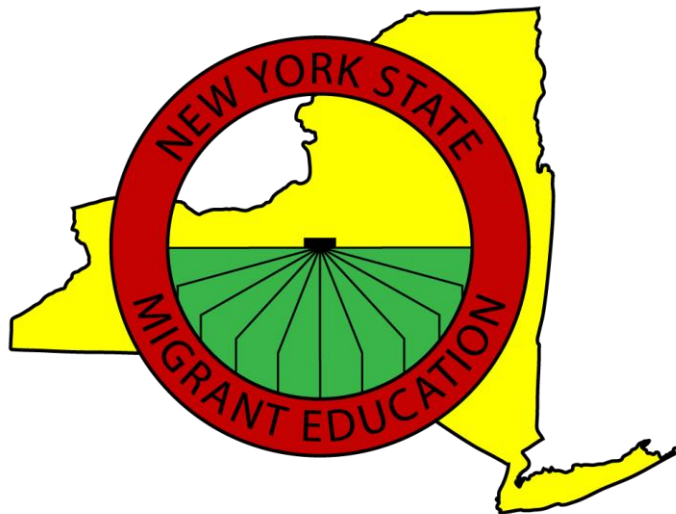


Education of Migratory Children under Title I, Part C of the
Elementary and Secondary Education Act of 1965

NEW YORK STATE
Migrant Education Program
2016-2019 Service Delivery Plan



Maxine Meadows-Shuford, Director
Title I School and Community Services

Kin T. Chee, Coordinator
State Migrant Education Program

Paul Gugel, President
State Migrant Education Program Consortium

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INTRODUCTION

1.1 Purpose of the Service Delivery Plan

The New York State Migrant Education Program (NYS MEP) is responsible for the implementation of programs and services to migratory children and their families in the state. This Service Delivery Plan (SDP) is developed in consultation with different stakeholders, including parents, students, teachers, administrators, and Migrant Educators. It describes the nature, extent, and scope of these programs and services, and outlines the goals, outcomes, activities, and systems for accountability that are aimed at increasing the academic achievement of all migrant children. The content of the SDP is predicated on findings derived from the New York State Comprehensive Needs Assessment (CNA) completed in August 2014.

The legislative authorization and attendant requirements to develop an SDP are contained in Section 1306(a)(1) of Title I, Part C of the Elementary and Secondary Education Act (ESEA). In this section, State Education Agencies (SEAs) and their local operating agencies are required to identify and address the special educational needs of migratory children in accordance with a comprehensive plan that:

- Is integrated with other federal programs, particularly those authorized by the Elementary and Secondary Education Act (ESEA);
- Provides migrant children an opportunity to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet;
- Specifies measurable program goals and outcomes;
- Encompasses the full range of services that are available to migrant children from appropriate local, State, and federal education programs;
- 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 or Title III; and
- Provides for the integration of services available under Title I, Part C with services provided by other such programs.

Additionally, under Section 200.83(b) of the United States Department of Education's (U.S. DOE) regulations, New York State is required to develop its SDP in consultation with the New York State Migrant Education Program Parent Advisory Council (State PAC).

Similarly, 34CFR Section 200.83 requires the following components to be included in the comprehensive state plan, based upon the current statewide needs assessment:

- Performance targets that the state has adopted for all children in English Language Arts and mathematics achievement, high school graduation, and the number of school dropouts, as well as the percentage of students 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, and other needs of migratory children that must be met in order for migratory children to participate effectively in school;
- Measurable program outcomes (MPOs) that a state’s MEP will produce to meet the unique identified needs of migratory children and help migratory children achieve the state’s performance targets;
- Descriptions of strategies that the SEA will pursue on statewide to achieve the measurable program outcomes identified; and
- Descriptions of processes and protocols that the State will use on statewide to evaluate the effectiveness of the program.

The NYS MEP SDP includes additional measurable outcomes and evaluation in the optional area of Out-of-School Youth.

Section 1306(a)(2) requires that the comprehensive State SDP remain in effect for the duration of the state’s participation and that SDP shall be reviewed and revised by the State as deemed necessary to reflect changes in the state’s strategies, activities, and programs based on evolving needs and requirements. Therefore, New York State will update its SDP when any of the following 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 change New York State’s MEP programs and services; 4) the evaluation design needs significant changes; and/or 5) the reauthorization of ESEA Title I and the implementation of the Every Student Succeeds Act (ESSA).

1.2 New York State Migrant Education Program Theory of Action

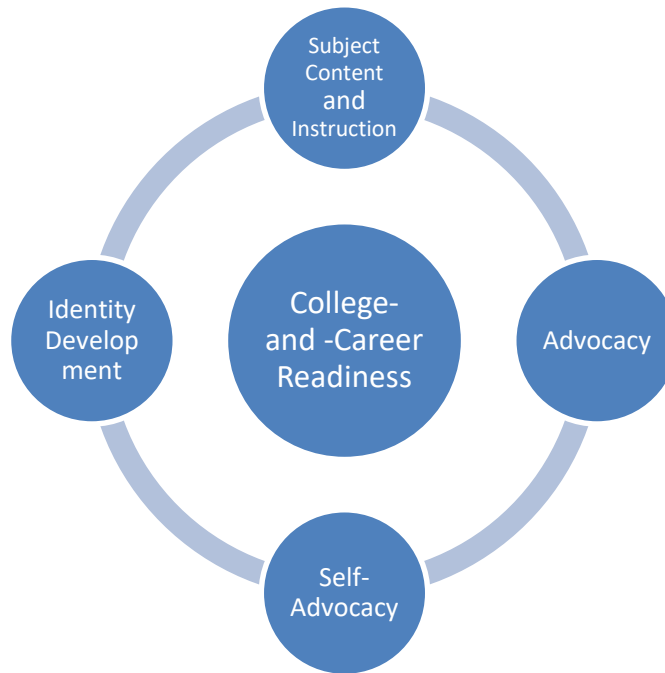
Migrant students have multiple risk factors, such as cultural and language barriers, educational disruptions, social isolation, high mobility and health related problems that impact their ability to be successful. Working in partnership with parents, schools, and the community-at-large, the New York State Migrant Education Program (NYS MEP) adopts a holistic approach that addresses each student as a whole person in order to better respond to the myriad and complex needs that our migrant students possess.

To do this, the NYS MEP has developed and implemented a Theory of Action (TOA) which serves to clarify strategies for change in order to increase migrant student achievement. The TOA identifies three, interdependent focus areas that are essential to supporting migrant children and their families. These focus areas are:

1. Subject Content and Instruction;

- 2. **Advocacy to Self-Advocacy; and**
- 3. **Identity Development.**

These interdependent focus areas serve as the basis of/for NYS-MEP’s fundamental competencies, both from the perspective of migrant children and their families as well as Migrant Educators. It is aligned with the realities within the NYS-MEP and seeks to connect strategy to the actions and relationships crucial to improving programs and services to ensure student learning. The focus areas serve to connect the goals and objectives in terms of student achievement to specific strategies and outcome measures that lead to college- and career-readiness.



NYS MEP Theory of Action

New York State Migrant Education Program: Service Delivery Plan

The NYS MEP is driven by a state Service Delivery Plan (SDP) that is grounded in the New York State Learning Standards, State and federal requirements under Title I, Part C, as well as the NYS MEP Theory of Action (TOA) for supporting migrant student achievement and their families.

College- and Career-Readiness

A migrant student who is college- and career-ready demonstrates the knowledge, skills, abilities, and predispositions (attitudes and behaviors) to succeed in entry-level, credit-bearing college courses leading to a baccalaureate degree or to succeed in technical or vocational training programs leading to a certificate/diploma without the need for remedial support. This student also has the knowledge and skills necessary to successfully navigate the transition to life after high school as well as the self-awareness and understanding of others to succeed in a diverse, global society.

New York State Migrant Education Program Theory of Action Rationale

The NYS MEP utilizes a cohesive and interdependent and, more importantly, holistic approach of subject content and instruction, advocacy to self-advocacy, and identity development that is grounded in the trusting migrant educator-student -parent relationship. The integration of these key areas creates a research informed Theory of Action that allows Migrant Educators to respond to individual situations based on a common framework and shared goals.

New York State's nine regional Migrant Education Tutorial and Support Services (METS) programs share a common and inclusive approach that necessitates individualized services based on the menu of programs and services available within the NYS MEP and seek to ensure student academic achievement based on levels outlined in the Government Performance and Results Act (GPRAs) as well as the State Performance Targets (SPTs) and the Measurable Performance Outcomes (MPOs). However, migrant students and families are impacted by the type of agriculture, geography, school district, local community, English language proficiency, literacy in home language, and the race/ethnicity, citizenship status, immigration path, age, and gender of the workers – all affecting their conditions in life. Every program, therefore, seeks to respond to unique and differing situations grounded in the common condition of a migratory agricultural worker, including migratory dairy and fishing. The agricultural industry in New York State is exempt from labor protections afforded to other workers: overtime pay, collective bargaining, disability, and day of rest. The agricultural industry has different standards for unemployment insurance, workers compensation, sanitation, youth employment, safety training, and building and lodging codes for employer provided housing (Grossman, D.A. and Minard, J.D., 2002; Telega, S.W. and Maloney T.R., 2010). The NYS-MEP operates within the context created by these differences.

Promoting independence is a thread that runs through all facets of the NYS MEP Theory of Action approach: subject content and instruction, advocacy to self-advocacy, and identity development. Time and resource limitations as well as the limited parameters of migrant student eligibility demand that Migrant Educators implement strategies and foster attitudes and behaviors that lead to independence and self-actualization. In recognition of the critical role of parents on student outcomes, working in partnership with parents is a high priority. The NYS MEP focuses on and supports both parent understanding and influence over their children's learning. The focus on identity development brings together knowledge of the formal curriculum with knowledge of the student's language, culture, and life experiences, together with research- and evidence-informed programs and services, to motivate engagement in learning, commitment to high academic achievement, and expectations in students and parents for themselves in society. Expectation and independence are critical; the strains of working as a migratory agricultural worker, including dairy and fishing, assures that basic need issues will continue to arise after the three-year time limited eligibility period ends for supplemental academic instruction and support services.

New York State Migrant Education Program Theory of Action Subject Content and Instruction

Subject Content and Instruction focuses on assuring that in-school students and Out-of-School Youth (OSY), where applicable, have the foundational skills and strategies to succeed in the

classroom and on state and other assessments. Subject content and instruction for Out-of-School youth is informed by the New York State Learning Standards and concentrates on life skills, career education, English as a New Language (ENL) (formerly known as ESL), High School Equivalency instruction, and an array of services that promote responsible literacy and numeracy, citizenship, further learning, productive employment, vocational training and college- and career-readiness (where applicable). Learner independence integrates key (meta)cognitive strategies and subject content knowledge with a focus on creating thinkers; problem solvers; and self-regulated, life-long learners.

Advocacy to Self-Advocacy

Self-advocacy is key to successfully navigating the secondary to post-secondary transition to life after high school, as well as being a skill for success in life. Throughout the migrant-eligibility period, advocacy services aim to ensure that the basic physical, safety, and emotional needs of students are met so that they may achieve academically. Advocacy is provided in a manner that focuses on parents and students developing the knowledge, skills and behaviors to be successful self-advocates.

