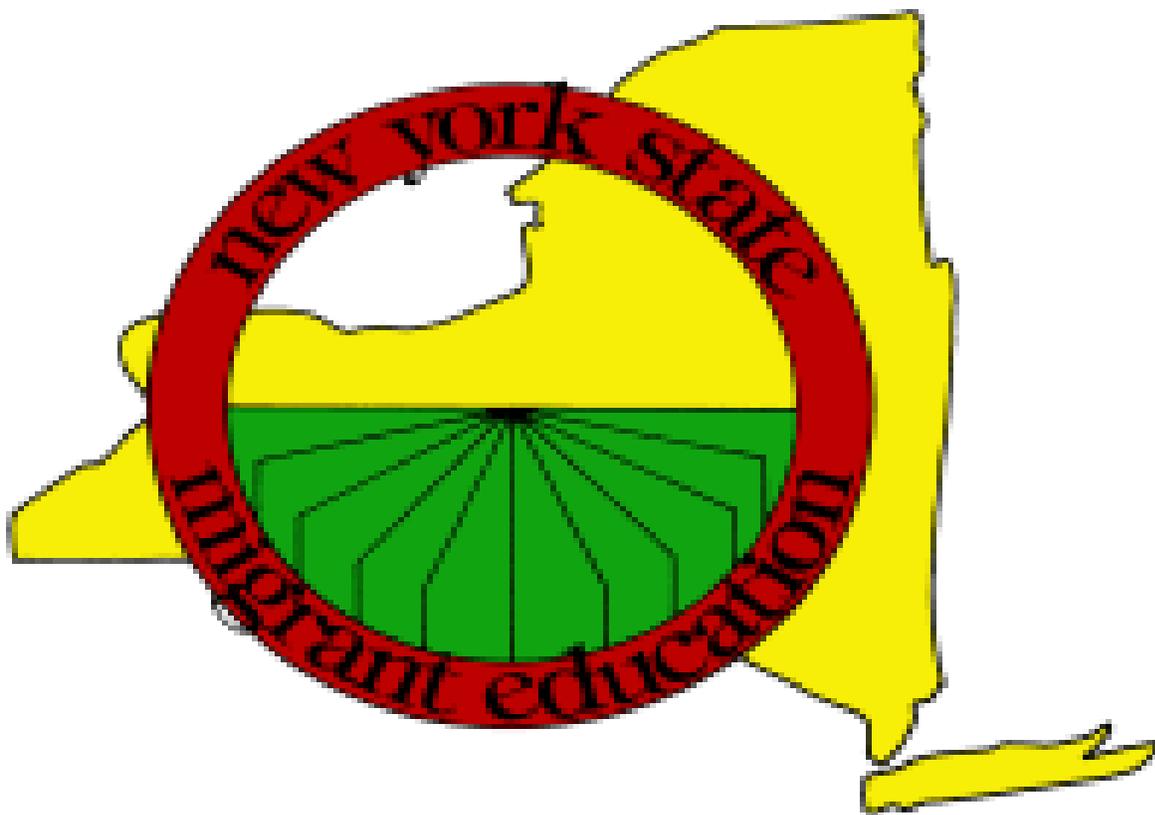


**NEW YORK STATE
MIGRANT EDUCATION PROGRAM'S
SERVICE DELIVERY PLAN**



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1

INTRODUCTION

1.1 Purpose of the Service Delivery Plan

The New York Migrant Education Program (MEP) is responsible for the delivery of services to migrant students in the state. This Service Delivery Plan (SDP), which was developed collaboratively by a broad-based SDP Committee, describes the scope of these services and provides details on the goals, outcomes, activities, and systems for accountability that are aimed at increasing the achievement of all migrant children. The elements of the SDP are predicated on the findings derived from the New York State Comprehensive Needs Assessment (CNA), completed in July 2009.

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. Within this section, State Education Agencies (SEAs) and their local operating agencies are required to identify and address the special educational needs of migrant 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 educational 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 of Title III; and

- Provides for the integration of services available under Part C with services provided by such other programs.

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

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 reading and mathematics achievement, high school graduation, and the number of school dropouts, as well as. . .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.
- The SDP must describe the strategies that the SEA will pursue on a statewide basis to achieve the measurable program outcomes identified.
- The plan must describe how the state will evaluate the effectiveness of its program.

The New York State SDP also includes additional state targets, measurable outcomes and evaluation in the following optional areas, important to the success of migratory children (ages 3-21) and in support of the overall MEP operation. These other areas are:

- Out-of-School Youth (OSY)—Here to Work and Recovery
- Parent Involvement
- Identification and Recruitment
- Student Records Exchange/Technology

Section 1306(a)(2) requires that the comprehensive state SDP remain in effect for the duration of the state’s participation and that it be reviewed and revised by New York State as necessary to reflect changes in the state’s strategies and programs. 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) it needs to significantly change New York State’s MEP services; 4) the evaluation design needs significant changes; or 5) ESEA Title I is reauthorized.

