



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



2025-2028 Service Delivery Plan

August 2025

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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 2025. 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 or “the Department”) 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 ESEA;
- b. Provides migratory 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 migratory 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 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 ESEA.

1.2 NYS MIGRANT EDUCATION PROGRAM (MEP) THEORY OF ACTION (TOA)

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 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, empowering parents to act independently and encouraging them to share their ideas about what they need to better support 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, and expand opportunities so that relationships may be forged and strengthened.

The ToA is premised on three interdependent pillars or focus areas (see Figure 1, below). These are:

- 1) Subject Content and Instruction;
- 2) Advocacy to Self-Advocacy; and
- 3) Positive Identity Development

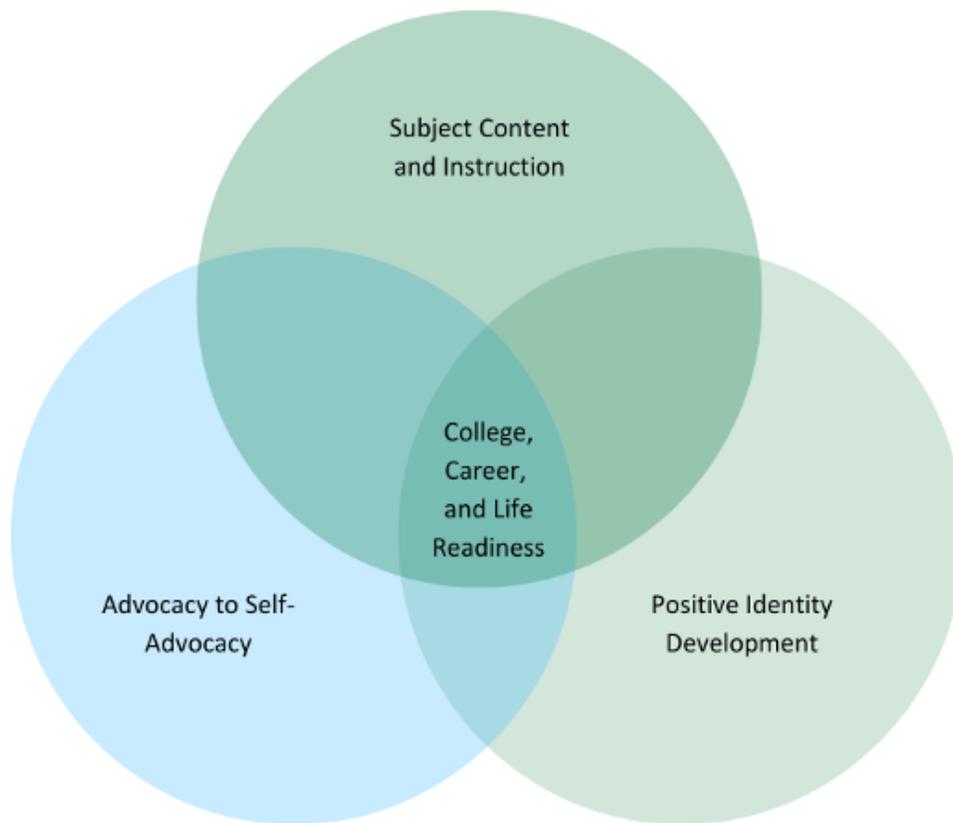


Figure 1. NYS-MEP Theory of Action Focus Areas

Consistent with the requirements under ESEA § 1304(b)(2), the NYS-MEP believes that these three interdependent focus areas will ultimately impact student achievement during the 36 months while the migratory 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.

To 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 METS program centers provide supplemental academic support and interventions to school-age migratory children through one-on-one tutoring or tutoring in small groups. Such instruction seeks to promote foundational skills in core subject areas like in Reading, Mathematics, and other subject areas based on student needs 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 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

Using MEP funds, the eight local METS program centers provide supportive and outreach services related to education, such as advocacy, across the State, in accordance with ESEA § 1304(c)(7). Migrant educators play a key role in the NYS-MEP’s efforts to establish consultative and collaborative relationships with schools, districts, service agencies, and other stakeholders to ensure migratory children and their families have access to the full range of services available. This is achieved primarily through coalition building and needs-driven advocacy. Additionally, migrant

educators work to identify social and personal barriers that prevent migratory parents and families from fostering children's healthy development, advocating for local practice or policy changes to address these barriers and challenges.

The NYS-MEP believes in enabling and empowering students and parents by promoting personal agency, peer support, self-determination, access, as well as individual and system advocacy. The goal is to maximize their capacity for leadership, independence, and productivity, while fostering 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 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, training, 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 by which children and youth "acquire and apply knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions" (see www.CASEL.org/what-is-sel/) through authentic METS-family-school- community partnerships.
- Trauma Informed Practice: Stress and trauma stemming from Adverse Childhood Experiences (ACEs) can profoundly impact educational outcomes (see <https://www.cdc.gov/aces/about/index.html>). 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. Migrant educators are not professional therapists. Instead, they 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, while also empowering students and parents to advocate for their educational interests, personal well-being, and individual needs – leading to positive identity development.

1.3 NYS-MEP ORGANIZATION & STRUCTURE

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

In the mid-1970s, NYSED established the 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 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 migratory 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 (SOMLA);
- NYS-MEP website management;
- Health voucher program;
- MIS2000 and Web App;
- 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) *Innovative Strategies for OSY 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

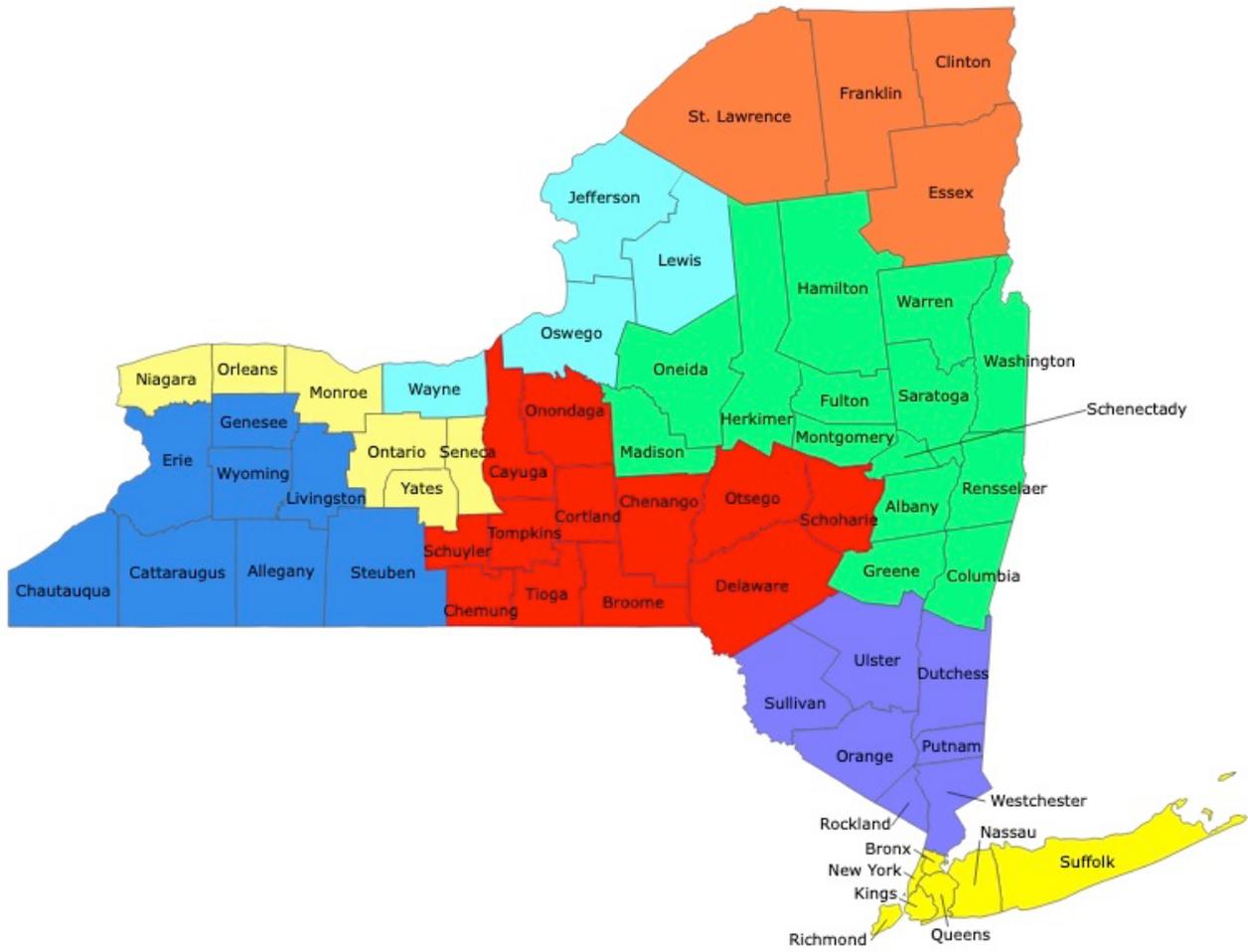
In order to include input from the field in the implementation of the NYS-MEP, the New York State Migrant Education Consortium (the “Consortium”) was formed as an advisory group to the Department in the mid-1970s. The NYS-MEP Consortium is composed of representatives from regional METS and the ID&R-TASC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

With elected governing officers, the Consortium meets three times annually, with special meetings convened as needed or at the direction of NYSED 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-TASC 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

Migrant Education Tutorial and Support Services (METS) Program Centers		Location
1.	Northwest Region METS Program Center (Brockport METS)	SUNY Brockport
2.	South-Central Region METS Program Center (Cortland METS)	SUNY Cortland
3.	Southwest Region METS Program Center (Fredonia METS)	SUNY Fredonia
4.	Southeast Region METS Program Center (Mid-Hudson METS)	SUNY New Paltz
5.	Eastern Region METS Program Center (Mohawk Regional METS)	Herkimer-Fulton-Hamilton-Otsego BOCES
6.	Northeast Region METS Program Center (North Country METS)	SUNY Potsdam
7.	North-Central Region METS Program Center (Oswego METS)	Center for Instruction, Technology & Innovation (CiTi) BOCES
8.	Long Island-Metro Region METS Program Center (Long Island-Metro METS)	Eastern Suffolk BOCES
Statewide Support Services Program		Location
Identification & Recruitment/MIS2000/MSIX/Data Security and Management-Technical Assistance and Support Center (ID&R-TASC)		SUNY Oneonta



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

Figure 2. NYS-MEP Regional Map

1.4 NYS-MEP ORGANIZATIONAL CHART

Figure 3 illustrates how the NYS-MEP fits into the overall administrative and organizational structure at NYSED. It should be noted that the Director of the Office of ESSA-Funded Programs, Erica Meaker, also directs other Title programs including Title I, Part A (Improving Basic Programs Operated by Local Educational Agencies); Title I, Part D (Neglected and Delinquent Programs); Title II, Part A (Supporting Effective Instruction); Title IV, Part A (Student Support and Academic Enrichment); Title V, Part B (Rural Education Achievement Program) 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