Working together with parents or other family members, teachers, service agencies and others, the advocacy services provided to and/or on behalf of students and their families are designed to instill the knowledge and skills necessary for both students and their families to advocate for themselves and to ensure that migrant children and their families receive the full range of services available to them. This includes, but is not limited to, school-home linkage, regular education program linkage, health/dental/social service linkage, interstate linkage, and other connections and resources necessary to ensure that basic needs are met in order for learning to occur.

Identity Development

Identity Development focuses on three critical areas of support: (1) culturally responsive teaching – the ability to make a child’s life and community central to the learning process; (2) assisting students to make connections between the academic content and their life experience; and (3) supporting the social identity development process by providing students an opportunity to process the social contexts and the specific societal divisions based on race, socioeconomic status, gender, immigration status, language, and other such factors that migrant students experience in order to develop an identity that holds high expectations for themselves in society.

Integration of the Theory of Action Focus Areas

The NYS MEP recognizes that fully integrating these elements ensures that the multiple levels of need required to achieve academic success are addressed. Programming and services focus on the particular needs of preschool children, in-school children, in-school adolescents and out-of-school youth. Along with the overarching goal of high school graduation, the NYS MEP strives to offer migrant-eligible students the opportunity to participate in life skills and career education services, ENL instruction, High School Equivalency instruction, and an array of services that will promote literacy and numeracy skills, responsible citizenship, further learning, productive employment, and vocational training, as well as college- and career-readiness.

1.3 Background of New York State Migrant Education Program

In the mid-1970s, the New York State Education Department (NYSED) established the Migrant Education Tutorial and Support Services (METS) model (originally the Tutorial Outreach Program model). The METS model was established through cooperative planning and development by the then Bureau of Migrant Education at NYSED and regionally-based education agencies that serve all school districts in the State. These METS are able to reach migrant children and their families who live in rural and urban school districts and who typically comprise a small percentage of these districts' enrollments.

The nine METS regions (originally thirteen Tutorial Outreach Programs) were reorganized and consolidated into nine Migrant Education Tutorial and Support Services (METS) in September 2013. These METS programs currently operate from State University of New York (SUNY) colleges and Boards of Cooperative Education Services (BOCES). They are charged with providing direct educational programs and services to migrant children in many school buildings and homes throughout New York State.

The METS, through their Migrant Educators, are assigned families within a geographic area. They link migrant families with necessary academic, social, and health services, in collaboration with schools, districts, and other community-and faith-based organizations. They also provide direct services to migrant students and their families in the areas of academic assistance, advocacy, coordination with schools and community agencies, and other outreach activities. A needs assessment is conducted for each child in conjunction with the parents and the school. The individual needs assessment identifies the educational and social needs of the migrant youth. Referrals are made and migrant services are delivered as needed.

In addition to the statewide functions of identification and recruitment of migrant children, the NYSED recognizes the need of migrant students and their families for enhanced educational and educationally-related support services, above and beyond those offered by the METS. In order to deliver these services statewide, NYSED has contracted with SUNY. The following statewide support program structure will likely be reconfigured with two statewide support services programs – one to promote and support migrant programs and services, and the other to recruit and identify migrant students and to use data to drive programming decisions. Current statewide support programs include:

1. *The Professional Development & Inclusion Resource Center*. This project provides research- and evidence-based technical assistance, professional development, resource identification and development, and direct services to the State MEP and the METS. Migrant programs often serve as a bridge between migrant students and parents, and schools and districts, as well as providing support to families and school personnel. .
2. *The Migrant Youth Programs*. The following individual, statewide efforts fall under the aegis of the Migrant Youth Program (MYP), which provides coordination services to all the METS in implementing appropriate services to adolescent youth regardless of school enrollment

status. These services include:

- Adolescent Outreach Program;
- Secondary Credit Exchange;
- Summer Leadership Conference;
- The Portable Academic Study Sequence (PASS) Program;
- PASS Academy; and
- Out-of-School Youth Program.

3. *The Parent Involvement Program and Early Childhood Program.* Through culturally sensitive and challenging activities, the Parent Involvement Program gives migrant parents and guardians an opportunity to be decision makers, provides capacity building opportunities, offers family literacy strategies, and shares parent education information with families. Assisting parents in learning home-school coordination strategies is emphasized. These opportunities are conducted via 1) home visitations; 2) local and State PACs; and 3) local parent engagement activities.

The Early Childhood Program component delivers staff development to the METS; provides resources and educational research, including professional enrichment and curricular materials; collects and analyzes data from early childhood assessments; and provides other activities addressing the learning needs of preschool migrant children and their families.

4. *The Migrant Professional Development and Communication Program.* Through this project, the METS receive information on current practices and professional development activities statewide and nationally through the State migrant education directory, State migrant education program brochure, and other means and media. Based on the assumption that the key to improved learning for students is continuous job-embedded learning for Migrant Educators, this program provides targeted professional development to the various roles in the system such as Migrant Educators, Early Childhood Specialists, In School Specialists, Out-of-School-Youth Specialists, Adolescent Outreach Specialists, Parent Involvement Specialists, Data Specialists and Directors. Professional development is both in-person and virtual (e.g., webinars, conference calls, video conferences) including the use of Professional Learning Communities (PLCs) based on shared needs and concerns. This is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.
5. *The Health Vouchering Program.* The New York State MEP supplements the efforts of other health and dental care providers with funds that support the Migrant Health Voucher System. The Migrant Health Voucher System pays for health services necessary to keep a child in school when funds for that care cannot be obtained elsewhere.
6. *The MIS2000/MSIX/ and Identification and Recruitment Program.* Each regional METS collects data on a computerized student record system referred to as MIS2000 for local and statewide data needs. These data are managed through a statewide MIS2000 system, using

the information to develop reports for federal and State agencies to determine METS funding. The MIS2000 is also able to produce reports at the local level in order to manage local METS' needs and to drive decision-making.

The Migrant Student Information Exchange (MSIX) is the database that allows different States to share educational and health information on migrant children who travel from state to state. MSIX works in concert with the existing migrant student information management system, MIS-2000, to share migrant student information and to ensure the appropriate school enrollment, placement, and accrual of credits for migrant children nationwide.

The New York State Identification and Recruitment (ID&R) program is responsible for identifying all eligible migrant children in New York State for program services. Eligibility for program services is determined by the guidelines established under Title I, Part C in ESEA. Regionally-based recruiters collect data, and they are responsible for identifying and recruiting migrant families residing in their region. Information is compiled on a Certificate of Eligibility (COE) and then disseminated to the appropriate school district and METS. Information from the COE is entered and stored on a statewide database (MIS2000). These data are used to generate data reports for the New York State Education Department (NYSED) and the METS and to compute funding for the METS. The ID&R program tracks migrant children as they move into and around New York State and across states. When children leave New York, their home base state is notified of their impending arrival. This tracking system enables Migrant Educators to know where migrant children reside and if there are programs in that area to meet their needs. The ID&R Office assists the NYSED and the METS in planning programs.

Each recruiter serves as a liaison between the migrant family and the METS as well as the larger community by acting as a referral network to available programs and services.

7. *The Career Exploration Program.* At the summer career retreats, migrant youth between the ages of 14 and 21 visit career sites, talk with people who serve as role models, take part in discussions and confidence building activities, and discuss the value of education. These three-day retreats, for young men and women, provide migrant youth the opportunity to explore gender roles and responsibilities. Participants are also introduced to college life by visiting the SUNY Geneseo campus.

In the mid-1970s, the New York State Migrant Education Consortium was formed in order to serve as an advisory group to the New York State Education Department and the Coordinator of the MEP program in order to provide them with input from the field. The NYS MEP Consortium is composed of the nine regional METS and the three Statewide Support Services Programs – the Migrant Resource Center (MRC); the Identification and Recruitment/MIS200/MSIX Center (ID&R); and the Professional Development and Inclusion Resource Center (PD&IRC) – as well as migrant parents.

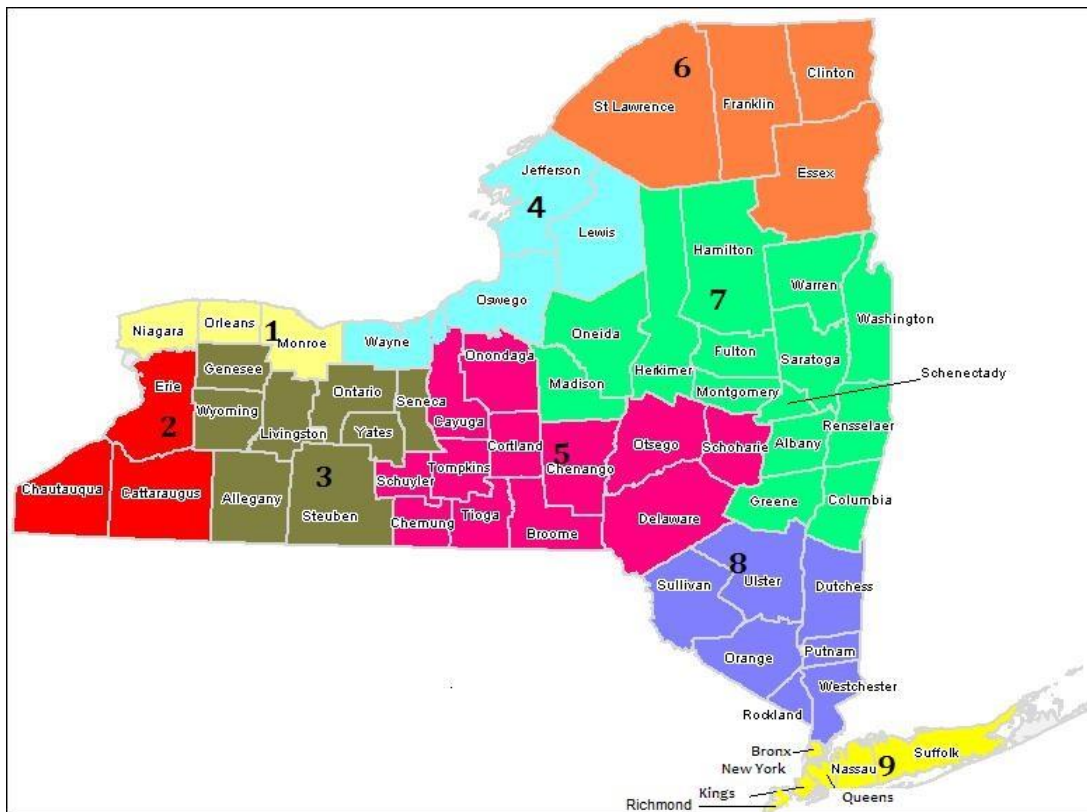
With elected governing officers, the NYS MEP Consortium meets four times annually, with special meetings convened as needed. NYS MEP Consortium is inextricably involved in the development

and completion of the NYS MEP CNA and is similarly involved with the development of the NYS MEP SDP.

The structure of the New York State MEP is found in the following pages, including a listing of the nine METS and the three Statewide Support Services Programs, with sites and service areas identified on an accompanying map.