1.2 Background of New York State Migrant Education Program

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

Currently 11 (originally 13) MEOP projects operate from State University of New York (SUNY) colleges, Boards of Cooperative Education Services (BOCES), or school district facilities. They are capable of providing educational services to migrant children in many school buildings and homes throughout New York State.

The MEOPs link migrant families with necessary academic, social, and health services. 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.

MEOP staff members are assigned families within a geographic area. They provide services by guiding partnerships with families, schools, and community services. 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 MEOPs. In order to deliver these services statewide, NYSED has contracted with the Research Foundation of SUNY. The six statewide support programs are:

1. *The Diversity Project* – This project provides research-based technical assistance, professional development, resource identification and development, and direct services to the MEP and the MEOPs. Migrant programs often serve as a bridge between migrant students, parents, and school districts, providing support to families and school personnel. Migrant students represent multiple historically-excluded groups: race, class, language, and immigrant status. The educational focus of this statewide project brings an understanding of how to bridge the gaps of inherited divisions despite barriers.
2. *The Migrant Youth Programs* – The following individual, statewide efforts fall under the Migrant Youth Program’s (MYP) umbrella. MYP provides coordination services to all of the MEOPs in implementing appropriate services to adolescent youth regardless of school enrollment status. The following services will be described later in this document:
 - Adolescent Outreach Program
 - Secondary Credit Exchange
 - Summer Leadership Conference
 - The Portable Academic Study Sequence (PASS) Program
 - PASS Academy
 - Out-of-School Youth Program
3. *The Parent Involvement Program/ Early Childhood Program* – Through culturally sensitive and challenging activities, the Parent

Involvement Program gives migrant parents 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 the following methods, described later in this document:

- Home Visitation Model
- Local and State MPAC
- Local parent involvement activities

The Early Childhood Program component delivers staff development to the MEOPs, 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 Communication and Health Vouchering Program* – Through this project, MEOPs and other migrant programs receive information on current practices and professional development activities statewide and nationally. A state migrant education directory and state program brochure are developed as needed. An annual statewide training and quarterly meetings are conducted for migrant education staff and technical assistance is provided to the MEOPs. Also, 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.
5. *MIS-2000/MSIX/The Identification and Recruitment Program* – Each local MEOP collects data on a computerized student record system referred to as MIS-2000 for local and statewide data needs. These data are managed through a statewide MIS-2000 system, using the information to develop reports for federal and state agencies to determine MEOP funding. MIS-2000 is also able to produce reports at the local level and manage MEOP needs. The Migrant Student Information Exchange (MSIX) is the technology that allows 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 state systems, in New York 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 ESEA, Title I, Part C. Data are collected by regionally-based recruiters who 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 MEOP. Each recruiter serves as a liaison between the migrant family, the MEP, and the community by acting as a referral network to available programs and services. The ID&R Office assists the NYSED's Migrant Unit and the MEOP projects in planning programs. Information from the COEs is entered and stored on a statewide database (MIS-2000). These data are used to generate reports and statistics for education programs and organizations and to compute funding for the MEOPs. The ID&R Office tracks migrant children as they move into and around New York State. 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.

6. *Career Exploration Program* – At the summer career retreats, migrant youth between the ages of 14 and 21 visit career sites, talk with 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.