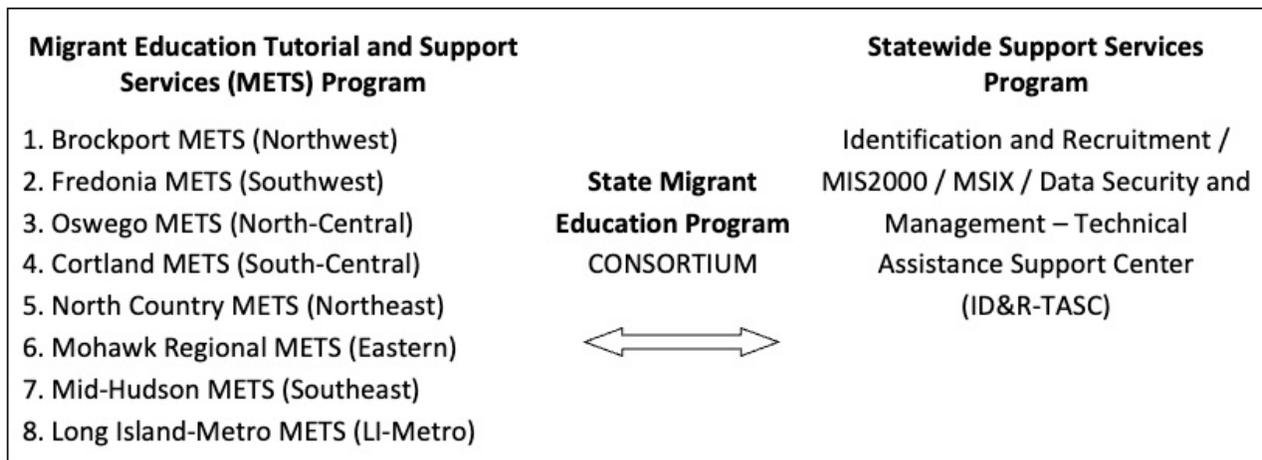
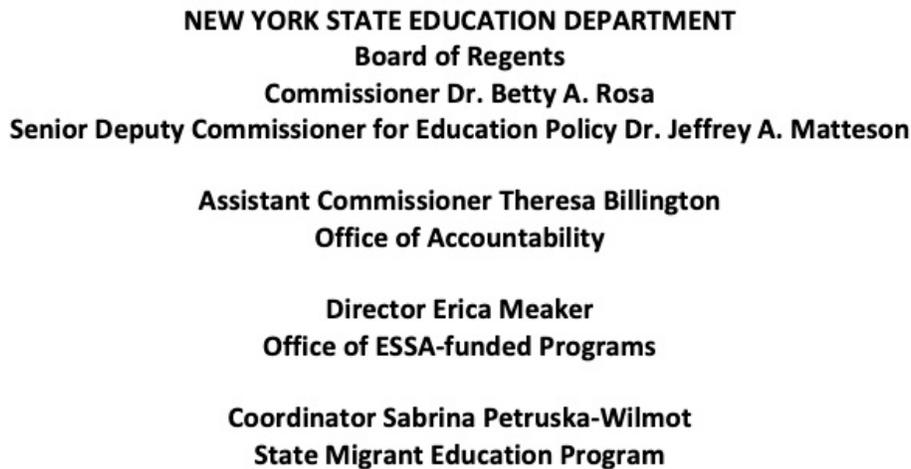


Figure 3. NYS-MEP Organizational Chart

2. NYS-MEP 2023-2024 COMPREHENSIVE NEEDS ASSESSMENT (CNA)

2.1 OVERVIEW OF THE NYS-MEP CNA PROCESS

This Service Delivery Plan (SDP) is based on a Comprehensive Needs Assessment (CNA) conducted from Fall 2023 throughout 2024, under the guidance of the Needs Assessment Committee (NAC) listed in Appendix A. 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 (see Figure 4, below).

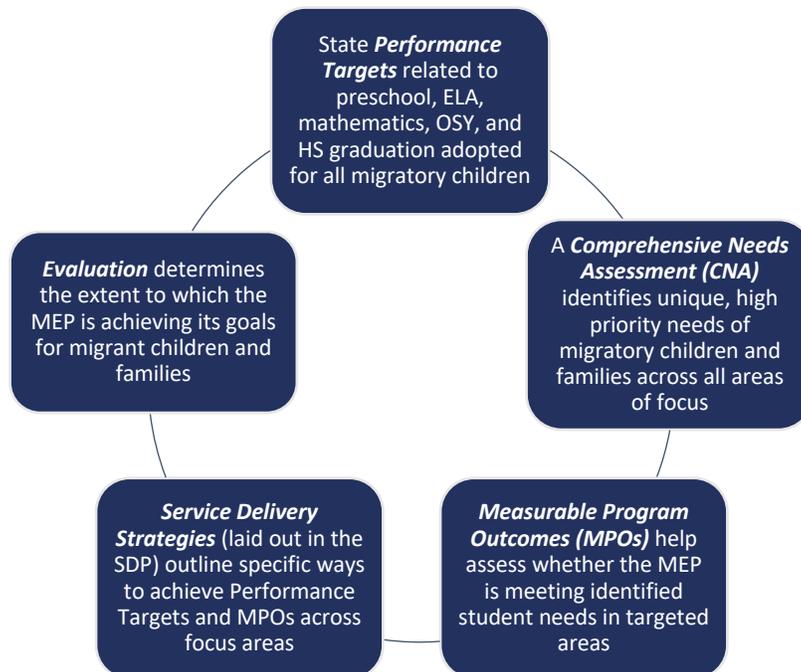


Figure 4. NYS-MEP Cycle of Continuous Improvement

2.2 MIGRATORY STUDENT PROFILE

Student Demographics

The NYS-MEP served roughly 5,570 children and youth in 2023-2024, a 34% increase over the 4,171 migratory youth served in 2020-2021. The percentage of Out of School Youth (OSY) rose from the 34% seen in 2020-2021 to 37% in 2023-2024, accounting for a substantial portion of the total number of students served. Roughly 14% of those served across all years were early childhood aged, and 45% were enrolled in grades K-12. Details by grade and grade level are shown in Tables 2 through 4, below.

Table 2. Migratory Student Enrollment by Grade, 2022-2024

Grade Level	2022-2023		2023-2024	
	#	%	#	%
P0-P2	237	5%	217	4%
P3-P5	452	9%	535	10%
K	248	5%	269	5%
1	232	4%	247	4%
2	202	4%	258	5%
3	197	4%	230	4%
4	215	4%	230	4%
5	186	4%	217	4%
6	159	3%	199	4%
7	183	3%	180	3%
8	196	4%	204	2%
9	251	5%	238	4%
10	201	4%	228	4%
11	135	3%	170	3%
12	86	2%	95	2%
OSY	2,048	39%	2,048	37%
Ungraded	4	<1%	5	<1%
Total	5,232	100%	5,570	100%

Table 3. Migratory Student Enrollment, by METS, 2022-2024

	2022-2023		2023-2024	
	#	%	#	%
BROCKPORT METS	556	11%	604	11%
CORTLAND METS	715	14%	686	12%
FREDONIA METS	417	8%	442	8%
LONG ISLAND-METRO METS	479	9%	528	9%
MID-HUDSON METS	1,215	23%	1,437	26%
MOHAWK REGIONAL METS	528	10%	542	10%
NORTH COUNTRY METS	679	13%	606	11%
OSWEGO METS	643	12%	725	13%
Total	5,232	100%	5,570	100%

Table 4. Percent of K-12 Migratory Students Identified as Priority for Services, by METS, 2022-2024

	2022-2023	2023-2024
BROCKPORT METS	42%	62%
CORTLAND METS	54%	57%
FREDONIA METS	31%	49%
LONG ISLAND-METRO METS	46%	44%
MID-HUDSON METS	37%	50%
MOHAWK REGIONAL METS	47%	57%
NORTH COUNTRY METS	47%	43%
OSWEGO METS	50%	59%
Statewide	43%	51%

Student Services

Services provided to migratory students by the NYS-MEP are described in detail in Tables 5 through 8, below.

Table 5. NYS-MEP Service Level Summary

Service Level	Service Commitment	Definition
3	15 hours of instruction in the targeted area	PFS students
2	Instruction based on student needs and program capacity	Non-PFS students

Service Level	Service Commitment	Definition
1	Student monitoring and support	PFS or non-PFS based on parent, student, teacher, school request; lack of student availability; or MEP determination of substantial health or safety risk
0	No contact	Parent or student request; not present for services

Table 6. Initial Service Level, by Year, 2022-2024

		2022-2023	2023-2024
Level	0	10%	8%
	1	60%	62%
	2	16%	16%
	3	14%	14%
	Total	100%	100%
n=		5,061	5,097

Table 7. Regular School Year Level 3 Content Focus, 2022-2024

	2022-2023	2023-2024
ELA	450	503
Mathematics	60	56
Secondary	103	142
Total	613	701

Table 8. Instructional and Support Service Hours Summary, by Category, 2022-2024

	N		Average	
	2022-2023	2023-2024	2022-2023	2023-2024
All ELA Service Hours	1,671	1,884	13.81	11.70
All Math Service Hours	610	691	9.8	8.90
All High School Instructional Hours	494	552	13.88	8.76
All High School Advocacy Hours	674	779	6.76	6.16

Student Outcomes - English Language Arts

Tables 9 and 10, as well as Figures 5 and 6, below, describe student outcomes in English Language Arts.

Table 9. NYS Testing Program: ELA Grades 3-8, % Proficient by Subgroup & Year, 2017-2024

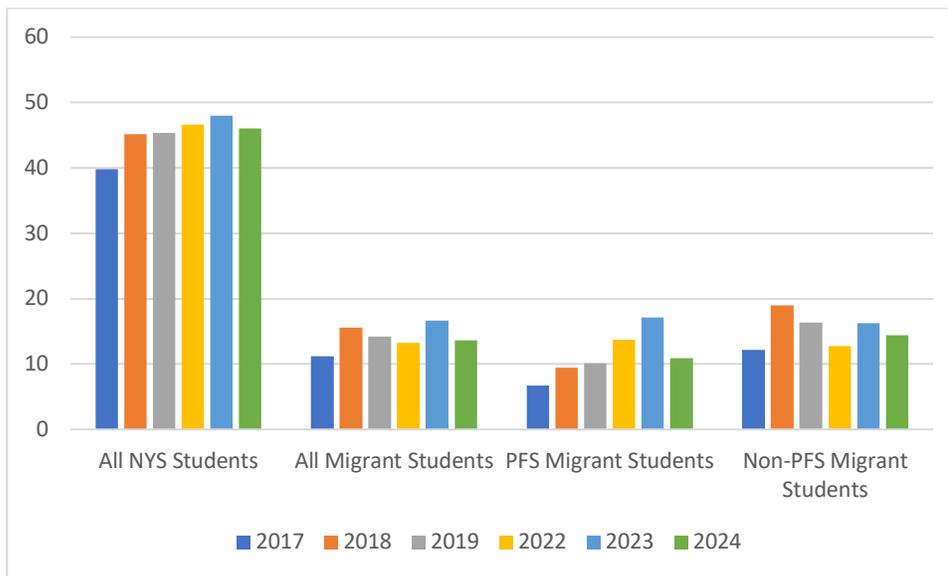
Test Year	All NYS Students	All Migrant Students	PFS Migrant Students	Non-PFS Migrant Students
2017	39.8%	11.2%	6.7%	12.2%
2018	45.2%	15.6%	9.4%	19.0%
2019	45.4%	14.2%	10.1%	16.4%
2022	46.6%	13.2%	13.7%	12.8%
2023	47.9%	16.6%	17.1%	16.3%
2024	46.0%	13.7%	10.9%	14.4%

Source: Migratory student performance is calculated from MIS2000 data; all others are from NYSED <https://data.nysed.gov/downloads.php>. Note: Proficient=L3/L4.