1.4 New York State Migrant Education Program’s List and Map

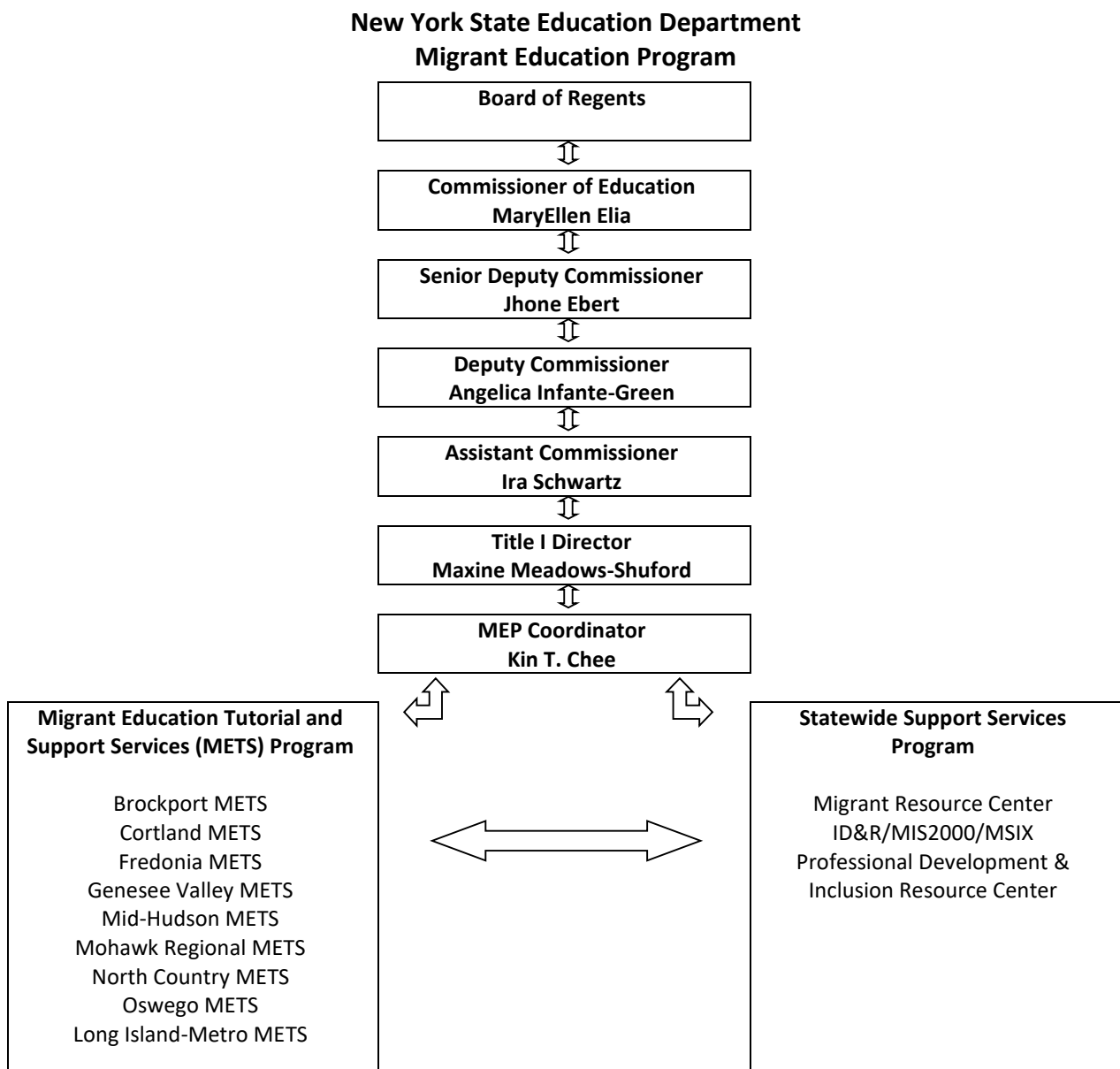
	Migrant Education Tutorial Support Services (METS) Program	Location
1.	Brockport METS	The College at Brockport, SUNY
2.	Cortland METS	SUNY Cortland
3.	Fredonia METS	SUNY Fredonia
4.	Genesee Valley METS	Genesee Valley Education Partnership
5.	Mid-Hudson METS	SUNY New Paltz
6.	Mohawk Regional METS	Herkimer BOCES
7.	North Country METS	SUNY Potsdam
8.	Oswego METS	Oswego County BOCES
9.	Long Island-Metro METS	Eastern Suffolk BOCES
	Statewide Support Services Program	Location
1.	Migrant Resource Center	SUNY Oneonta
2.	Identification & Recruitment/MIS2000/MSIX	SUNY Oneonta
3.	Professional Development & Inclusion Resource Center	The College at Brockport, SUNY



1.5 New York State Education Department Organizational Chart

The organizational chart on the following page graphically portrays how the NYS MEP fits into the overall administrative structure of the NYSED.

It should be noted that the Title I Director, Ms. Maxine Meadows-Shuford, also directs other Title I programs, including Title I, Part A (School Improvement, Supplemental Education Services, Parent Involvement, School Choice and Accountability); Title I, Part D (Neglected and Delinquent Students); Title IIA (Teacher and Principal Training and Recruitment); and the McKinney- Vento Act Homeless Education Program. This broad administrative oversight benefits the MEP in its relationship to those other related programs.



1.6 New York State Service Delivery Plan Committee

(2014-2016 Process Participants)

Kin Chee	Coordinator, New York State Migrant Education Program
Elizabeth Bliss	Senior Education Specialist
Donna Spence	Director, Brockport METS
Claire Soules	Director, Cortland METS
Mary Anne Diaz	Parent Outreach Specialist, Cortland METS
Lucia Johnson	Director, Fredonia METS
Mike Reho	Director, Genesee Valley METS
Lisa Rivera	Program Facilitator, Genesee Valley METS
Maryellen Whittington-Couse	Director, Mid-Hudson METS
Steve Wendell	OSY Specialist, Mid-Hudson METS
Mary Kline	Director, Mohawk Regional METS
Rosibel Gonzalez	Parent, Mohawk Regional METS
Ruth Hedeon	Parent Involvement Specialist, Mohawk Regional METS
Fran Wurster	OSY Specialist, Mohawk Regional METS
Megan Foster	Director (Former), North Country METS
Laura Burnett	Director, North Country METS
Paul Gugel	Coordinator, Oswego METS
Jenna Vaccarelli	OSY Specialist, Oswego METS
Julia Schnurman	Director, Long Island-Metro METS
Will Messier	Director, ID&R/MIS2000/MSIX
Odilia Coffta	Data Training Coordinator, MIS2000
Irene Sanchez	Training Coordinator, ID&R
Bob Thomas	Technical Associate (Former), MIS2000
Rob Hillman	Technical Associate, MIS2000
Betty Garcia Mathewson	Director, PD&IRC
Robin Robbins	Director, MRC
Michael Maye	OSY Coordinator (Former), MRC
Pathy Leiva	Recruiter, CAMP

2

IDENTIFIED NEEDS THROUGH THE COMPREHENSIVE NEEDS ASSESSMENT

2.1 Overview of the New York State Comprehensive Needs Assessment (CNA) Process

The process of developing the second New York State CNA began in May 2013 and was completed in August 2014. The purposes for conducting the CNA were to identify the concerns and needs of migrant students in New York State and to gather input on research-based solutions from a broad-based group of participants. It is understood that the CNA process is ongoing, with annual updates to the data, and that this CNA process is a step in a continuum process.

At the outset, New York State established a CNA Management Team, as recommended in the “CNA Toolkit” from the Office of Migrant Education (OME) at the U.S. Department of Education (U.S.DOE), with one of its first tasks being to define the membership of the full Needs Assessment Committee (NAC). The NAC, facilitated by Mr. Pat Crowley, Consultant, represented the nine METS throughout the state as well as the three migrant education statewide support programs.

Additionally, the NAC sought to ensure geographic representation, PAC representatives, non-MEP personnel and stakeholders at various levels of the MEP.

There were three NAC Meetings convened between September 2013 and May 2014. At the NAC I Meeting, an overview of the CNA process was presented, and members were assigned to Goal Groups. In the breakout sessions, participants reviewed and prioritized the educational factors known to impact migrant student achievement around the five goal areas of the Service Delivery Plan (SDP). Each group generated all concerns pertaining to its Goal Area, then developed and prioritized specific Concern Statements. During the NAC II Meeting, concern statements were prioritized and consolidated, acceptable evidence was identified, the Data Collection Team was formed, and individuals were considered for the Expert Work Group. In terms of gathering and analyzing data, each concern statement had a correlated set of data attached to it, and CNA surveys were created to meet the needs identified during the NAC II Meeting. The Expert Work Group Meeting convened to produce the Solution Statements, based upon their research and experiences, for all Concern Statements. During the NAC III Meeting, minor revisions were incorporated into the Solution Statements, and the group discussed prioritizing them.

As noted throughout the document, the State PAC was involved in the CNA process since its

inception, including the active engagement of a parent representative on the NYS MEP Needs Assessment Committee. Through the dynamic participation at State PAC meetings, as well as local METS PAC events, parent representatives assisted in the preparation of the New York State SDP and the resultant MEP evaluation design.

It is recognized that the CNA is the first of three components in the ongoing development and improvement of the NYS MEP. The State SDP and the evaluation plan which follow, along with the CNA, will be reviewed annually for updating and amending when necessary. The CNA serves as the foundation for the SDP, so a summary of CNA findings is presented in the following sections.

2.2 Summary of CNA Student Assessment Findings

The New York State CNA, completed in August 2014, analyzed student assessment data from the 2012-13 school year to conduct its “gap analyses.” The data is analyzed in summary fashion below.

1. Area of Concern: English Language Arts (ELA)

- In 2012-13, 8.7% of 3rd grade migrant students achieved proficiency compared to 31.3% of all New York State 3rd grade students, producing a 22.6% gap in achievement.
- In 2012-13, 9.2% of 4th grade migrant students achieved proficiency compared to 31.8% of all New York State 4th grade students, producing a 22.6% gap in achievement.
- In 2012-13, 6.4% of 5th grade migrant students achieved proficiency compared to 30.4% of all New York State 5th grade students, producing a 24% gap in achievement.
- In 2012-13, 6% of 6th grade migrant students achieved proficiency compared to 30% of all New York State 6th grade students, producing a 24% gap in achievement.
- In 2012-13, 10.4% of 7th grade migrant students achieved proficiency compared to 31.5% of all New York State 7th grade students, producing a 21.1% gap in achievement.
- In 2012-13, 8.8% of 8th grade migrant students achieved proficiency compared to 34.3% of all New York State 8th grade students, producing a 25.5% gap in achievement.
- Of the total K-5 students who were administered the NYSESLAT in 2012-13, almost 80% of the ELLs tested fell in the levels below proficiency. Nearly 50% were in the lowest two levels.

