Services (METS) Program</b>  |  | <b>Location</b>          |
|--|--|--------------------------|
| 1.   | Northwest Region METS Program Center<br>(Brockport METS)                 | The College at Brockport |
| 2.   | South-Central Region METS Program Center<br>(Cortland METS)              | SUNY Cortland            |
| 3.   | Southwest Region METS Program Center<br>(Fredonia METS)                  | SUNY Fredonia            |
| 4.   | Southeast Region METS Program Center<br>(Mid-Hudson METS)                | SUNY New Paltz           |
| 5.   | Eastern Region METS Program Center<br>(Mohawk Regional METS)             | Herkimer BOCES           |
| 6.   | Northeast Region METS Program Center<br>(North Country METS)             | SUNY Potsdam             |
| 7.   | North-Central Region METS Program Center<br>(Oswego METS)                | CiTi Oswego County BOCES |
| 8.   | Long Island-Metro Region METS Program Center<br>(Long Island-Metro METS) | Eastern Suffolk BOCES    |
| <b>Statewide Support Services Program</b>  |  | <b>Location</b>          |
| Identification & Recruitment/MIS2000/MSIX/Data Security and Management-Technical Assistance Support Center (ID&R-TASC) |  | SUNY Oneonta             |



|  |   |
|--|---|
|  | <b>Brockport METS</b> – the Northwest Region METS Program Center at The College at Brockport                                      |
|  | <b>Fredonia METS</b> – the Southwest Region METS Program Center at SUNY Fredonia  |
|  | <b>Oswego County METS</b> – the North-Central Region METS Program Center at the Center for Instruction, Technology and Innovation |
|  | <b>Cortland METS</b> – the South-Central Region METS Program Center at SUNY Cortland  |
|  | <b>North Country METS</b> – the Northeast Regional METS Program Center at SUNY Potsdam  |
|  | <b>Mohawk Regional METS</b> – the Eastern Region METS Program Center at Herkimer BOCES  |
|  | <b>Mid-Hudson METS</b> – the Southeast Regional METS Program Center at SUNY New Paltz   |
|  | <b>Long Island-Metro METS</b> – the Long Island-Metro METS Program Center at Eastern Suffolk BOCES                                |

Figure 2. NYS-MEP Regional Map

#### 1.4 NYS Migrant Education Program Organizational Chart

### New York State Education Department Migrant Education Program

#### NEW YORK STATE EDUCATION DEPARTMENT

Board of Regents

Commissioner Dr. Betty A. Rosa

Senior Deputy Commissioner for Education Policy Jim Baldwin

Deputy Commissioner Jason Harmon

Office of P-12 Operational Support

Assistant Commissioner Theresa Billington

Office of Accountability

Title I Director Erica Meaker

Office of ESSA-funded Programs

MEP Coordinator

Kin T. Chee

MEP Facilitator

Sabrina Petruska-Wilmot

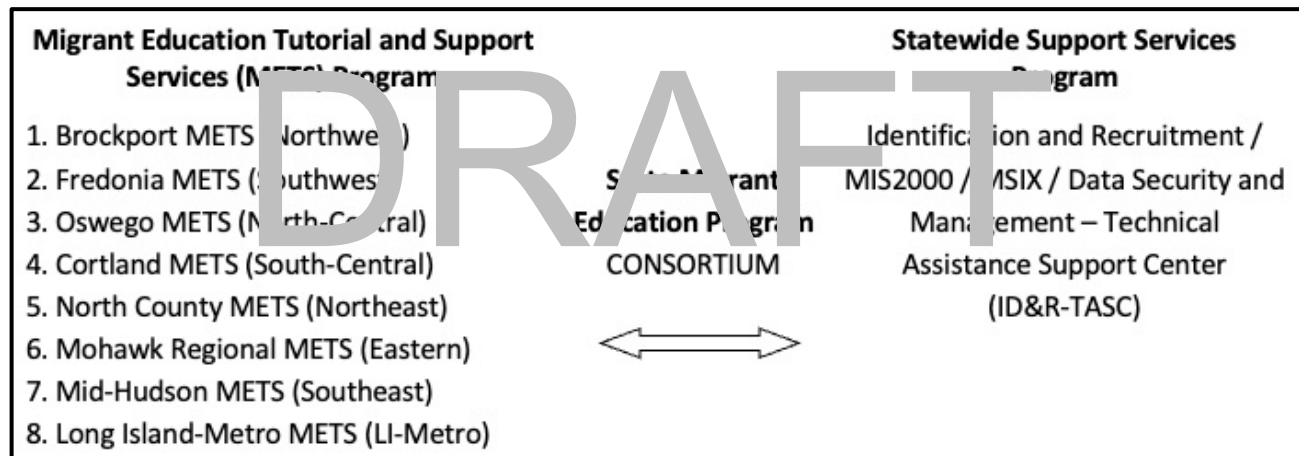


Figure 3 illustrates how the NYS-MEP fits into the overall administrative and organizational structure at NYSED. It should be noted that the Title I Director, Erica Meaker, also directs other Title programs including Title I, Part A (School Improvement, Supplemental Education Services, Parent Involvement, School Choice and Accountability); Title I, Part D (Neglected and Delinquent Students); Title II, Part A (Teacher and Principal Training and Recruitment); and the McKinney-Vento Act Homeless Education Program. This broad administrative oversight benefits the MEP in its relationships with other federally funded programs.

### New York State Education Department Migrant Education Program

#### NEW YORK STATE EDUCATION DEPARTMENT

Board of Regents

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Assistant Commissioner Theresa Billington  
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Title I Director Erica Meaker  
Office of ESSA-funded Programs

MEP Coordinator  
Kin T. Chee

MEP Facilitator  
Sabrina Petruska-Wilmot

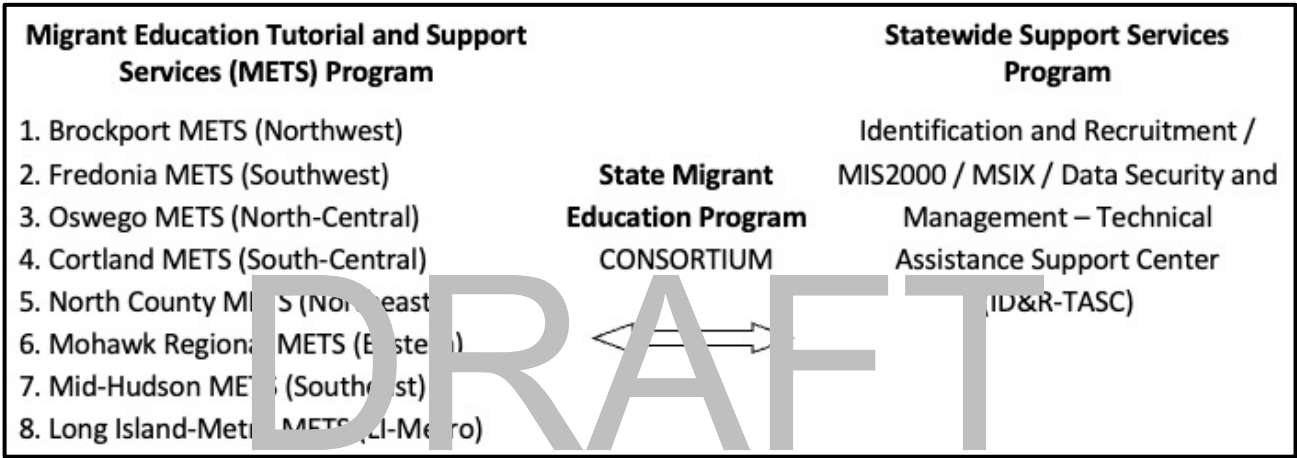


Figure 3. NYS-MEP Organizational Chart



### 2.1 Overview of the NYS-MEP CNA Process

This Service Delivery Plan (SDP) is based a Comprehensive Needs Assessment (CNA) conducted throughout 2021 under the guidance of the committee listed in Appendix A (see Appendix B for the full CNA-SDP timeline). The process, described in detail in Sec. 2.3 below, involved gathering input from stakeholders across the eight METS program centers via meetings, focus groups, interviews, and surveys, as well as during local and statewide Parent Advisory Council (PAC) meetings. Participants included migratory students and parents; migrant educators and recruiters; representatives from schools, school districts, BOCES, and institutions of higher education; and community partners from farmworker programs, community health centers, and other community-based organizations.

The purpose of a CNA is to identify the current concerns and needs of migratory students statewide and to gather suggested solutions and strategies from a variety of stakeholders. Those concerns, needs, and corresponding proposed solutions and strategies, in combination with evaluation results and progress made on past Measurable Program Outcomes (MPOs), serve to inform the service delivery strategies and MPOs in this new SDP. An SDP is developed and implemented via collaborative data inquiry, with annual evaluation updates as shown in the NYS-MEP Cycle of Continuous Improvement, below.

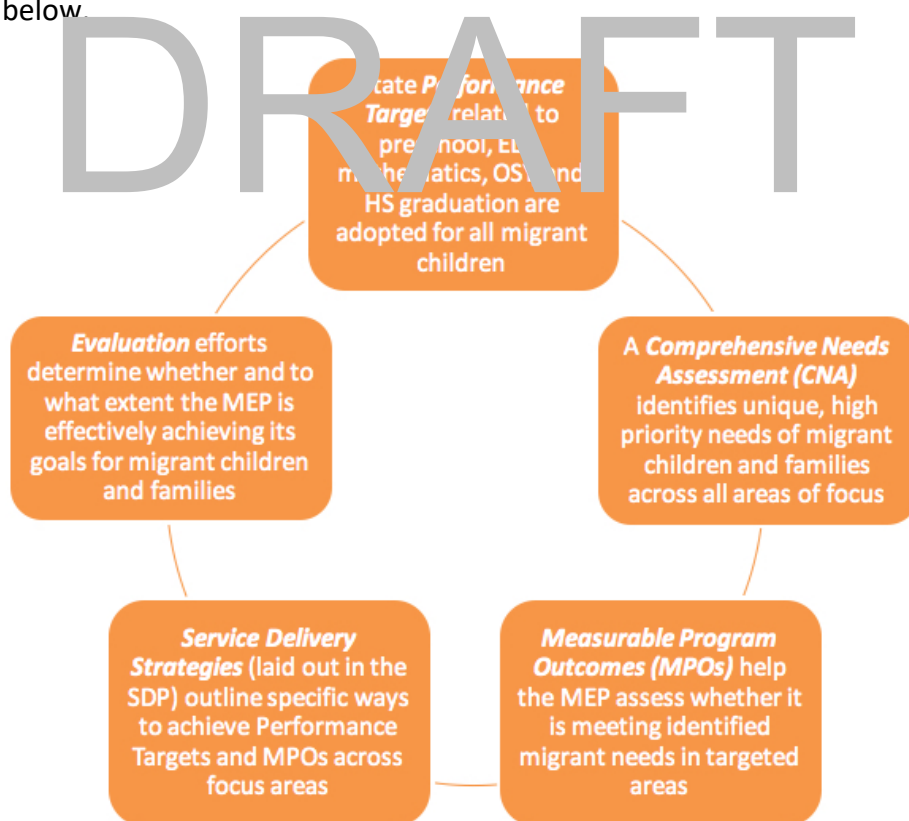


Figure 4. NYS-MEP Cycle of Continuous Improvement

Members of the CNA Committee reviewed data from the most recent comprehensive evaluation, together with annual summaries of progress on the indicators, MPOs, and State Performance data as part of the CNA process. This typically includes broad examination of progress on the New York State English Language Arts (ELA) and Mathematics Assessments, Regents Exams, Early Childhood Assessment (ECA), and New York State English as a Second Language Achievement Test (NYSESLAT), as well as other indicators on the well-being and success of migratory students. In 2020, however, the New York State Assessment program was suspended due to COVID-19, and no statewide subgroup results were published for 2021 due to abnormally high rates of student opt-outs and conditions related to school operations during COVID, which prevented administration of the assessments to all students. Nevertheless, summary data as available is presented in the Migratory Student Profile below.

## 2.2 NYS Migratory Student Profile

### *Student Demographics*

Table 2. Migratory Students Enrolled by Grade, 2020-2021

| Grade Level  | Number       | Percent      |
|--------------|--------------|--------------|
| P0           | 31           | 0.7          |
| P1           | 92           | 2.2          |
| P2           | 99           | 4            |
| P3           | 178          | 3            |
| P4           | 158          | 8            |
| P5           | 39           | 9            |
| K            | 195          | 4.7          |
| 1            | 188          | 4.5          |
| 2            | 204          | 4.9          |
| 3            | 181          | 4.3          |
| 4            | 158          | 3.8          |
| 5            | 149          | 3.6          |
| 6            | 161          | 3.9          |
| 7            | 151          | 3.6          |
| 8            | 152          | 3.6          |
| 9            | 149          | 3.6          |
| 10           | 149          | 3.6          |
| 11           | 135          | 3.2          |
| 12           | 97           | 2.3          |
| Dropout (D+) | 79           | 1.9          |
| OSY          | 1417         | 34.0         |
| Ungraded     | 9            | 0.2          |
| <b>Total</b> | <b>4,171</b> | <b>100.0</b> |

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

Table 3. Migratory Students by Grade Level, 2020-2021

| Grade Level  | 2020-2021 |
|--------------|-----------|
| P0-P2        | 222       |
| P3-P5        | 375       |
| K-2          | 587       |
| 3-8          | 952       |
| High School  | 530       |
| OSY          | 1,417     |
| Dropout (D+) | 79        |
| Ungraded     | 9         |

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

Table 4. Migratory Student Enrollment by METS, 2020-2021

|                        | 2020-2021 |         |
|------------------------|-----------|---------|
|                        | Number    | Percent |
| BROCKPORT METS         | 325       | 8%      |
| CORTLAND METS          | 551       | 13%     |
| FREDONIA METS          | 457       | 11%     |
| LONG ISLAND-METRO METS | 305       | 7%      |
| MID-HUDSON METS        | 217       | 22%     |
| MOHAWK REGIONAL METS   | 490       | 12%     |
| NORTH COUNTRY METS     | 217       | 14%     |
| OSWEGO METS            | 526       | 11%     |
| Total                  | 4,171     | 100%    |

Table 5. Initial Service Level by Grade Level, 2020-2021

|              | PreK | Primary | G3-8 | Grades 9-10 | Grades 11-12 | D+ | OSY   | Total |
|--------------|------|---------|------|-------------|--------------|----|-------|-------|
| Undesignated | 165  | 106     | 177  | 63          | 21           | 12 | 427   | 971   |
| 0            | 7    | 2       | 0    | 0           | 0            | 3  | 26    | 38    |
| 1            | 364  | 249     | 413  | 166         | 148          | 62 | 785   | 2,187 |
| 2            | 61   | 148     | 214  | 38          | 45           | 2  | 177   | 685   |
| 3            | 0    | 82      | 147  | 32          | 19           | 0  | 1     | 281   |
| STATEWIDE    | 597  | 587     | 951  | 299         | 233          | 79 | 1,416 | 4,162 |

Source: MIS2000 School History records merged with MIS 2000 Service Delivery records.

Table 6. Priority for Services by Grade Level, 2020-2021

| Grade Level  | Number | Percent |
|--------------|--------|---------|
| Primary      | 276    | 47%     |
| Grades 3-8   | 448    | 47%     |
| Grades 9-10  | 149    | 50%     |
| Grades 11-12 | 92     | 39%     |

Other demographic data include:

- Summer enrollment for the 2020-2021 program year included 3,196 migrant students, 726 of whom were enrolled only in summer.
- Among a wide variety of qualifying activities, in 2020-2021 33% of qualified migrant workers were engaged in dairy related work, 21% in vegetable related work, 11% in apple related work, and 11% in poultry work.
- During 2020-2021, migrant students country of birth was predominantly the United States (76%), followed by Guatemala (11%), Mexico (6%) and Honduras (3%).
- Among school-age migrant children, 1,195 were identified as English Learners (ELs).
- Among migrant elementary students in 2020-2021, 10% were classified as special education students, as were 9% of migrant high school students.