Table 10. NYS Testing Program: ELA Grades 3-8, Performance Level Percentage by Subgroup, 2024

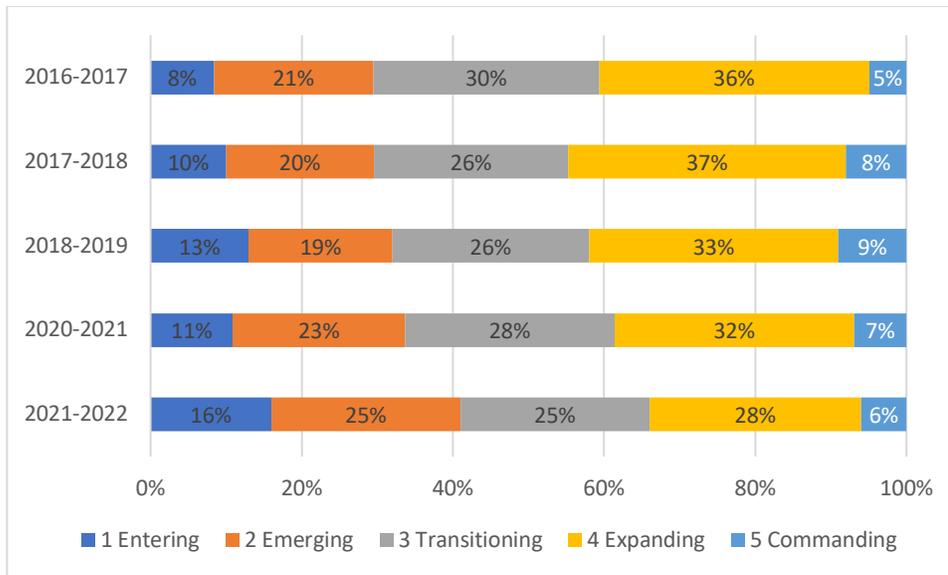
Level	All NYS Students	All Migrant Students	PFS Migrant Students	Non-PFS Migrant Students
Level 1	25%	62%	70%	59%
Level 2	27%	25%	19%	26%
Level 3	30%	12%	10%	12%
Level 4	18%	2%	1%	2%

Note: All NYS n=923,608; All migratory students n=673; PFS Migratory n=138; Non-PFS Migratory n=535.



Note: n=485 migratory students in 2016-2017, 576 in 2017-2018, 546 in 2018-2019, 616 in 2021-2022, 667 in 2022-2023, and 673 in 2023-2024.

Figure 5. NYS Testing Program: ELA Percent Proficient by Subgroup, 2017-2024



Note: n=669 migratory students in 2016-2017, 711 in 2017-2018, 784 in 2018-2019, 705 in 2020-2021, and 839 in 2021-2022.

Figure 6. NYSESLAT Summary Results by Year, 2016-2022

Student Outcomes - Mathematics

Math student outcomes are shown below in Tables 11 and 12, as well as in Figure 7.

Table 11. NYS Testing Program: Math Grades 3-8, % Proficient by Subgroup & Year, 2017-2024

Test Year	All NYS Students	All Migrant Students	PFS Migrant Students	Non-PFS Migrant Students
2017	40.2%	12.8%	6.5%	16.0%
2018	44.6%	14.4%	10.5%	16.8%
2019	46.7%	16.3%	9.9%	21.0%
2022	38.6%	6.8%	4.2%	8.1%
2023	52.0%	16.6%	13.5%	19.7%
2024	54.0%	19.7%	14.0%	21.2%

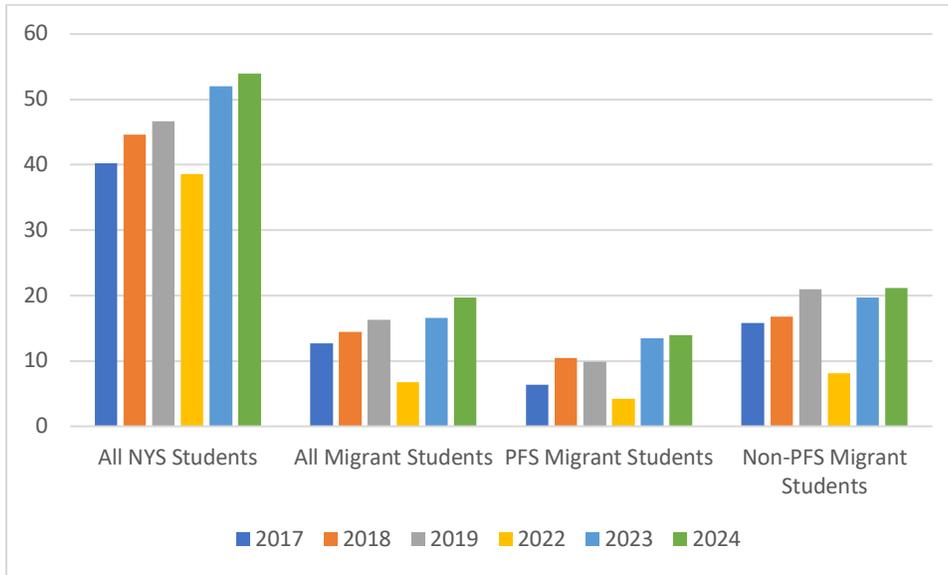
Source: Migratory student performance is calculated from MIS2000 data; all others are from NYSED <https://data.nysed.gov/downloads.php>. Note: Proficient=L3/L4.

Table 12. NYS Testing Program: Math Grades 3-8, Performance Level Percentage by Subgroup, 2024

Level	All NYS Students	All Migrant Students	PFS Migrant Students	Non-PFS Migrant Students
Level 1	24%	49%	63	46

Level	All NYS Students	All Migrant Students	PFS Migrant Students	Non-PFS Migrant Students
Level 2	24%	31%	23	33
Level 3	33%	18%	13	19
Level 4	19%	2%	1	2

Note: All NYS n=940,708; All migratory students n=787; PFS Migrant n=164; Non-PFS Migratory n=623.



Note: n=531 migratory students in 2016-2017, 613 in 2017-2018, 605 in 2018-2019, 659 in 2021-2022, 735 in 2022-2023, and 787 in 2023-2024.

Figure 7. NYS Assessment: Mathematics, Percent Proficient by Subgroup & Year, 2017-2024

Student Outcomes – Graduation

Migratory student graduation outcomes for 2019-2025 are described below in Table 13.

Table 13. New York State 5-Year Cohort Graduation Rate, by Subgroup & Year, 2019-2024

Graduation Year	All NYS Students	Economically Disadvantaged Students	All Migrant Students	Migrant Student n=	All NYS/All Migrant Gap
2019	83%	77%	43%	42/98	40%
2020	87%	82%	57%	100/177	30%
2021	87%	83%	58%	103/178	29%
2022	89%	85%	71%	95/133	18%

Graduation Year	All NYS Students	Economically Disadvantaged Students	All Migrant Students	Migrant Student n=	All NYS/All Migrant Gap
2023	89%	85%	65%	79/122	20%
2024	89%	85%	59%	86/146	26%

Note: Graduation rates obtained from NYSED at <https://data.nysed.gov/files/gradrate/18-19/gradrate.zip>, <https://data.nysed.gov/files/gradrate/19-20/gradrate.zip>, <https://data.nysed.gov/files/gradrate/20-21/gradrate.zip>, <https://data.nysed.gov/files/gradrate/21-22/gradrate.zip>, and for migratory students, directly from NYSED using data matched to MIS2000.

Measurable Program Outcomes, 2022-2024

Tables 14 through 17, below, show Measurable Program Outcomes (MPOs) by focus area and by METS. Per the Cycle of Continuous Improvement shown above, these outcomes helped to inform future Service Delivery Plan by demonstrating progress made against goals set.

Table 14. ELA MPO Results by METS, 2022-2024

Region	ELA			
	2022-2023		2023-2024	
	# with 10+ Hours	% with 5+ Percentile Gain	# with 10+ Hours	% with 5+ Percentile Gain
BROCKPORT METS	12	16%	17	24%
CORTLAND METS	26	15%	30	27%
FREDONIA METS	21	33%	12	42%
LONG ISLAND-METRO METS	29	24%	41	24%
MID-HUDSON METS	65	29%	57	25%
MOHAWK REGIONAL METS	9	33%	13	46%
NORTH COUNTRY METS	75	41%	59	53%
OSWEGO METS	25	24%	16	25%

Note: ELA MPO: 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.

Table 15. Math MPO Results by METS, 2022-2024

Region	Math			
	2022-2023		2023-2024	
	# with 10+ Hours	% with 5+ Percentile Gain	# with 10+ Hours	% with 5+ Percentile Gain
BROCKPORT METS	1	0%	2	100%
CORTLAND METS	2	0%	2	100%
FREDONIA METS	1	100%	1	100%
MID-HUDSON METS	1	0%	N/A	N/A
MOHAWK REGIONAL METS	1	100%	1	0%
NORTH COUNTRY METS	6	100%	6	100%
OSWEGO METS	23	70%	27	89%

Note: Math MPO: 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. Math is not a focus area for the Long Island-Metro METS; there are no math scores to report

Table 16. OSY MPO: OSY w/ 10+ Hours of English Instruction w/ 10% Pre-post Gains, by METS, 2022-2024

Region	2022-2023	2023-2024
BROCKPORT METS	100%	67%
CORTLAND METS	62%	80%
FREDONIA METS	0%	0%
LONG ISLAND-METRO METS	100%	92%
MID-HUDSON METS	100%	100%
MOHAWK REGIONAL METS	100%	N/A
NORTH COUNTRY METS	86%	80%
OSWEGO METS	100%	94%
Statewide	87%	86%

Table 17. Dropout MPO: DOs w/ OSY Profile Contacted by MEP within 45 Days, 2022-2024

Statewide	% With an OSY Profile	
	2022-2023	2023-2024
Migratory dropouts contacted by MEP within 45 days	93%	97%

Note: Statewide results reflect unduplicated records (2022-2023, n=32, 2023-2024 n=41); totals may differ from reported results by METS.

2.3 2023-2024 CNA DATA COLLECTION & WORK GROUPS

The CNA process technically began in July 2023, with a review of the 2019-2022 NYS MEP Evaluation Report, followed by a brainstorming session on how best to collect data for this latest iteration. In the past, the NAC had developed concern statements during collaborative group work over several meetings (see Figure 8). This time, the team opted to put broadscale, intensive needs sensing up front, using the findings themselves to develop concern statements (see Figure 9).

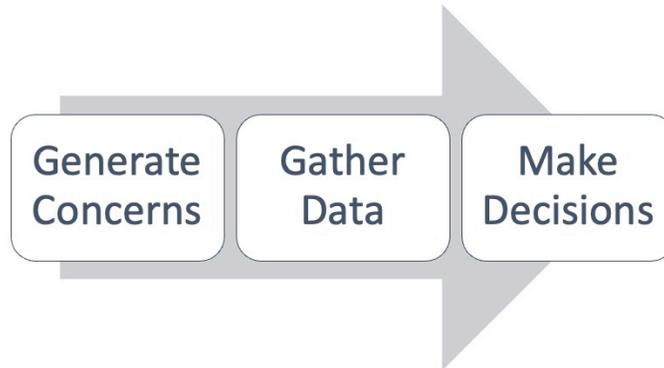


Figure 8. Previous CNA Process

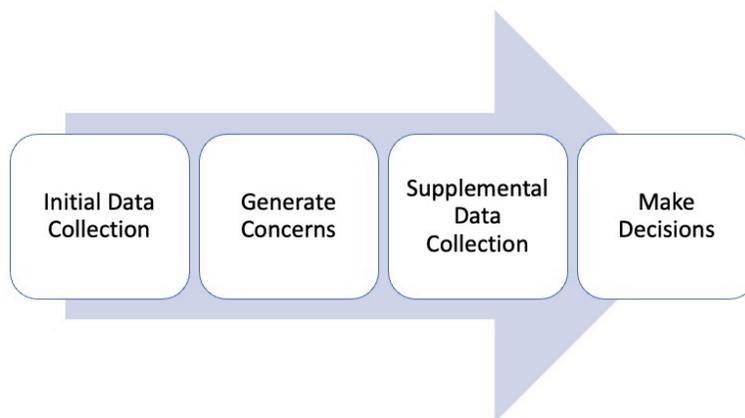


Figure 9. 2023-24 CNA Process

The September 2023 Consortium meeting marked the official CNA kick-off and the start of CNA data collection. Evaluators from Arroyo Research Services (ARS) presented an overview of the process, its objectives, and the underlying reasons for and guidance around conducting a good CNA. As a group, the NAC reviewed where the state was in the Cycle of Continuous Improvement and the proposed timeline for using needs assessment to drive the development of a 2025-28 Service Delivery Plan (see Appendix B). We discussed the revised process for data collection and the expectation that committee members would play a greater role in outreach and needs sensing within their regions. Finally, the NAC reviewed the services and strategies from the existing 2022-25 SDP in order to build upon current practices that are having positive outcomes.