2. Area of Concern: Mathematics

- In 2012-13, 7.2% of 3rd grade migrant students achieved proficiency compared to 34.1% of all New York State 3rd grade students, producing a 26.9% gap in achievement.
- In 2012-13, 16.7% of 4th grade migrant students achieved proficiency compared to 35.7% of all New York State 4th grade students, producing a 19% gap in achievement.
- In 2012-13, 7.1% of 5th grade migrant students achieved proficiency compared to 29.7% of all New York State 5th grade students, producing a 22.6% gap in achievement.
- In 2012-13, 6.7% of 6th grade migrant students achieved proficiency compared to 30% of all New York State 6th grade students, producing a 23.3% gap in achievement.

- In 2012-13, 3.4% of 7th grade migrant students achieved proficiency compared to 27.7% of all New York State 7th grade students, producing a 24.3% gap in achievement.
- In 2012-13, 2.7% of 8th grade migrant students achieved proficiency compared to 26.9% of all New York State 8th grade students, producing a 24.2% gap in achievement.

3. Area of Concern: Graduation/Credit Accrual/Grade Promotion

- The graduation rate for migrant students in the 9th grade 2009-10 cohort (those who should graduate in June, 2013) was determined to be 40%. This compares to a graduation rate of 77.8% for all members of this cohort in New York State, producing a 37.8% gap.
- Since there is no New York State data available for all of its students relative to being “below modal grade,” we are only able to capture data for migrant students. For grades K through 12th, the median percentage of migrant students who were below modal grade was 20% (lowest Kindergarten at 6%; highest 12th grade at 42%; Grades 1-8 average 19.8% and Grades 9-12 average 34.5%).
- Similarly, no statewide data is available for the retention rate for New York State students. We did capture data for migrant students who had been retained at least once (2012-13 data) for each grade level. For grades K through 12th, the median retention rate for migrant students was 3% (lowest 5th and 12th grade at 1%; highest 10th grade at 8%; Grades 1-8 average 3% and Grades 9-12 average 4.3%).
- In 2012-13, 52.5% of all migrant students achieved proficiency compared to 74.6% of all New York State students on the Algebra Regents examination, producing a 22.1% gap in achievement.
- In 2012-13, 77.5% of 11th grade migrant students achieved proficiency compared to 83.8% of all 11th grade New York State students on the ELA Regents examination, producing a 6.3% gap in achievement. 42.9% of 12th grade migrant students achieved proficiency compared to 65.5% of all 12th grade New York State students on the ELA Regents examination, producing a 22.6% gap in achievement.

2.3 Summary of CNA Findings on OSY

The CNA Management Team, working with Kirk Vandersall (Consulting Psychometrician) of the Data Collection Team, developed a survey to be used to determine the special needs of this unique subgroup within the migrant education population. This survey was administered in February and March 2014 to more than 35 OSY migrants. These surveys were administered in the winter of 2014, during low period migrant worker residency in New York State. Since we have no other data collected by New York State on this population (under 22 years of age and no schooling in the United States), the CNA Management Team could only compare their stated needs to the current situation to identify a “gap.” The following summarizes these data for 2014.

- Although 1,585 OSY’s expressed an interest in learning English, only 403 (or approximately 25%) of the population expressing this interest took any administration of the entry “Oral English/Basic Literacy Screening Tool” during the 2012-13 program year. Of this number (403),

only 95 (23.6%) spent 20 or more hours in ESL instruction to qualify them to take a post-test. Thus only 6% of those who expressed an interest in learning English participated in such instruction for more than just a few hours. When a portion of the OSY population was asked the causes for their non-participation, there were multiple reasons provided, but the most common (79%) given was length of working hours as the greatest barrier.

- 80% of OSY self-identified English classes as being the most useful educational services (or any other specific service).
- Of the 1,998 OSY students identified, 83% were not living with family and 59% lacked access to transportation.

2.4 Other CNA Findings

As part of the New York State CNA process, the additional data presented below was utilized in the development of the SDP.

- From the responses to the various CNA Surveys, it is evident that academic support, in the mode of tutoring (bilingual where applicable), is viewed as the most helpful service to assist adolescent migrant students succeed on the NYS Regents exams.
- For 2012-13, 69% of migrant students had 11 or more credits by the end of 10th grade.
- Less than half of the identified migrant preschoolers in New York State were enrolled in high quality preschool programs. Due to the fact that budget reductions at both the federal (e.g., Even Start) and local levels (elimination of transportation to UPK) continue to reduce the number of options for rural migrant families in 2014 onward, even these percentages are anticipated to decrease in the short term.

3

NEW YORK STATE SERVICE DELIVERY PLAN DEVELOPMENT AND IMPLEMENTATION

3.1 New York State Migrant Education Program Service Delivery Plan Process

Upon the completion of the NYS MEP CNA, the SDP Committee (made up of the NYS MEP Consortium Members) was created and held six meetings from September 2014 to December 2015 to translate the CNA findings into measurable program outcomes and priority strategies to achieve those targets.

Prior to the first meeting, the SDP Committee reviewed CNA trend analysis and asked each of the nine METS to engage program staff in a discussion of the feasibility and importance of each of the CNA's suggested solutions (generated through CNA, Table 39) by priority area. This combined feedback was synthesized and presented at the September 2014 Consortium Meeting and used as a foundation for collaborative group work sessions.

At the September and December 2014 Consortium Meetings, groups cross-checked each solution to ensure that it responded directly to the corresponding Concern Statement, made recommendations regarding specific language revisions, and determined whether each strategy should be required or suggested.

The SDP Accountability Work Group (included 11 Consortium Members) was created in December 2014 and convened eight times from January 2015 – May 2015. This group helped to determine whether or not each of the proposed required and suggested strategies could be measured to show impact; developed specific suggestions for how to measure each; and collectively engaged the SDP Committee at the March 2015 Consortium Meeting in determining whether each proposed strategy should be a required or valuable activity. The result was the development of one "Required Statement" for PreK-12 and one "Required Statement" for OSY, with "Valuable Strategies/Activities for PreK-12 and OSY," as well as Professional Development Needs across all areas and Needed Parent Support/Resources.

The SDP Accountability Work Group prepared group session work for the May 2015 Consortium Meeting using the OME SDP Toolkit (Sections E.5 – E.5.3: MPOs and Developing MPOs), and researched third party assessment offerings to be used as local assessments in a 2015-2016 pilot.

From June-October 2015, Kirk Vandersall, Consulting Psychometrician, was engaged to review strategies and develop draft State Performance Targets and Measurable Program Outcomes. During the summer of 2015 (via conference call) and at the September 2015 Consortium Meeting, the SDP Committee convened multiple times to discuss the various drafts and proposals, and provided in depth feedback at each revision stage.

During this period, the statewide Director of Parent Involvement translated materials and engaged parents at seven local PAC sites across the state in reviewing the generated strategies and shared all gathered feedback with the SDP Committee to ensure that the common themes were incorporated into the SDP. Parent representatives engaged in the process at the October 2015 State PAC Meeting to ensure a clear understanding of the timeline for finalizing the SDP. At the November 2015 Data Training, Data Specialists and Directors participated in the final review of the strategies, MPOs, and Academic Intensity of Services Rubric. The SDP Committee finalized these components at the December 2015 Consortium Meeting.

3.2 Priority for Services

The definition for the Priority for Services (PFS) classification is undergoing changes that will go into effect after New York State's Service Delivery Plan (SDP) is finalized. The New York State MEP SDP will initially use the existing definition for PFS, transitioning to the revised definition when approved by the Office of Migrant Education (OME) at the U.S. Department of Education (USDE).

At this time, New York State MEP designates only in-school migrant students for Priority for Services classification. Based on data gathered for each eligible migrant student, PFS migrant students are identified. Every local METS in the state is required to maintain a current list of eligible migrant students, as well as a listing of students who meet the state criteria for PFS. In accordance with ESEA, Section 1304(d), migrant education programs in New York must give the priority of services to migrant children:

- Who are failing, or most at risk of failing, to meet the challenging State academic standards; and
- Whose education has been interrupted during the regular school year.

Key factors that are considered by the New York State MEP in determining "failing" or "at risk of failing" include the following:

- Failing to meet state standards on English language arts (ELA) and/or mathematics assessments*
- Limited English proficiency;
- Below modal grade (i.e., the student is older than the typical student in that grade);
- Retention in grade;
- Failed one or more core high school course; and
- Low academic grades.

Note: *The use of ELA and/or mathematics assessment results refers to the New York State Grades 3-8 State assessments as well as the Regents Exams. State test results from states other than New York, are included and may be considered as part of the determination for “failing” or “at risk of failing.”

Key factors considered to determine interruption of education during the regular school year include:

- The interruption has to occur within the preceding 12 months. Moves occurring during the summer vacation are not considered an interruption of services.
- The interruption has to relate to the migrant lifestyle.

Once migrant eligibility is determined and the student is assigned PFS status, the *Academic Services Intensity Rubric (ASIR)* is applied to ensure an appropriate level of services for each PFS migrant student in the NYS MEP program. PFS students are the only students eligible for Level 3 services. Level 3 is the most comprehensive service level provided to students, allowing for the greatest duration and intensity of services.

3.3 Proposed Measurable Performance Objectives (MPOs) & State Performance Targets (SPTs)

The Measurable Program Outcomes (MPOs) for the NYS Migrant Education Program are based on multiple revisions to the MPOs and associated NYS MEP Academic Services Intensity Rubric discussed at the NYS Migrant Consortium meeting held in Albany on September 30-October 2, 2015 and subsequent conference calls. Details on how exactly these will be measured, with the caveats and exclusions, etc., are included in the evaluation plan, Section 4.2.

The MPOs utilize the following program instruments and assessments:

- *NYS MEP Migrant Student Needs Assessment*: During the school year, needs assessment data is collected with the *NYS MEP School Year: Student Intake Form*, then entered onto MIS2000. During the summer, needs assessment data is collected with the *NYS MEP Summer Intake/Summary Student Record*.
- *NYS MEP Academic Services Intensity Rubric*: This rubric is used for determining the type and intensity of academic service each migrant student will receive. The rubric has four levels, 0 through 3. Together with the Needs Assessment data, the Academic Services Intensity Rubric ensures uniform statewide determination of the service level and type of academic services each migrant student will receive, including assurances for serving Priority for Services students.
- *NYS MEP Student Graduation Plan*: Part One of the Graduation Plan outlines the student’s selected pathway and high school graduation options, credits needed and other related requirements. Part Two of the Graduation Plan is a template and process for guiding the Migrant Educator and the migrant high school student in establishing specific plans for

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

- *NYS MEP Personal Learning Plan (PLP):* Targeted to Out-of-School Youth, the Personal Learning Plan outlines what an OSY student seeks to learn/accomplish and what the plan of action is for helping him or her do so.
- *NYS MEP ELA Assessment:* The easyCBM™ student assessment of ELA skills for grades K-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 for grades K-8 is used by Migrant Educators to determine progress at specific time intervals across districts throughout the state.
- *NYS Migrant English Learner Assessment:* An on-demand assessment of English fluency to be used to determine progress related to instruction focused on English language development. Currently, the Oral Language/Basic English Screening Tool is being used for this purpose.