## Student Academic Performance

### Reading

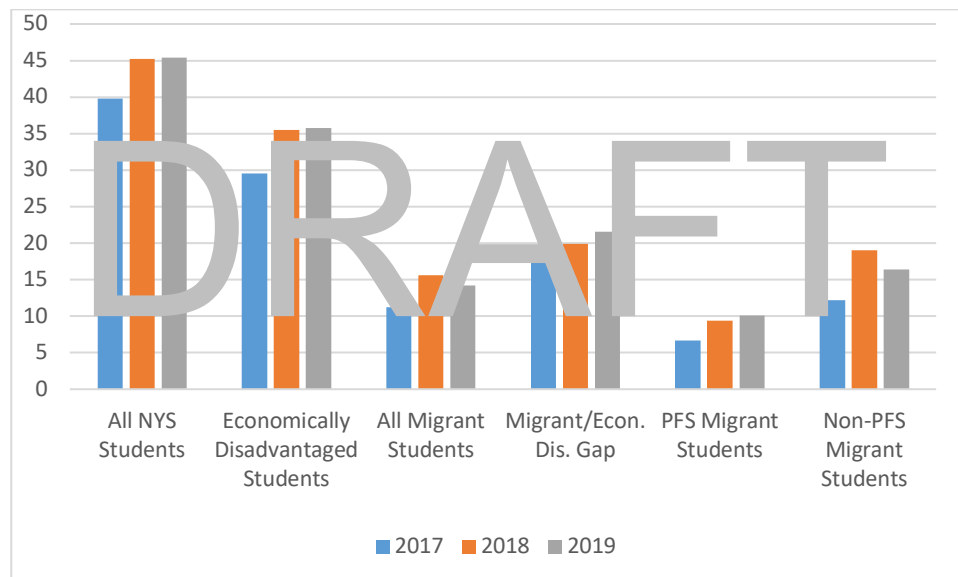


Figure 5. NYS Testing Program: English Language Arts, Percent Proficient by Subgroup, 2017-2019

Source: Migratory student performance is calculated from MIS2000 data; all others are from NYSED  
<https://data.nysed.gov/downloads.php>.

Note: Proficient=L3/L4. 2017: All NYS n=939,983; Economically Disadvantaged n=550,515; All migrant students n=485; PFS Migrant n=180; Non-PFS Migrant n=305. 2018: All NYS n=966,661; Economically Disadvantaged n=593,625; All migrant students n=576; PFS Migrant n=202; Non-PFS Migrant n=374. 2019: All NYS n=987,398; Economically Disadvantaged n=596,707; All migrant students n=546; PFS Migrant n=187; Non-PFS Migrant n=359.

Note: The New York State Assessment program was suspended due to COVID-19 in 2020, and NYSED does not publish statewide subgroup results for 2021. NYSED further recommends that others refrain from publishing results due to abnormally high rates of student opt-outs and conditions related to school operations during COVID, which prevented administration of the assessments to all students.

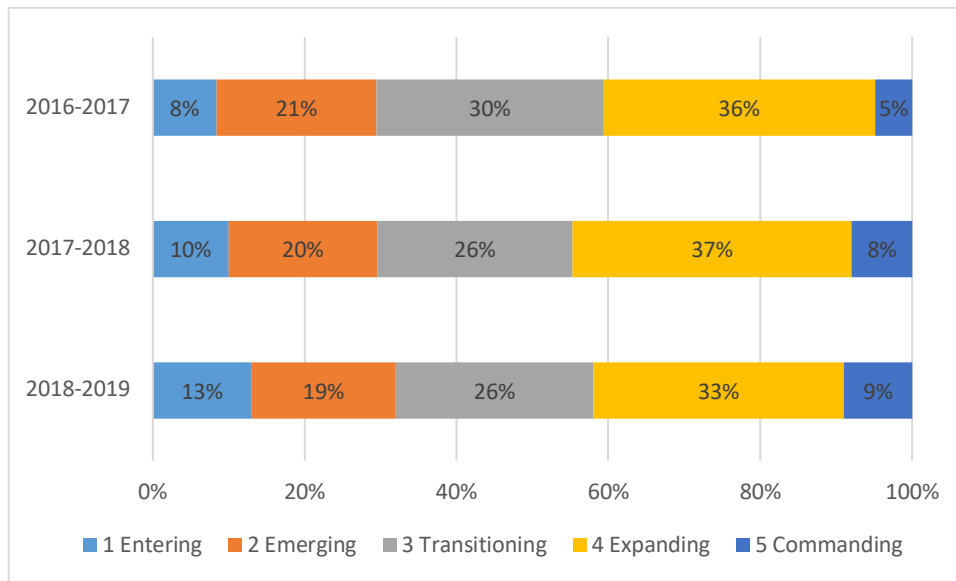


Figure 6. NYSESLAT Summary Results by Year

Note: n=669 migratory students in 2016-2017, 711 in 2017-2018, and 784 in 2018-2019.

## Mathematics

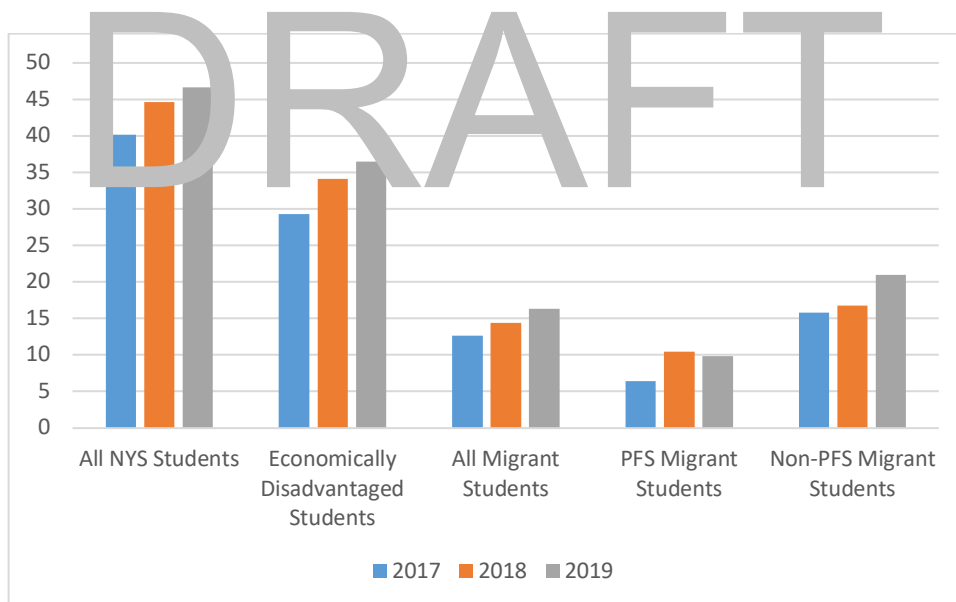


Figure 7. NYS Testing Program: Mathematics by Subgroup, 2017-2019

Source: Migratory student performance is calculated from MIS2000 data; all others are from NYSED <https://data.nysed.gov/downloads.php>.

Note: Proficient=L3/L4. 2017: All NYS n=909,106; Economically Disadvantaged n=538,296; All migrant students n=531; PFS Migrant n=216; Non-PFS Migrant n=301. 2018: All NYS n=931,449; Economically Disadvantaged n=578,981; All migrant students n=613; PFS Migrant n=238; Non-PFS Migrant n=375. 2019: All NYS n=948,606; Economically Disadvantaged n=579,598; All migrant students n=605; PFS Migrant n=254; Non-PFS Migrant n=351.

Note: The New York State Assessment program was suspended due to COVID-19 in 2020, and NYSED does not publish statewide subgroup results for 2021. NYSED further recommends that others refrain from publishing results due to

abnormally high rates of student opt-outs and conditions related to school operations during COVID, which prevented administration of the assessments to all students.

## **Graduation**

Table 7. New York State 5-Year Cohort Graduation Rate, 2020-2021 by Subgroup

| Graduation Year | All NYS Students | Economically Disadvantaged Students | All Migratory Students | All NYS/All Migratory Gap | Migratory Student n= |
|-----------------|------------------|-------------------------------------|------------------------|---------------------------|----------------------|
| 2021            | 87%              | 83%                                 | 58%                    | 29                        | 103/178              |

Note: Five-year graduation rates obtained from NYSED at <https://data.nysed.gov/files/qgradrate/20-21/qgradrate.zip>. Five-year Migratory Student rate developed from NYSED provided data matched to NYS MEP eligibility criteria.

## **Early Childhood**

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

Table 8. Level 2 Pre-K Migratory Students Receiving 12 or More Hours of Instructional Services, 2020-2021

|       |       | More than 12 hours |     |       |      |
|-------|-------|--------------------|-----|-------|------|
|       |       | No                 | Yes | Total |      |
| Grade | P3    | Count              | 14  | 17    | 31   |
|       |       | % within Grade     | 45% | 55%   | 100% |
|       | P4    | Count              | 16  | 33    | 49   |
|       |       | % within Grade     | 33% | 67%   | 100% |
|       | P5    | Count              | 3   | 5     | 8    |
|       |       | % within Grade     | 37% | 63%   | 100% |
| Total | Count | 33                 | 55  | 88    |      |
|       | %     | 37%                | 63% | 100%  |      |

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

Table 9. Migratory Early Childhood Assessment (ECA) Gains for Level 2 P3-P5 Students with 12 or More Hours of Instruction by Grade Level, 2020-2021

| ECA Gains |                |                    |     |           |       |
|-----------|----------------|--------------------|-----|-----------|-------|
|           |                | Less than 10% Gain |     | 10%+ Gain | Total |
| Grade     | P3             | Count              | 1   | 5         | 6     |
|           |                | % within Grade     | 17% | 83%       | 100%  |
|           | P4             | Count              | 4   | 18        | 22    |
|           |                | % within Grade     | 18% | 82%       | 100%  |
|           | P5             | Count              | 2   | 2         | 4     |
|           |                | % within Grade     | 50% | 50%       | 100%  |
| Total     | Count          |                    | 34  | 4         | 62    |
|           | % within Grade |                    | 22% | 78%       | 100%  |

### Out of School Youth

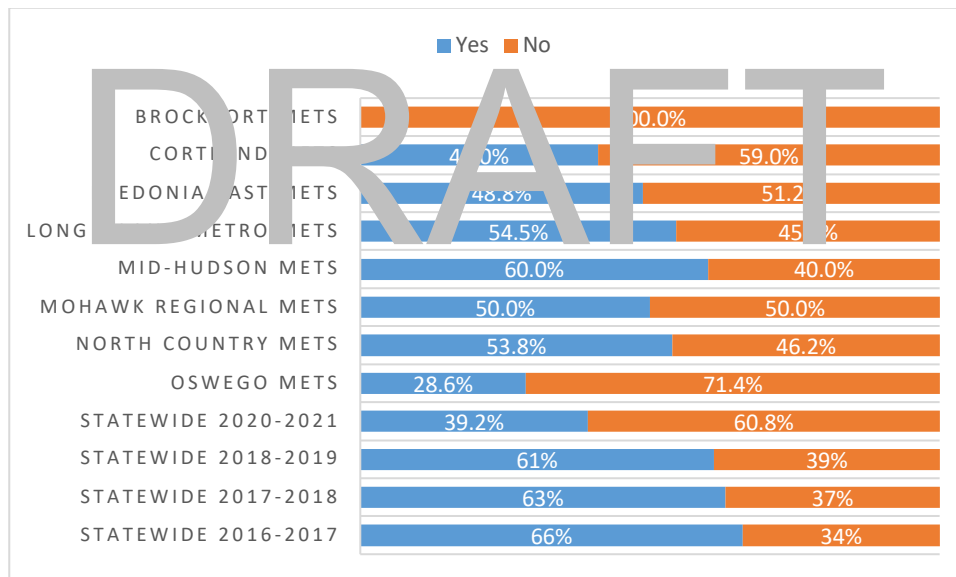


Figure 8. Percent of OSY Candidates for English Language Instruction Participating in 12 or More Hours of English Language Instruction, by Program Year.

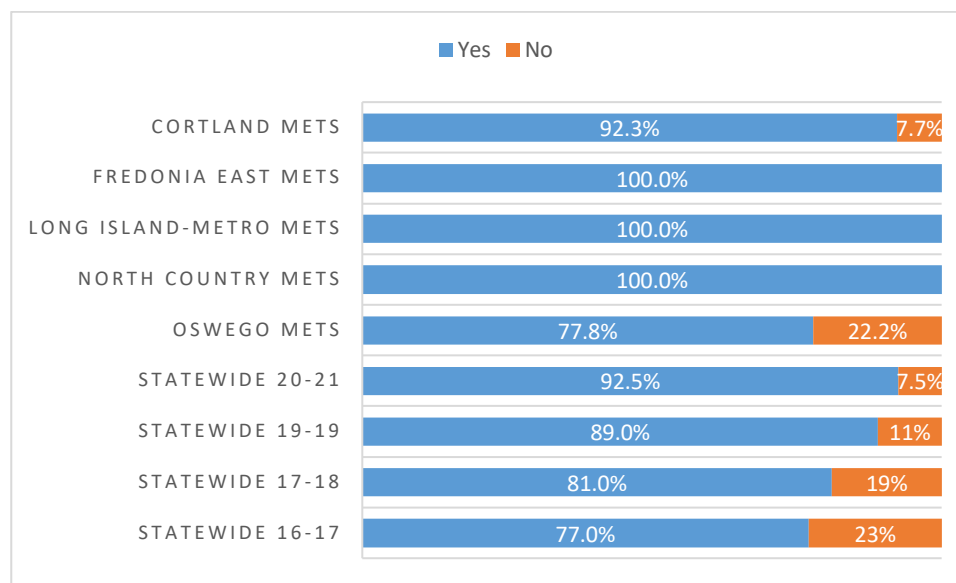


Figure 9. Percent of OSY with 12 or More Hours of English Language Instruction With Pre-post gains of 10% on the NYS Migrant Assessment of English Learning, By Program Year

## 2.3 CNA Workgroups and Data Collection

The evaluation team from Albany Research Services regularly joined Directors' calls to discuss both the collection and analysis of existing data, as described above, as well as to review the concern generating process and brainstorm about potential CNA workgroup participants. Collaborative planning by the CNA Committee took place throughout the Spring of 2021. Prior to the May Statewide Consortium meeting, invited workgroup participants received an introductory email and a link to the "Concern Development Worksheet" for their area of expertise (Early Childhood/Preschool, Elementary, Secondary, OSY/Health; see Appendix C).

Ensuing workgroup discussions and concern statement generation throughout May and June led to the development of guiding questions for planned focus groups, interviews, and surveys conducted in July and August. Migrant educators from multiple Learning Communities, Data Specialists, Students, Parents, and OSY (see Appendix D) shared their experiences and needs. The CNA Committee made it clear to that the guiding questions were intended to serve as helpful prompts for focus group and interview facilitators, but that participants should be encouraged to share any additional concerns as well.

In advance of the September 2021 Statewide Consortium meeting, data collected over the Summer from focus groups and interviews was summarized and provided to the members of each workgroup. At the September and October meetings, participants were instructed to, in their breakout rooms:

- *Review data summaries that address your group's age/subject area.*



- *Identify data/input that varies from the concern statements developed by your group. Consider whether it confirms, expands, contradicts, or minimizes the concern, if it addresses it at all.*
- *Identify any discrepancies between data sources: perhaps parents and staff don't agree on all points, for example.*
- *Update concerns as needed to reflect the data/input.*
- *Expand potential solutions. Include solutions proposed by or in response to data/input gathered during this process*
- *Keep notes in the linked Concern Development Worksheets*

On October 26 and 28, 2021, two statewide Parent Advisory Council (PAC) meetings dedicated to migratory student and family needs identification were held virtually (in English, with live Spanish translation; see Appendix E). At each meeting, a general discussion and instructions were followed by focus groups conducted in breakout rooms for Spanish and English speaking parents, respectively. Fourteen parents representing Brockport, Fredonia, Mohawk, and Oswego METS participated in this process at the October 26 meeting, and another 14 parents representing Cortland, Long Island-Metro, Mid-Hudson, and North County METS participated on October 28.

Discussion points for PAC meetings were sourced from CNA committee developed concern statements, which also included input from the interview and focus groups conducted over the Summer. These discussion points were used to present overarching concepts and concerns to parents for their comment and reflection (with some prompts/thoughts on follow-up in parentheses). In addition, parents were asked to share any other concerns they had at the end of each session.

Combined input from all CNA participants (workgroups, focus group and interview participants, PAC parents) was further analyzed and sorted into concerns by the evaluation team in multiple rounds of review. Like concerns were consolidated and questions were posed to the workgroups and the Committee for clarification and focus. Appendices F-I outline concerns related to:

- Early Childhood/Preschool-aged migratory children and families (Pre-K)
- Elementary-aged migratory children (K-8)
- Secondary-aged migratory children (9-12)
- Out-of-School Youth (<21)

At the November 2021 Statewide Consortium meeting, METS Directors were invited to participate in an online "Concern Prioritization Survey" that listed the concerns shown in Appendices F-I. For each concern, Directors were asked to indicate whether they shared the concern, whether they thought the concern was significant and should be addressed by the NYS-MEP, and what rank they would give the concern in terms of prioritization. All Directors participated in the survey and ranking.