At the October 11, 2023 Director's meeting, ARS presented another set of slides designed to more fully prepare participants for their CNA work. We discussed the roots of the Seven Areas for

Concern, reviewed again the data collection process, and shared a workflow for interviews and focus groups. Directors were encouraged to supplement formal interviews by taking advantage of already-scheduled events at which they could ask basic questions around needs and concerns (e.g., local Parent Advisory Council and Learning Community meetings). They were also asked to have their staff complete an online needs sensing survey developed by ARS.

Simple protocols for each stakeholder category were developed and shared (see Appendix C). ARS also created online survey versions of each protocol and provided the team with links and QR codes that they could share with those who did not have time for or wish to be interviewed. Each METS was responsible for scheduling, conducting, recording/capturing notes, and uploading those to shared folders by December 1 so that they could be analyzed and processed in time for the December 2023 Consortium.

NYS MEP ID&R-TASC also participated in data collection, most notably through focus groups with Professional Learning Communities (PLCs) and interviews with partner agencies such as those shown in Table 18, below. A complete list of data sources can be found in Table 19.

Table 18. NYS-MEP Agency Stakeholders & Partners

Partner Agencies Invited to Contribute to 2023-24 CNA
ABCD
Adelante
Agri-Business Child Development (ABCD)
CAMP
Capital District Region RBERN
Cornell Farmworker Legal Assistance Clinic
Cornell Farmworker Program
Creative Arts Migrant Program Services with Genesee Arts Council
Finger Lakes Community Health
Guidance Counselors
Hiscock Legal Aid
Hudson Valley RBERN
McKinney-Vento
Mid-West FACE Centers
Mid-West RBERN
NY State Department of Education
NYS Office of New Americans / Ramirez June Project

Partner Agencies Invited to Contribute to 2023-24 CNA
NYS Technical and Educational Assistance Center for Homeless Students (NYS TEACHS)
NYS-MEP / CAMP Student Alumni
Path Stone Programs
Qualitas of Life
QUALITYstarsNY
Rural Migrant Ministries
Sun River Health
SUNY New Paltz
SUNY Oneonta
Superintendent - Sodus CSD
Worker Justice Center of NY (WJCNY)

Table 19. Fall 2023 Data Sources for CNA

- OSY LC 2023 Survey Responses (n=13)
- Algebra LC 2023 Initial Assessment Responses (n=12)
- Grade 5-12 Migratory Student Survey (n=78; 35 Elem/MS, 43 HS)
- OSY CNA Survey (n=37)
- Parent CNA Survey (n=57)
- School/District-based Personnel Interviews (n=3)
- Partner Agency Interviews (n=12)
- NYS-MEP Staff Survey (n=50)
- Regional PAC Meetings with CNA-related feedback solicited: 5
- State PAC Meetings with CNA-related feedback solicited: 2
- PLC Interviews and Focus Groups: 5
- NAC Meetings and Group Work Sessions

Recordings, notes, and transcripts from all of these data sources were analyzed and sorted into draft concerns by the evaluation team. Similar concerns were consolidated into the areas of Early Childhood/Preschool-aged migratory children and families (Pre-K); Elementary-aged migratory children (K-8); Secondary-aged migratory children (9-12); and Out-of-School Youth (<21). These

were presented to the NAC for clarification and refinement at the December 2023 Consortium (see Appendix D for the full list of initial concerns).

At the February 2024 Consortium, the NAC worked in groups to:

- a) *Finalize and prioritize the concern statements*
- b) *Reflect on what the MEP was already doing to address those concerns, and*
- c) *Review proposed solutions in an effort to:*
 - *Suggest modifications to things the MEP was already doing but could be doing better*
 - *Identify additional data to be collected or utilized to measure the outcomes of MEP activities to ensure that the concerns are being/will be addressed*
 - *Add innovative things the MEP (statewide) should be doing to address concerns, and*
 - *Move “not yet” or “good for some regions but not others” solutions to an additional/optional column.*

Any work along these lines that was not complete at the end of Consortium was considered “homework,” and several of the workgroups (e.g., the Elementary group) met additionally to complete the tasks in their area.

Two statewide Parent Advisory Council (PAC) meetings, on April 9 and April 11, 2024, were further dedicated to migratory student and family needs identification (see Appendix E for details and a more complete summary of findings). The task was introduced and described in English with Spanish interpretation, after which parents formed smaller breakout groups in each language to facilitate discussion. Migratory parents and guardians were asked:

1. *What hopes or expectations do you have for your children, especially academically?*
2. *What do your children – or you as their parents – need from the migrant education program in order to succeed in those things?*
3. *Please tell us about something the MEP has helped you or your children with.*
4. *Is there something more you wish the MEP would help with?*

Over the course of three days at the May 2024 Consortium, findings from the PAC meetings were presented and the concern statements examined for alignment with expressed family needs. Concerns and their associated strategies were further refined by the whole NAC. The group was asked to consider:

- a. *Does this concern make sense for the MEP to address? (i.e., is it within the scope of MEP work, or does responsibility for addressing it belong to another agency or organization)?*
- b. *Are the strategies listed all of the ones meant to be used to address this concern? (i.e., should any be added or removed?)*

The evaluation team from ARS then spent the summer reviewing NAC comments and questions, crosschecking collected data, consolidating duplicate concepts and proposed solutions, and flagging activities that would ostensibly fall outside of the purview of the MEP.

In August and September 2024, evaluators met multiple times with the State Support Team and the METS Directors to ask questions and discuss issues raised by NAC members during review. The group also considered ways to make the forthcoming Service Delivery Plan as useful as possible to MEP staff in the field, especially new members of their METS teams. It was decided that seamless alignment to other key operational guidance and processes would be an important goal for the new SDP.

October Consortium, 2024, was when the CNA process began to morph into the development of the new SDP. Evaluators had worked in consultation with the leadership team to take the prioritized concerns, as well as the proposed solutions to them, and draft required services and strategies for NAC review that were most likely to meet the needs of migratory students and families. Committee review and refinement of these services and strategies continued at the December 2024 Consortium and into 2025 and is discussed in the SDP section that follows.

2.4 SUMMARY OF CURRENT MIGRATORY STUDENT & FAMILY NEEDS

Generally, the 2023-24 CNA process identified the following unique and overarching needs of migratory students and families:

Overall Migratory Student and Family Needs:

- *Migratory students and families lack accessible health and mental health resources, including those in their home languages, and they miss out on needed care as a result.*
- *Acknowledging and supporting the social and emotional needs of migratory youth, who often face disproportionate levels of trauma and bullying, is critical to their academic success, and it is especially critical for drop-out prevention.*
- *Migratory youth and families are more likely to thrive when they have meaningful, in-person social connections, which is especially challenging for highly mobile populations.*
- *Migratory youth face unique barriers to school enrollment and participation that could affect their academic success if left unaddressed.*
- *Language literacy is a precursor to academic success, including in math. Below-grade literacy and limited math vocabulary both make solving word problems especially difficult.*
- *Language barriers inhibit migratory students from seeking help from teachers.*
- *Disparities and inequalities in school infrastructure to serve migratory youth, coupled with limited staff ability to provide guidance in home languages, risks leaving migratory youth academically behind.*

- *Migratory youth arriving in NY without prior formal schooling, as well as youth who miss school frequently (e.g., for work, to support family, due to transitory lifestyle, etc.), are especially challenged to close academic performance gaps, particularly if they are not appropriately placed in school.*
- *In some NYS districts, students and families face hurdles to receiving timely and appropriate assessment for special education services.*
- *Bi-national students who spend part of their school year in other countries can lack a connection to school, which can negatively impact their academic success.*
- *There can be a negative stigma associated with the word “migrant” that is experienced by many [agricultural] migratory youth.*
- *Family digital literacy and access to technology/stable internet connectivity can affect migratory youth ability to take advantage of available academic and social resources. (Note: some schools provide tech but charge students/families Insurance).*

Additional Early Childhood Needs:

- *Preschool children need more time for instruction, and more social and emotional support than a supplemental program can provide on its own.*
- *Young migratory children need models of literacy and numeracy in the home to be prepared for school, including someone who will read (talk, sing, play) with them in their home language.*

Additional Elementary Needs:

- *Unfamiliarity with the U.S. education system, the local school system, and school culture, including the value of accessing education and consistent school attendance, can inhibit trust and participation within those spaces, impeding migratory student success.*
- *Migratory students need help with math and reading.*
- *Migratory students need help with school subjects beyond reading and math (e.g., social studies, science, languages other than English, technology).*

Additional Secondary Needs:

- *Secondary migratory youth and families face unique challenges in understanding and navigating American cultural norms and practices, particularly (but not exclusively) within the education system (this is an identity/SEL concern)*
- *Migratory youth and families need help with goal setting and understanding their options after high school.*
- *Secondary students need additional support to successfully meet graduation requirements.*

Additional OSY Needs:

- *OSY who are interested in receiving services can have increased scheduling conflicts in the summer due to longer work hours and a short season.*
- *Some OSY experience a high level of social and linguistic isolation due to living on farm/housing locations, being separated from family and friends, lack of English language skills, lack of transportation, etc.*
- *OSY would like to learn job-related or technical skills, but lack access to resources in their home language that provide such opportunities.*
- *OSY need knowledge of laws and norms for healthy living to navigate community expectations.*
- *OSY who would like to learn English have limited opportunities to do so.*

3. NYS-MEP 2025-2028 SERVICE DELIVERY PLAN (SDP)

3.1 NYS-MEP SERVICE DELIVERY PLANNING & PROCESS

The development of a 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 work of the 2023-2024 CNA-SDP Committee (see Appendix A), both SST and statewide Consortium meetings in 2024 and early 2025 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. The full 2023-2025 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 20, 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. 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 P3-P5 migrant-eligible students who receive instructional services from their local METS program center.