For each outcome area, the tables below provide the State Performance Target, a summary of migrant student data as it relates to the State Performance Target, the overall and specific implementation strategies the MEP will use to move toward the Target, and the Implementation Indicators and Measurable Program Outcomes related to these strategies. Each is discussed in brief below:

- State Performance Targets are the targets established for all students in New York State by NYSED in consultation with the U.S. Department of Education as part of New York's ESEA Flexibility Waiver. NYSED expresses the Performance Targets using a Performance Index calculated from the performance levels (1-4) on the NYS Assessments in English Language Arts and Mathematics. Each student scoring at level 1 is credited with 0 points, each student scoring at Level 2 with 100 points, and each student scoring at level 3 or 4 (proficient or advanced) with 200 points. The average of these assigned point values is the Performance Index score. Use of the agreed upon state targets for all students is mandated by the U.S. DOE Office of Migrant Education.
- The Data Summary section provides the most recent known data about the performance of all students, and the performance of migrant students, as it relates to the State Performance Targets.
- The NYS MEP developed its Implementation Strategies through the Comprehensive Needs Assessment (CNA) process and the Service Delivery Plan (SDP) development process and associated committees. The CNA and SDP outline how the NYS MEP will help migrant students as they make progress towards the State Performance Targets.
- Implementation Indicators provide measurable indicators and benchmarks related to the extent to which the Implementation Strategies are being executed.

Measurable Program Outcomes are designed to provide benchmarks for interim progress toward the State Performance Targets by groups of migrant students participating in specific services

From <http://www.p12.nysed.gov/accountability/ESEAFlexibilityWaiver.html>

Goal Area: English Language Arts	
State Performance Target	Decrease the gap between grades 3-8 migrant students and the economically disadvantaged subgroup on the NYS Assessment in English Language Arts by 15% each year starting in 2017.
Data Summary	State performance target for all students: By 2016-2017, students in Grades 3-8 will average 111 and high school students will average 178 on the NYS Performance Index as defined in the NYSED approved waiver. ¹ In 2013-2014, migrant students averaged 51 on the NYS Performance Index in Grades 3-8. ²
Overall Strategy	Provide academic instruction to support the development of foundational skills and content knowledge based on state and local standards.
Strategy 1.1	Each year beginning in fall 2016, all migrant students in grades K-12 will have a complete, updated NYS MEP Migrant Student Needs Assessment within 45 school days of enrollment in the METS program.
Strategy 1.2	Each migrant student in grades K-8 on the Academic Services Intensity Rubric Level 3 will complete an initial NYS Migrant ELA Assessment within 45 school days of enrollment in the METS program each school year. Level 3 students will complete a post assessment using the same instrument following a schedule to be determined annually by the NYS MEP.
Strategy 1.3	Beginning in fall 2016, all K-8 migrant students at Level 3 on the Academic Services Intensity Rubric targeted for ELA services through the NYS MEP Migrant Student Needs Assessment will receive 30 or more hours of supplemental instruction in ELA during the regular school year, and 5 or more additional hours of ELA instruction if present during summer.
Implementation Indicator	1.1. Each year beginning in fall 2016, 90% of migrant students in grades K-12 will have a complete, updated NYS MEP Migrant Student Needs assessment within 45 school days of enrollment in the METS program.

¹ From <http://www.p12.nysed.gov/accountability/ESEAFlexibilityWaiver.html> and target data page 82; Performance Index methodology pp. 80-81. Targets are based on the NYS Performance Index, which is calculated as the average of all students where each student scoring at level 1 is credited with 0 points, each student scoring at Level 2 with 100 points, and each student scoring at level 3 or 4 with 200 points.

² Migrant student performance as calculated by Arroyo Research Services following the NYS Performance Index methodology.

³ Migrant student performance as calculated by Arroyo Research Services following the NYS Performance Index methodology.

Goal Area: English Language Arts	
Implementation Indicator	1.2 Each year, 90% of K-8 migrant students targeted for Level 3 ELA services will receive 30 or more hours of supplemental instruction in ELA during the regular school year and an additional 5 or more hours of instruction if present during summer.
Measurable Program Outcome	1.3 Beginning in fall 2016, 80% of K-8 migrant students receiving Level 3 supplemental academic instruction in ELA during the regular school year will gain 10 or more NCEs from the Fall to Spring administration of the NYS Migrant ELA Assessment.

Goal Area: Mathematics	
State Performance Target	Decrease the gap between grades 3-8 migrant students and the economically disadvantaged subgroup on the NYS Assessment in Mathematics by 15% each year starting in 2017.
Data Summary	State Performance Target for all students: By 2016-2017, students in Grades 3-8 will average 109 and high school students will average 165 on the NYS Performance Index as defined in the NYSED approved waiver. ³ In 2013-2014, migrant students averaged 58 on the NYS Performance Index in Grades 3-8.
Overall Strategy	Provide academic instruction to support the development of foundational skills and content knowledge based on state and local standards.
Strategy 2.1	Each migrant student in grades K-8 on the Academic Services Intensity Rubric Level 3 will complete an initial NYS Migrant Mathematics Assessment within 45 school days of enrollment in the METS program each school year. Level 3 students will complete a post assessment using the same instrument following a schedule to be determined annually by the NYS MEP.
Strategy 2.2	Beginning in fall 2016, all K-8 migrant students at Level 3 on the Academic Services Intensity Rubric targeted for Mathematics services through the NYS MEP Migrant Student Needs Assessment will receive 30 or more hours of supplemental instruction in Mathematics during the regular school year, and an additional 5 or more hours of Mathematics instruction if present during summer.
Implementation Indicator	2.1 Each year, 90% of K-8 migrant students targeted for Level 3 Mathematics services will receive 30 or more hours of supplemental instruction in Mathematics during the regular school year and an additional 5 or more hours of instruction if present during summer.
Measurable Program Outcome	2.2 Beginning in fall 2016, 80% of K-8 migrant students receiving Level 3 supplemental academic instruction in Mathematics during the regular school year will gain 10 or more NCEs from the Fall to Spring administration of the NYS Migrant Mathematics Assessment.

⁴ From <http://www.p12.nysed.gov/accountability/ESEAFlexibilityWaiver.html> and <http://www.p12.nysed.gov/accountability/documents/nyrenewalreq2015.pdf>, target data page 83, Performance Index methodology pp. 80-81.

Goal Area: Graduation	
State Performance Target	Decrease the gap in the statewide 4 year cohort graduation rate between migrant students and all NYS students by 10% annually beginning in 2017.
Data Summary	State Performance Target for all students: Four-year cohort graduation rate of 80%. ⁴ In 2014, the 4 year cohort graduation rate for migrant high school students expected to graduate in 2014 was 51%; for all high school students the four year cohort graduation rate was 79%. ⁵
Overall Strategy	Provide academic instruction to support the development of foundational skills and content knowledge based on state and local standards.
Strategy 3.1	Each year beginning in fall 2016, all grade 9-12 migrant students at Level 3 on the Academic Services Intensity Rubric will receive 30 or more hours of supplemental academic instruction during the regular school year, and an additional 5 or more hours of instruction if present during summer. ⁶
Strategy 3.2	Each year beginning in fall 2016, all migrant students in grades 9-12 at Level 3 on the Academic Services Intensity Rubric will complete a MEP Graduation Plan Part One, ⁷ within 45 school days of enrollment in the METS program.
Strategy 3.3	Each year beginning in fall 2016, all migrant students in grades 9-12 will participate in 4 or more hours of advocacy and individual support.
Implementation Indicator	3.1 Each year beginning in fall 2016, 90% of grade 9-12 migrant students at Level 3 on the Academic Services Intensity Rubric will receive 30 or more hours of supplemental academic instruction during the regular school year, and an additional 5 or more hours of instruction if present during summer.
Implementation Indicator	3.2 Each year beginning in fall 2016, 90% of migrant students in grades 9-12 at Level 3 on the Academic Services Intensity Rubric will complete or update a NYS MEP Graduation Plan Part One within 45 school days of enrollment.
Implementation Indicator	3.3 Beginning in 2016, 70% of migrant students in grades 9-12, will participate in a 4 or more hours of advocacy and individual support.
Measurable Program Outcome	3.4 By 2018, 70% of migrant students that started grade 9 while enrolled in the NYS MEP will pass Algebra I by the start of grade 11.

⁵ http://www.p12.nysed.gov/accountability/APA/Memos/Graduation_rate_memo.pdf and also stated in the Waiver request: <http://www.p12.nysed.gov/accountability/documents/nyrenewalreq2015.pdf>

⁶ http://www.p12.nysed.gov/accountability/AOA/Memos/Graduation_rate_memo.pdf for statewide; *Evaluation of Migrant Educational Services, 2012-2014* for migrant results.

⁷ Excludes PFS students who are performing at or above mastery on the state assessments, have refused services, or have limited availability per the specific terms of the *NYS MEP Academic Services Intensity Rubric*.

⁸ that outlines the student's selected pathway and high school graduation options, credits needed, and related requirements

Goal Area: Out of School Youth (OSY)	
State Performance Target (Statement of Intention)	Provide and coordinate education and support services that meet the prioritized needs of out of school youth.
Data Summary	State Performance Target for all students: Not applicable. ⁸
Strategy	Provide instruction to support the development of language proficiency, educational goals or life skills.
Strategy 4.1	Beginning in fall 2016, all migrant OSY will have a complete, updated NYS Migrant Student Needs Assessment within 45 working days of enrollment in the METS program.
Strategy 4.2	Each OSY determined to be a candidate for educational services will have a NYS MEP Personal Learning Plan (PLP) within 45 working days of enrollment in the METS program.
Strategy 4.3	Beginning in fall 2016, OSY determined to be candidates for instruction in English through the NYS MEP Migrant Student Needs Assessment will participate in 12 or more hours of English instruction within each program year.
Implementation Indicator	4.1 Beginning in fall 2016, 65% of migrant OSY determined to be candidates for educational services, increasing to 75% by 2018, will complete a NYS MEP Personal Learning Plan (PLP) within 45 working days of their COE approval date.
Implementation Indicator	4.2 Each year beginning in fall 2016, 70% of OSY determined be candidates for instruction in English on the Migrant Student Needs Assessment will participate in 12 or more hours of English language instruction within each program year.
Measurable Program Outcome	4.3 80% of migrant OSY who participate in 12 or more hours of English instruction will demonstrate pre-post gains of 10% on the NYS Migrant Assessment of English Learning.

⁹ OSY were not part of the NYSED Waiver request, and there are no statewide performance targets for OSY.

3.4 Service Level Requirements

Once migrant eligibility is determined, the services rendered are as follows:

NYS MEP Service Level Requirements Chart

- **Needs Assessments** – All students need a Needs Assessment. K-12 and OSY students need this within 45 school days of enrollment in the METS program.
- **Service Level** – Use the NYS MEP Academic Service Intensity Rubric to determine each student’s Level of Service.