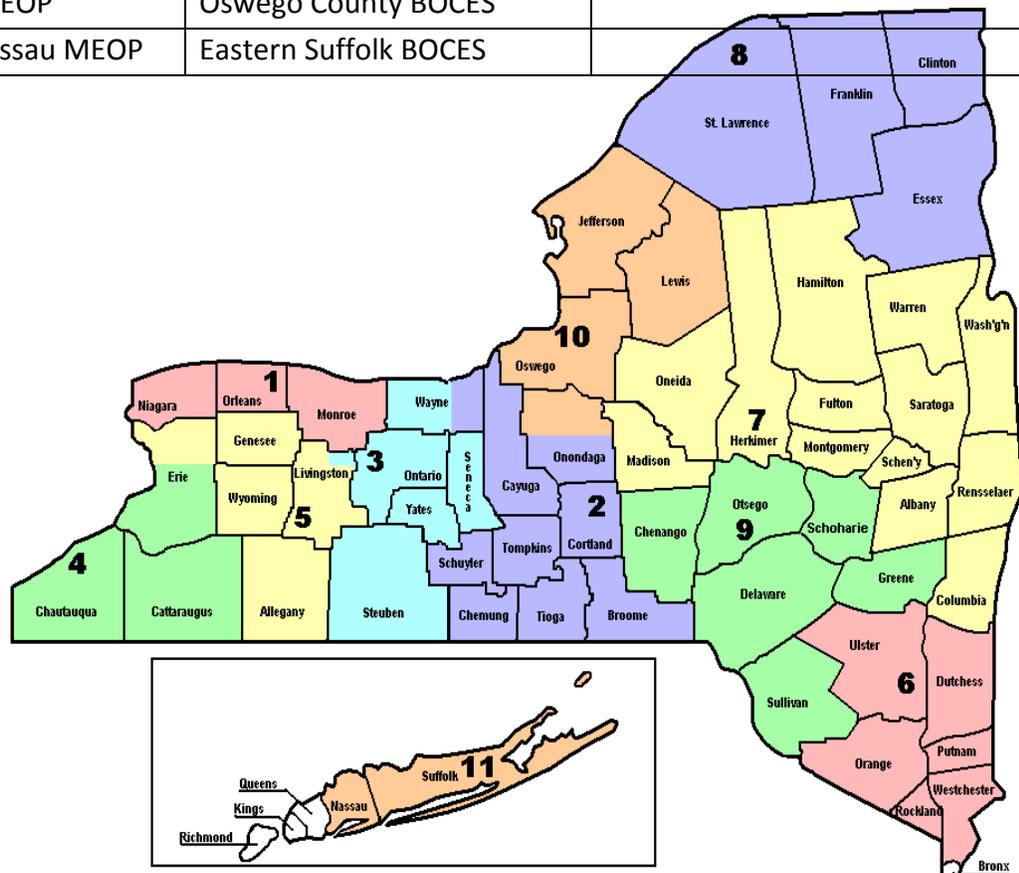
In the mid-1970s, the New York State Migrant Education Consortium was formed in order to serve as an advisory group to the State Migrant Director and the Program Manager to provide them with input from the field. The Consortium is composed of MEOP and Statewide Support Program directors and coordinators, and migrant parents. Only the MEOP directors possess voting rights, in

accordance with its adopted by-laws. With elected governing officers, the Consortium meets four times annually, with special meetings convened when needed. The New York State Migrant Education Consortium was intimately involved in the development and completion of the CNA and it is similarly involved with the creation of the New York State SDP.

The structure of the New York MEP is found in a table on the following page. Additionally, page 8 provides a listing of the 11 MEOPs, with sites and service areas identified on an accompanying map, as well as the six statewide programs.

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

Migrant Education Outreach Program Title	Location	Statewide Support Program Title
1 Brockport MEOP	SUNY Brockport	• Diversity Project
2 Cortland MEOP	SUNY Cortland	
3 East Bloomfield MEOP	East Bloomfield Central School District	
4 Fredonia MEOP	SUNY Fredonia	
5 Genesee Valley MEOP	Genesee Valley BOCES	• Career Exploration
6 Mid-Hudson MEOP	SUNY New Paltz	
7 Mohawk Regional MEOP	Herkimer County BOCES	
8 North Country MEOP	SUNY Potsdam	
9 Oneonta MEOP	SUNY Oneonta	<ul style="list-style-type: none"> • Early Childhood/Parent Involvement Project • Migrant Youth Programs • Communications & Health Vouchers • Identification & Recruitment/MIS2000/MSIX
10 Oswego MEOP	Oswego County BOCES	
11 Suffolk/Nassau MEOP	Eastern Suffolk BOCES	