Table 20. NYS-MEP Focus Areas, State Performance Targets & MPOs, 2025-2028

Focus Area:	State Performance Target:	Measurable Program Outcome (MPO):
English Language Arts	By 2028, increase the migratory student ELA Performance Index from the 2022-2023 baseline of 59.3 to 82.8.	Beginning in fall 2025, 80% of Grade 3-8 PFS 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.
Mathematics	By 2028, increase the migratory student Mathematics Performance Index from the 2022-2023 baseline of 63.2 to 86.0.	Beginning in fall 2025, 90% of Grade 3-8 PFS 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.
Graduation	By 2028, increase the 5-year cohort graduation rate of migratory students to 62% from the 2023-2024 baseline of 59%.	By 2028, 75% 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.
Early Childhood	Provide and/or coordinate education and support services that meet the prioritized needs of preschool children ages P3-P5.	80% 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.
OSY	Provide and coordinate education and support services that meet the prioritized needs of out of school youth.	<p>OSY MPO: 88% 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.^(BOLST)</p> <p>DO MPO: 70% of migratory students who drop out of school and were served by the MEP within 45 school days of METS receiving notification of dropout status will complete an OSY Profile.</p>

3.3 SERVICE DELIVERY STRATEGIES & 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 as part of increasing their capacity to advocate for their own instructional and support service needs. At the same time, the METS also gather feedback from other community stakeholders, as necessary, to develop appropriate and meaningful instructional and service plans for individual 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 F). 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 be prioritized for instruction and scheduled first, 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 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 Tables 21-26 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 21. Services and Strategies for Early Childhood, 2025-2028

Service	Indicators	Required Strategies for Early Childhood
<p>EC 1. Conduct a comprehensive needs assessment of each eligible migratory child.</p>	<ul style="list-style-type: none"> ● #/% of migratory children with a completed/ updated MEP Student Needs Assessment 	<p>EC 1.1 Meet with children, families, and preschool teachers, where appropriate, to discuss student strengths, needs, and available support.</p> <p>EC 1.2 Use the ASIR during the needs assessment process to establish level of services and to build rapport with students/families.</p> <p>EC 1.3 Review needs assessment at minimum annually to update educational and/or support plans for the year.</p>
<p>EC 2. Refer eligible children (P3-P5) for enrollment in Kindergarten and in available community/district preschools.</p>	<ul style="list-style-type: none"> ● % of preschool-aged migratory children enrolled in preschool 	<p>EC 2.1 Maintain a list of district/community preschool programs in each METS region and use it to make appropriate referrals.</p> <p>EC 2.2 Promote preschool participation based on program availability and family interest.</p> <p>EC 2.3 In January, identify preschoolers eligible for Kindergarten or preschool programs and notify districts and community agencies of eligible students for Fall.</p> <p>EC 2.4 Assist with registration as needed, walking families through the enrollment and registration process.</p> <p>EC 2.5 Help families arriving after the preschool enrollment period apply for wait lists when programs have flexibility.</p>
<p>EC 3. Engage parents/guardians in supporting learning as their child(ren)'s first teacher.</p>		<p>EC 3.1 Emphasize the importance of creating an environment where families speak, play, sing, and read with children in their home language to support both numeracy and literacy development.</p> <p>EC 3.2 Share culturally relevant resources, materials, and strategies that provide multiple ways for children to explore diverse cultures, identities, and experiences through reading and oral storytelling.</p> <p>EC 3.3 Communicate with families about what to expect once their children enroll in kindergarten.</p>

Service	Indicators	Required Strategies for Early Childhood
EC 4. Provide support services to migratory children and families.	<ul style="list-style-type: none"> ● #/% of migratory children receiving support services 	<p>EC 4.1 Support families in understanding child development (e.g., CDC milestones, ages and stages).</p> <p>EC 4.2 Help communicate vaccine requirements for school enrollment and connect families to resources that can assist them.</p> <p>EC 4.3 Advocate for/refer families to special education and early intervention services for their children as needed.</p>
EC 5. Provide instructional services to preschool-aged migratory children in ELA, ENL, and/or math.	<ul style="list-style-type: none"> ● #/% of migratory children receiving instructional services ● #/% of migratory children with ECA results 	<p>EC 5.1 Use the Early Childhood Academic Tool (ECA) to pre- and post-test Level 2 P3-P5 children in their home language.</p> <p>EC 5.2 Prioritize students who are not in a preschool program for instructional support. Record Instructional service hours in ELA, ENL, and Math per student needs and interests</p> <p>EC 5.3 Use multiple modalities for instruction where possible and useful (e.g., in person/virtual platforms, individual/group learning opportunities, bilingual instruction).</p>
EC 6. Provide summer services to all eligible migratory children.	<ul style="list-style-type: none"> ● #/% of migratory children receiving instructional services during summer 	<p>EC 6.1 Provide instructional services to all P3-P5 migratory children present during summer.</p> <p>EC 6.2 Provide support services to children/families present in summer in response to child/family needs and interests..</p>

Table 22. Services and Strategies for K-8 Migratory Students, 2025-2028

Service	Indicators	Required Strategies for Elementary Students
K-8 1. Conduct a comprehensive needs assessment of each eligible migratory student.	<ul style="list-style-type: none"> ● #/% of migratory students with a completed/updated MEP Student Needs Assessment 	<p>K-8 1.1 Meet with individual students/families to discuss strengths, needs, and available supports.</p> <p>K-8 1.2 Consult and collaborate with teachers to identify additional needs and available supports.</p>

Service	Indicators	Required Strategies for Elementary Students
		<p>K-8 1.3 Identify PFS students and use the ASIR during the needs assessment process to establish level of services and to build rapport with students/families.</p> <p>K-8 1.4 Review attendance records and report cards, and monitor academic progress (e.g., grades, test scores).</p> <p>K-8 1.5 Review needs assessment with parents/guardians/students at minimum annually to update student’s engagement and support plan</p>
<p>K-8 2. Collaborate with schools to facilitate registration processes with students/families.</p>	<ul style="list-style-type: none"> ● # of migratory students receiving school enrollment support 	<p>K-8 2.1 Assist with registration as needed, walking families through the enrollment and registration process.</p> <p>K-8 2.2 Help communicate vaccine requirements for school enrollment and connect students/families to resources that can assist them.</p>
<p>K-8 3. Provide support services to migratory students during the school year.</p>	<ul style="list-style-type: none"> ● #/% of migratory students receiving support services 	<p>K-8 3.1 Connect and refer students and families directly to resources that can assist them with staying healthy, safe, and engaged in school, including counseling and a full range of physical/behavioral/mental health services.</p> <p>K-8 3.2 Provide direct support and advocacy during the school year in response to student needs and interests.</p>
<p>K-8 4. Provide targeted ELA and/or math instructional services to migratory students during the school year.</p>	<ul style="list-style-type: none"> ● #/% of migratory students receiving instructional services by instructional focus ● Average hours of instructional service by instructional focus ● % of migratory students with pre and post-test results 	<p>K-8 4.1 Pre-test Level 3 grade 3-8 students using EasyCBM in ELA and/or math fluency.</p> <p>K-8 4.2 Work with teachers to refer/connect students to supplemental instructional resources available through school and community organizations.</p> <p>K-8 4.3 Provide targeted instruction/tutoring in ELA <u>or</u> math based on area of instructional focus for Level 3 students.</p> <p>K-8 4.4 Post-test Level 3 grade 3-8 students using EasyCBM only in the area of instructional focus (e.g., ELA or math).</p>

Service	Indicators	Required Strategies for Elementary Students
K-8 5. Assist elementary students in developing self-advocacy skills.		<p>K-8 5.1 Teach students to be more proactive and confident in asking for help from teachers and other adults in the school.</p> <p>K-8 5.2 Encourage parents/guardians to be actively involved in their children’s educational progress.</p> <p>K-8 5.3 Have students practice self-advocacy by asking familiar adults for help.</p>
K-8 6. Provide summer services to all migratory students.	<ul style="list-style-type: none"> ● #/% of migratory students receiving instructional services in summer 	<p>K-8 6.1 Provide instructional services to all migratory students present during summer.</p> <p>K-8 6.2 Additionally, refer students present in summer to appropriate supportive services as needed.</p> <p>K-8 6.3 Provide direct support and advocacy in summer in response to student needs and interests.</p>

Table 23. Services and Strategies for Secondary Migratory Students, 2025-2028

Service	Indicators	Required Strategies for Secondary Students
SEC 1. Conduct a comprehensive needs assessment of each eligible migratory student.	<ul style="list-style-type: none"> ● #/% of migratory students with a completed/updated MEP Student Needs Assessment ● % of migratory students with annually reviewed transcripts and class schedules 	<p>SEC 1.1 Meet with individual students/families to discuss strengths, needs, and available supports.</p> <p>SEC 1.2 Consult and collaborate with teachers and guidance counselors to identify additional needs and available supports.</p> <p>SEC 1.3 Identify PFS students and use the ASIR during the needs assessment process to establish level of services and to build rapport with students/families.</p> <p>SEC 1.4 Monitor students’ academic progress (e.g., test scores, transcripts, schedules, and attendance records) to identify gaps or concerns.</p> <p>SEC 1.5 Review needs assessment with parents/guardians/students at minimum annually to update student’s engagement and support plan.</p>

Service	Indicators	Required Strategies for Secondary Students
SEC 2. Collaborate with schools to facilitate registration processes with students/families.	<ul style="list-style-type: none"> ● # of migratory students receiving school enrollment support 	<p>SEC 2.1 Assist with registration as needed, walking families through the enrollment and registration process.</p> <p>SEC 2.2 Help communicate vaccine requirements for school enrollment and connect students/families to resources that can assist them.</p>
SEC 3. Engage migratory secondary students annually in exploring interests and setting goals.	<ul style="list-style-type: none"> ● % of migratory secondary students who participate in goal setting each year 	<p>SEC 3.1 Work with students to set short and long term personal goals within 3 months of completing their needs assessment.</p> <p>SEC 3.2 Establish a timeframe for checking in with students regarding progress toward their goals.</p> <p>SEC 3.3 Help students identify opportunities to explore their interests.</p> <p>SEC 3.4 Encourage goal/plan adjustments as a natural part of growth and progress.</p> <p>SEC 3.5 Adjust annual plan for services as needed to meet student goals.</p>
SEC 4. Provide support services to migratory students during the school year.	<ul style="list-style-type: none"> ● #/% of migratory students receiving support services 	<p>SEC 4.1 Connect students and families directly to resources that can assist them with staying healthy, safe, and engaged in school, including counseling and a full range of physical/behavioral/mental health services.</p> <p>SEC 4.2 Provide direct support and advocacy during the school year in response to student needs and interests.</p>
SEC 5. Provide targeted instructional services to migratory students during the school year.	<ul style="list-style-type: none"> ● #/% of migratory students receiving instructional services ● Average hours of instruction received 	<p>SEC 5.1 Monitor progress and work with students and school staff to identify areas of current academic need.</p> <p>SEC 5.2 Connect students with supplemental academic services available through their school, community, and/or other organizations.</p> <p>SEC 5.3 Provide targeted instruction/tutoring to level 2 and 3 students to address academic challenges and interests as needed.</p>
SEC 6. Assist migratory students with		<p>SEC 6.1 Support students and parents in understanding diploma requirements/pathways to graduation</p>

Service	Indicators	Required Strategies for Secondary Students
<p>understanding and meeting graduation requirements.</p>		<p>SEC 6.2 Work with guidance counselors/building administrators to ensure students receive transfer credits where appropriate.</p> <p>SEC 6.3 Work with guidance counselors/building administrators to ensure students are enrolled in appropriate credit-bearing classes and on track to graduation.</p> <p>SEC 6.4 Support students in preparing for Regents exams and other state assessments.</p>
<p>SEC 7. Explore a range of secondary and post-secondary options with migratory high school students.</p>		<p>SEC 7.1 Encourage students to attend CAMP, SOMLA, career and life readiness workshops, district financial aid workshops, career fairs, college visitation programs, and other opportunities for exploration of post-secondary options.</p> <p>SEC 7.2 Provide students (and parents/guardians, as appropriate) with information about college application processes, including financial aid and scholarship eligibility requirements.</p> <p>SEC 7.3 Provide students (and parents/guardians, as appropriate) with information about non-college options for success, including certification and apprenticeship programs, trade schools, paid internships, and other career pathways.</p>
<p>SEC 8. Provide summer services to all migratory secondary students.</p>	<ul style="list-style-type: none"> ● #/% of migratory students receiving instructional services in summer 	<p>SEC 8.1 Provide instructional services to all migratory students present during summer.</p> <p>SEC 8.2 Additionally, refer students present in summer to appropriate supportive services as needed.</p> <p>SEC 8.3 Provide direct support and advocacy in summer in response to student needs and interests.</p> <p>SEC 8.4 Review final report cards and assist students that are credit deficient or that need to pass Regents exams to register for district summer school programs.</p>