Service Level 3: Instructional Services	Service Level 2: Instructional Services	Service Level 1: Support Services	Service Level 0
PFS Students	Non-PFS Students	Non-PFS/PFS Students	Non-PFS/PFS
<i>Preschool – N/A for Level 3</i>	Preschool (P3 – P5) <ul style="list-style-type: none"> • Early Childhood Academic Tool (pre and post) • Instructional Services in response to academic needs • Referral to Community/District Preschool • Referral to District Kindergarten 	Preschool (P3 – P5) <ul style="list-style-type: none"> • No Early Childhood Academic Tool • Referral to Community/District Preschool • Referral to District Kindergarten • Support Services in response to needs 	Preschool (P3-P5) <i>No Contact</i>
Grades K – 8 <ul style="list-style-type: none"> • Pretest ELA <i>and</i> Math MEP Assessment • 30/School Year and 5/Summer Instructional Service Hours in <i>one</i> Focus Area: ELA <i>or</i> Math • Posttest MEP Assessment only in student’s Instructional Focus Area (ELA <i>or</i> Math) 	Grades K-8 <ul style="list-style-type: none"> • Instructional Service in response to academic needs • <i>Optional:</i> Pretest ELA <i>and</i> Math MEP Assessment; select <i>one</i> Focus Area: ELA <i>or</i> Math for Instruction; Posttest if student reaches 30 Instructional hours in student’s Instructional Focus Area: (ELA or Math) 	Grades K – 8 <ul style="list-style-type: none"> • No MEP ELA or Math Assessment • Support Services in response to needs 	Grades K-8 <i>No Contact</i>
Grades 9 – 12 <ul style="list-style-type: none"> • Graduation Plan: Part One <ul style="list-style-type: none"> ▪ All Grades – 45 School Days • Graduation Plan: Part Two 	Grades 9 – 12 <ul style="list-style-type: none"> • Graduation Plan: Part One <ul style="list-style-type: none"> ▪ Grade 12 – 45 School Days ▪ Grade 11 – 60 School Days ▪ Grade 9,10 – 90 School Days 	Grades 9 – 12 <ul style="list-style-type: none"> • Graduation Plan: Part One <ul style="list-style-type: none"> ▪ Grade 12 – 45 School Days ▪ Grade 11 – 60 School Days ▪ Grade 9,10 – 90 School Days 	Grades 9 – 12 <i>No Contact</i>

<ul style="list-style-type: none"> ▪ All Grades – across the school year • 30/School Year <i>plus 5</i>/Summer Instructional Service Hours in response to academic needs • 4 Hours Advocacy 	<ul style="list-style-type: none"> • Graduation Plan: Part Two (Pilot) • Instructional Service in response to academic needs • 4 Hours Advocacy 	<ul style="list-style-type: none"> • 4 Hours of Advocacy • Support Services in response to needs 	
<p><i>OSY – N/A for Level 3 Dropout Students – TBD</i></p>	<p>OSY and DO/D+</p> <ul style="list-style-type: none"> • OSY/DO Profile and Personal Learning Plan • Candidates for ENL will receive 12 or more Instructional Service hours in ENL. • NYS MEP Assessment of English Learning for ELL students 	<p>OSY and DO/D+</p> <ul style="list-style-type: none"> • OSY/DO Profile • No Personal Learning Plan • Support Services in response to needs 	<p>OSY and DO/D+ <i>No Contact</i></p>

3.5 Program Implementation

The activities in the preceding sections are carried out through the nine regional METS, in collaboration with the three Statewide Support Services Programs and other organizations. This section describes how the State MEP program seeks to implement those programs and services.

As described previously, the METS and Statewide Support Services Programs have been established through the State MEP Program at NYSED, in consultation with regionally-based local education agencies such as the different BOCES campuses as well as institutions of higher education in the State University of New York system, which reach out to all school districts in the State. The METS and Statewide programs utilize a comprehensive management system to deliver research- and evidence-based supplemental academic and advocacy services to all migrant children and their families in the State. These migrant students include preschoolers, Grades K-12 students, as well as Out-of-School Youth. To ensure that all migrant children have every opportunity for school success, the METS assist families in obtaining early childhood education services for their children through coordination with community-based agencies and by offering home-based family literacy programs.

The METS and Statewide Support Services Programs operate year-round. However, the services provided are best described within two distinct service periods: during the school year (September 1 – June) and the summer months.

School Year Services

The METS provides services to migrant students and their families in the areas of academic assistance, coordination with schools and community agencies, outreach activities, and advocacy.

Migrant Educators are assigned families within a geographic area. These specialists provide services by building partnerships with families, schools, and community organizations. A needs assessment is conducted for each child in conjunction with the parents and the school. The needs assessment surveys the educational and social needs of the family. Referrals are made and migrant services are delivered as needed.

Supplemental academic and support services are provided through a variety of service delivery models based on the needs of the family and the student(s) involved. They include push-in and pull-out tutoring in different settings – in-class, in-school, after school/extended day, in-home, and weekend – to assist students with reading, literacy development, math skills and concepts, homework, and study skills in order to reinforce what is taught in the classroom. Migrant Educators also work with students and their families, both individually and in groups, to develop an identity that holds expectations for themselves in society and to acquire the knowledge skills and behaviors to advocate for themselves.

Summer Services

Summer alternative education programs are developed to address the specific academic needs of migrant children.

Full-day or half-day campus-based academic programs are offered for students in grades K-12. They include all-day residential and non-residential academic programs with transportation, meals, and cultural and recreational opportunities. For Out-of-School Youth, evening programs include English as a Second Language and life skills instruction.

Each METS also offers an in-home program for those migrant students who are not involved in campus-based programs. A tutor visits each home with eligible migrant children and provides reading, content instruction, as well as different learning activities for students to complete over the summer. Each week during the summer months, students work on these activities with Migrant Educators and/or parents and guardians.

Field trips and career education activities are integral to the summer programs. The METS are responsible for transporting their students to programs sponsored by the Statewide Support Service Programs that are offered during the summer.

3.6 Early Childhood Plan

The NYS MEP has a strong commitment to the migratory preschool students, and preschool students continue to be part of the valuable services identified during the Comprehensive Needs Assessment (CNA) and Service Delivery Plan (SDP) process.

The NYS MEP Early Childhood Plan is guided by:

- The State and federal requirements under the Title I, Part C legislation and Non-Regulatory Guidance;
- The Theory of Action developed by the New York State Migrant Education Program;
- The Valuable Activities and Strategies for Preschool – 12th Grade Students developed during New York's 2013-15 CNA and SDP process; and
- The ongoing input and feedback from the parents and other persons in parental relation to the students of children who qualify for migrant programs and support services.

Nature and Scope of the Early Childhood Plan

Needs Assessment: Each preschool student (ages P0-P5) will participate in an annual needs assessment process and the Academic Services Intensity Rubric will be applied to determine the Level of Services that will be provided.

Service Level 3: Preschool students are currently not eligible for the Priority for Services status; therefore Preschool students are currently ineligible for Level 3 services.

Service Level 2: The Migrant Educator will provide Instructional Services to help the student progress in learning emergent ELA and mathematic skills. Migrant Educators will use the NYS MEP Early Childhood Academic Skills (ECA) tool with preschool students (ages P3-P5) to identify areas of strength and areas of growth for the students, to inform their instructional services. The local

METS will also provide Support Services and Advocacy, making referrals to other agencies as indicated by the student's needs assessment or age, including health, legal, preschool and emergency services.

Service Level 1: The local METS will provide Support Services and Advocacy for Preschool students, making referrals to other agencies as indicated by the student's needs assessment or age, including health, legal, preschool and emergency services.

Preschool-Specific Referrals

Preschool Programs: The local METS will refer preschool students (ages P0-P5) to the local community and school district preschool programs to help facilitate the enrollment process.

Kindergarten Referrals: The local METS will refer their preschool students (ages P4-P5) to the local school district for kindergarten registration to facilitate the kindergarten registration process.

Immunization Referrals: Preschool students need up-to-date immunizations and physicals in order to enroll in a preschool program or kindergarten. The local METS program will support parents in the process of making and keeping immunization appointments and keeping track of these records.

NYS MEP Theory of Action

The NYS MEP Theory of Action identifies three interdependent focus areas that are essential to support migratory children and their families in attaining college and career readiness. This support begins with the preschool students.

Subject Content and Instruction: The local METS will refer students to the community and district preschool programs where students can benefit from the full range of experiences that these programs can provide in the multiple domains of child development, as identified by the New York State Prekindergarten Foundations for the Common Core. These domains include the areas of physical development; social and emotion development; approaches to communication, language and literacy; and knowledge of the world (including mathematics).

For those preschool students (ages P3-P5), who are unable to enroll in a preschool program, the local METS will consider its own capacity to provide weekly tutoring sessions in order to support the students and families in emergent literacy and mathematic skills.

Advocacy to Self-Advocacy: The local METS will work with the parents to identify support services needed for the preschool-specific services mentioned above, as well as the general health, legal and emergency services that any student might need. The local METS will work to provide this advocacy in a way that focuses on parents developing the knowledge, skills and behavior to become successful self-advocates.

Identity Development: The local METS will work to provide culturally responsive teaching: using

the child's life and community in the learning process and assisting the students and parents to make connections between the academic content and their life experience. The local METS will work to support the social identity development process by providing parents an opportunity to process the social contexts and risk factors families experience in order to develop expectations for themselves and their children.

New York State Department of Education Evaluation of Early Education Services

The nature, scope and extent of early childhood services, as aligned to the finalized SDP, will be evaluated as part of the New York State Department of Education's monitoring process, including onsite visits, review of documents and interviews. This is to ensure that the early childhood services are consistent with the requirements of the SDP.

3.7 Out-of-School Youth Plan

The NYS MEP has a strong commitment to the migratory Out-of-School Youth (OSY) students. Measurable Program Outcome (MPO) 4.3 is written specifically for OSY students, as recommended by the NYS MEP CNA and SDP process.

The NYS MEP Out-of-School Youth Plan is guided by:

- The State and federal requirements under the Title I, Part C legislation and Non-Regulatory Guidance;
- The Theory of Action developed by the New York State Migrant Education Program;
- The Required and Valuable Activities and Strategies for Out-of-School Youth students developed during New York's 2013-15 CNA and SDP process; and
- The Consortium Incentive Grant (CIG) titled, "Graduation and Outcomes for Success for Out-of-School Youth (GOSOSY)."

Nature and Scope of the Out-of-School Youth Plan

Needs Assessment and Service Level: The local METS will conduct a needs assessment for each OSY student, then go through the Academic Services Intensity Rubric process to determine the level of services that will be provided to each OSY student.

Service Level 3: OSY students are currently not eligible for the Priority for Services status; therefore the OSY students are currently ineligible for Level 3 services.

Service Level 2: The OSY student will receive Instructional Services. The Migrant Educator will work with the OSY student to develop a Personal Learning Plan (PLP) for the student. In addition, the local METS will provide support services and advocacy, making referrals to other agencies as indicated by the student's needs assessment, including health, legal, and emergency services.

Service Level 1: The local METS will provide support services and advocacy to OSY students, making referrals to other agencies as indicated by the student's needs assessment, including health, legal

and emergency services.

The local METS is encouraged to develop collaborations and relationships that focus on migrant, health, and legal issues. These collaborations can help the local METS stay current on issues affecting the migrant community, and provide resources for the local METS to refer students to the professionals who can best assist them.