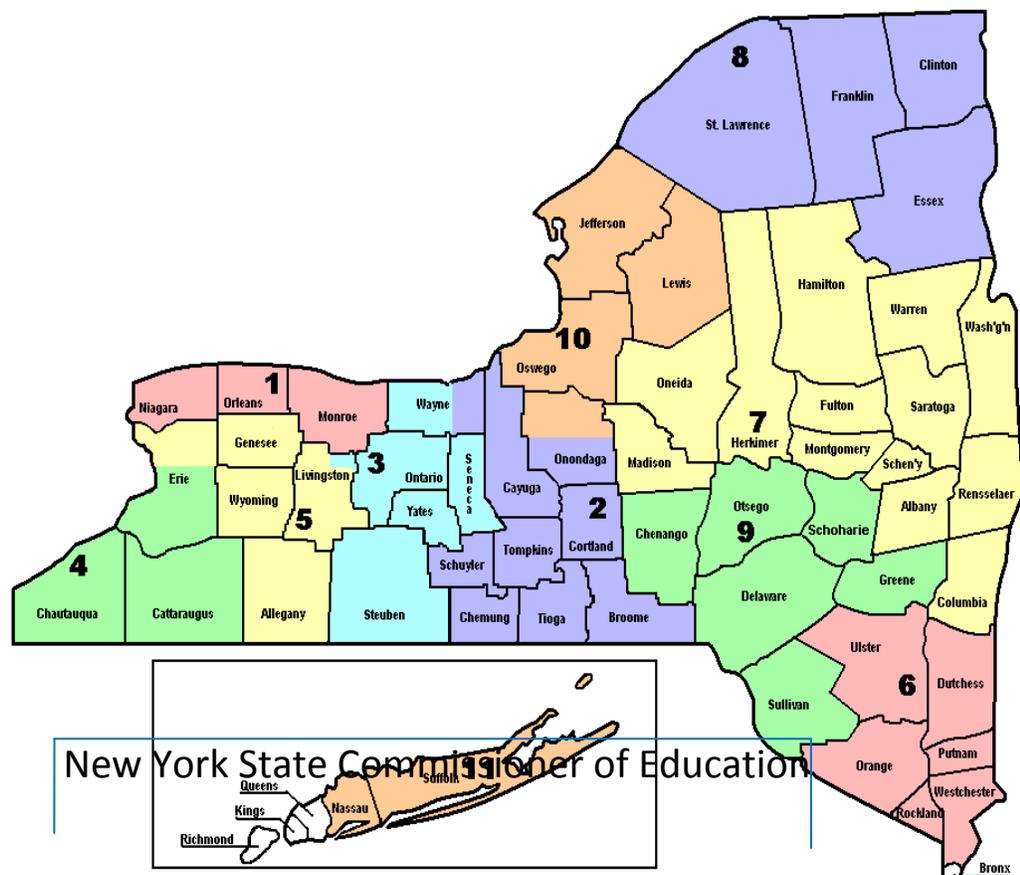


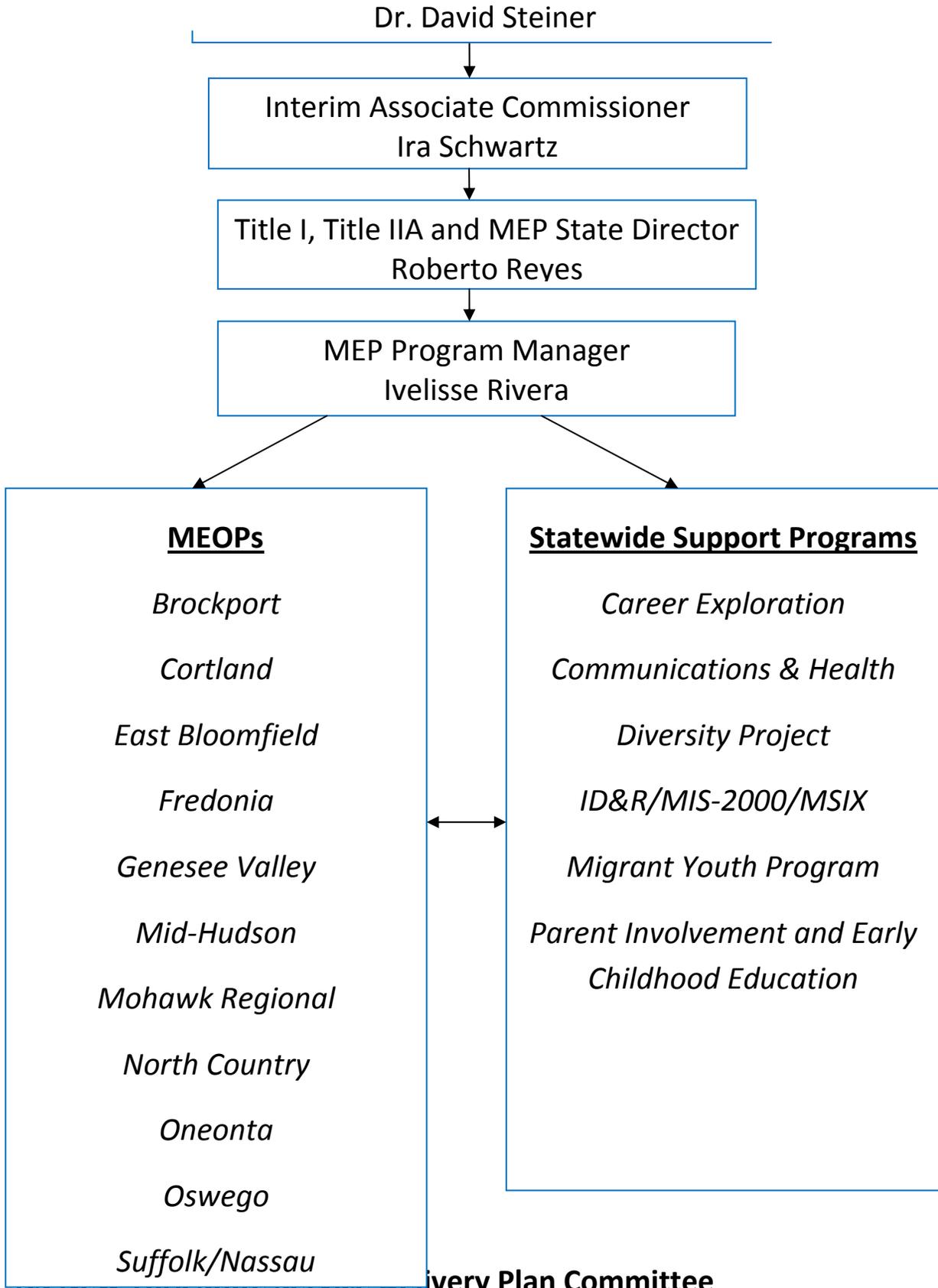
1.4 New York State Education Department Organizational Chart

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

It should be noted that the State Migrant Program Director, Mr. Roberto Reyes, also directs other Title programs, such as: Title I, Part A (including 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.