Table 24. Services and Strategies for Migratory Dropouts, 2025-2028

Service	Indicators	Required Strategies for Dropouts
<p>DO 1. Maintain connection with students who drop out.</p>	<ul style="list-style-type: none"> ● Average # days between dropping out and first service ● % of migratory students who drop out of school who are served within 45 days of METS receiving notice 	<p>DO 1.1 Establish contact with student within 45 days of learning the student has left school.</p>
<p>DO 2. Conduct a comprehensive needs assessment of each eligible migratory student.</p>	<ul style="list-style-type: none"> ● #/% of migratory students with a completed/updated MEP Student Needs Assessment ● #/% of migratory students with a completed OSY profile. 	<p>DO 2.1 Engage students and families, where appropriate, to discuss strengths, needs, interests, and goals using the OSY profile.</p> <p>DO 2.2 Identify PFS students and use the ASIR during the needs assessment process to establish level of services and to build rapport with students/families.</p> <p>DO 2.3 Review needs assessment at minimum annually to discuss student’s engagement and support plan.</p>
<p>DO 3. Engage migratory students who have dropped out of school in exploring interests and setting goals.</p>	<ul style="list-style-type: none"> ● % of migratory students who drop out of school and are contacted within 45 days participating in annual goal setting 	<p>DO 3.1 Provide opportunities for students to explore their interests.</p> <p>DO 3.2 Work with students to set short and long term personal goals.</p> <p>DO 3.3 Have students commit to a timeframe for checking in on/reporting progress toward their goals.</p> <p>DO 3.4 Encourage goal/plan adjustments as a natural part of growth and progress.</p> <p>DO 3.5 Adjust annual plan for services as needed to meet student goals.</p>

Service	Indicators	Required Strategies for Dropouts
DO 4. Provide support services to migratory students who have dropped out of school.	<ul style="list-style-type: none"> ● #/% of migratory students who drop out of school receiving support services 	<p>DO 4.4 Connect and refer youth directly to resources that can assist them with staying emotionally healthy, and safe.</p> <p>DO 4.5 Provide direct support and advocacy in response to student needs and interests.</p>
DO 5. Provide targeted instructional services to migratory students who have dropped out of school.	<ul style="list-style-type: none"> ● #/% of migratory students who drop out of school receiving instructional services ● Average hours of instruction received 	<p>DO 5.1 Work with students to identify areas of current academic need.</p> <p>DO 5.2 Connect students with supplemental academic services available in the community.</p> <p>DO 5.3 Provide targeted instruction/tutoring to Level 2 and 3 students to address academic challenges and interests as needed.</p>
DO 6. Provide summer services to all migratory students.	<ul style="list-style-type: none"> ● #/% of migratory youth receiving instructional services in summer 	<p>DO 6.1 Provide instructional services to all migratory youth present during summer.</p> <p>DO 6.2 Additionally, refer youth present in summer to appropriate supportive services as needed.</p> <p>DO 6.3 Provide direct support and advocacy in response to student needs and interests.</p>

Table 25. Services and Strategies for Migratory OSY, 2025-2028

Service	Indicators	Required Strategies for OSY
OSY 1. Conduct a comprehensive needs assessment of each OSY.	<ul style="list-style-type: none"> ● #/% of migratory youth with a completed/ updated MEP Student Needs Assessment ● % of Level 2 OSY with a PLP 	<p>OSY 1.1 Meet with individual OSY to build a rapport and conduct a needs assessment/OSY profile.</p> <p>OSY 1.2 Use the ASIR during the needs assessment process to establish level of services.</p> <p>OSY 1.3 Establish and record the most effective communication method for connection with OSY (i.e. text, WhatsApp, audio message, etc.)</p>

Service	Indicators	Required Strategies for OSY
		<p>OSY 1.4 Complete a Personal Learning Plan (PLP) for Level 2 students to capture OSY short term goals.</p> <p>OSY 1.4 Review needs assessment at minimum annually to update OSY engagement and support plan.</p>
<p>OSY 2. Provide support services to OSY based on needs and interests.</p>	<ul style="list-style-type: none"> ● #/% of OSY students receiving support services 	<p>OSY 2.5 Connect OSY directly to resources that can assist them with staying emotionally healthy, and safe.</p> <p>OSY 2.6 Refer OSY to additional support services as needed.</p> <p>OSY 2.7 Provide direct support and advocacy in response to student needs and interests.</p>
<p>OSY 3. Provide targeted instructional services to OSY based on needs and interests.</p>	<ul style="list-style-type: none"> ● # and % of OSY receiving instruction ● #/% of OSY receiving ENL instruction with BOLST results 	<p>OSY 3.1 Maintain regular contact with OSY to identify ongoing/additional areas of interest and need (e.g., life skills, English language development, job skills)</p> <p>OSY 3.2 Connect OSY with supplemental services available through their community.</p> <p>OSY 3.3 Provide targeted instruction/tutoring to Level 2 students as requested by the student.</p> <p>OSY 3.4 Pre-test and post-test Level 2 students participating in ENL instruction using BOLST.</p>
<p>OSY 4. Provide summer services to all migratory students.</p>	<ul style="list-style-type: none"> ● #/% of migratory youth receiving instructional services in summer 	<p>OSY 4.1 Provide summer instructional services to all migratory students.</p> <p>OSY 4.2 Additionally, refer youth present in summer to appropriate supportive services as needed.</p> <p>OSY 4.3 Provide direct support and advocacy in summer in response to OSY needs and interests.</p>

Table 26. Services and Strategies for Migratory Health & Mental Health, 2025-2028

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

3.4 NYS-MEP PARENT & FAMILY ENGAGEMENT PLAN

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 education are defined as follows:

- **Parent Education:** Assisting parents and families in developing the knowledge and skills needed to support their child’s learning, development, and health. This may include learning about their child’s school and the educational system, encouraging active involvement in their child’s school education, and fostering developmentally appropriate practices in the home.
- **Parent Involvement:** Active participation of parents and families in the MEP through regular, two-way, and meaningful communication. Involvement includes extending learning and support beyond the school or MEP settings, such as encouraging reading at home and reinforcing healthy development through family-led activities.
- **Parent Engagement:** Ongoing collaboration among parents, families, and MEP staff to support children’s learning, development, and health. Engagement is grounded in trust, shared decision-making, and continuous communication. It focuses on reducing barriers to participation and developing coordinated strategies at the practice-, program-, and system-levels.

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 effective 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 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 parents and the METS based on their migratory children's needs and parental suggestions.

The METS utilize the 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 as well as schools and school districts as they support their children's education. This includes connecting parents and families to build support networks and creating opportunities for social connection with other parents and families.

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 and May 2025 State PAC 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 with 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.

Parents' Bill of Rights. The Parents' Bill of Rights for: 1) Data Privacy and Security and 2) New York State's English Language Learners/Multilingual Learners are distributed to all parents and families

as part of the NYS-MEP Parent and Family Engagement Plan brochure. Annually, the NYS-MEP will provide an overview of the Bill of Rights with the State PAC. Each regional METS program center will explain the Bill of Rights 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.

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)
- Effective Access to Parent and Family Meetings and Events (Chart B)
- Individual and Group Parent and Family Involvement (Chart C)

3.5 PRIORITY FOR SERVICES (PFS) DEFINITION & 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 migratory students who are "failing" or "at risk of failing." Key factors that are considered to determine if students are at risk include:

- below proficiency on 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, where students are prioritized for instruction and scheduled first.

3.6 NYS-MEP PROFESSIONAL DEVELOPMENT PLAN

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).

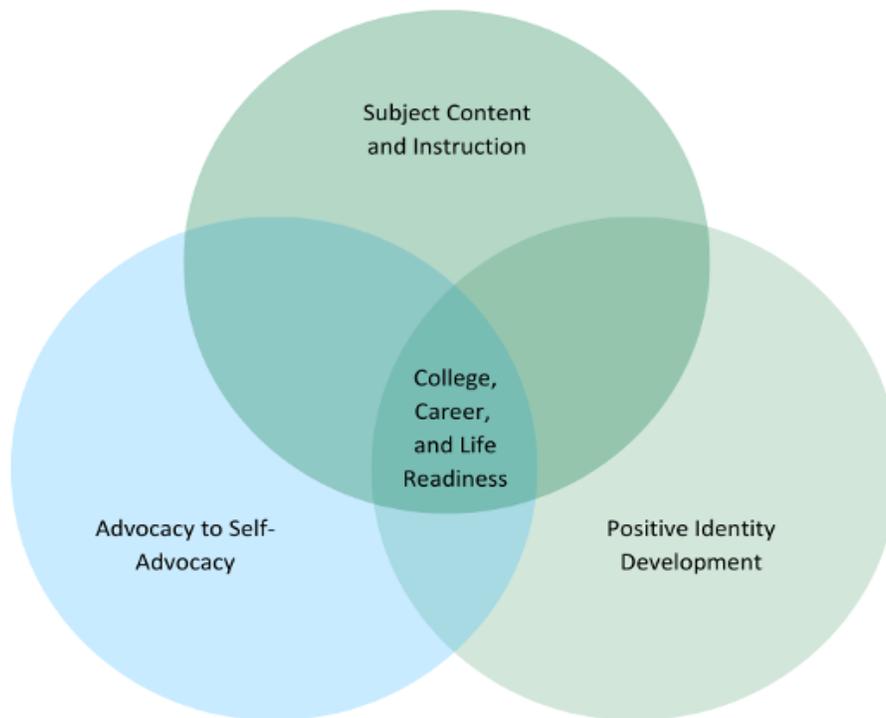


Figure 10. NYS-MEP ToA Focus Areas

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 workshops or multi-workshop series. Support and Learning Communities (SLCs) and office/ “coffee” hours provide other models for ongoing professional learning and support.

The NYS-MEP effectively leverages technology across the system to provide virtual teaching and learning for students and staff. Additionally, staff use technology to conduct their daily work; therefore, technology tips and topics surface within professional development workshops to support day-to-day activities. This statewide commitment to leveraging technology ensures staff and students are supported as new technologies emerge.

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 training based on needs and interests. The collected feedback drives future programming, such as using virtual break-out rooms for small group discussions to increase engagement, providing asynchronous options for professional learning, 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 and regional METS program centers collaborate and consult with outside agencies and experts to provide sustained, professional learning within the framework of the ToA.

Job-Embedded. Job-embedded professional development is a form of learning that takes place within the context of one’s day-to-day work and is directly connected to improving outcomes. 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 eligibility determinations. Data specialists receive ongoing support in utilizing the functions of MIS2000/Web App and managing data deliverables. Likewise, migrant educators receive in-the-field support to gain the skills needed to provide supplemental instruction and support services for an audience of preschool through 12th grade students and their families, and Out-of-School Youth.

NYS-MEP Professional Development Framework

The NYS-MEP professional development framework aligns to the conceptual and relational data inquiry model shown in Figure 11 below. Professional development decisions are guided by an ongoing cycle of assessing needs, planning, implementing, and evaluating learning opportunities throughout the year.