METS Directors were presented with prioritized concerns for each area during the December 2021 Statewide Consortium. Furthermore, the initial solutions that had been put forward by workgroups throughout the Spring had been re-aligned to the refined concerns, forming the basis for subsequent

group work outlining services, required strategies, and suggested implementation methods – the work of Service Delivery Planning as described below.

## **2.4 Summary of Current Migratory Student and Family Needs**

Generally, the 2021 CNA process identified the following unique and overarching needs of migratory students and families:

### ***Overall Migratory Student and Family Needs:***

- Support for numeracy skill development
- Support for literacy development (in English and home languages)
- Support for digital literacy development
- Information on the importance of school enrollment and attendance
- Access to technology (hardware and software)
- Access to reliable Internet connectivity
- Proactive self-care skills (self-advocacy, self-regulation)
- Access to supportive services
- Information from schools in families' native languages and at their literacy level
- Advocacy and support for meeting mental, social, and emotional needs
- Interpretation services
- Equitable access to health services and bilingual health providers
- Better access to extracurricular activities and opportunities to broaden youth experiences, helping them build more diverse background knowledge and vocabulary

### ***Early Childhood/Preschool Needs:***

- Access to resources and literacy-rich environments at home
- Support for parents in their role as a child's first teacher
- Access to preschool programs
- Reliable transportation
- Support for foundational skill development that goes beyond virtual learning

### ***Elementary-Aged Migratory Student Needs:***

- Support for skill development in math and literacy
- Extended academic support both within and beyond the classroom
- Access to print and/or digital materials that support literacy development and promote a love of reading
- A caring adult who can provide the academic and emotional support to help students succeed
- Clarity around the benefits of timely school enrollment

### ***Secondary-Aged Migratory Student Needs:***

- Support to meet graduation requirements, including for earning credits of study and passing state assessments
- Support for positive identity and self-advocacy skill development
- Dropout prevention strategies
- Assistance with applying for and entering post-secondary programs or educational training opportunities
- Supplemental academic support services
- Guidance counselor support throughout high school so that students are taking courses aligned to graduation and successful post-secondary pathways

### ***Out-of-School (OSY) Needs:***

- Access to consistent educational services (including to learn English)
- Improved access to employment, occupational, and other career options
- Access to services similar to those provided to migratory youth by the formal K-12 educational system (transportation, translation/interpretation services, healthcare, food, etc.)
- Information for OSY parents on navigating the US educational system on behalf of their children
- Access to childcare
- Access to legal services and support for legal self-advocacy

### ***COVID-specific Needs:***

- Access to hardware, software and internet sufficient to support remote and hybrid school instruction
- Responsiveness to urgent and emerging health needs with increased focus on health/safety/well-being support services
- Support for students' virtual engagement with teachers/classrooms
- Improved/increased continuity of instruction.
- Support for older students who may be missing virtual instruction to care for younger siblings and/or support their families
- More consistency in school scheduling
- A return to in-person instruction, as virtual instruction is particularly difficult for secondary students, particularly ENL students
- More opportunity to participate in extracurricular activities
- Educators who understand how to engage students in a virtual learning environment

### 3 NYS-MEP 2022-2025 SERVICE DELIVERY PLAN (SDP)

#### 3.1 NYS Service Delivery: Planning and Process

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

Building upon the 2021 work of the CNA-SDP Committee (see Appendix A), both SST and statewide Consortium meetings between January and August 2022 included discussions of key components of an SDP, including State Performance Targets, Measurable Program Outcomes and other implementation targets, required statewide MEP services and strategies for addressing the core concerns raised in the CNA, and suggested implementation methods that might be employed as needed by each METS. Final input from the SDP committee was obtained in late Summer 2022. The full 2021-2022 CNA-SDP timeline is described in Appendix B.

#### 3.2 Measurable Program Outcomes & State Performance Targets

Measurable Program Outcomes (MPOs) for the NYS-MEP are based on Performance Targets set at the state level, progress made on previous NYS-MEP MPOs, and updated migratory student and family needs as identified through the most recent CNA process. Whereas State Performance Targets are designed to establish target performance for all migratory students, the NYS-MEP MPOs indicate the specified growth expected as a result of the migrant services provided (see Table 10, below).

The MPOs use the following program instruments and assessments:

- **NYS-MEP Migratory Student Needs Assessment:** During the school year, student needs assessment data is collected using the *NYS-MEP School Year: Student Intake Form* and entered into the MIS2000 migratory student data management system. During the summer, needs assessment data is collected using the *NYS-MEP Summer Intake/Summary Student Record*.
- **NYS-MEP Academic Services Intensity Rubric (ASIR):** This rubric is used to determine the nature, extent, and scope of such instructional and supportive services that each eligible migratory student receives. See Appendix J: Service Levels and Requirements. The ASIR ensures consistent, transparent, and measurable statewide determination of service levels and identifies the appropriate instructional and supportive services each eligible migratory student receives, including assurances for serving *Priority for Service* (PFS) students first.
- **NYS-MEP Student Graduation Plan:** Part One of the *Graduation Plan* outlines a student's selected pathway and high school graduation options, credits needed, and other related requirements. Part Two of the *Graduation Plan* is a template that outlines a process for guiding the migrant educator and the high school student in establishing specific plans for

course taking, Regents Exams preparation, and other supplemental instructional support services to achieve their goals for graduation and post-secondary pursuits.

- **NYS-MEP Personal Learning Plan (PLP):** Targeting Out-of-School Youth (OSY) primarily, the PLP outlines what an OSY seeks to learn or accomplish, including visioning and goal setting. It also lays out what the plan of action will be to achieve such visions and goals.
- **NYS-MEP English Language Arts (ELA) Assessment:** The easyCBM™ student assessment of ELA skills for grades 3-8 is used by migrant educators to determine progress at specific time intervals across districts throughout the state.
- **NYS-MEP Mathematics Assessment:** The easyCBM™ student assessment of Mathematics skills for grades 3-8 is used by migrant educators to determine progress at specific time intervals across districts throughout the state.
- **NYS-MEP Migratory English Learner Assessment:** The *Basic Oral (English) Language Screening Test* (BOLST) is used as an on-demand English fluency assessment to determine progress related to English language development.
- **NYS-MEP Early Childhood Academic Tool (ECA):** The ECA is designed to drive teaching and learning for the Level 2 (grades K-2-P5) migrant-eligible students who receive instructional services from their local MTS program center.

Table 10. NYS-MEP Focus Areas, State Performance Targets, & MPOs

| Focus Area:                  | State Performance Target:  | Measurable Program Outcome (MPO):   |
|------------------------------|--|---|
| <b>English Language Arts</b> | By 2025, increase the migratory student ELA Performance Index from the 2020-2021 baseline of 63.3 to 85.2. <sup>1, 2</sup> | Beginning in fall 2022, 80% of Grade 3-8 migratory students receiving 10 or more hours of regular school year academic instruction will gain 5 or more percentiles from the pre to post administration of the NYS Migrant ELA Assessment.         |
| <b>Mathematics</b>           | By 2025, increase the migratory student Mathematics Performance Index from the 2020-2021 baseline of 32.3 to 64.2.         | Beginning in fall 2022, 80% of Grade 3-8 migratory students receiving 10 or more hours of regular school year academic instruction will gain 5 or more percentiles from the pre to post administration of the NYS Migrant Mathematics Assessment. |

<sup>1</sup> Performance Index as specified in the NYSED State ESSA Plan, pages 47-48; simplified version of the Index for the MEP:  $((\# \text{ Level 2} + (\# \text{ Level 3} * 2) + (\# \text{ Level 4} * 2.5)) \div \# \text{ test takers}) * 100$ , where test takers = students with scores who were also enrolled in October of the same school year.

<sup>2</sup> Target set per NYSED State ESSA Plan, as 20% of the gap between the end goal (stated statewide target is 200 for each subgroup) and the baseline for the subgroup over 5 years.

| Focus Area:            | State Performance Target:   | Measurable Program Outcome (MPO):   |
|------------------------|---|---|
| <b>Graduation</b>      | By 2025, increase the 5-year cohort graduation rate of migratory students to 64% from the 2020-2021 baseline of 57.9%. <sup>3</sup> | By 2025, 70% of all high school migratory students that received 2 or more hours of instructional or support services during each year they were in the MEP will graduate within 5 years of entering high school.   |
| <b>Early Childhood</b> | Provide and/or coordinate education and support services that meet the prioritized needs of preschool children ages P3-P5.          | 70% of migratory preschool children ages P3-P5 who participate in 10 or more hours of instructional services will demonstrate pre-post gains of 10% on the NYS-MEP Early Childhood Assessment.  |
| <b>OSY</b>             | Provide and coordinate education and support services that meet the prioritized needs of out of school youth.                       | <p>OSY MPO: 80% of migratory OSY who participate in 10 or more hours of English instruction will demonstrate pre-post gains of 10% on the NYS Migrant Assessment of English Learning.<sup>4</sup></p> <p>DO MPO: 50% of migratory students who drop out of school and were successfully contacted by the MEP within 45 school days of METS receiving notification of drop out will complete an OSY profile.</p> |

<sup>3</sup> Target set per NYSED State ESSA Plan, as 20% of the gap between the end goal (stated statewide target is 96% for 5 year adjusted cohort for all students) and the baseline for the subgroup over 5 years. Target calc:  $57.9\% + (.2 * (96\% - 57.9\%)) * 4/5$ ; 2025 is the end year for the SDP and 2021 is the baseline year, so 4 years of growth, thus we are setting the 2025 target as 4/5s of the ESSA target.

<sup>4</sup> BOLST

### 3.3 Service Delivery Strategies and Implementation

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

#### Needs Assessment Process

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

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

#### Levels of Service: Academic Services Intensity Rubric (ASIR)

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

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

Each time a new PFS Level 3 student is identified and so designated, the individual METS will revisit scheduling and caseload assignments for migrant educators to ensure that the needs of PFS Level 3

students are prioritized and that they are provided with the most wide-ranging level of instructional and supportive services based on the frequency, duration and intensity of such services per the ASIR.

## Supporting All Students

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

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

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

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

1. **Early Childhood Education.** Local METS program centers actively collaborate with families to enroll preschool children in local preschool programs, if available, where they can benefit from the full range of classroom learning experiences that enhance and support academic, cognitive, physical, social and emotional development. The migratory lifestyle can create barriers that prevent preschoolers from participating in these school- and community-based programs. The METS program centers will supplement this gap in preschool education by providing instruction at home or in alternative settings as local capacity allows. Additionally, migrant educators use the *Child Development Framework* with families to support parents in their role as their child(ren)'s first teacher.
2. **Grades K-12.** Instructional services include working one-on-one or in small groups of migratory students to strengthen skills in core academic areas, including Reading and Mathematics, and support study skills that move students towards independent learning. Local METS program centers work with secondary students and guidance counselors to navigate differences in course content, structure, sequence, learning standards, and graduation pathways between states and countries in order to ensure appropriate course placement and credit accrual for the students. Migrant educators use the *Graduation Plan* and the *Adolescent Checklist* to identify support services needed and those areas where additional support is necessary to build or reinforce each student's capacity to self-advocate.



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

3. **Out-of-School Youth (OSY).** Local METS program centers provide instructional and support services to OSY based on individual needs assessments and their *Personal Learning Plans* (PLP) as capacity and resources allow. Instructional and support services are based on identified goals such as reentering high school or learning English/life skills. The METS program centers also connect OSY to other agencies and organizations that can best address and meet their specific needs.
4. **Dropouts.** When a migratory student drops out of school during the program year, the priority for the local METS is to contact that individual as soon as possible to offer instructional and support services pending request and availability. Such instructional and support services are based on identified goals such as reentering high school or learning English/life skills. Local METS program centers also help to connect these youth to other agencies and organizations that specialize in addressing and meeting their unique needs.

The CNA-SDP Committee identified Service Delivery Strategies across all focus areas and identified needs. These are aligned to State Performance Targets and serve to facilitate progress towards meeting NYS-MEP MPOs. For each strategy, the committee identified potential solutions or program activities and made suggestions regarding implementation. The Committee also recommended additional approaches and resources for meeting the unique needs of migratory students and families. Lastly, it was agreed that not all service strategies are appropriately paired with a specific performance indicator, but data points were discussed and selected for those that are.

The resulting Service Delivery Plan, summarized in the tables below, allows each local METS to customize its programming while assuring that the NYS-MEP is consistently implemented across the state, equitably serving all migratory youth.

Table 11. Service Delivery for All Migratory Children

| Service  | Required Service Strategies   | Performance Indicators  | Suggested Implementation Methods  |
|--|---|---|---|
| <b>ALL 1.</b> Conduct a comprehensive needs assessment process for each migratory youth.   | <b>ALL 1.1</b> Complete/update the NYS-MEP Student Needs Assessment   | <ul style="list-style-type: none"> <li>• % of migratory youth with a completed/ updated MEP Student Needs Assessment</li> </ul> | <ul style="list-style-type: none"> <li>• Engage schools, teachers, students and parents in gathering information to support each student</li> <li>• The Needs Assessment goes beyond the collection of data and includes conversations with all stakeholders about how a student is doing and how the MEP can advocate and collaborate to help meet their needs and aims.</li> </ul>  |
| <b>ALL 2.</b> Provide supportive services, including advocacy, self-advocacy skill development, and positive identity development. | <b>ALL 2.1</b> Build migratory parent/youth awareness and understanding of available school- and community-based supports |   | <ul style="list-style-type: none"> <li>• Leverage bilingual staff working flexible hours (nights and weekends), as well as technology, to facilitate communication with youth and parents and strengthen home/school connections.</li> <li>• Ensure that Migrant Educators can effectively communicate how to navigate systems of support.</li> <li>• Support Family Literacy practices.</li> </ul>   |
|  | <b>ALL 2.2</b> Advocate for and refer migratory youth to appropriate school- and community-based supports.                |   | <ul style="list-style-type: none"> <li>• Conduct migrant staff professional development related to best practices for advocacy.</li> <li>• Advocate to ensure that youth are receiving ENL/AIS/RTI and other services as needed.</li> <li>• Advocate with schools for appropriate grade and course placement, including newcomer programs for SLIFE students, where available.</li> <li>• Provide information to districts/faculty about SLIFE students.</li> </ul> |
|  | <b>ALL 2.3</b> Facilitate the development of self-advocacy skills among migratory youth and families.                     |   | <ul style="list-style-type: none"> <li>• Conduct migrant staff professional development related to best practices for self-advocacy.</li> <li>• Use the TOA and the Advocacy to Self-advocacy Continuum as a bridge to building migratory youth self-advocacy</li> <li>• Work with youth to develop self-advocacy skills for meeting with guidance counselors and school</li> </ul>   |

| Service  | Required Service Strategies  | Performance Indicators | Suggested Implementation Methods  |
|--|--|------------------------|---|
|  |  |                        | <p>district staff to ensure class schedules and course decisions are appropriate.</p> <ul style="list-style-type: none"> <li>Model for youth and families how to ask for help and effectively ask questions.</li> <li>Encourage and support youth in identifying and engaging with individuals in their school and community who can help them.</li> </ul>  |
| <b>ALL 3.</b> Facilitate migratory youth enrollment as appropriate in K-12 educational programs. | <b>ALL 3.1</b> Assist parents of school age migratory children with registering their child(ren) in school.                                |                        | <ul style="list-style-type: none"> <li>Engage migratory parents and youth, explaining the process of school enrollment (including interpretation services)</li> <li>Develop effective relationships with parents to help coordinate moves, enrollments and class registration</li> <li>Assist parents/youth with acquiring previous school records</li> <li>Assist parents/youth with acquiring medical records and/or immunizations as needed</li> <li>If services are available but require parental consent, facilitate obtaining consent (i.e., application, meeting medical requirements)</li> </ul> |
|  | <b>ALL 3.2</b> Confirm parent/family preferred home language(s).   |                        | <ul style="list-style-type: none"> <li>Ask migratory students and families about their preferred language(s) for speaking and reading.</li> </ul>   |
| <b>ALL 4.</b> Facilitate and promote migratory youth connection and engagement.                  | <b>ALL 4.1</b> Connect migratory youth and parents to individuals and/or programs that can help them maintain wellness and feel supported. |                        | <ul style="list-style-type: none"> <li>Provide mentorship/assistance/referrals to connect youth to workshops and other resources that can teach them how to ask for help</li> <li>For K-12 youth, build and maintain strong relationships with school districts and other important points of contact, and communicate/connect with them regularly.</li> <li>Help migratory youth identify a caring adult and/or mentor who can champion their success.</li> </ul>  |