A list of SDP Committee members is found in section 1.5 on page 11.





Name	Position
PATRICK CROWLEY	SDP FACILITATOR
IVELISSE RIVERA	NYS MEP PROGRAM MANAGER
MARY KLINE	DIRECTOR, MOHAWK MEOP
SARA WAINWRIGHT	DIRECTOR, SUFFOLK-NASSAU MEOP
MARYELLEN WHITTINGTON-COUSE	SPECIALIST, DIVERSITY PROJECT
PAUL GUGEL	DIRECTOR, OSWEGO MEOP
MARY ANN DIAZ	INTERIM COORDINATOR, CORTLAND MEOP
FAITH RICHARDSON	PARENT LIAISON, NYS MIGRANT PAC
DOROTHY MALLAM	DIRECTOR, NORTH COUNTRY MEOP
LUCY JOHNSON	DIRECTOR, FREDONIA MEOP
T. J. SPARLING	COORDINATOR, STATEWIDE OSY PROGRAM
ROBERT APICELLA	DIRECTOR, MIGRANT YOUTH PROGRAM
MARGARET GUTIERREZ	DIRECTOR, MID-HUDSON MEOP
MICHAEL REHO	DIRECTOR, EAST BLOOMFIELD MEOP
ROBIN ROBBINS	COORDINATOR, EARLY CHILDHOOD & PARENTAL INVOLVMENT PROGRAM
BETTY GARCIA-MATHEWSON	PROJECT ADMINISTRATOR, ONEONTA MEOP
*JAY WARD	COORDINATOR, DIVERSITY PROJECT
WILL MESSIER	PARENT, GENESEE VALLEY MEOP
BOB THOMAS	DIRECTOR, MIS2000
JAY DRAKE	DIRECTOR, ESCORT INFORMATION SERVICES
MARTHA GONZALEZ	DIRECTOR, IDENTIFICATION & RECRUITMENT
*MARIA COSME	PARENT ADVOCATE LIAISON, ONEONTA MEOP
ROBERT LYNCH	PARENT, ONEONTA MEOP
DONNA SPENCE	DIRECTOR, GENESEE VALLEY MEOP
PATRICIA EDWARDS	COORDINATOR, BROCKPORT MEOP
SISTER BEVERLY BAKER	COORDINATOR, GENESEO MIGRANT CENTER
*KAREN WARD	DIRECTOR, BROCKPORT MEOP
MOLLY NYE	PARENT, GENESEE VALLEY MEOP
PATHY LEIVA	DIRECTOR, COMMUNICATIONS & HEALTH VOUCHER SYSTEM
*RAQUEL ACEVEDO	RECRUITER, ONEONTA COLLEGE ASSISTANCE
PATTI HANLEY	MIGRANT PROGRAM (CAMP)
*Migrant Parent	PARENT, BROCKPORT MEOP
	DIRECTOR, ONEONTA CAMP PROGRAM

2

IDENTIFIED NEEDS THROUGH THE COMPREHENSIVE NEEDS ASSESSMENT

2.1 Overview of the New York State CNA Process

The process of developing the New York State CNA took a number of years, much longer than was anticipated, given changing MEP leadership in the NYSED. From the initiation of the process in the fall of 2002, through the completion of the CNA in July 2009, three different state directors were leading the MEP. The CNA did update student data, however, to make sure the process reflected the current state of affairs as the timeline progressed.

At the outset, New York State established a CNA Steering Committee, representing MEOPs throughout the state as well as migrant education statewide support programs. The Steering Committee planned and implemented the various phases of the process using the three-phase model based on the work of Witkin and Altschuld (1995). In 2005, the CNA Steering Committee established an additional work group on OSY after recognizing that this subpopulation had become a significant portion of the state's migrants. The OSY Work Group patterned its meetings after the same three-phase model. In 2009, the Steering Committee updated all data, including qualitative data from surveys, given the long time frame.

As noted throughout the document, the State MPAC was involved in the CNA process since its inception. The MEP reviewed and revised the final CNA summary to ensure that migrant parents could easily understand it. The Steering Committee shared this parent-friendly version of the final CNA report with the migrant parent attendees and the State MPAC in November 2009 to allow migrant parents to understand the identified needs and the proposed solutions. More than 40 migrant parents participated in this presentation.