Needs Assessment and Planning. Through the inquiry model, the ID&R-TASC program center cross-checks multiple priority areas and program requirements to develop a professional development plan on an annual basis. The cross-check includes:

- Focus Areas (e.g., Early Childhood, Elementary, Secondary, OSY)
- SDP Required Strategies (e.g., easyCBM, BOLST, ECA, Web App)
- Content Areas (e.g., English Language Arts, Math, English as a New Language)
- Other Content Areas (e.g., Leadership, Individualized Instruction)
- Advocacy (e.g., Self-Care, Health, Mental Health)
- Positive Identity Development (e.g., Social Emotional Learning, Trauma-Informed Practice)

This process ensures that the NYS-MEP is responsive to emerging needs while supporting staff in performing required services and strategies. In addition, professional development evaluation results serve the dual purpose of being responsive to emerging needs in the current year and informing the needs assessment for the following program year.

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 workshops in response to new and emerging needs and provides Continuing Teacher and Leader Education (CTLE) certificates to participants requiring professional development credit accrual. In addition, ID&R-TASC facilitates Support and Learning Communities (SLCs), which focus on identified areas of need and provide migrant educators, recruiters, data specialists, and METS directors with professional learning opportunities and designated time and space to share successes, challenges, and ideas.

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 may provide CTLE certificates to participants accruing professional learning credit.

Web-based. [On-Demand Professional Development](#), web-based professional development 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 via the [NYS-MEP Event Archive](#).

A wide variety of instructional 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, including new employee orientation, and other support. This is largely accomplished through the provision of technical assistance.

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 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.

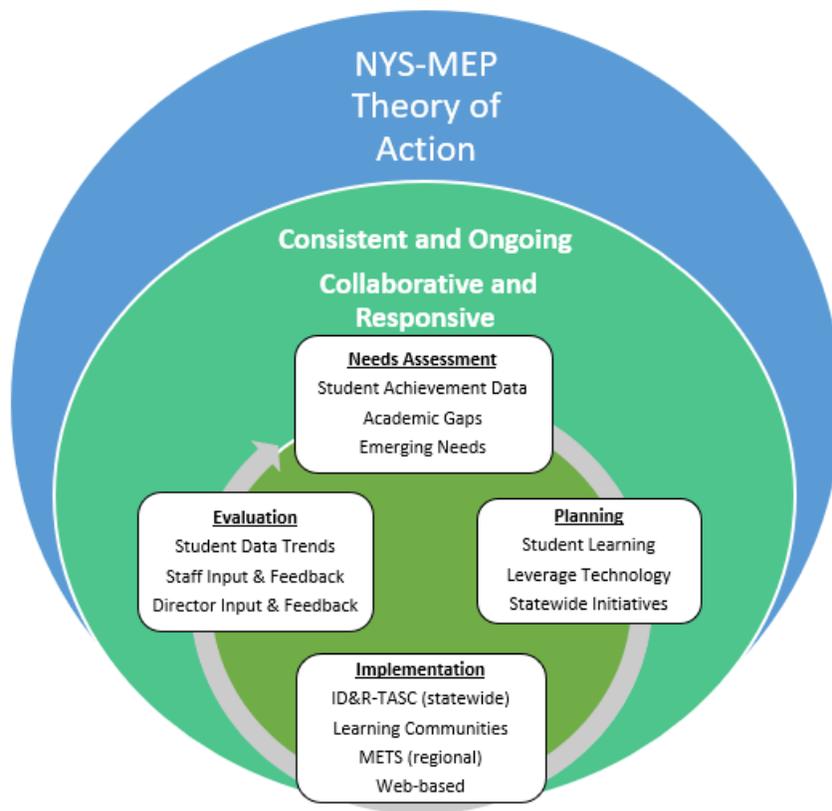


Figure 11. Planning and Design Strategy Framework

3.7 IDENTIFICATION & RECRUITMENT (ID&R)

The NYS-MEP relies on effective identification and recruitment. *Identification* is the process of determining the location and presence of migratory children and youth, while *recruitment* is defined as making contact with migratory 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 18 statewide recruiters who work with local METS, school districts, farms, agribusinesses, local community agencies, community leaders and migratory families and interfaces with the national Migrant Student Information Exchange (MSIX) to identify and recruit eligible migratory children and youth. In addition, recruiters use data from MIS2000 – the statewide migratory student data management system – to locate 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 and Markets (NYSAGM).

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 group recruitment, 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 migratory children, including providing for educational continuity through the timely transfer of school records. To assist with this, the State uses MIS2000 and the national Migrant Student Exchange (MSIX) migrant student data management systems to report and share information. The manual for New York State may be accessed online (see www.nysmigrant.org/resources/library/MIS2000).

The NYS-MEP has developed a process to share information both within the boundaries (intrastate) and across States (interstate) in a timely manner. The statewide ID&R program center, in collaboration with the regional METS, is available to provide training about the features and functions of MSIX to New York State school districts. New York is committed to using MSIX 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 and accessing their data.

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 migratory student

records. 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 been beneficial to determining the accuracy of such data.

4. MIGRANT PROGRAM EVALUATION

Overview

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. Evaluation results will be used at the state and local levels to determine which services to expand, replicate, scale back, or eliminate.

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 assisted in obtaining 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 of 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.

NYS-MEP evaluation will be conducted annually beginning in the 2025-2026 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 drawn from the statewide MIS2000 student data management system, the Department's databases, MEP assessments and implementation documents (outlined above), and METS and parent surveys as needed.

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

Data on 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 2026 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: 2023-2025 CNA-SDP COMMITTEE

The following individuals were integral to the work of the CNA-SDP:

Kin T. Chee	Coordinator, State Migrant Education Program, NYSED
Sabrina Petruska-Wilmot	Associate in Education Improvement Services, State Migrant Education Program, NYSED
Paul Gugel	Director, Oswego METS
Magaly Rosario	Director, Brockport METS
Katelin Kampney	Director, Cortland METS
Laura Burnett	Director, Northeast METS
Mary Kline	Director, Mohawk Regional METS
Hanka Grabovica	Director, Mohawk Regional METS
Maryellen Whittington-Couse	Director, Mid-Hudson METS
Amy Shapiro	Director, Mid-Hudson METS
Lucia Johnson	Director, Fredonia METS
Indo Quiñones	Director, Fredonia METS
Tinamarie Rickmers	Director, Long Island-Metro METS
Christian Bowen	Director, Long Island-Metro METS
Will Messier	Director, ID&R
Odilia Coffta	Associate Director, ID&R
Liz Bliss	Senior Education Specialist, ID&R
Mary Anne Diaz	Education Specialist, ID&R
Lisa Rivera	Training Program Coordinator – Web App, ID&R
Jennifer Verdugo	Training Program Coordinator – Web Training, ID&R
Emily Callaghan	Training Program Coordinator – ID&R

APPENDIX B: 2023-2025 CNA-SDP TIMELINE

Task	Date
2023	
Review Evaluation Report	July-Aug
CNA Planning Meeting and Survey Drafting	Sept 7
CNA Process Overview @ September Consortium	Sept 27
ARS Presentation on Data Collection to SST and METS Directors	Oct 11
Student Profile Data Request and Review	Oct-Nov
CNA Interviews, Focus Groups, Surveys Underway	Oct-Dec
Director/SST Meeting/Check-in and review of docs	Nov 8
ARS Data Cleaning, Analysis, and Consolidation to Draft Concerns	Dec 1-12
Initial CNA-NAC Meeting, December Consortium: Review Concerns	Dec 12
2024	
NAC CNA work at February Consortium: Refine Concerns and Propose Solutions	Feb 13-14
NAC Small Group Meetings	Feb-April
ARS Iterative Refinement, Data Cleaning, Analysis, and Consolidation	Feb-May
Director/SST Meeting/Check-in and review of docs	Mar 13
Evaluation Status Check	April
Statewide PAC Consultation	April 9-10
NAC CNA Work at May Consortium: Refining Concerns and Solutions	May 13-15
Director/SST Meeting/Check-in and review of docs	June 12
Moving from CNA to SDP Meeting with SST	Aug 22

Task	Date
2024	
ARS Consulting on/Drafting/Refining Services and Strategies to Meet Identified Needs	Aug-Dec
Director/SST Meeting/Check-in and review of docs	Sept 18
NAC CNA-SDP work at October Consortium: Moving to SDP	Oct 8
NAC SDP work at December Consortium: Setting Required Services	Dec 17
2025	
SST Check-In on SDP Development	Jan 29
NAC SDP work at February Consortium: Finalizing Services and Strategies	Feb 18
ARS data crosscheck, document finalization – 2023-24 CNA Summary	Feb-Mar
Director/SST Meeting/Check-in and review of docs	Mar 12
ARS document prep – 2025-28 SDP Draft	Mar-April
Development of MPOs, Performance Targets, Indicators for SDP	Mar-April
Updated Evaluation/Student Profile Data	April
NAC SDP Draft Finalization at May Consortium	May
SDP Stakeholder Review and Comment	May-July
Finalize SDP for Sept 2025 Implementation	May-Aug

As the primary collectors of CNA data, each METS was provided with sample language they could use to invite stakeholders into the conversation (as was ID&R-TASC).

Draft Invitation Language (modify at will!)

Dear [Mrs/Mr/Interviewee]:

Good [morning/afternoon]. My name is [interviewer], and I write to seek your input for the New York State Migrant Education Program's comprehensive needs assessment. Your participation will help us understand how well the program is working and how it can be more helpful in the future to [students/parents/OSY] like you.

Would you be willing to participate in a 15 minute interview about migratory youth needs and resources? If so, please provide times that work for you during the following days/times, or feel free to call me at xxx-xxx-xxxx to schedule an interview:

- [Oct 22, 1 to 4]
- [Oct 27, 9 to 5]

Alternately, would you be willing to take a short survey about your experiences? If so, here is the link: [ADD]

I look forward to speaking with you, [Name, Title, METS]

Additionally, NAC members were provided with the following simple protocols that they were encouraged to modify to meet the needs of each stakeholder group.

NYS-MEP CNA 2023-24 Quick Start Guide

Protocols – Feel free to MODIFY wording, question order, question selection to fit your “audience” and timeframe. Please record longer/more formal conversations if you can, otherwise take notes!

Parent Interview/FG Questions:

1. [INTRO]: What migrant education program services do you use the most?
2. [ACADEMIC]: What services or activities make it easier for you to help your children enroll in/do well in school?
3. [SUPPLEMENTAL]: What services or activities make it easier for you to help your children stay healthy? (e.g., physically, socially, emotionally, mentally)
4. [ADDITIONAL]: Is there anything else you can think of that would help your children succeed?

Parent survey link: <https://survey.alchemer.com/s3/7561361/2023-CNA-Survey-Parents>

Grade 5-12 Migratory Student Interview/FG Questions:

1. [INTRO] What is your favorite part of school?
2. [ACADEMIC] What helps you do well in school?
3. [SUPPLEMENTAL/ADDITIONAL] Is there anything you need or would like help with?
4. [HS ONLY] What do you see yourself doing after high school?

Student survey link: <https://survey.alchemer.com/s3/7561390/2023-CNA-Survey-Students>

OSY Interview/FG Questions:

1. How can the migrant education program best serve you while you're in New York?
2. What does the program currently provide or do that most helps you?
3. What would make these services better for you/what else do you need?

OSY survey link: <https://survey.alchemer.com/s3/7561404/2023-CNA-Survey-OSY>

MEP Staff Interview/FG Questions: (Staff interviews/FGs are best recorded)

From your perspective and experience:

1. What concerns do you have for migratory students in terms of their academic development?
2. What concerns do you have for migratory students in terms of their physical and mental health, social and emotional well-being, safety, and ability to connect and thrive in the community?
3. What can the statewide MEP do to address those needs?
4. What changes to the MEP would help improve services or address the needs of migratory children, families, and OSY in New York?