| Service   | Required Service Strategies   | Performance Indicators | Suggested Implementation Methods   |
|---|---|------------------------|--|
|   |   |                        | <ul style="list-style-type: none"> <li>• Build partnerships and/or collaborate to explore gaps/needs (e.g., EOP directors, college and career readiness programs, CAMP, etc.)</li> <li>• Promote mindfulness and growth mindset, teaching youth about the benefits of self-care.</li> <li>• Provide Migrant Educators with the tools and skills they need to enhance positive youth identity development (e.g., dealing with Imposter Syndrome)</li> <li>• Help migratory youth develop leadership skills and see themselves as mentors to others (e.g., conduct leadership workshops, model leadership skills, guest speakers, SOMLA/HOLA)</li> </ul> |
|   | <p><b>ALL 4.2</b> Promote school and community engagement, as well as the importance of participation among migratory youth.</p>  |                        | <ul style="list-style-type: none"> <li>• Promote and aid parent/youth understanding of the value of extracurricular participation and help them identify existing opportunities at school and/or in their communities. (e.g., after-school activities, student council, sports, SOMLA/HOLA, community organizations)</li> <li>• For K-12, review the importance of school attendance with migratory parents and youth.</li> <li>• Provide additional educational, leadership, and extracurricular opportunities as appropriate.</li> </ul>   |
| <p><b>ALL 5.</b> Support migratory youth and families in addressing their health needs.</p> | <p><b>ALL 5.1</b> Refer/connect migratory youth and parents to individuals and/or agencies that can provide appropriate health services, including mental health resources when needed.</p> |                        | <ul style="list-style-type: none"> <li>• Initiate a dialogue with migratory youth regarding health needs for possible referrals to community resources (e.g., required immunizations, physicals for school)</li> <li>• Train MEP staff to recognize and respond to health concerns.</li> <li>• Maintain and provide MEP staff access to lists of mental health and trauma-informed care providers who are taking new patients.</li> </ul>  |

| Service                                       | Required Service Strategies   | Performance Indicators | Suggested Implementation Methods  |
|---|---|------------------------|---|
|   |   |                        | <ul style="list-style-type: none"> <li>• Develop and maintain a directory of resources to share with parents and students (e.g., Cornell Farmworker Agency Directory, directories created by individual METS, such as <a href="https://padlet.com/dubs2k/qtoqf5ery6dy">https://padlet.com/dubs2k/qtoqf5ery6dy</a>)</li> <li>• Identify and connect with services related to trauma and self-care available within area school districts (e.g., DASA training).</li> <li>• Promote virtual mental health services, when available, to address needs of students who do not have access to transportation.</li> <li>• Advise migrant youth/ family on their right to interpretation in medical settings and provide training for educators on using interpreters.</li> <li>• Promote resources related to self-care (e.g., what self-care is, how to prioritize self-care, suggested self-care activities, etc.).</li> <li>• Promote positive self-care among migrant staff.</li> </ul> |
|   | <b>ALL 5.2</b> Engage with students, parents, and schools to identify, intervene, and address issues of bullying, cyber bullying, social media misuse, social isolation, and other social challenges. |                        | <ul style="list-style-type: none"> <li>• Meet with students to “check-in” and learn about stressors.</li> <li>• Offer/provide Dignity for All Students Act (DASA) and other relevant training to MEP staff and parents; connect parents and students with the DASA coordinator in their building.</li> <li>• Provide life skills lessons to youth and parents to promote healthy living and safety. Access and utilize, as appropriate, iSOSY resources/training materials on trauma-informed response, addiction, depression, anxiety, e.g., “Let’s Talk About” lessons.</li> </ul>  |
| <b>ALL 6.</b> Collaborate and coordinate with | <b>ALL 6.1</b> Develop and maintain effective relationships with schools,   |                        | <ul style="list-style-type: none"> <li>• Conduct PD for migrant educators related to best practices for the specific populations they serve.</li> </ul>   |

| Service   | Required Service Strategies   | Performance Indicators                | Suggested Implementation Methods   |
|---|---|---------------------------------------|--|
| schools, districts, and community agencies.             | districts, and community agencies as appropriate.   |                                       | <ul style="list-style-type: none"> <li>• Provide information about the MEP to districts and district personnel, as well as community agencies and personnel.</li> <li>• For K-12: Identify and/or develop a relationship with one or more school- or district-based contact(s) who can serve as a liaison with the MEP.</li> <li>• Share information about the importance of school attendance with students and families, helping them identify issues in need of attention.</li> <li>• Work with schools and districts as appropriate to obtain electronic access to report cards and attendance records.</li> </ul> |
|   | <b>ALL 6.2</b> Establish a point of contact and communication channel for migratory youth advocacy. |                                       | <ul style="list-style-type: none"> <li>• Establish and maintain communications with relevant point of contact at the school, district, and community level.</li> <li>• Collaborate with school districts and community agencies re: migratory youth identification and recruitment.</li> </ul>   |
| <b>ALL 7.</b> Serve eligible migratory youth in summer. | <b>All 7.1</b> Provide instructional services to migratory youth present in summer.                 | % of migratory youth served in summer | <ul style="list-style-type: none"> <li>• Follow up with support services where possible and as needed.</li> </ul>  |
| <b>ALL 8.</b> Maintain MSIX Minimum Data Elements       |   |                                       |  |

Table 12. Early Childhood Service Delivery

| Service  | Required Service Strategies  | Performance Indicators   | Suggested Implementation Methods   |
|--|--|--|--|
| <b>EC 1.</b> Provide migratory families and children with culturally relevant resources and strategies to promote early childhood development. | <p><b>EC 1.1</b> Determine parent/family needs for supporting their child(ren)'s learning.</p> <p><b>EC 1.2</b> Provide culturally (developmentally and linguistically) relevant and appropriate materials and strategies that enable parents/families to support their child(ren)'s learning.</p> |  | <ul style="list-style-type: none"> <li>• Provide MEP staff with professional development for early childhood instruction.</li> <li>• Support parent development of children's oral language development in their home language.</li> <li>• Encourage parents to use their home language(s) with children to support biliteracy.</li> </ul> |
| <b>EC 2.</b> Facilitate migratory youth enrollment in district/community preschool programs.   | <p><b>EC 2.1</b> Assess parent interest in preschool programs.</p> <p><b>EC 2.2</b> Assist parents of preschool-aged migratory children with registering in district/community preschool programs.</p>   | <ul style="list-style-type: none"> <li>• % of preschool-aged migratory children enrolled in preschool</li> </ul>   | <ul style="list-style-type: none"> <li>• Maintain a list of district/community preschool programs in each METS region.</li> <li>• Determine preschool program availability.</li> <li>• Provide parents with information about the importance of early childhood education programs.</li> </ul>   |
| <b>EC 3.</b> Provide instructional services for (P3-P5) preschool-aged migratory children.   | <p><b>EC 3.1</b> Use the NYS Model Early Childhood Assessment Tool (ECA) to identify migratory child(ren)'s academic strengths and needs.</p> <p><b>EC 3.2</b> Provide instructional services for Level 2 (P3-P5) preschool-aged migratory children.</p>   | <ul style="list-style-type: none"> <li>• % of preschool-aged migratory children who receive services</li> <li>• Average hours/# services received by preschool-aged children</li> <li>• % of preschool-aged migratory children scheduled for instruction with ECA results</li> </ul> | <ul style="list-style-type: none"> <li>• Provide materials in accordance with child and family needs (i.e. home language, literature, math).</li> <li>• Use ECA, needs assessment, and parental input to inform instruction.</li> </ul>  |

Table 13. Elementary (K-8) Service Delivery

| Service  | Required Service Strategies  | Performance Indicators   | Suggested Implementation Methods  |
|--|--|--|---|
| <b>K8 1.</b> Provide K-8 migratory students with targeted instructional and support services in ELA and/or math. | <b>K8 1.1</b> Prioritize Level 3 migratory students for instruction.<br><b>K8 1.2</b> Determine content area focus for both Level 3 and Level 2 migratory students.                    |  | <ul style="list-style-type: none"> <li>• Use the information gained through the needs assessment process to determine content area focus.</li> <li>• Use an assessment pretest to determine content area focus</li> </ul>   |
|  | <b>K8 1.3</b> Provide supplemental instruction in ELA and/or math during the regular school year to all K-8 migratory students at Levels 2 and 3 targeted for ELA and/or math services | <ul style="list-style-type: none"> <li>• #/% of migratory students receiving instructional services by level</li> <li>• Average hours of instructional service by level</li> </ul> | <ul style="list-style-type: none"> <li>• Utilize evidence/research based instructional strategies and platforms (e.g., virtual) as appropriate.</li> <li>• Continue as needed to use diagnostic tools such as Quick Phonics Screener (or similar) to determine where to focus instruction.</li> <li>• Support students across content areas, teaching or reteaching the various ELA skills needed to read and respond to questions, essays, problems</li> <li>• Engage parents in activities that support development of foundational skills</li> <li>• Conduct PD related to best practices for highly mobile and ENL students.</li> <li>• Utilize RBERN and other PD and technical assistance resources.</li> <li>• Utilize the assessment program's Progress Monitoring option during the academic year</li> </ul> |
|  | <b>K8 1.4</b> Complete pre and post assessments for Grades 3-8 Level 2 and 3 migratory students according to a schedule to be determined annually by the NYS-MEP.                      | <ul style="list-style-type: none"> <li>• % of migratory students scheduled for instruction with EasyCBM results</li> </ul>   | <ul style="list-style-type: none"> <li>• Pretest in both ELA and math, or use alternative data points to select a student's focus area and administer pretest in that focus area only.</li> </ul>   |
|  | <b>K8 1.5</b> Review report card data and monitor for school attendance and academic progress.   |  | <ul style="list-style-type: none"> <li>• Collaborate with schools to regularly obtain attendance records and report cards.</li> </ul>   |



| Service | Required Service Strategies | Performance Indicators | Suggested Implementation Methods  |
|---------|-----------------------------|------------------------|---|
|         |                             |                        | <ul style="list-style-type: none"> <li>Train Migrant Educators on using attendance and report card data to identify and document risk factors.</li> </ul> |

Table 14. Secondary (9-12) Service Delivery

| Service  | Required Service Strategies  | Performance Indicators   | Suggested Implementation Methods   |
|--|--|--|--|
| <b>SEC 1</b> Engage all migratory secondary students in annual goal setting discussions. | <b>SEC 1.1.</b> Engage students and families in goal setting discussions (dreaming, envisioning path forward) that help them develop positive expectations for themselves in school and society. | <ul style="list-style-type: none"> <li>% of migratory secondary students who participate in goal setting each year</li> </ul>                        | <ul style="list-style-type: none"> <li>Engage students and families to discuss interests, hopes, dreams, and challenges.</li> <li>Provide training for Migrant Educators on how to model goal-setting activities.</li> <li>Discuss expectations with students and what it means to be successful in high school.</li> <li>Provide information on college and career readiness, as well as access to opportunities for post-secondary training or education.</li> <li>Help students understand course sequencing and what is needed expected for college admissions</li> <li>Identify and develop partnerships with allies at area colleges who know policies and what to do to help with the final pieces and transitions during the summer prior to college (i.e., verify financial aid).</li> <li>Assist students and parents through the college and post-secondary exploration and application processes.</li> <li>Hand off students who go to post-secondary, sending them to someone who is going to help them at their next institution.</li> </ul> |
| <b>SEC 2.</b> Provide targeted instruction to migratory secondary students.              | <b>SEC 2.1</b> Provide supplemental academic instruction to address identified academic areas of need.   | <ul style="list-style-type: none"> <li># and % of secondary students receiving instruction</li> <li>Average hours of instruction received</li> </ul> | <ul style="list-style-type: none"> <li>Conduct Regents review sessions.</li> <li>Develop programming as needed to target specific academic needs (e.g., reading comprehension and math) through tutoring and ENL/ESL support.</li> </ul>   |

| Service  | Required Service Strategies   | Performance Indicators  | Suggested Implementation Methods   |
|--|---|---|--|
|  |   |   | <ul style="list-style-type: none"> <li>Utilize virtual learning platforms and technology to expand access and accommodates student schedules</li> <li>Collaborate with schools/districts to ensure that migratory students have access to devices and connectivity needed to actively engage in virtual learning opportunities.</li> </ul>   |
| <b>SEC 3.</b> Ensure that migratory students and families understand graduation requirements and how to gauge student progress.  | <p><b>SEC 3.1</b> Analyze transcripts, class schedules, grades, and progress with migratory secondary students and families annually, adjusting services as needed.</p> <p><b>SEC 3.2</b> Identify migratory secondary students at risk of not earning sufficient graduation credits and/or dropping out.</p> | <ul style="list-style-type: none"> <li>% of migratory secondary students with annually reviewed transcripts and class schedules</li> <li>% of high school migratory students with current course information on MSIX</li> </ul> | <ul style="list-style-type: none"> <li>Identify student academic needs and provide students with the tools to pass courses/earn credits in the upcoming year.</li> <li>Access and provide training on graduation requirements/pathways and building appropriate schedules for high school students.</li> <li>Share information on graduation requirements/pathways with students and families.</li> <li>Develop processes and protocols for identifying students at risk of not earning sufficient credits and/or dropping out.</li> </ul>   |
| <b>SEC 4.</b> Serve migratory secondary students at risk of dropping out, as well as those who are not making sufficient progress or earning sufficient credits toward graduation. | <b>SEC 4.1</b> Work with key stakeholders (e.g., student, family, MEP staff, school contact, others as needed) to develop interventions and strategies to support student needs and progress.   |   | <ul style="list-style-type: none"> <li>Implement processes and protocols for collecting/completing the NYS Diploma Requirements Tracking Tool. Use the NYS Diploma Requirement Flyers to support conversations with students and families (<a href="#">Family Resources   New York State Education Department (nysed.gov)</a>).</li> <li>Connect students and families to schools/districts to ensure they know what/when activities and opportunities are offered and available.</li> <li>Solicit parent participation in supporting students as they strive to meet graduation requirements, and work towards their individual goals.</li> <li>Communicate with students to ensure meeting(s) with guidance counselors re: graduation</li> </ul> |

| Service  | Required Service Strategies  | Performance Indicators   | Suggested Implementation Methods  |
|--|--|--|---|
|  |  |  | requirements and current progress/plan are scheduled and attended.  |
| <b>SEC 5.</b> Connect with migratory youth who have dropped out of school. | <p><b>SEC 5.1</b> Establish contact with all migratory youth who drop out of school and complete an OSY Profile to identify needs and interests.</p> <p><b>SEC 5.2</b> Assist migratory students who have dropped out of school in establishing new goals.</p> | <ul style="list-style-type: none"> <li>• Average # days between dropping out and first contact</li> <li>• % of migratory students who drop out of school who are contacted within 45 days of METS receiving notice.</li> </ul> | <ul style="list-style-type: none"> <li>• Meet with the migratory youth (and connect with the most recent school) to assess needs, interests, availability and establish goals.</li> <li>• Use the Personal Learning Plan (PLP) to establish goals and action steps for students who have dropped out who are interested in receiving ongoing METS support.</li> <li>• Make referrals and connections to appropriate programs and services including HS Equivalency (including through AHSEP), GED preparation, Job Corps, ENL/ESL programs, Literacy Volunteers.</li> </ul> |