The NYS MEP Theory of Action

The three focus areas provide a framework to effectively meet the needs of OSY within the reality of their context. These focus areas connect the goals for student achievement to specific plans and outcomes as outlined in the student's Person Learning Plan.

Subject Content and Instruction: This is informed by the New York State Learning Standards with a focus on life skills, career education, preparation to work toward a High School Equivalency diploma, English as a New Language (ENL – formerly “English as a Second Language” or “ESL”) instruction, and other skills as determined by the student's needs assessment and Personal Learning Plan. The focus on learner independence is aimed at creating thinkers, problem solvers and self-regulated life-long learners.

Advocacy to Self-Advocacy: The local METS will work with the OSY student to identify support services needed, including health, legal and emergency services. The local METS will work to provide this advocacy in a way that focuses on the OSY students developing the knowledge, skills, and behavior to become successful self-advocates.

Identity Development: The local METS will work to provide culturally responsive teaching: using the OSY student's life and community in the learning process and assisting the OSY students to make connections between the academic content and their life experiences. The local METS will work to support the social identity development process by providing students an opportunity to process the social contexts and barriers migrant students experience in order to develop or maintain an identity with which the OSY students hold high expectations for themselves in society.

Collaboration with the Consortium Incentive Grant, “Graduation and Outcomes for Success for Out-of-School Youth (GOSOSY)”

GOSOSY will provide tools to the member states to assist with serving the OSY migratory youth population. The NYS MEP staff will benefit from packaged materials and professional development opportunities that will support their ability to deliver targeted instruction and services to the OSY students in their caseloads.

GOSOSY provides numerous health and life skill lessons that relate to a number of areas, including health information, legal concerns, parenting information and financial skills. These provide information and serve as a platform for students to discuss additional concerns.

GOSOSY will provide strategies and resources to member states to assist with the identification and

recruitment of migratory children. The NYS MEP will attend the GOSOSY consortium meetings and collaborate with the local METS Directors by sharing the various strategies and resources that are available from GOSOSY. This will assist the NYS MEP to make informed decisions to ensure that eligible students and families are identified and receive quality instructional and support services.

The New York State Department of Education Evaluation of OSY Services

The nature, scope and extent of OSY Services, as aligned to the finalized SDP, will be evaluated as part of the New York State Department of Education’s monitoring process, including onsite visits, review of documents and interviews. This is to ensure that the OSY services are consistent with the requirements of the SDP.

3.8 Parent Engagement Plan

The NYS MEP recognizes the critical role parents and other persons in parental relation to the students play in their children’s education. The NYS MEP is committed to working in partnership with parents and other persons in parental relation to the students, supporting them in their understanding and influence on their children’s learning.

The New York State Migrant Education Program’s Parent Engagement Plan is guided by:

- The State and federal requirements under the Title I, Part C legislation and Non-Regulatory Guidance;
- The Theory of Action (TOA) developed by the New York State Migrant Education Program;
- The Valuable Activities and Strategies developed during New York’s 2013-15 Comprehensive Needs Assessment (CNA) and Service Delivery Plan (SDP) processes; and
- The ongoing input and feedback from the parents and other persons in parental relation to the students of children who qualify for migrant programs and support services.

Nature and Scope of Parent Engagement, Involvement, and Education

The NYS MEP program subscribes to two models of interaction with parents and other persons in parental relation to the students, where they are either directly or indirectly involved in the education of their children. The models are:

1. Parent Involvement: is defined in this document as when parents and other persons in parental relation to the students participate in the planning and evaluation of their children’s education; and
2. Parent Engagement: is defined here as when parents and other persons in parental relation to the students receive knowledge and skills, including hands-on practices, to support their children’s education.

Parent Education, where parents and other persons in parental relation to the students, acquire information from the MEP/METS programs, is a key component to both models.

Parent Involvement

Parents and other persons in parental relation to students are involved in the planning, operation and evaluation of the NYS MEP and the local METS programs and services. This includes the use of a Parent Advisory Council (PAC) at the State level and at each of the local METS programs.

- Parent Advisory Councils at both the State level and at each local METS invite the parents of children who qualify for the MEP to provide consultation on the planning, operation and evaluation of the migrant education initiatives, programs and services.
 - State PAC and local PAC meetings at each METS will use a format and language that parents understand.
- The NYS MEP will collaborate with the parents and other persons in parental relation to the students during the on-going process for the development and revision of the NYS MEP Comprehensive Needs Assessment and Service Delivery Plan.

Parent Engagement

Parent Engagement activities can range from welcoming parents and other persons in parental relation to the students into the NYS MEP and the local METS community to providing parent trainings/workshops. The Parent Engagement Activities can be more flexible than the Parent Involvement meetings, based on needs. Resources for Parent Engagement activities include:

- The Valuable Strategies for Parents that were identified during the CNA and SDP process; and
- Suggestions from migrant program parents and other persons in parental relation to the students and from the Parent Advisory Councils.

Sample Parent Engagement Activities from these resources include:

- Within the Home Community
 - Provide parents and other persons in parental relation to the students with information and support on communicating with their children.
 - Provide information and resources to help parents and other persons in parental relation to the students understand the developmental stages of their children.
 - Provide training on selected topics in response to concerns from parents and other persons in parental relation to the students.
- Within the Migrant Education Community
 - Build capacity for parents and other persons in parental relation to the students to be active participants in their children's education.
 - Provide opportunities for Identity Development and Community Building.
 - Build capacity to gain independence in advocating for their children in school and in the community.
 - Provide training on topics in response to parent/guardian questions/concerns.

- Within the School Community
 - Provide information to help parents understand:
 - How the school system works;
 - What parent/guardian responsibilities are within the school system; and
 - Their children’s level of engagement with each new school.
 - Provide information to help parents and other persons in parental relation to the students understand what they should expect from the school:
 - Written materials in their home language; and
 - An interpreter for verbal communication.

Provide strategies for how to communicate with the teacher/school to advocate for their children through such means as Parent-Teacher conference/meetings
 - Provide training on topics in response to parent/guardian questions/concerns.
- Within the Larger Community
 - Provide information about what services are available and how to access area agencies:
 - Preschool Programs
 - Health/dental
 - Social Services
 - Legal Services
 - Provide training on topics in response to parent/guardian questions/concerns.

The NYS MEP Theory of Action

The NYS MEP Theory of Action outlines a holistic approach that identifies three interdependent focus areas essential to supporting migratory children and their families in attaining college and career readiness. The three focus areas provide a framework to effectively meet the needs of parents across the full scope of parent engagement, involvement and education.

Subject Content and Instruction: This is informed by New York’s Common Core Learning Standards with a focus on parents developing skills for supporting their children’s education.

Advocacy to Self-Advocacy: The local METS will work to provide education and advocacy in a way that focuses on parents developing the knowledge, skills and behavior to become successful self-advocates for themselves and their children.

Identity Development: The local METS will work to assist the parents to make connections between their life experiences and their own ability to support their children’s academic success. The local METS will work to support the social identity development process by providing parents an opportunity to process the social contexts and risk factors families experience in order to develop expectations for themselves and their children.

This is to ensure that parents and other persons in parental relation to the students are equipped with the knowledge, skills, and behaviors to negotiate within the contexts of (1) the migrant education community; (2) the school community; and (3) the larger community, so that they can better assist and support their children to be college- and career-ready.

New York State Department of Education Evaluation of Parent Involvement and Parent Engagement

The nature, scope and extent of such Parent Involvement and Parent Engagement activities, as aligned to the finalized SDP will be evaluated as part of the New York State Department of Education's monitoring process, including onsite visits, review of documents, and interviews. This is to ensure that parent education, engagement, and involvement activities are consistent with the requirements of the NYS MEP Parent Engagement Plan and the SDP. The State PAC and local METS will also be required to provide evidence that may include participant sign-in sheets, event fliers, parent feedback, surveys and other evidences as deemed appropriate.

3.9 New York State Migrant Education Program Professional Development Plan

NYS MEP Professional Development

Professional development content is driven by the State and federal requirements under Title I, Part C, the NYS MEP Service Delivery Plan, and the New York State Learning Standards. The NYS MEP Theory of Action (NYS MEP TOA) serves as a framework for integrating these standards and guiding professional development implementation. Professional development supports the holistic and consistent implementation of the Service Delivery Plan through the lens of the Theory of Action and its three, interdependent focus areas: 1) Subject Content and Instruction, 2) Advocacy to Self-Advocacy; and 3) Identity Development.

Embedded Approach to Professional Development

The provision of professional development (PD) is driven by the regional structure of the nine METS, the service delivery model and the need to maximize fiscal and human resources. The NYS MEP is committed to an embedded approach to PD. A thorough needs assessment is conducted bi-annually with all stakeholders, who work collaboratively to identify and prioritize such professional development needs and assess their efficacy in improving teaching and learning. This combination of system-wide and ongoing assessment creates a structure that focuses on critical goals and responds to shifts that impact service delivery. Ensuring external trainers understand the unique needs of migrant students and the impact on the instructional environment completes the process. Integrating a statewide focus with regional needs and assuring congruence across training platforms allows NYS MEP staff to engage with concepts in multiple venues resulting in PD that is integrated into the workday.

Connecting learning to practice is achieved in multiple ways. METS Directors' on-site leadership is critical. Directors create a community of learners and provide opportunities for critical reflection on key themes through case discussion, data analysis or structured dialogue around a journal article. The selection and scheduling of local workshops build on key themes and deepen topics that reflect an area of need in the local program. Finally, Directors serve as mentors and coaches, meeting with staff individually and making on-site visits in schools, camps and homes to observe and support their work in the field. Experiences in a professional community at statewide and regional events establish the relationships between METS front-line staff and Statewide Support

Program staff. The Statewide Support Program staff can serve as another mentor/coach/facilitator, providing individualized support through reflective listening, critical questioning and technical assistance.

Individual METS Level Professional Development

METS Directors plan and coordinate PD at the local level. Directors develop annual training focused on both site-specific topics such as Opportunities and Resources for Early Childhood Programs and Services; Networking with Community Resources: Health, Legal, Emergency Assistance; and How to Access Needed Services. In addition, Directors continue to focus PD on statewide needs as expressed in the SDP. Directors provide training in their areas of expertise, and collaborate with local agencies, RBERN, BOCES, and Colleges and Universities to identify local trainers with expertise in areas of need. Archived digital recordings of statewide workshop segments and materials are being developed for local use as well.

Regional Professional Development for Multiple METS

Regional PD opportunities bring Directors and staff together from multiple METS programs for training that responds to broadly identified needs. The lengths of the workshops vary based upon the content. General Sessions for all conference participants focus on topics that impact all roles, allowing staff to process implementation by role: Migrant Educators who work with early childhood students, in-school or Out-of-School-Youth, and parents; Recruiters; Data Specialists; and Directors. Topics such as Implementing Trauma Informed Strategies, Migrant lifestyle, Immigration Policy Updates, Prioritizing Needs, and Teaching Self-Advocacy lend themselves to General Sessions. Breakout workshop sessions focus on a specific topic, such as Strategies to Promote and Support Language Acquisition, Literacy Strategies for Increasing Comprehension, Test-Taking Strategies, or Strategies for Supporting the Writing Process across the Curriculum. These workshops are available by grade span as appropriate. There are times when a current issue effecting farmworkers is felt statewide and included in Regional PD. This could include topics such as: addressing bed bugs infestation, the Development, Relief, and Education for Alien Minors (DREAM) Act, the Deferred Action for Childhood Arrivals (DACA) Act, Comprehensive Immigration Reform, the Affordable Care Act (ACA), and the Farmworker Fair Labor Practices Act.