NOTE for Learning Community Facilitators:

Beyond modifying the above to fit your particular Learning Community and timeframe, use your experience and expertise to decide what else you want to ask them directly. Your question could be as simple as:

- From your perspective as a [data specialist/recruiter/tutor/etc.]/From your perspective as someone who works directly with [children under the age of 5/adolescents/OSY], what else should we make sure gets into this conversation?
- Example for EC group: *"Beyond the Early Childhood Assessment (ECA), do you have specific concerns about the early learning needs and kindergarten readiness of younger learners? If so, what are they and what do you base them on?"*

Staff Survey:

We have tried to structure the survey such that staff will not need more than 5-10 minutes to complete it. **Directors should send the survey link or QR code to any staff NOT in PLCs, including part-time folks.** It may be easiest to invite all staff and simply include a reminder to *“Please disregard this request if you are joining a Learning Community session this Fall -- you will answer these questions there!”*

Staff survey link:** <https://survey.alchemer.com/s3/7561436/2023-CNA-Survey-Staff>

Outside Agency/Program Partner Interview Questions:

1. What is the most effective way in which your org/program supports migratory students and families?
2. What gaps in programs or services exist for migratory students and families?
3. Thinking about the ways in which your work intersects with the work of the migrant education program, in what ways could our organizations better collaborate or share resources to address those gaps?

School/District Personnel Interview Questions:

1. What is the most effective way in which your school/district supports migratory students?
2. What gaps in programs or services exist for migratory students and families in your district?
3. In what ways could we [district and MEP] better collaborate or share resources and information to address those gaps?

Overall, NAC members were encouraged to remain open to opportunities for data collection, whatever those might look like. Rather than memorize a list of detailed questions, they were encouraged to have a conversation with stakeholders in order to get a true sense of their concerns and needs.

Generally speaking...

You are trying to get stakeholders to:

1. Open up and speak freely and honestly
2. Talk about services they are receiving and what they think of them
3. Share what else they may need

Early Childhood/Preschool Concerns

- The migrant program's ability to genuinely help with school registration depends on pairing new migrant educators with more experienced ones who can navigate the processes.
- Parents lack time to help their children with early literacy/numeracy (as well as schoolwork in later years), making it difficult for them to serve as their children's first teachers.
- Young migratory students especially have been less able to develop connections to others, including those who can help them with their schoolwork in a language they know and trust.
- Parents do not realize their children need to get a physical and go to the dentist. The MEP could inform parents of this directly to mitigate the fact that not all schools provide this information in the parent's language.
- Many parents do not speak English and cannot help their children that way. But they can teach them to learn to read in Spanish, and the student(s) can later translate.
- Students' ability to read, write, and communicate in their home language affects their ability to communicate in English.
- Transportation is not provided for Head Start or other Preschool settings, which causes our families not to be able to enroll their children in school.
- Many migratory preschoolers lack regular access to someone who will read to them on a regular basis, which puts them at a disadvantage when they start school, as their vocabulary will likely be more limited.
- Increasingly, migratory parents are not allowing MEP staff into their homes.
- Young migratory children do not get enough non-screen time to develop fine and gross motor skills: many parents are struggling and cannot provide young children with proper "serve and return" to advance development.
- To promote English language development, children need to practice at home, but many migratory parents are unable to help their children speak English or work too many hours to spend time interacting with their children in this way (focus on putting food on the table and keeping the family housed).

Concerns Related to Elementary-aged Migratory Youth (K-8)

- Lack of parent education and/or limited facility with the US educational system, especially without language help, is a particular challenge for migratory children and families.
- Family mobility often leads to chronic absenteeism, which makes it difficult for migratory students to make academic progress, even if they are promoted pro forma to the next grade.
- Students are not tested in some NYS districts unless they have resided there for a certain length of time; this can especially (and negatively) impact migratory student graduation rates.
- Vaccines: which districts accept/require what from where; how to schedule appointments; and how to navigate Insurance to pay for services – these are issues for migratory families looking to enroll children in school.
- Migratory youth and families who would like to learn English face barriers to doing so and need additional help.
- Migratory students need help with math, reading, and other school subjects (e.g., social studies, science).
- Students/OSY arriving in NY without prior formal schooling need help being appropriately placed in school and catching up to their peers.

Concerns Related to Secondary-aged Migratory Youth (9-12)

- A lack of school infrastructure in schools to serve ELLs, due to disparity and inequality in school districts means they tend to be low priority. Limited or no staff that can provide guidance in their language.
- The school registration processes can be challenging, especially unaccompanied youth.
- There is a need for better statewide tracking of student movement and progress from district to district, as well as interstate communication around the transfer of credits.
- Students who are legally mandated to be in school would prefer to work.
- Student lack of technology (some schools provide tech but charge students/families Insurance) can limit migratory student participation and success.
- Delays in referral follow up can mean that migratory students and families miss out on needed services.

Concerns Related to Secondary-aged Migratory Youth (9-12) (cont.)

- Bi-national students who spend part of their school year in other countries can lack a connection to academics as well as social opportunities. These in turn can negatively affect student growth and success (yet could be mitigated by the provision of technology).
- Migratory students and families need help understanding their options after high school, including applying and paying for college.
- Migratory youth and families need help understanding and navigating American cultural norms and practices, particularly (but not exclusively) within the education system.
- Migratory students need quiet and private spaces to concentrate on school work and for mental health.
- Migratory youth are more likely to thrive when they have meaningful social connections, which is especially challenging for highly mobile populations.

Concerns Related to OSY/Health

- Migratory students and families lack accessible health resources in their home languages, and they miss out on needed care as a result.
- Students who are legally mandated to be in school would prefer to work.
- OSY would like to learn job-related or technical skills, but lack access to resources that provide such opportunities.
- It is difficult for OSY to make meaningful progress with learning and/or skill development when they receive services once per week, even in a concentrated, two-hour block.
- Despite being especially critical for highly mobile populations, access to technology and connectivity remains an issue for some migratory youth and families in NY.
- Very few mental health providers offer services in other languages, and those that do often have long waiting lists.

Other Concerns

- Some migratory families split their households across counties (or states/countries) to take advantage of work, which increases the stress on children within that household. Migratory children, families, and OSY struggle to make meaningful, supportive social connections due to their transitory lifestyles.
- Lack of trust in institutions (e.g., schools, US government, social service agencies) inhibits migratory youth and family participation in opportunities/access to resources. Stigma related to the phrase “migrant” creates disparate challenges for students of varying demographic backgrounds (and presents a challenge to student mental health and well-being regardless).
- Broader dissemination of MEP mission, services, and information (e.g., to district Registrars AND partner agencies) would benefit migratory students, families, and OSY. Migratory youth and families often need real-time help, interpretation, and/or answers to their questions; they need to be clear on when and how much they can rely on MEP staff to be there for them.
- To be most useful, community resources for migratory youth and families (including health-related resources and even donated food) should be culturally sensitive and services should be provided in their home language.
- Incorporating lessons and examples that deliberately build upon migratory youth and families’ existing funds of knowledge, skills, and home language literacy supports their learning without diminishing their unique culture and experiences.
- MEP staff need guidance and protocols for addressing challenges with schools and districts that do not meet Title I and other statutory student service requirements such as services for ELLs, including protocols for advising parents on related procedures.

Introduction to parents (drafted for real-time interpretation assistance)

ARS: Thank you, Mary Anne, and good evening to all of you. Thank you for being here. My name is Crystal Martin-Nelson, and I'm here with my colleague, Martha Chavez, from Arroyo Research Services.

ARS: As Mary Anne mentioned, we are the evaluators for the New York State Migrant Education Program. Sometimes the word "evaluator" makes people nervous, and other times people just don't know what we do.

ARS: So we want you to know that what it really means is that it's our job to make sure the migrant education program is working for you and your children. Tonight, for example, we want to hear from you directly about what your children need and ways the program can help with those things.

ARS: When we get into our 2 groups – one for those of you most comfortable speaking in Spanish and the other for those who are most comfortable in English – we will have just a few questions for you to think about and share your thoughts on. So we want you to please feel free to share with each other and with us whatever it is you are most concerned about for your kids.

ARS: Please be assured that the things you say tonight will not be shared with anyone but the migrant education program staff. This is a space for you to be honest and an opportunity to help the program better address your children's needs. We go into the smaller groups so that everyone can have a chance to share. Does anyone have any questions so far?

ARS: [Answer Qs, if any]: So we'll go into our breakout rooms in a minute, and in each room we'll want to hear from each of you about #1, the hopes and expectations you have for your children, especially academically,

ARS: and #2, what your children -- or you as their parents -- need from the migrant education program in order to succeed in those things. Don't worry...we'll remind you about these questions when we get into the room.

ARS: Once we're all together again in this room, we will share the needs identified by each group and ask about any other concerns you have or support you need.

NOTE: This section just for breakout room facilitators:

Start by going around the group on Question 1, partly as an icebreaker to get parents talking, because everyone should have an answer to share.

4. **What hopes or expectations do you have for your children, especially academically?** (give parents space to answer for children of all ages, as this can be a window onto needs of kids at different schooling levels)
5. **What do your children – or you as their parents – need from the migrant education program in order to succeed in those things?**

IF time:

6. **Tell us about something the MEP has helped you or your children with**
 4. **Is there something more you wish the MEP would help with?**
-

Findings:

- Generally speaking, migratory parents in NY hope and expect their children to succeed at school and achieve their goals. They all want a better life and opportunities for their children.
- Many parents also want their children to continue studying and attend college and/or have a professional career. Clarity on how to get there is important, because parents don't always know. In one case, a parent shared that her son would like to enlist in the US military, but he lacks a clear understanding of the path to that goal.
- Parents recognize the value of English language proficiency for their children's future. They understand that it opens doors to a wider range of opportunities, facilitates social integration, and can be advantageous even if the family returns to their home country.
- Parents have seen their children improve their school performance and English language acquisition thanks to the MEP program and its tutors.
- Parents discussed how challenging it is for their children to adapt to their new schools and communities. Feelings of loneliness and anxiety, added to the language barrier, can create mental health issues.
- To help their children integrate, parents need opportunities like being able to send their kids to MEP summer school, which helps them connect with peers who speak the same language and live in their communities. In addition, they get to learn English and math.
- Parents have found the MEP to be a valuable resource, providing them with critical guidance on navigating the school system, enrolling their children, and connecting them to essential services. Winter clothes provided by the program were mentioned several times as super helpful!
- Several parents had special needs children: all of them have received critical support from the MEP to navigate and receive services. Not all schools are following IEPs; tutor advocacy with school helps with accountability.

- MEP tutors have been essential in helping their children with reading and math homework, and have also been helpful to them in terms of translating school materials and connecting them to school resources.
- Parents are interested in learning more about their children's physical and mental health and how to motivate them.

In their own words (translated to English as needed):

- *"I was very surprised by all the things you do!"*
- *"Having an ally in the migrant program is so important" [for things like special needs and help with English.]*
- *"My 10-year old son has Asperger's. I would like him to advance as far as he can in school and I believe he can do that. He wants to be a geologist: he loves rocks and stones. School helps with things but we don't have enough information about how he can succeed."*
- *"Coming to a large country is so complicated. I'm very thankful for the help you provide."*
- *"The program has helped a lot with which school my son needed to go to when we got here."*
- *"I would not have known where or how to get a driver's license without your help."*
- *"When the school sends things I don't understand, the program helps."*
- *"I want to help my children with their homework, but I don't understand English."*
- *"The migrant program has been a pillar for our family."*

APPENDIX F: 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 NYS-MEP Service Level Requirements Chart, below.

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