Table 15. OSY Service Delivery

| Service  | Required Service Strategies   | Performance Indicators | Suggested Implementation Methods  |
|--|---|------------------------|---|
| <b>OSY 1.</b> Identify and provide needed instructional services to OSY. | <b>OSY 1.1</b> Complete or update the OSY Profile to identify areas of OSY educational need/interest. |                        | <ul style="list-style-type: none"> <li>• Individualize instruction and/or support services based on migratory youth interests/learning needs</li> <li>• Use/send photo business cards/digital flyers to assist in future two-way communication.</li> <li>• Work with OSY to identify and overcome hurdles to participation and success.</li> <li>• Use a hybrid (in-person and virtual) approach to expand educational access by all migratory youth.</li> <li>• Promote different ways of studying based on student need (e.g., iOSY student portal, WhatsApp, Zoom, in-home instruction).</li> <li>• Ensure each OSY knows how to comfortably navigate the digital platform used by the MEP for communication/instruction.</li> </ul> |

| Service | Required Service Strategies  | Performance Indicators   | Suggested Implementation Methods   |
|---------|--|--|--|
|         | <b>OSY 1.2</b> Complete a Personal Learning Plan for Level 2 OSY.<br><b>OSY 1.3</b> Complete the BOLST assessment for Level 2 OSY participating in ENL instruction.                | <ul style="list-style-type: none"> <li>• % of Level 2 OSY with a PLP</li> <li>• % of Level 2 OSY participating in ENL instruction with BOLST results</li> </ul>                          | <ul style="list-style-type: none"> <li>• Individualize instruction based on migratory youth interests and goals.</li> <li>• Administer the BOLST in person or virtually.</li> </ul>  |
|         | <b>OSY 1.4</b> Provide ENL instruction to OSY who are interested and available.  | <ul style="list-style-type: none"> <li>• % of Level 2 OSY who receive ENL instruction</li> <li>• Average hours of ENL instruction among students targeted for ENL instruction</li> </ul> | <ul style="list-style-type: none"> <li>• Use the NYS MEP <i>Simply Speaking</i> book youth receive when identified by recruiters</li> <li>• Use iSOSY instructional resources for English Language Learners (ELLs)</li> <li>• If an OSY is unable to read/write but is interested in learning English, start by teaching literacy skills in their native language.</li> <li>• If possible, use materials as an alternative for students who do not have Internet access.</li> <li>• Train METS staff on cultural competency/awareness (cross-cultural and intercultural).</li> </ul> |
|         | <b>OSY 1.5</b> Provide life skills or other instruction to OSY who indicate they are interested and available.   | % of OSY who receive life skills or other instruction  | <ul style="list-style-type: none"> <li>• Provide life skills lessons based on migratory youth interests and needs (resources may include iSOSY mini lessons and NYCAMH educational posters)</li> <li>• Promote multicultural awareness and understanding of laws in the United States.</li> <li>• Provide information/lessons about key U.S. rights and laws migratory youth need to know about.</li> <li>• Develop METS staff awareness of relevant but frequently changing laws, legal resources, and services available to OSY.</li> </ul>  |
|         | <b>OSY 1.6</b> Verify technology access and digital literacy prior to connecting or instructing virtually (e.g., ask if youth have access to Wi-Fi, minutes on their phones, etc.) |  | <ul style="list-style-type: none"> <li>• Assist OSY and Migrant Educators in exploring options for accessing technology, and/or in identifying places in the community where open networks are available.</li> </ul>   |

| Service  | Required Service Strategies   | Performance Indicators        | Suggested Implementation Methods   |
|--|---|-------------------------------|--|
|  |   |                               | <ul style="list-style-type: none"> <li>• Provide information as appropriate on digital safety/cyber security (e.g., spam, phishing scams, etc.)</li> <li>• Provide information as requested on use and care of computers and other technology.</li> </ul>  |
|  | <b>OSY 1.7</b> Assist OSY interested in re-engaging in education and training.                      |                               | <ul style="list-style-type: none"> <li>• Refer interested OSY for GED related services.</li> <li>• Provide OSY who have dropped out of school the opportunity to meet with school/METS staff to discuss returning to school, or other education pathways.</li> <li>• Connect OSY who are interested in completing schooling in their home country with relevant resources/services.</li> </ul>   |
| <b>OSY 2.</b> Identify and provide needed support services to OSY. | <b>OSY 2.1</b> Maintain connection to OSY and provide support services based on needs and interests | Average # of contacts per OSY | <ul style="list-style-type: none"> <li>• Establish a workable means of communication for each youth using technologies available to each OSY.</li> <li>• Use a hybrid (in person and virtual) approach to expand access for migratory youth.</li> <li>• Work with OSY to identify and overcome hurdles to participation and success.</li> <li>• Provide life skill information based on OSY interests.</li> <li>• Regularly and consistently check in with OSY.</li> <li>• Connect interested migratory youth with cultural and/or arts programs when possible, to promote learning.</li> <li>• Involve MEP staff in learning communities to develop strategies/skills for migratory youth engagement and keep up to date on what programming is currently available.</li> </ul> |

| Service | Required Service Strategies  | Performance Indicators | Suggested Implementation Methods  |
|---------|--|------------------------|---|
|         |  |                        | <ul style="list-style-type: none"> <li>Encourage MEP staff participation in coalitions of farmworker-serving agencies to form partnerships with other community agencies.</li> </ul>  |
|         | <b>OSY 2.2</b> Refer OSY to appropriate community resources as appropriate |                        | <ul style="list-style-type: none"> <li>Provide OSY parents with relevant information and assist them in connecting with community agencies that can provide childcare (e.g., ABCD, Head Start, community directory, etc.)</li> <li>Connect OSY to appropriate health, transportation, interpretation, food provision, and other relevant services.</li> <li>Refer OSY to legal services that can provide advice regarding their legal options. Assure migratory youth and parents that conversations with legal services are confidential.</li> </ul> |

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### 3.4 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. The phrase "parent and family" includes a legal guardian or other person standing *in loco parentis* (such as a grandparent or other relative with whom the child lives, or a person who is legally responsible for the child's welfare).

#### Parents and Families as Primary Educators and Advocates for their Children

The NYS-MEP and regional METS program centers integrate the NYS-MEP Theory of Action (ToA) with opportunities for parent education, involvement, and engagement to support parents and families as teachers and advocates for their children, preschool through high school.

For the purposes of the NYS-MEP, parent education, involvement, and engagement are defined as follows:

- **Parent Education:** Assisting parents and families in developing skills necessary to provide learning, development, and health support to a child in the home (e.g., learning about the school and educational system). Encouraging parents and families to be actively involved in their child's education at school.
- **Parent Involvement:** Participation of parents and families with the MEP in regular, two-way, and meaningful communication. Extending teaching, learning, and support outside the school and MEP. Creating a more positive experience for children that help to foster their learning, development, and health at home (e.g., supporting children's reading at home).
- **Parent Engagement:** Parents, families, and MEP colleagues working in collaboration and coordination with each other, to support and improve the learning, development, and health of children, through meaningfully and continuing communication based on trusting relationships for data-driven shared decision-making practices in reducing barriers for parental participation and developing practice-, program-, and system-level strategies.

#### Expectations and Requirements of the NYS-MEP and METS Program Centers

MEP programs are required by Section 1304 of Title I, Part C to utilize both State and Local Parent Advisory Councils (PACs) to consult with parents and families in the planning, operation, and evaluation of State and Local Migrant Education Programs; provide opportunities for parent and family involvement as outlined in Section 1116 of Title I, Part A; and in a format and language understandable to parents and families, creating effect access to parent and family activities.

**Local Parent Advisory Councils.** The Local Parent Advisory Council (Local PAC) provides a forum where parents and families partner with the METS, addressing concerns and suggestions that relate to the planning, operation, and evaluation of the METS programs and activities.

**Statewide Parent Advisory Council.** NYS-MEP Statewide Parent Advisory Council (State PAC), provides the opportunity for parents and families to partner with the NYS-MEP, addressing concerns and suggestions related to the statewide planning, operation, and evaluation of the NYS-MEP programs. Additionally, the NYS-MEP consults with the State PAC on (1) the comprehensive assessment of the needs of migratory children to be served; and (2) the design of the comprehensive State Migrant Service Delivery Plan (SDP).

**Group and Individual Parent and Family Activities (non-PAC-specific).** The METS program centers provide opportunities for parent and family involvement outside of the Local and State PAC experience. The METS program centers plan group and individual outreach activities that allow for regular, two-way, and meaningful communication between migrant parents and the METS based on their children's needs and parental suggestions.

The METS utilize the NYS-MEP Theory of Action (NYS-MEP ToA) to frame these group and individual activities with opportunities supporting the parent and family as the primary teacher and advocate for themselves and their children. These activities include opportunities for and integration of parent education, involvement, and engagement.

The goals are to promote parental confidence and the acquisition of strategies to advocate for their children and families with community agencies and organizations at the schools and school districts as they support their children's education.

**Parent and Family Brochure.** The *NYS-MEP Parent and Family Engagement Plan* parent and family brochure will be distributed to families annually. In the service of continuous program improvement, the NYS-MEP and State PAC will jointly review and revise the Parent and Family Engagement Plan on an ongoing basis. The current parent and family brochure was revised in consultation with the April 2021 New York State Migrant Education Statewide Parent Advisory Council in accordance with Title I, Part A, Section 1116(a)(2). The [NYS-MEP Parent and Family Engagement Plan](#) brochure is available on the NYS-MEP website.

**New York State ESSA-Funded Programs Complaint Procedures.** The complaint procedures are distributed to all parents and families as part of the *NYS-MEP Parent and Family Engagement Plan* brochure. Annually, the NYS-MEP will review these procedures the State PAC. Each regional METS program center will explain the complaint procedures and how to access them on the NYS-MEP website, annually, with its Local PAC or during a local Group Parent and Family Engagement meeting.

## **Implementation by NYS-MEP and Regional METS Program Centers**

Specific expectations and requirements are defined in the [Implementation Guidelines for the NYS-MEP Parent and Family Engagement Plan](#), posted on the NYS-MEP website. These implementation guidelines provide guidance for the NYS-MEP and regional METS program centers to promote and support parent and family participation at biannual State PAC meetings and to conduct Local PAC meetings, in addition to other parent education, engagement and involvement activities based on local needs and resources, as outlined in Section 1116 of Title I, Part A.



## Evaluation

The *Implementation Guidance for the NYS-MEP Parent and Family Engagement Plan* provides detailed information for documenting required data elements, reporting requirements, and best practices for

- Parent Advisory Councils (Chart A, page 1)
- Effective Access to Parent and Family Meetings and Events (Chart B, page 2)
- Individual and Group Parent and Family Involvement (Chart C, page 3)

### STATUTORY REQUIREMENTS:

Section 1116 of Title I, Part A, and sections 1304(c)(3) and 1306(a)(1)(B)(ii) of Title 1, Part C

### REGULATORY REQUIREMENTS:

34 CFR 200.83(b)

## 3.5 Priority for Services (PFS): Definition and Requirements

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

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

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

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

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

Once migrant eligibility is determined and the student is designated as PFS, the Academic Services Intensity Rubric (ASIR) is applied to ensure an appropriate service level for each PFS student in the

program. PFS students are the only students eligible for Level 3 services. Level 3 is the most comprehensive service level provided to eligible students, allowing for the greatest frequency, duration and intensity of services.

### 3.6 NYS-MEP Professional Development Plan

#### Introduction

Effective professional development is defined as “structured professional learning that results in changes in teacher practices and improvements in student learning outcomes” (Darling-Hammond et al., 2017). The NYS-MEP’s professional development framework focuses on increasing the knowledge of staff; enhancing their professional skills; deepening their understanding of and appreciation for the unique needs of migratory children and their families; and strengthening staff capacity to support all migratory students.

#### Core Beliefs

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

The NYS-MEP utilizes both formal and informal feedback to identify needs and establish priorities aligned to the NYS-MEP ToA focus areas: Subject Content and Instruction, Advocacy to Self-Advocacy, and Positive Identity Development (see Figure 10).

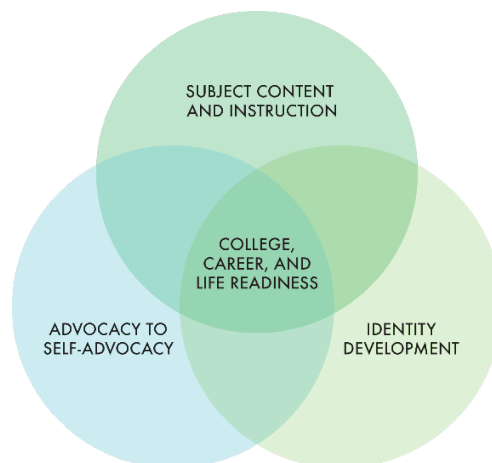


Figure 10. NYS-MEP ToA Focus Areas

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

**Consistent and Ongoing.** The ID&R-TASC program center and the eight METS program centers regularly provide professional development throughout the program year. Based on student needs, Director and Educator/Recruiter feedback, and statewide initiatives, targeted topics are designed as a series throughout the year(s). Learning Communities provide another model for ongoing professional learning and support.

The NYS-MEP effectively leverages technology across the system when providing services, including (1) hardware and software; (2) strategies for communications; and (3) teaching/learning with technology. This statewide commitment ensures staff are supported as new technological options emerge, and students are able to engage in blended learning opportunities.

**Collaborative and Responsive.** Directors regularly solicit feedback to help shape and determine the statewide professional needs of staff. Workshop evaluations routinely ask participants to suggest other topics for future trainings based on needs and interests. The collected feedback drives future programming including changes like incorporating break out rooms for small group discussions to increase engagement, identifying new expert presenters, providing asynchronous options like the recording of presentations, and the creation of new workshops in response to emerging needs.

In terms of design, the NYS-MEP leverages expertise from within the program at large. Where such expertise does not exist within the program, the ID&R-TASC program center and the program centers collaborate and consult with outside agencies and experts to provide sustained, professional learning within the framework of the program.

**Job-Embedded.** The ID&R-TASC program center ensures that Recruiters are trained and supported to effectively interview and re-interview potentially eligible children, making reliable and valid student MEP eligibility determinations. Likewise, Educators receive in-the-field support to gain the skills needed to provide supplemental instruction and support services for an audience of preschool through 12<sup>th</sup> grade students and their families, and Out-of-School youth.

### **Planning and Design of NYS-MEP Professional Learning and Development**

The NYS-MEP professional development framework aligns to the conceptual and relational data inquiry model shown in Figure 11 below. Professional development decisions are made through the interactive steps of assessing needs, planning, implementing, and evaluating professional development opportunities throughout the year. Evaluation results serve the dual purpose of being responsive to emerging needs in the current year and informing the needs assessment for the next year.

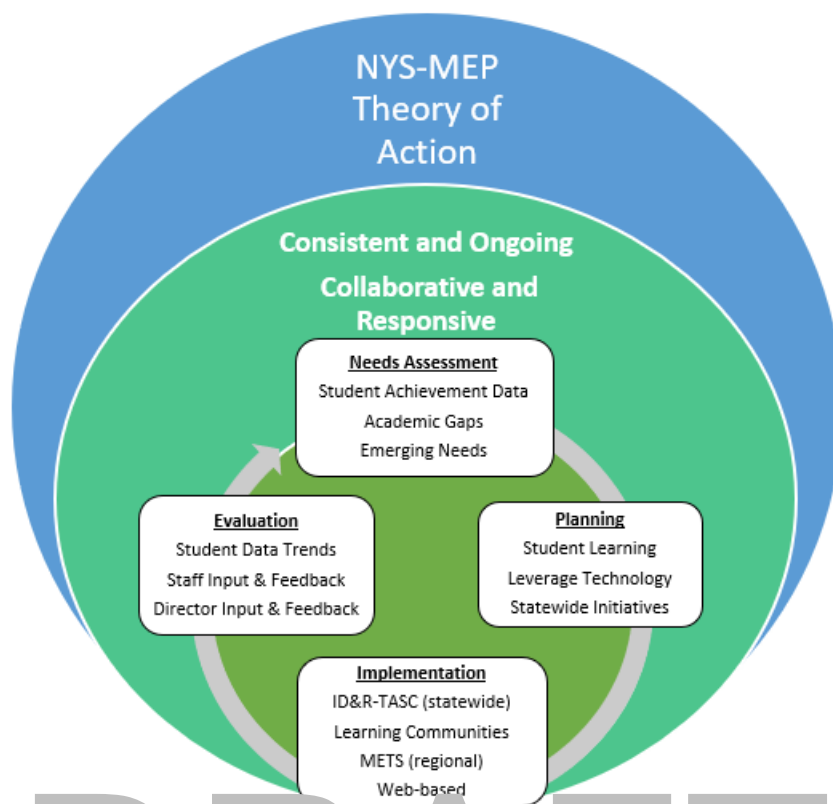


Figure 11. Planning and Design Strategy Framework

## Implementation Models

The ID&R-TASC program center serves as the lead for statewide coordination and training, with each regional METS program center providing localized professional development for its own staff.

**Statewide.** The ID&R-TASC program center plans and implements live, statewide workshops through a virtual platform. Workshop and registration information is communicated directly to staff and can be accessed anytime on the NYS-MEP website. ID&R-TASC adds Pop-Up workshops in response to new and emerging needs and provides Continuing Teacher and Leader Education (CTLE) certificates to participants requiring professional development credit accrual.

**Regional METS Program Centers.** METS Directors plan and implement professional learning opportunities for Migrant Educators in response to both site-specific and identified statewide needs. Directors collaborate with local agencies such as Regional Bilingual Education Resource Networks (RBERNs), Boards of Cooperative Education Services (BOCES), and Institutions of Higher Education (IHEs). Directors can select topics from the [METS Menu for Statewide PD](#) workshops, to customize the workshop to the regional needs of their staff and students. The regional METS program centers provide CTLE certificates to participants accruing professional learning credit.