As noted in the New York State SDP Committee listing, found on page 11 of this document, 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 New York State 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 July 2009, analyzed student assessment data from the 2007-08 school year to conduct its “gap analyses.” At that time, it was the most currently available to utilize for comparison. In April 2010, the **2008-09 student assessment data** for migrant students and New York State students overall became available and is included in this SDP. Both years’ data are analyzed in summary fashion below (2008-09 data appears in green).

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

- In 2007-08, 53% of 3rd grade migrant students achieved proficiency compared to 70% of all New York State 3rd grade students, producing a 17% gap in achievement. **44% of migrant students; 76% of all NYS 3rd graders; producing a 32% gap.**
- In 2007-08, 37% of 4th grade migrant students achieved proficiency compared to 71% of all New York State 4th grade students, producing a 34% gap in achievement. **46% of migrant students; 77% of all NYS 4th graders; producing a 31% gap.**
- In 2007-08, 46% of 5th grade migrant students achieved proficiency compared to 78% of all New York State 5th grade students, producing a 32% gap in achievement. **55% of migrant students; 82% of all NYS 5th graders; producing a 27% gap.**
- In 2007-08, 40% of 6th grade migrant students achieved proficiency compared to 67% of all New York State 6th grade students, producing a 27% gap in achievement. **59% of migrant students; 81% of all NYS 6th graders; producing a 22% gap.**

- In 2007-08, 50% of 7th grade migrant students achieved proficiency compared to 70% of all New York State 7th grade students, producing a 20% gap in achievement. 56% of migrant students; 80% of all NYS 7th graders; producing a 24% gap.
- In 2007-08, 29% of 8th grade migrant students achieved proficiency compared to 56% of all New York State 8th grade students, producing a 27% gap in achievement. 41% of migrant students; 69% of all NYS 8th graders; producing a 28% gap.

2. Area of Concern: Mathematics

- In 2007-08, 70% of 3rd grade migrant students achieved proficiency compared to 90% of all New York State 3rd grade students, producing a 20% gap in achievement. 72% of migrant students; 93% of all NYS 3rd graders; producing a 21% gap.
- In 2007-08, 44% of 4th grade migrant students achieved proficiency compared to 84% of all New York State 4th grade students, producing a 40% gap in achievement. 67% of migrant students; 87% of all NYS 4th graders; producing a 20% gap.
- In 2007-08, 52% of 5th grade migrant students achieved proficiency compared to 83% of all New York State 5th grade students, producing a 31% gap in achievement. 59% of migrant students; 88% of all NYS 5th graders; producing a 29% gap.
- In 2007-08, 53% of 6th grade migrant students achieved proficiency compared to 79% of all New York State 6th grade students, producing a 26% gap in achievement. 52% of migrant children; 83% of all NYS 6th graders; producing a 31% gap
- In 2007-08, 60% of 7th grade migrant students achieved proficiency compared to 79% of all New York State 7th grade students, producing a 19% gap in achievement. 68% of migrant students; 87% of all NYS 7th graders; producing a 19% gap.
- In 2007-08, 45% of 8th grade migrant students achieved proficiency compared to 70% of all New York State 8th grade students, producing a 25% gap in achievement. 66% of migrant students; 80% of all NYS 8th graders; producing a 14% gap.

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

- The graduation rate for migrant students in the 9th grade 2004 cohort (those who should graduate in June, 2008) was determined to be 39%. This compares to a graduation rate of 80% for all members of this cohort in New York State, producing a 41% gap. **Migrant cohort graduation rate = 50%; NYS graduation rate = 72%; 2008-09 gap = 22%.**
- Of the above referenced migrant graduates, 28% enrolled in college. New York State's college enrollment rate for graduates in that cohort was 78%, producing a 50% gap in college enrollment. **Migrant cohort college enrollment rate = 28%. NYS college enrollment rate = 79%; 2008-09 gap = 51%.**
- 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 9th, the median percentage of migrant students who were below modal grade was 26.5% (lowest Kindergarten at 15%; highest 8th grade at 53%). **In the 2008-09 program year, 31.7% of migrant students were below modal grade.**
- 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 (2007-08 data) for each grade level. For grades K through 12th, the median retention rate for migrant students was 4% (lowest 12th grade at .5%; highest Kindergarten at 11%). **In the 2008-09 program year, 7.4% of migrant students had been retained at least once.**

2.3 Summary of CNA Findings on OSY

The OSY Work Group 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 the 2006-07 program year to more than 350 OSY migrants. 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 Work Group could only compare their stated needs to the current situation to

identify a “gap.” The following summarizes these data for 2006-07, with some 2008-09 data included where available.

- Five was the median number of years the OSY students participated in school in their native country.
- Of those surveyed, 83.5% indicated an interest in receiving English as a Second Language (ESL) instruction.
- Of those surveyed, 33.9% indicated an interest in working toward their GED diploma in their native language.
- 31.7% of the OSY students surveyed indicated they wanted to receive vocational training.
- Less than 1% of the total OSY population in New York State during the 2006-07 program year was enrolled in ESL instruction; these youth received an average of 16 hours of instruction.