Role Specific Training

Role Specific Training is vital to our holistic approach, and is grounded in our Theory of Action and SDP. Migrant Educators who work with early childhood students, in-school or Out-of-School-Youth, and parents; Recruiters; Data Specialists; and Directors all have unique needs. Role specific training is generally statewide and runs from one to three days in length. A sampling of topics include Using Data to Reach Measurable Program Objectives for Data Specialists and Directors, Positive Youth Development for Migrant Educators who work with Adolescent, GOSOSY Learning Modules, Human Trafficking and Sexual Exploitation for Out-Of-School-Youth Educators, and Non-Regulatory Guidance and Migrant Lifestyle for Recruiters.

Virtual Professional Learning Communities

Professional Learning Communities (PLCs) serve as a virtual forum for exploring a topic in either a role-specific format or as a mixed group representing a range of positions in the state. Migrant Educators working with in-school youth may focus on Building Academic Vocabulary or Building Background/Foundational Knowledge. Migrant Educators working with OSY may focus on Case Management Skills, Prioritizing Needs and Delivering Mini-Lessons While Meeting Expressed Needs. A range of positions may come together to explore Strategies for Supporting Positive Identity Development through Instruction.

Evaluation

Evaluation of training is multifaceted and aimed at gathering evidence that PD is impacting practice. Multiple evaluation levels are addressed through the use of exit slips, electronic surveys, and interviews with a random sampling of Migrant Educators who work with early childhood students, in-school or Out-of-School-Youth, and parents; Recruiters; Data Specialists; and Directors. Feedback is used to assess PD content and the NYS MEP systemic capacity to support effective implementation, and ultimately increase student achievement.

New Employee Orientation Series

A virtual New Employee Orientation Series is being developed to support the holistic and consistent implementation of the Service Delivery Plan through the lens of the Theory of Action and its three, interdependent focus areas: 1) Subject Content and Instruction, 2) (Self) Advocacy; and 3) Identity Development. New employees from multiple METS will form a Professional Learning Community (PLC). The goal for the shared experience as new employees and PLC members is to provide a macro perspective of the system that is consistent with the micro perspective provided at the local level. The New Employee Orientation Series will be developed in collaboration with NYS MEP Consortium and staff role groups. Sessions will be developed and facilitated by various staff with expertise in the topic area. Web conferencing is expected to be the primary meeting tool. A range of new and emerging multi-media educational tools such as webinars, clips from archived workshops and survey instruments, will be piloted.

3.10 Identification and Recruitment of Migrant-Eligible Students

Identification and recruitment of eligible migrant children is key to the NYS MEP. “Identification” is the process of determining the location and presence of migrant children. “Recruitment” is defined as making contact with migrant families, explaining the NYS MEP, securing the necessary information to make a determination that the child is eligible for the program, and recording the basis of the child’s eligibility on a Certificate of Eligibility (COE).

The New York State ID/R program has 23 state wide recruiters who work with local METS, school districts, farms, agribusinesses, local community agencies, community leaders and migrant families and the migrant student information exchange (MSIX). In addition recruiters use data from our state wide reporting system (MIS2000) to help in planning when and where to find migrant families based on previous trends. Recruiters also use reports generated by the

Department of Labor and the Department of Agriculture.

Identifying and recruiting families is a difficult task that requires well-trained recruiters. The following are strategies to produce well-trained recruiters within the state:

- Quarterly newsletter using best practices
- Shadowing veteran recruiters
- Two state wide mandatory trainings
- Annual recruiter evaluations
- Statewide recruiter manual
- Use of mentors
- Quality control “sweeps” where an area is canvassed by multiple independent recruiters
- Attendance at national meetings
- Annual re-interview of a minimum of 50 COE’s along with an independent re-interview every 3 years

In addition, a designated state reviewer reviews every COE in order to insure accuracy and completeness. The state has introduced an electronic COE, which is currently being used by two thirds of recruiters. The use of electronic COE has improved accuracy and timeliness in the identification and recruitment of migratory children.

3.11 Transfer of Student Records

The New York MEP is responsible for promoting inter- and intra-state coordination of services for migrant children, including providing for educational continuity through the timely transfer of pertinent school records. To assist with this task the state uses the MIS2000 system and the Migrant Student Exchange System (MSIX) to report and share accurate and timely information. The state developed a manual that can be accessed at <http://nysmigrant.org/manual>.

The New York State Migrant Program also hosted the REACT team and developed a process to share information within state (intra) and out of state (inter) in a timely manner.

The ID&R/MIS2000/MSIX Program Center, in collaboration with regional METS, will demonstrate the features and functions of the MSIX system to New York State Guidance Counselors at local, regional, and statewide meetings and conferences and provide training and grant access if requested in order to better serve the needs of migrant children and their families. New York is committed to using the advanced notification system with our regional partner states – Pennsylvania and Vermont – as well as any other states where our students relocate. This tool has proven to be extremely useful.

The New York State ID&R program runs various reports to minimize any duplication of migrant students. These statewide reports are verified by the local METS and then merged by the MIS2000 Director or training coordinator. This insures unduplicated data to MSIX. This process using the local METS, recruiters, school districts and the Office of information and Report Services (IRS) at

New York State Education Department has been beneficial and clear.

4

PROGRAM EVALUATION

For program improvement purposes and in accordance with the evaluation requirements provided in 34 CFR§200.84 and 200.85, data will be collected to measure implementation and results achieved by the NY MEP against the performance targets outlined above in this SDP. Results from evaluation will be used at the state and local level to determine which services to expand, replicate, scale back, or eliminate.

4.1 Program Evaluation Design

By design, the evaluation plan written for inclusion in the Service Delivery Plan is high level and general, and does not establish all of the particulars that will guide the evaluation. Of concern to many NYS MEP stakeholders is the manner in which incomplete and partial data will be handled.

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

Pro-rating

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

“...90% of K-8 migrant students targeted for ELA will receive 30 or more hours of supplemental instruction in ELA during the regular school year ...”

Might include a calculation as follows:

% meeting indicator = (if Level 3 and targeted for ELA, and (days enrolled in the period/days

in $RSY * 30 < \text{Hours Of ELA Supplemental Instruction} / (\text{if Level 3 and targeted for ELA})$

where

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

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

Looking at the calculation more closely, one can see that if a student was enrolled for every day of the period, we would be comparing their actual ELA service hours to the target of 30 hours. If, for example, the RSY was 273 calendar days long (e.g. 9/1 through 5/31), and the student enrolled on 11/1 and was present until the end (212 calendar days), then the target for that student is $212/273 = .7766 * 30 = 23.3$ hours.

Similar pro-rating is sometimes warranted when growth targets are expressed in terms of scale scores over a period of time. However, none of the current MPOs are written in that manner.

Cut Offs

In some cases, and most often involving norm-referenced assessments, pro-rating will not yield valid or reliable results. For example, when norm-referenced analyses are used that depend on comparing fall normed results to spring normed results and student enters the program and takes the initial assessment outside of the date range for the fall norming window, we would remove that student from the analysis. It is still worth administering the pre-test for the purposes of the needs assessment and planning for instruction, but pro-rating the normed results is neither warranted nor valid. The decision rule would, therefore, be: students tested outside the norming window are excluded from pre-post norm referenced analyses.

Pairing

All growth analyses that examine pre to post assessment performance are done using paired samples. That is, only students with both a pre-test and a post-test are included. We do not compare the average pre-test to the average post-test without regard to differences in the sample from one to the other.

4.2 Program Evaluation

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

MPOs. Details follow.

Purposes:

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

- the NYS MEP 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 migrant education program;
- the specific implementation efforts outlined in the SDP are implemented; and
- SDP implementation efforts are associated with progress on the Measurable Program Outcomes.

Evaluation Plan:

The evaluation will build on prior statewide NYS MEP evaluations. The NYS MEP completed a statewide evaluation in 2012 of MEP implementation and outcomes from 2010 to 2012, and updated this evaluation in 2014 and 2015 with subsequent performance data. The prior evaluations led in part to significantly improved migrant program data integrity and collection procedures, accompanied by improved statewide student information system accounting for migrant students that enable strong and ongoing evaluation and program improvement.

The NYS MEP and the evaluation process are designed to support the new data and implementation measures as specified in the SDP. These include the NYS MEP Migrant Student Needs Assessment, NYS MEP Academic Services Intensity Rubric, NYS MEP Student Graduation Plan, NYS MEP Personal Learning Plan, NYS MEP ELA and Mathematics Assessments, and the NYS MEP English Language Learner Assessment. Among these, the NYS MEP Academic Services Intensity Rubric and the NYS MEP Student Needs Assessment are most central to understanding changes in the approach to serving migrant youth going forward. The Needs Assessment and Rubric were adopted to increase uniform statewide determination of the level and type of academic services each migrant student will receive, including assurances for serving Priority for Services students. The service levels and types established in the Rubric inform the particulars of the implementation indicators and Measurement Program Outcomes outlined in the Service Delivery Plan and will be reviewed annually. Each new measure, together with other data relevant to the evaluation, will be included in an annual, comprehensive data collection plan that identifies the specific data to be collected, by whom, for whom, when, and where it is to be recorded.

Evaluation of the NYS MEP will be conducted annually beginning in the 2017-2018 program year. The evaluation will examine and report on progress toward each state performance target, implementation indicator, and MPO, both statewide and by METS. Statewide migrant student performance on state performance targets will be disaggregated by PFS, non-PFS, and also by the level of services targeted and received. Data will be drawn from the statewide migrant student system, the NYSSSED student information system, 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 regarding the extent to which regional programs are implementing the SDP as specified will be gathered through the NYS MEP monitoring process. The NYS MEP, using a rubric and monitoring guide that directly references the specific components of the SDP, the regional METS applications, and Title I, Part C regulations and guidance, conducts monitoring annually. 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 2017, for the purpose of promoting ongoing internal data review and related decision making.

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 state education agency staff about the NYS MEP, and comply with the reporting requirements of the Office of Migrant Education of the U.S. Department of Education. 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, MPOs, and program implementation.

Evaluation Timeframes and Responsibilities:

NYS MEP evaluation activities will occur as follows:

Evaluation Component	Timeframe	Conducted By
Revised Data Collection Framework	Fall 2016; revised annually	NYS MEP staff and contractors with external evaluator input
SDP Implementation	Fall 2016 and ongoing	METS and NYS MEP contractors
Interim results	February 2017, and each subsequent August and February	NYS MEP with external evaluator support

Program Monitoring	Spring 2017 and annually thereafter	NYS MEP
External Evaluation	Fall 2017, update in Fall 2018, Full Report Fall 2019	External evaluator