**Web-based.** [On-Demand Professional Development](#), web-based professional modules on the NYS-MEP website allow migrant educators and recruiters to choose the best times to fit their professional learning into their work schedules.

Many Statewide Workshops are recorded. Staff who missed a presentation or want to review a presentation can access the recording and handouts from the [Event Archive](#).

A wide variety of instruction and job-related [resources](#) are available for Migrant Educators, Recruiters, Parents and Families, Agribusiness Owners, and School Districts.

**Individualized.** Staff members can contact ID&R-TASC for individualized professional learning opportunities as needed, including new employee orientation, and other support as needed.

### Evaluation

The evaluation of professional development involves collecting and analyzing multiple levels of data (Guskey, 2002). Methods used by the METS and ID&R-TASC to evaluate impact on staff practice may include exit questions about the participants' initial reactions; participant reflections or demonstration of new learning; and follow up observations, participant reflections, or interviewing participants about their use of the new knowledge and skills. Beyond the impact of professional development on professional practice, the NYS-MEP also evaluates student-learning outcomes for trends and impact as a result of improved practice.

## 3.7 Identification and Recruitment (Recruiting)

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

The New York State ID&R program has 21 statewide recruiters who work with local METS, school districts, farms, agribusinesses, local community agencies, community leaders and migrant families and interfaces with the national Migrant Student Information Exchange (MSIX) to identify and recruit eligible migrant youth. In addition, recruiters use data from MIS2000 – the statewide migrant student data management system – to locate migrant families based on previous migratory trends and work histories. Recruiters also use reports generated by the New York State Department of Labor (NYSDOL) and the New York State Department of Agriculture (NYS-DOA).

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

- ID&R Statewide Plan
- Shadowing veteran recruiters

- Two mandatory statewide trainings
- Annual recruiter evaluations
- Statewide recruiter manual
- Use of mentors and peer coaches
- Quality control “sweeps,” where an area is canvassed by multiple independent recruiters
- Attendance at local, statewide, and national meetings
- Annual re-interview of 50 or more completed COEs

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

### 3.8 Transfer of Student Records

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

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

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

The ID&R program center runs various reports and conducts annual reconciliation of student data in coordination and consultation with school districts to minimize duplication of migrant students. These reports are verified by the local METS and then merged by the Director or Training Coordinator at ID&R. This ensures unduplicated data in MSIX. This process of using local METS, recruiters, school districts and the Office of information and Report Services (IRS) at the Department has clearly been beneficial to determining the accuracy of such data.

## 4 MIGRANT PROGRAM EVALUATION

To promote program improvement and in accordance with the evaluation requirements established in CFR§200.84 and 200.85, the NYS-MEP and its evaluators will collect data to measure implementation and results achieved by the NYS-MEP against the performance targets outlined in this SDP. Evaluation results will be used at the state and local levels to determine which services to expand, replicate, scale back, or eliminate.

### 4.1 Evaluation Design

By design, the evaluation plan written for inclusion in the Service Delivery Plan provides an overview of the evaluation design and does not establish all the particulars that will guide the evaluation. NYS-MEP stakeholders attend with precision to handling incomplete and partial data as detailed in Appendix K.

### 4.2 Program Evaluation

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

#### Purpose

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

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

#### Evaluation Plan

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

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

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

Evaluation of the NYS-MEP will be conducted annually beginning in the 2021-2022 program year. The evaluation will examine and report on progress toward each State Performance Target, implementation indicator, and Measurable Program Outcome, both statewide and by METS. Statewide migrant student performance on Performance Targets will be disaggregated by PFS, non-PFS, and by the level of services targeted and received. Data will be obtained from the statewide MIS2000 student data management system, the Department's database of MEP assessments and implementation documents (outlined above), and MEPS and parent survey, as needed.

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

Data regarding the nature and extent to which regional programs are implementing the NYS-MEP with fidelity will be determined through the NYS-MEP monitoring process (i.e., comprehensive monitoring, desk review, and self-assessment) using a risk-based approach. The MEP, using an approved rubric and monitoring guide, annually monitors the implementation of the compliance requirements of the SDP, the regional METS grant applications, and Title I, Part C regulations and guidance. Additionally, regional and statewide interim results will be provided to and reviewed with each regional METS program in February and August of each year beginning in 2023 for the purpose of promoting ongoing internal data review and related decision making. In addition to such monitoring, the NYS-MEP also requires the submission of a Work Plan (WP) as well as a Budget and Budget Narrative at the beginning of each program year; a Mid-Year Review; Summer Work Plan; and an Annual Performance Report (APR). These efforts are intended to monitor for compliance, implementation of required strategies and best practices, and to provide technical assistance to the regional METS programs and the statewide ID&R-TASC program center.



## **Evaluation Reporting and Use**

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

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## APPENDIX A: 2021-2022 CNA-SDP COMMITTEE

|                             |   |
|-----------------------------|---|
| Kin T. Chee                 | Coordinator, State Migrant Education Program, NYSED |
| Sabrina Petruska-Wilmot     | Facilitator, State Migrant Education Program, NYSED |
| Elizabeth Bliss             | Senior Education Specialist, ID&R-TASC              |
| Jennifer Verdugo            | Special Projects Coordinator, TASC                  |
| Magaly Rosario              | Director, Brockport METS                            |
| Katelin Kampney             | Interim Director, Cortland METS                     |
| Betsy Kulis                 | Data Specialist, Cortland METS                      |
| Mary Anne Diaz              | Education Specialist, ID&R-TASC                     |
| Lucia Johnson               | Director, Fredonia METS                             |
| Steve Nole                  | Interim Director, Genesee Valley METS               |
| Eric Pukos                  | Director, HEP, Genesee Migrant Center               |
| Maryellen Whittington-Couse | Director, Mid-Hudson METS                           |
| Mary Kline                  | Director, Mohawk Regional METS                      |
| Laura Burnett               | Director, Monticello County METS                    |
| Paul Gugel                  | Director, Oswego METS                               |
| Tinamarie Rickmers          | Director, Long Island-Metro METS                    |
| Julia Schnurman             | Former Director, Long Island-Metro METS             |
| Will Messier                | Director, ID&R-TASC                                 |
| Odilia Coffta               | Data Training Coordinator, ID&R-TASC                |
| Travis Williamson           | OSY Training Coordinator, ID&R-TASC                 |
| Emily Callaghan             | ID&R Training Coordinator, ID&R-TASC                |
| Lisa Rivera                 | WebApp Training Coordinator, ID&R-TASC              |
| Rob Hillman                 | Technical Associate, ID&R-TASC                      |
| Betty Garcia Mathewson      | Director, NYS-MEP TASC                              |

## APPENDIX B: 2021-2022 CNA-SDP TIMELINE

| Task  | Date              |
|---|-------------------|
| 2021  |                   |
| CNA-SDP Committee Data Collection and Workgroup Planning  | Feb. – Mar. 2021  |
| Extant Data Analysis (past performance) and Concern Development   | Mar. – April 2021 |
| Workgroup Concern Statement and Initial Solution Generation   | May – June 2021   |
| Focus Group Planning and Guided Question Development  | June – July 2021  |
| Focus Group/Interview/Survey Data Collection  | July – Aug. 2021  |
| Analysis and Summaries of Data Collection   | Sept. 2021        |
| Workgroup Reflection on Collected/Generated Data  | Sept. – Oct. 2021 |
| PAC Concern/Need Input Solicited  | Oct. 2021         |
| Integration of All Stakeholder Input Received, Concern Refinement   | Nov. 2021         |
| METS Director Prioritization of Concerns  | Nov. 2021         |
| Reintroduction of Initial Solutions Aligned to Priority Concerns  | Dec. 2021         |
| 2022  |                   |
| Selection and Refinement of Services, Development of Required and Suggested Strategies for Implementation | Jan. – April 2022 |
| Development/Review of Performance Targets and MPOs  | May, 2022         |
| Drafting and Revision of CNA Summary, SDP Narrative   | May – July 2022   |
| Review of Data Tables from 2020-2021 Evaluation   | July – Aug. 2022  |
| Finalization of MPOs, Services, Required and Suggested Strategies, Indicators                             | Aug. 2022         |

| Task   | Date              |
|--|-------------------|
| Consortium Final Review of SDP Tables and Services | Aug. 2022         |
| Professional Development Related to 2022-2025 SDP  | Aug. – Sept. 2022 |
| Final Review of Evaluation Report (2020-2021)      | Sept. 2022        |
| Review and Finalization of 2022-2025 SDP Narrative | Sept. 2022        |
| Program Year and New SDP Kickoff                   | Sept. 2022        |

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## APPENDIX C: 2021 CNA WORKGROUPS

Prior to the May 2021 Statewide Consortium meeting, invited workgroup participants received the following instructions, along with a link to the “Concern Development Worksheet” for their area of expertise (Early Childhood/Preschool, Elementary, Secondary, OSY/Health):

Dear [],

Thank you for agreeing to assist the NYS Migrant Education Program by contributing your knowledge and experience to our Comprehensive Needs Assessment (CNA). We conduct this needs assessment every three years to determine the most pressing needs affecting migrant students and families in our state. In preparation for your participation, we ask that you spend a few minutes considering:

- 1) Concerns: from your perspective and experience, what concerns you have about migrant student well-being, including their academic development, physical and mental health, social and emotional well-being, safety, and ability to connect and thrive in the community.
- 2) Solutions: what might the migrant education program be able to do to address these concerns?

The work of the committee will guide strategic planning for the next three years, and while some concerns from COVID will persist, others are likely to change going forward.

The attached worksheet is similar to what you will complete as a group during the meeting, and you might use it as you gather your thoughts prior to the meeting.

We look forward to working with you!

Commencing their collaborative work during the May 2021 Statewide Consortium meeting, the following individuals, listed by workgroup, were key participants in the CNA process.

### Early Childhood/Preschool

- **Facilitator/Notes: Mary Anne Diaz, ID&R-TASC**
- Maggie Evans/Alejandra Ortega, ABCD
- Amy Burns-Franz, QUALITYstarsNY
- Lucy Johnson, Fredonia METS
- Chris Casler, Cortland METS

### Elementary

- **Facilitator/Notes: Lisa Rivera, ID&R-TASC**
- Kathleen Lowell, HV RBERN
- Yulissa Gomez, Questar RBERN
- Ted Love, Director of Instruction, Homer CSD\*
- Laura Burnett, North Country METS
- Mary Kline, Mohawk METS

- Maryellen Whittington-Couse, Mid-Hudson METS

#### Secondary

- **Facilitator/Notes: Liz Bliss, ID&R-TASC**
- Marci Silver and Kylee Disotelle, Guidance Counselors\*
- Pathy and Jonnathan, CAMP
- Katia Yagnik, Finger Lakes Community College and Adelante
- Wilmer Jimenez, former migrant student and migrant staff member, currently RMM
- Elenita Feria-Ortiz, former migrant student and CAMP student, has worked at SOMLA/HOLA for 3+ years
- Odilia Coffta, HOLA/ID&R-TASC
- Paul Gugel, Oswego METS
- Julia Schnurman and Tinamarie Rickmers, Long Island-Metro METS

#### OSY & Health/Other

- **Facilitator/Notes: Emily Callaghan, ID&R-TASC**
- Karen Southwick, Hiscock Legal Aid
- Mary Jo Dudley, Cornell Farmworker Program
- Mary Zelazny, Finger Lakes Community Health
- Katherine Brieger, Sun River Health
- Will Messier, ID&R-TASC
- Travis Williamson, ID&R-TASC
- Donna Spence and Megah Rosario, Brochport METS

*\*Planned to but could not attend the initial May session invited to give input via Google Drive*

## APPENDIX D: NYS-MEP 2021 CNA FOCUS GROUPS AND GUIDING QUESTIONS

In addition to two statewide Parent Advisory Council sessions dedicated to migratory student and family needs identification (see Appendix E, following), focus groups, surveys, and interviews were conducted throughout the summer of 2021. These included the following:

### **2021 CNA Focus Group and Interview Participants:**

- **Migrant Educators from the OSY Learning Community**
  - August 3, 2021 Jenna Vaccarelli interview
  - August 4, 2021 focus group with Tracey Messinger, Ashley Brigham, Miguel Maldonado, Travis Williamson, Astrid Poulton, Fran Wurster, Rachel Bedore
  - August 5, 2021 Kellie Meegan interview
- **Migrant Educators from the Adolescent Support and Learning Community**
  - July 15, 2021 focus group with Pat Caprio, Erica Gadway, Tracey Messinger, Charlie Silberman, Lynne Sweet
  - July 20, 2021 Jen Bartimole interview
- **Data Specialists**
  - August 3, 2021 focus group with Lisa Rivera, Heather Rowe, Len Haase, Betsy Kulis, Juli Metz, Keri O'Gorman, Monica Fardoun, Tamie Stach, Stephen Wendell
- **K-5 Migrant Educators**
  - August 3, 2021 focus group with Barbara Stupple, Dana Cole, Dotti Griffin, Fran Wurster, Alejandra Sanchez Surman
  - August 10, 2021 Benjamin Bruno interview
- **Migrant Educators from the Early Childhood Learning Community**
  - August 10 and 17, 2021 focus groups with Ginny Cheseboro, Kathy Schwertfager, Sonia Emilio, Alex Witter, Dotti Griffin, Kathy Mohan, Ruth Hedeon, Sarah Derouchie, Adele Trowbridge
- **Adolescent Students**
  - July 21, 2021 focus group with 5 HOLA students
  - August 10, 2021 focus group with 5 North Country METS students
- **Parent Survey/Interviews**
  - August 2021: 3 parents from Oswego METS, 23 parents from Brockport METS, and 4 parents from Long Island-Metro METS
- **OSY Interviews**
  - August 2021: 4 students from Oswego METS, 1 from Mohawk Regional METS



The following guiding questions were developed by the CNA Committee based on the initial concerns formulated by the Early Childhood/Preschool, Elementary, Secondary, and OSY/Health/Other work groups (see Appendix C).

### **Early Childhood/Preschool MEP Staff Guiding Questions**

#### **Access and technology:**

1. To what extent are MEP staff able to support parent development? What training or capacity building would be most helpful?
2. What percentage of migrant households have books, games, and other literacy resources at home? What proportion of families would benefit from additional literacy materials for their household? Which types of materials are most likely to be needed?
3. Are there gaps in transportation for medical and/or other services in your community? Where are they most severe?

#### **Mental health:**

4. Do migrant families have adequate access to mental health providers? To bilingual mental health providers? Where are there gaps?
5. Have you observed instances where early childhood mental health issues are not identified or not addressed? What kinds of issues have you observed? How prevalent do you think these are?
6. To what extent have you been aware of family hesitancy to reach out regarding mental health or other issues because of a lack of privacy when doing so online?
7. Have you observed migrant children and/or families being targeted for mistreatment because of their migrant status? What does this look like? How frequently?

#### **Extra if time allows:**

8. Approximately how many migrant children under the age of 16 have arrived without their parents in the past 18 months? Is this an increase, decrease, or about the same as before?

### **Elementary Parent-Family Guiding Questions**

1. Do you have books, games, and other literacy resources at home? What additional literacy materials would your children benefit from?
2. How much of the communication from your child's school is in a language you can understand?
3. How often do your children translate school materials or interpret for you during school related events?
4. How frequently do you assist your children with homework? (Prompt: How much do these things make helping a challenge? Language barriers, time, being tired from work, schedule, etc.)

5. To what extent are you able to support your children as they access classes and other school resources online? What else do you need in order to help with this?
6. How much have your children kept up their connections to other young people in the past year or two (e.g. during mostly virtual learning)? Do you think they feel more or less connected to their friends and peers?
7. In the past year or two, have you noticed changes in how your children deal with challenges? Would you say they are more or less proactive, responsible, and self-regulated?
8. Are there gaps in transportation for medical services in your community? Where are they most severe?
9. Are you able to find and afford mental health services for your family in a language you understand?

### **Elementary Student Guiding Questions**

#### **Access and technology:**

1. What continuing challenges do you face with accessing, participating, and completing work during online learning? What is missing/what causes the most difficulty?
2. How much of the communication from your school is in a language your parents can understand? How often do you interpret for them during school related events?
3. Last year, students were not required to take Regents exams. What additional work do you think you will need to do this year as a result? Will you have access to all the courses you need?

#### **Connectedness, mental health & self-advocacy:**

4. How have you kept up your connections to other young people at school and beyond during online learning? Is that improving, staying the same, or getting worse now?
5. Is there an adult at school that cares about you? That notices when you are absent or not doing your best?
6. Have you been/have you observed migrant students being targeted for mistreatment because of your/their migrant status? What does this look like? How frequently?
7. How much are you and/or your peers able to ask for help when you need it? What makes that hard or easy to do?
8. Have you or another student you know experienced bullying (in person or online)? Has there been more or less of this in the past year?