2.4 Other CNA Findings

As part of the New York State CNA process and subsequent follow-up data gathering related to recent Office of Migrant Education (OME) compliance monitoring, the additional data presented below were utilized in the development of the SDP. Summary statements are provided.

- For 2007-2008, 45.3% of migrant students had 11 or more credits by the end of 10th grade.
- The average Preschool Language Scale (PLS-4) score (auditory and expressive) for migrant students is 44.3%, as compared to 50% for the norm in 2007-08. **Migrant students in 2008-09 averaged 44.9%, compared to the average norm of 50%.**
- According to a student survey, 23.3% of migrant children get no help with homework.
- 11.6% of migrant parents surveyed said they never help their children with schoolwork.
- Migrant parents lack involvement in the planning and operations of the New York State MEP and its local MEOP's (Citation 9 in OME Findings).

3

NEW YORK STATE SERVICE DELIVERY PLAN DEVELOPMENT AND IMPLEMENTATION

3.1 New York State SDP Process

Upon the completion of the New York State CNA in July 2009 and its subsequent presentation to the State MPAC in November, the NY MEP created an SDP Committee, facilitated by Mr. Pat Crowley, to oversee the development of the comprehensive statewide plan (refer to page 11 for committee membership). The SDP Committee held five meetings from November 2009 to May 2010 to translate the CNA findings into measurable program outcomes, priority strategies to achieve those targets, and resources needed from the NYSED. The SDP Committee examined more up-to-date state assessment and school report card data during their deliberations.

The NY MEP vetted a draft of the SDP with the State MPAC on November 5, 2010 to share the major goals and strategies for each content area and to solicit feedback from migrant parents (34 parents in all). Some of the main themes that emerged from the parents included:

- Provide advocacy and training to migrant parents on home-school communications so that parents receive regular and frequent feedback about children’s progress and can “find their voices” to advocate for their children with the school;
- Focus on incorporating children’s interests and age/ability level in contextual and creative learning;
- Facilitate parents’ understanding of critical school policies and practices by explaining definitions and providing information, for example, definitions of credit, credit accrual figures for New York State migrant students, graduation requirements, etc.

- Model support systems around existing programs and community linkages by offering integrated services, for example, offering Head Start or daycare during GED, dropout prevention, or English classes for OSY.

These recommendations have been incorporated into the summary tables by content area below (Tables 2-7) and will be a focus of future parent involvement workshops through the MEOPs and the statewide Parent Involvement Program.

3.2 Priority for Services

At this time, New York State designates only in-school migrant students for Priority for Services (PFS) classification. Based on data gathered for each eligible migrant student, New York determines which migrant students receive priority for services. Every local MEOP 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 PFS to migrant children:

- Who are failing, or most at risk of failing, to meet the state’s content and performance 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 * (including students who were enrolled during the test window but were absent, exempt, not tested, or not scored);
- 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
- Special education status.

*The use of reading and/or mathematics assessment results refers to the New York State assessments, including Regents, a norm-referenced test, or

a criterion-referenced test such as the curriculum-embedded assessments utilized by the Mathematics Achievement=Success Program (MAS).

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 are not considered an interruption of services.
- The interruption has to relate to the migrant lifestyle.

If a student is identified as a PFS student during the current regular school year and moves into/from another school district during the same regular school year, the student is still considered as PFS and continues receiving extra educational services as appropriate and available. A student once identified as PFS for the current school year possibly could be identified as PFS for the following regular school year if the interruption in education happened in the past 12 months and the criteria indicating that the student is at risk of failing are also met. Thus, a student could be served for two regular school years in a row. The New York State MEP and the State ID&R Program provide technical assistance to the MEOPs in determining which students qualify as PFS.

3.3 NCLB State Goals and MEP Target Goals

The overarching goal of the NYSED is to prepare every student for college or a career, to be able to excel in a global economy, to productively participate in our democratic society, and to earn a high school diploma of the highest standards. ESEA reauthorized in 2001 as the No Child Left Behind Act (NCLB) mandated certain state goals for all children in some specific areas. These NCLB-specified goals for all children, as well as the New York State MEP's Target Goals in seven programmatic areas are presented in Table 1 (below and on the following two pages). Elimination of the existing gaps between migrant students and all New York State students, as identified through the CNA and provided in Sections 2.2-2.4 of this document, are of the highest priority to the New York State MEP.