#### **Extra if time allows:**

9. How much have you or other migrant students you know felt engaged in school in the past year, including coursework, sports, music, extra-curricular activities, etc.?

## **Elementary - MEP Staff Guiding Questions**

### **Academic:**

1. How consistent are academic expectations for migrant students in grades 3-6 compared to their non-migrant peers?
2. How frequently do migrant parents assist their children with homework?
3. To what extent have you observed migrant students who are not enrolled in school, or whose parents don't see the urgency of enrollment?

### **Access and technology:**

1. Do migrant students have access to technology and connectivity sufficient to fully participate in remote learning? What is missing/what causes the most difficulty?
2. How much of the communication from school is in a language parents can understand? How often do students interpret for them during school related events?
3. What percentage of migrant households have books, games, and other literacy resources at home?

### **Social-emotional-mental health:**

4. To what extent do migrant students receive emotional support at school? How is this support given?
5. To what extent have you been aware of student hesitancy to reach out regarding mental health or other issues because of a lack of privacy when doing so online?
6. Have you observed changes in migrant student mental health needs/incidents, suicidal ideation, bullying, cyberbullying/predation, and/or experiences of migrant student/family trauma in the past two years? What kinds of changes have you observed?
7. Do migrant students and families have adequate access to mental health providers? To bilingual mental health providers? Where are there gaps?

### **Extras if time allows:**

8. Approximately how many migrant children under the age of 16 have arrived without their parents in the past 18 months? Is this an increase, decrease, or about the same as before?
9. Have you observed migrant students being targeted for mistreatment because of their migrant status? What does this look like? How frequently?
10. Have you observed an increase in migrant students interpreting for adults or their family regarding school or school related issues? Approximately how frequently does this occur? Is it concentrated in specific school districts?

## **Adolescent Student Guiding Questions**

### **Access and technology:**

1. What continuing challenges do you face with accessing, participating, and completing work during online learning? What is missing/what causes the most difficulty (e.g. Canvas, Powerschool, learning management, grades, expectations, school communication, connection to peers, finding course links, understanding rules, etc.)?
2. How much of the communication from your school is in a language your parents can understand? How often do you interpret for them during school related events?
3. Last year, students were not required to complete Regents exams. What additional work do you think you will need to do this year as a result? Will you have access to all the courses you need?

### **Student engagement:**

4. How much do you feel like school is for you: that it is interesting, engaging, and important to your future plans? Why do you feel this way?
5. What are your plans for once you're out of school (e.g., college, career, workforce)? In 5 years?

### **Connectedness, mental health & self-advocacy:**

6. How have you kept up your connections to other young people at school and beyond during online learning? Is it improving, staying the same, or getting worse now?
7. Is there an adult at school that cares about you? That notices when you are absent or not doing your best?
8. Do you feel safe at school? Do you have access to the supports you need to succeed and feel healthy overall? What is missing?
9. How much are you and/or your peers able to ask for help when you need it? What makes that hard or easy to do?
10. Have you or another student you know experienced bullying (in person or online)? Has there been more or less of this in the past year?

### **Extras if time allows**

11. How much have you or other migrant students you know felt engaged in school in the past year, including coursework, sports, music, extra-curricular activities, etc.?
12. Do you feel your overall responsibilities for work/school/family is/are manageable?

## **Adolescent MEP Staff Guiding Questions**

### **Access to courses:**

1. To what extent do migrant students have access to credit accrual and courses necessary for graduation? What barriers prevent students from accruing credits necessary to graduate from high school, and what supports them in the completion of such courses?
2. What additional support will migrant students need as a result of the COVID Regents exemption? Where will this be most strongly felt?

### **Tech-specific issues:**

3. Do migrant students have access to technology and connectivity sufficient to fully participate in remote learning? What is missing/what causes the most difficulty?
4. In order to better support student online learning and communicate with students and families, what additional skills in digital literacy do *migrant educators* need?

### **Student engagement & self-advocacy:**

5. To what extent are migrant students able to engage others at school or in the community when they need help (i.e., self-advocate), especially as compared to their non-migrant peers?
6. How would you describe [migrant student] engagement at school, including coursework, sports, music, extra-curricular activities, active time in class, etc.? What helps and what inhibits this engagement?

### **Mental health:**

7. Have you observed changes in migrant student mental health needs/incidents, suicidal ideation, bullying, cyberbullying/predation, and/or experiences of migrant student/family trauma in the past two years? What kinds of changes have you observed?
8. Have you observed changes in coping skills during the same period, e.g. being proactive, responsible, self-regulation, listening, advocating, etc.?
9. Do migrant students and families have adequate access to mental health providers? To bilingual mental health providers? Where are there gaps?

### **Extras if time allows:**

10. Do students see high school education as critical to their future plans? Why/why not?
11. To what extent and for what reasons do you think migrant students experience responsibility overload (work/school/family)?
12. Have you observed an increase in migrant students interpreting for adults or their family regarding school or school related issues? Approximately how frequently does this occur? Is it concentrated in specific school districts?

## **OSY Guiding Questions**

### **Access and Engagement:**

1. To what extent do you engage with others outside of work?
2. Do you have the language skills you need to succeed, or do limited English language skills prevent you from connecting with local communities, engaging with employers, or accessing services?
3. To what extent do you feel you need more career-based educational training? How limited are you in your current work options?
4. Are there important things that you are unable to do because of a lack of transportation and/or a lack of childcare? What kinds of things?
5. How well do you understand your legal options, and therefore obtain services or self-advocate without hesitation?

### **Health Access, Including Mental Health:**

6. Do you have sufficient access to the health services you need (including medical, mental, dental) in a language you understand?
7. How much are you and/or your peers able to ask for help when you need it? What makes that hard or easy to do?

### **Extras if time allow**

8. How prevalent is former enforced isolation?

## **OSY - MEP Staff Guiding Questions**

### **Access and Engagement:**

1. To what extent do OSY engage with others outside of work?
2. What percentage of OSY have the language skills they need to succeed? Do limited English language skills prevent them from connecting with local communities, engaging with employers, or accessing services?
3. How frequently have you observed OSY, including underage OSY, being placed in grade levels where they are not equipped to succeed?
4. Are there important things that OSY are unable to do because of a lack of transportation and/or childcare? What kinds of things?

### **Health Access, Including Mental Health:**

5. Do you feel knowledgeable enough about trauma services and resources? What is missing? Have incidences of trauma (border crossing, health, sexual harassment, assault, domestic violence) among OSY and other migrant youth been increasing, decreasing, staying about the same? About what percentage of OSY/other migrant youth that you engage with have experienced trauma of these types?

6. Do OSY have sufficient access to the health services they need (including medical, mental, dental) in a language they understand?
7. Are there pockets of restricted access to health services? Where? What percentage of OSY or other migrant youth does this affect?

**Extras if time allows:**

8. Have you been aware of underage OSY moving to avoid a referral to Child Protective Services? How frequently? Is this an increase/decrease/ same as two years ago? Do you expect it to increase/decrease/stay the same over the next two years?
9. Have you observed changes in OSY coping skills during the past two years, e.g. being proactive, responsible, self-regulation, listening, advocating, etc.?
10. How prevalent is farmer enforced isolation?

**Data Specialist Guiding Questions**

1. How involved were you in the development of the current statewide system and process for data collection and management? (e.g., did you inherit this, or help shape it?)
2. Do you have opportunities to provide feedback in support of program improvement (i.e. related to data collection, data inputting, report generation)? How/where? How much do you feel your feedback is heard and/or considered?
3. In terms of the work you do, what are currently the most pressing barriers or challenges? What would help?
4. Do you use data daily with your director and/or program? If so, how/in what ways?
5. Is there (additional) feedback you have related to migrant data systems and processes that you'd like to share with us?

The following are notes and quotes from the discussion that followed each prompt. Parents were asked if they were concerned about:

1. **Use of technology for learning and/or connecting with services, including school** (may include: lack of access to appropriate devices; limited or sporadic internet connectivity; lack of privacy or an appropriate place from which to engage/work; limited parental digital literacy to help students in online spaces)

**10/26/21 Quotes and Notes from Discussion:**

- *Yes, I do have problems with this. Even to get into the meeting. We do need help to be able to help our children.*
- *Same thing happens to me. I have a problem with the internet. It is hard for me to get into the meetings and also to help my child. Sometimes it is hard because the internet is slow and we use our phone to get in. It would be good if you could help us with the internet.*
- *My opinion, I think the technology takes us parents one step along. In my case the support that we would need would be some kind of a workshop. I need help getting connected to zoom for my children. It is good that you are listening to our problems and for us to listen to other's problems.*
- *[Prompt: Is the issue not having internet, or that you need to use your phone to connect, or lack of device?]*
- *We lack internet.*
- *Lack of knowledge of how to use it. I would like to learn how to get into a page. I would like to look for things that we need every day.*
- *Sometimes we do not know how to see what is in there.*

**10/28/21 Quotes and Notes from Discussion:**

- *Technology is an issue for me, I am a little older. Some of the things they do are confusing. I do try to figure it out on my own. If I have a question, I go on parent square and ask the teacher. The children usually know the answer.*
- *My child still has issues with figuring out where she needs to go. She has issues with math online, she needs the structure from a teacher. I am lost as to how the children are supposed to be doing things. My daughter's (7<sup>th</sup> grader) tutor assists her access what she needs to.*
- *I don't think that bullying has been happening on the school platform. It happens on the social media platforms. Certain age groups seem to be targeted more than others.*
- *It was hard at first with Zoom; her children had to help her; apps were difficult for her*



- *In Sullivan County it is very hard for parents to connect; the school gives portable WiFi*
- *I didn't know how to use Zoom; I had to learn in order to help my son. She has been advancing, but it has been hard. – Who helped her? A teacher at the library (or bookstore). Didn't charge, went to her home. She had to buy equipment because she had nothing.*
- *My Kindergartner has homework and needs help; I also help my 11 yr. old. -- Did school give you a computer? Children did receive equipment, but I also had English classes and needed to work along with them so I needed my own.*
- *One parent struggled until two teachers who speak Spanish helped her.*
- *Another parent had a good teacher from the BOCES, and no problems connecting.*
- *We had many problems last year; my daughters were absent from many classes because they couldn't connect and she didn't know how to help. Eventually received help from teachers. It has been hard for them, but the teacher who speaks Spanish has been very helpful. Hard because we don't speak much English. Very difficult at the beginning.*
- *We had a very hard last year when things were all remote. Email, technology is not a strength for me.*
- *I have no English; my child has no English. They had a relative who helped but couldn't do too much. The child's teacher speaks Spanish, which is helpful. It's hard for everyone, she thinks. Very helpful when the teacher started helping. The MEP has helped so much; she doesn't know what she would have done without the program.*
- *At the beginning, with electronics, it was not as, with the pandemic. All of us were affected.*
- *It was a dramatic change for all. Language was a challenge; the children didn't know how to connect; WIFI would disconnect.*

2. **Limited access to needed transportation** (may include: inability to enroll in preschool/school; limited ability to access services like healthcare, food banks, extracurricular engagement opportunities, parent engagement opportunities, family outings to visit friends or relatives)

#### **10/26/21 Quotes and Notes from Discussion:**

- *Not a problem in this group*
- *How could you support us with transportation? This is not something that the Migrant Program would provide. Migrant Program could coordinate with outside agencies to make this more possible.*

#### **10/28/21 Quotes and Notes from Discussion:**

- *Transportation affects us a lot as far as doctor appointments and mental health appointments. I have a vehicle but there have been times when I don't and it's difficult to get to appointments. A lot of my friends do not have vehicles.*
  - *I do not have an issue with transportation. I live on a fixed income so sometimes there is a financial hurdle with getting places. I do use telehealth, as it saves me gas money and I am very comfortable with my therapist.*
  - *There is a lack of confidentiality within my home to use the telehealth. I believe that the telehealth workers are working from home and not knowing what is going on in their own home. I was on a telehealth visit with my doctor and his children were running around in the background.*
  - *I think the timing to get into appointments has been difficult. Virtual is a good option but sometimes you need that personal interaction. We do not have laptops or phones for children to connect.*
  - *No problems. The bus runs on time.*
3. **Communication barriers** (may include: lack of interpreter/translation services from school/district; school materials not in home language; school materials in home language, but still incomprehensible with policy/jargon etc.; lack of access to bilingual health and mental health providers)

#### 10/26/21 Quotes and Notes from Discussion:

- *Absolutely for me. We should have someone that we can communicate with. We don't understand the school so sometimes we use signing language. I do not like to make my child feel nervous, as they don't know how to explain something to interpret for me. Sometimes the child can't say it to us in Spanish. If it's hard for us "parents" it's harder for the children.*
- *I also have limitations since I don't know the language. I use the translator on the telephone to communicate with others.*
- *We just recently moved, we used to live in a small district and now we are in a large district. In the smaller the district they "school" sent information in Spanish. The large district they do not do that. I have to pay attention to the calendar and internet. It is very helpful when the district sends the information in Spanish. Are children don't tell us. We can't leave it all to our children, they forget or don't tell us. It is very frustrating when you find something out late or not at all.*

#### 10/28/21 Quotes and Notes from Discussion:

- *I rely on people near me because language is important. We don't speak it, but there always needs to be someone: many times teachers find someone or bring someone in. We need to try to ask, it helps to try even if shy. Ask, even if you ask in Spanish. -- Who do you ask for help? A secretary, a teacher. There is a big need.*

- *Do you get information in Spanish about school? Some answered yes, others no, some have children help them; many use phone translation apps. One parent takes photos and sends them to a teacher who explains them to her.*
  - *It is very hard at times. The ESL teacher helps sometimes, but it's harder in new school.*
  - *No one spoke Spanish at my child's school, so I went to see the principal because I was afraid my child would fail this year. I went three times before the principal said a new teacher had finally been hired to work with Spanish speakers.*
  - *Some districts get translations done; depends on district.*
  - *I tend to overanalyze what is in front of me. I do not always understand what is expected of me as a parent and how to help my child. Sometimes the school uses words that I do not understand. They should keep it simple. My son uses big words when he is talking to me and I tell him he has to explain it to me so that I can answer him/understand. It seems everything has advanced since I was in school.*
4. **Student social and emotional needs** (we might ask, How are your children feeling? Are they connecting to school and to their friends and finding the support they need when they struggle? Do you feel like you have the knowledge and support you need to help them?)

#### **10/26/21 Quotes and Notes from Discussion:**

- *I think that this year in a-half with our children being inside, taking classes on-line and now going back into school that they are feeling a little bit stressed. I think they need some sort of support but I am not sure what that could be.*
- *I think that the children and we the parents need to get together, like we used to have on the weekends. The events that use to take place like to color or go skating. MET events.*
- *Not yet because even the tutors are not able to interact with children right now.*
- *Parents believe this will be better when tutors can meet with children in person again.*

#### **10/28/21 Quotes and Notes from Discussion:**

- *This year has been better than last year. Last year was hard to transition. Teachers would send homework once a week. It was hard to find a routine around work. Trying to explain what is going on, for example not having birthday parties. We have faced multiple COVID quarantines and it's hard to explain to the younger kids.*
- *It is hard with my 7<sup>th</sup> grader to pull her back to reality. She has been struggling with gender identity these last two years. She has been struggling re-entering school with making friends. My daughter was not completing her assignments done last year, it wasn't interesting to her. She does not seem to want to engage but is not asking for help. Reaching out to the guidance counselor to get other resources but the guidance counselor is not even thinking about all options. I feel like I am not getting the support that I need for my daughter. My daughter is receiving support from her migrant tutor.*

*We do get support from other families at our meetings. It is good to know that there are people there to help support me, as well as my daughter.*

- My children are happy because they are back at school. Being home and being isolated isn't good. My child is very sociable.*
- It was the best thing for my girls to go back to school; it was so hard being on the computer, and they are super happy to return to school. We can also ask teacher things directly; it was much harder to understand by email.*
- During the pandemic my children's grades went down, they were confused. Grades have gone up from last year; it's much better now.*
- I don't think any children were happier at home; it was frustrating not getting answers from teachers when remote.*
- My son had to go to psychologist; his grades went down a lot.*

## **5. Additional needs**

### **10/26/21 Quotes and Notes from Discussion:**

- If I need to find out information about my son, there is an app called parent square that we can connect with the teacher. This has helped me in this area. Not sure if others have access to this in their area.*
- Concerns about health of children get sick. If someone around child gets sick what to do?*
- Communication. Important for parents to know who to go to if they have questions in school that they can communicate with.*
- Schools can provide materials in their home language to parents. Parents need to ask for it. Learning how to navigate the school more and communicate with them.*
- We talked about anxiety or what has caused all of this about COVID. I heard that there are other mothers who have children who have anxiety about this. I suggest consulting with your doctor and with a psychologist (professional) to help with children. In talking about the situation that each child is going through may be helpful. Insurance should cover these types of visits.*

### **10/28/21 Quotes and Notes from Discussion:**

- Our program has a Facebook page where they post a lot of information such as where to get food, how to relieve stress, how to help our children, fun facts, things that we can do at home because we have been isolated for so long.*
- When we have our parent meetings. I do not see a lot of parents that are involved in the program. It would be nice to get more parents involved to hear their voice.*

- *I have a 5-year-old who has repeated Kindergarten. I want some help with getting her motivated to want to learn. She seems more interested in attending to see her friends than going to learn. I am struggling with figuring out how to get her to want to learn.*
- *One of the reasons I joined the PAC because my children, the older needs help. My biggest concern is that they are not teacher's. I need someone to teach me and other's need teachers. If they are bilingual, all the better. I would volunteer to help out so there would be more teachers.*
- *The parents liked working in the small group setting.*
- *The virtual PAC meetings work well as a way around the usual hurdles to attendance (childcare, weather, transportation)*

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| Early Childhood/Preschool Concerns  |
|---|
| We are <u>very</u> concerned with the lack of transportation for ABCD and MEP parents, as it impacts families' access to preschool programs, school enrollment, and parents' ability to take advantage of immunization appointments   |
| We are concerned that mental health issues are going "unnoticed" among migrant children and that parents may not have the knowledge and/or support they need to help.   |
| In a year already exacerbated by academic and non-academic loss due to the COVID pandemic (e.g., in which the literacy, readiness, and socialization skills drop-off typically associated with a "summer slide" continued for more than a year), we are concerned that "equal" access and support is supplanting "equitable" access and support in some local school districts. |
| We are concerned that migrant parents need more support and encouragement to provide a literacy environment for their children; families only have so much room in their cars when moving, but they need access to resources that support children's development and school readiness.  |
| We are concerned that migrant children are entering kindergarten without having developed school readiness skills.  |
| We are concerned that migrant parents, regardless of gender, need support to fully embrace the role as their child's first teacher, especially when they arrive alone with young children and spend the majority of their time working.   |
| We are concerned that migrant families will continue to be targeted based on their race, ethnicity, migrant and/or mental health status.  |
| We are concerned about migrant families' lack of access to connectivity/technology and digital literacy skills.   |
| We are concerned with the appropriateness of young children's reliance on virtual learning for foundational skill development, particularly if parents lack digital literacy skills to help them.   |
| We are concerned that migrant children and families continue to experience food insecurity.   |

| Concerns Related to Elementary-aged Migratory Youth (K-8)   |
|---|
| We are concerned about migrant families' lack of access to connectivity/ technology and students' ability/ willingness to fully utilize tech-based tools for home study/remote learning (e.g., having cameras on during virtual learning).        |
| We are concerned that families are not being given information about their children's education in their native language and/or at their literacy level.  |
| We are concerned that migrant students do not have the extended academic and/or social/emotional support they need to be successful if their parents are unable to help or find them help.  |
| We are concerned that the gap between migrant and non-migrant students is widening and that migrant students are not gaining life experiences that correlate with academic success, such as building diverse background knowledge and vocabulary. |
| We are concerned that migrant students lack foundational skills and educators are unaware of students' current levels and gaps.   |
| We are concerned that educators at the district level do not understand second language development to the extent needed to support short-term academic development of migrant children.  |
| We are concerned that many migrant families do not have access to a "home" (print and digital) library.   |
| We are concerned about the lack of urgency of school districts to enroll migrant students.  |
| We are concerned that not all migrant students have access to a caring adult who can provide the academic and emotional support needed to help them succeed.  |
| We are concerned that migrant children are being asked to interpret for their parents.  |

| Concerns Related to Secondary-aged Migratory Youth (9-12)   |
|---|
| We are concerned that adolescent migrant students lack confidential access to bilingual mental health providers to support their mental, social, and emotional needs.   |
| We are concerned that a lack of access to technology (devices, software, and peripherals) and reliable internet connectivity prevents engagement and limits migrant student participation in learning.  |
| We are concerned that a lack of digital literacy and preparedness among students, parents, teachers, and migrant educators inhibits migrant student engagement and success.   |
| We are concerned that migrant students, who often lack mentors and role models, don't believe their voices matter or that future options are available to them, which limits their self-advocacy.   |
| We are concerned that migrant students are not earning credits necessary for graduation.  |
| We are concerned that undocumented migrant students are not applying for or entering college at rates comparable to similarly qualified peers.  |
| We are concerned that migrant students do not have sufficient, individualized guidance counselor support throughout their high school career, rendering course selection arbitrary and often inappropriate for a student's graduation/post-secondary pathway. |
| We are concerned that adolescent migrant students do not feel there are sufficient opportunities to connect with school personnel or their school community.  |
| We are concerned that adolescent student disengagement with school will persist beyond the pandemic, limiting student follow-through and negatively impacting potential for future success.   |
| We are concerned that adolescent migrant students face too many responsibilities and are limited in their ability to schedule everything they are being pressured to accomplish.  |
| We are concerned that a lack of interpretation and translation of materials for students and parents/families in a language and at a level they understand creates additional barriers to migrant student success.  |



| Concerns Related to OSY   |
|---|
| We are concerned that OSY are experiencing high levels of trauma (e.g., related to border crossing, increased health risks, geographic isolation, sexual harassment, assault, and domestic violence).   |
| We are concerned that OSY do not have equitable access to adequate health services, including mental, dental, prenatal, etc., to meet their high level of need.   |
| We are concerned about a lack of OSY access to services in areas where METS tutors are unable to conduct regular outreach visits.   |
| We are concerned that OSY are isolated and have limited opportunities to feel connected to their communities due to fear of accessing services, farmers blocking access to services, lack of knowledge about what services are available, etc.                                    |
| We are concerned that many OSY did not complete school in their home countries and have limited literacy skills.  |
| We are concerned that younger (under 18) OSY may disappear/move away to avoid CPS and mandatory enrollment in school. These OSY may have needs outside of education (e.g., health, housing, language, literacy) that we will lose the opportunity to help meet if they move away. |
| We are concerned that young OSY who do get placed in school do not have the skills to succeed at the grade level in which they are placed.  |
| We are concerned that OSY who are in school or who have children in school do not have the language/literacy skills to navigate the educational system.   |
| We are concerned that OSY who lack childcare are unable to work and/or are experiencing other hardships.  |
| We are concerned that a lack of transportation increases OSY isolation (physical and emotional) and limits access to needed resources and services.   |
| We are concerned that OSY lack access to reliable Wi-Fi, which would allow them to communicate/connect with family, friends, online services, and their community.  |
| We are concerned that OSY do not know what their legal options are and experience a lot of fear (e.g., about being reported to ICE, facing retaliation from farmers, lack of confidentiality) in contacting legal services.   |
| We are concerned that OSY prioritize income over mental, emotional, and other basic needs.  |

### Concerns Related to OSY

We are concerned that OSY lack career-based educational training due to language barriers, immigration status, etc., which limits their work options.

We are concerned that limited English language skills prevent OSY from connecting with local communities and engaging with employers, thus inhibiting self-advocacy and access to services as needed.

We are concerned that OSY have even higher barriers to accessing services (e.g., translation/interpretation help, transportation, healthcare, legal assistance and info related to immigration status, etc.) than non-OSY.

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## APPENDIX J: SERVICE LEVELS AND REQUIREMENTS

Once migratory eligibility is assessed, services are determined by identifying the Service Level using the Academic Service Intensity Rubric (ASIR) and following the NYS-MEP Service Level Requirements Chart below.

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| Academic Service Intensity Rubric<br><br>NYS Migrant Education Program  | Service Intensity Level as determined in the NYS-MEP Needs Assessment Process                              |   |   |   |
|---|--|---|---|---|
|   | Service Level 3<br>PFS Student at this level:  | Service Level 2<br>Non-PFS Student at this level:   | Service Level 1<br>Non-PFS or PFS Student at this level:  | Service Level 0<br>Non-PFS or PFS Student at this level:  |
| <p><b><u>Priority for Service (PFS)</u></b><br/><b><u>Definition:</u></b></p> <p>In accordance with ESEA, Section 1304(d), migrant education programs in New York State must give priority of services to migratory children who have made a qualifying move within the previous 1-year period and who –</p> <ul style="list-style-type: none"> <li>➤ Are failing or most at risk of failing, to meet the challenging State academic standards;</li> <li>or</li> <li>➤ Have dropped out of school.</li> </ul> <p><b><u>Key “at risk” factors include:</u></b></p> <ul style="list-style-type: none"> <li>▪ Failed State Test(s)</li> <li>▪ Limited English Proficiency</li> <li>▪ Below modal grade</li> <li>▪ Retention in grade</li> <li>▪ Credit Deficiency in grades 9-12</li> <li>▪ Low academic grades</li> </ul> | <p>Students receive 15 hours of <b><u>instruction</u></b> during the school year in the targeted area.</p> | <p>Students receive a level of <b><u>instruction</u></b> based on the needs of the student and the capacity of the local program.</p> | <p>Students receive <b><u>monitoring &amp; support</u></b> services, which may include individualized instruction as needed, based on the needs of the student and the capacity of the local program. Possible reasons include:</p> <ul style="list-style-type: none"> <li>▪ Teacher/School Request</li> <li>▪ Parent/Student Request</li> <li>▪ Student Request</li> <li>▪ Illness/Hospitalization</li> <li>▪ Student does not meet the risk category of low grades, or is passing Regents exams and/or NYS Assessments) (monitor for changes)</li> <li>▪ MEP Determination of substantial health and/or safety risk</li> <li>▪ Student is not available (i.e. no study halls, in other support programs; has other commitments after school)</li> </ul> | <p>Students receive <b><u>no</u></b> contact due to one or more of the following reasons:</p> <ul style="list-style-type: none"> <li>▪ Parent Request</li> <li>▪ Student Request</li> <li>▪ Identified after left area</li> <li>▪ Student is incarcerated/institutionalized</li> <li>▪ Unable to locate student/Gone</li> </ul> |

## NYS-MEP Service Level Requirements Chart – 2022-23

### ALL Students

- **Conduct a Needs Assessment process which includes conversations with teachers, students and parents.** The Needs Assessment data elements are documented on the Student Intake Form (SIF) and need to comply with MSIX Minimum Data Elements timelines.
- Facilitate and promote migratory youth connection and engagement with community agencies/schools.
- All eligible migratory students (age 3-OSY, DO, D+) present during summer will receive instructional services.

**Note:** Students at Service Levels 3 and 2 also receive support services in response to student needs

| Service Level 3:<br>Instructional Services  | Service Level 2:<br>Instructional Services   | Service Level 1:<br>Support Services   | Service Level: 0                          |
|---|--|--|---|
| PFS Students<br>Priority for Instruction  | Non-PFS Students   | Non-PFS/PFS Students   | Non-PFS/PFS                               |
| <b>Grades K-8</b> <ul style="list-style-type: none"> <li>• Instructional services in <b>one</b> Instructional Focus Area: ELA <b>or</b> Math</li> <li>• Review report card and monitor school attendance/academic progress</li> <li>• <b>Gr 3-8:</b> Pretest ELA Fluency and/or Math</li> <li>• <b>Gr 3-8:</b> Posttest only in student's Instructional Focus Area</li> </ul> | <b>Grades K-8</b> <ul style="list-style-type: none"> <li>• Instructional services in <b>two</b> Instructional Focus Areas: ELA <b>or</b> Math</li> <li>• Review report card and monitor school attendance/academic progress</li> <li>• <b>Gr 3-8:</b> Pretest ELA Fluency and/or Math</li> <li>• <b>Gr 3-8:</b> Posttest only in student's Instructional Focus Area</li> </ul> | <b>Grades K – 8</b> <ul style="list-style-type: none"> <li>• Monitor school attendance/academic progress</li> <li>• Support Services in response to needs and interests</li> </ul>   | <b>Grades K-8</b><br><i>No Contact</i>    |
| <b>Grades 9-12</b> <ul style="list-style-type: none"> <li>• Discuss student interests and goals</li> <li>• Review transcript and student schedule with students to identify any gaps or concerns and adjust services as needed</li> <li>• Instructional Service Hours in response to academic needs and interests</li> </ul>  | <b>Grades 9 – 12</b> <ul style="list-style-type: none"> <li>• Discuss student interests and goals</li> <li>• Review transcript and student schedule with students to identify any gaps or concerns and adjust services as needed</li> <li>• Instructional Service in response to academic needs and interests</li> </ul>   | <b>Grades 9 – 12</b> <ul style="list-style-type: none"> <li>• Discuss student interests and goals</li> <li>• Review transcript and student schedule with students to identify any gaps or concerns and adjust services as needed</li> <li>• Support Services in response to needs and interests</li> </ul> | <b>Grades 9 – 12</b><br><i>No Contact</i> |

| Service Level 3:<br>Instructional Services   | Service Level 2:<br>Instructional Services   | Service Level 1:<br>Support Services   | Service Level: 0                                |
|--|--|--|---|
| PFS Students<br>Priority for Instruction   | Non-PFS Students   | Non-PFS/PFS Students   | Non-PFS/PFS                                     |
| <b>Dropout Only – DO (not D+)</b> <ul style="list-style-type: none"> <li>Establish contact with student within 45 days after learning student left school</li> <li>Use OSY Profile to prompt discussion about student needs, interests, goals</li> <li>Instructional Services in response to needs</li> </ul> <b>Recommend:</b> Personal Learning Plan | <b>Dropout Only – DO (not D+)</b> <ul style="list-style-type: none"> <li>Establish contact with student within 45 days after learning student left school</li> <li>Use OSY Profile to prompt discussion about student needs, interests, goals</li> <li>Instructional Services in response to needs</li> </ul> <b>Recommend:</b> Personal Learning Plan   | <b>Dropout Only – DO (not D+)</b> <ul style="list-style-type: none"> <li>Establish contact with student within 45 days after learning student left school</li> <li>Use OSY Profile to prompt discussion about student needs, interests, goals</li> <li>Support Services in response to needs and interests</li> </ul>        | <b>Dropout Only – DO (not D+)</b><br>No Contact |
| <b>OS and D+ – N/A for Level 3</b>   | <b>OS and D+</b> <ul style="list-style-type: none"> <li>Establish best communication method</li> <li>Use OSY Profile to prompt discussion about student needs and interests</li> <li>Use the Personal Learning Plan to capture student's short-term goal</li> <li>Instructional Services per student goals: ENL, Life Skills, other</li> <li>Pretest/Posttest BOLST for students participating in ENL instruction</li> </ul> | <b>OS and D+</b> <ul style="list-style-type: none"> <li>Establish best communication method</li> <li>Use OSY Profile to prompt discussion about student needs and interests</li> <li>Support Services in response to needs and interests</li> </ul>  | <b>OS and D+</b><br>No Contact                  |
| <b>Preschool – N/A for Level 3</b>   | <b>Preschool (P3 – P5)</b> <ul style="list-style-type: none"> <li>Pretest &amp; posttest with Early Childhood Academic Tool (ECA)</li> <li>Instructional Service hours in ELA, ENL, and Math per student needs and interests</li> </ul>  | <b>Preschool (P3 – P5)</b> <ul style="list-style-type: none"> <li>Referral to District Kindergarten or to Community/District Preschool</li> <li>Share culturally relevant resources and strategies parents can use to promote learning with children</li> <li>Support Services in response to needs and interests</li> </ul> | <b>Preschool (P3-P5)</b><br>No Contact          |

## APPENDIX K: EVALUATION DESIGN DETAIL

Evaluating migrant programs is made more challenging by the incomplete and partial nature of much of the data intended to inform the determination of progress toward State Performance Targets, Measurable Program Outcomes, implementation indicators and other measures that comprise the evaluation. In general, we address these through one of two strategies: pro-rating the data and establishing cut offs for inclusion in the analysis. Each is discussed in turn, together with the concept of paired samples.

### Pro-rating

Pro-rating is most often used when trying to decide whether or not a student received the service level commitment made to the student within a particular timeframe. Students, for example, often enter the MEP after the beginning of a school year or semester, even though service level commitments in the MPOs are written as if the student was present for the entire Regular School Year (RSY). In these cases, the evaluators calculate the percentage of time period for which the student was present and alter the target by the same percentage. So, an analysis of the Implementation Indicator:

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

Might include a calculation as follows:

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

*where*

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

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

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

## **Cut Offs**

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

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

## **Pairing**

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

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