Table 1. Alignment of NY MEP Targets with State Goals for All Children

Goal Area	NCLB Mandated	NYS MEP Target
School Readiness	All students will enter kindergarten ready to learn.	By 2014, all migrant children who have been in New York State for at least two years will demonstrate the skills needed to successfully complete kindergarten.
English Language Arts	By 2014, all students will demonstrate proficiency in English Language Arts on state assessments.	By 2014, all migrant students will demonstrate proficiency in English Language Arts on the state assessments at the same rate as the “economically disadvantaged” subgroup of New York State students.
Mathematics	By 2014, all students will demonstrate proficiency in mathematics on state assessments.	By 2014, all migrant students will demonstrate proficiency in math on the state assessments at the same rate as the “economically disadvantaged” subgroup of New York State students.
Graduation*	By 2014, all students will earn a high school diploma.	*See below
Graduation/Credit Accrual/Grade Promotion	Not specified	By 2014, all migrant students who have been enrolled in a NYS school since 9th grade will earn a high school diploma at the same rate as the “economically disadvantaged” subgroup of New York State

Goal Area	NCLB Mandated	NYS MEP Target
		students in their cohort.
Out of School Youth	Not specified	Migrant out-of-school youth will increase their English language proficiency and/or make progress toward achieving their educational or career goals.
Student Records Exchange/Technology	Not specified	By 2014, duplicate MIS2000 student records will be reduced by 50% and all data specialists will have been trained in the means to accomplish this goal.
Parent Involvement	Not specified	Migrant parents will develop the skills to enable them to become independent in supporting their children’s education.

3.4 Measurable Program Outcomes, Activities, and Needed Resources

The seven tables on the following pages delineate the measurable outcomes identified as the New York State MEP’s target goals. These tables also describe the activities to be conducted by the local MEOPs and the statewide projects in order to achieve these outcomes, as well as the related resources needed. The roles of the various MEP-funded programs are provided in Section 3.5 beginning on page 38.

Table 2. MPOs/Activities/Needed Resources for Mathematics

Mathematics Measurable Program Outcomes	
1.a 80% of students in the MEP summer instructional program will show a statistically meaningful pre-post increase on the MEP approved summer math assessment.	
1.b Reduce the New York State Mathematics Assessment achievement gap between migrant students who have received at least 8 months of MEOP services in New York State and the “Economically Disadvantaged” subgroup of New York State students by 5% each year.	
Required Services	Needed Resources
Analyze assessment data to identify students who need additional help to meet the math standards.	MASTERS (Mathematics Achievement and Success Through Engagement in Resources for Migrant Students) and future math consortium curriculum and assessments MIS 2000 and MSIX data
Provide MEP tutoring and/or advocate/make referrals for the provision of additional instructional and support service interventions for students. Focus on incorporating child’s interest, age and ability level in contextual learning.	MASTERS Curricula and future math consortium materials National and NYS PASS Center materials

	<p>Manipulatives and resources for developing hands-on lessons</p> <p>Computers, calculators, and other technology</p>
Suggested Strategies	Needed Resources
Provide professional development to improve MEOP educators' math content & pedagogical knowledge.	MASTERS statewide math training
Provide parents with information about how they can help their children develop math skills and concepts, e.g., "math night."	<p>Bilingual curriculum and math resources for parents to use with children (e.g., "parent participation" section of MASTERS curriculum, National Council of Teachers of Mathematics resources, etc.)</p> <p>MASTERS statewide math training on working with parents</p>
Collaborate with school districts and other agencies to facilitate the participation in MEP, district-based, or other available summer learning programs.	<p>Tuition fees and transportation</p> <p>Strong partnerships with local educational agencies (LEAs)</p> <p>Local, regional, state, and national agencies, organizations, service providers, etc.</p>

Table 3. MPOs/Activities/Needed Resources for Out-of-School Youth (Here to Work and Recovery)

Out-of-School Youth Measurable Program Outcomes	
2a. 80% of all surveyed migrant OSY will receive a minimum of three educational contact visits, pro-rated per 12-month cycle, following identification.	
2b. 75% of OSY with at least 20 hours of English acquisition instruction will demonstrate a statistically meaningful raw score pre-post increase on the Oral Language/Basic English Screening Tool or an appropriate alternative assessment.	
Required Services	Needed Resources
Administer OSY Needs Assessment/Profile (Target: 80% of OSY).	OSY Survey/Needs Assessment
Provide educational opportunities for migrant OSY by adjusting service delivery to accommodate student needs in a variety of settings (e.g., in-camp, in-home, workplace, community sites, etc.) on a flexible schedule (days, evenings, and weekends) utilizing research-based curriculum and/or creative strategies/techniques to accommodate student learning needs and styles such as, but not limited to: native literacy instruction, English language acquisition, content-specific education, career education, physicality, life skills, financial literacy, pre-GED, and GED activities, etc.	<p>Collection instrument to record and track educational/instructional data, including assessments</p> <p>Bibliography/listing of research-based curricula/materials for service provision in English language acquisition, life skills, etc.</p> <p>Monitoring and quality assurance protocols and criteria for English language instruction</p>

<p>Provide a minimum of 12 hours of English language instruction (pro-rated per 12 month cycle) to OSY who state an interest in increasing their English language proficiency on the OSY Needs Assessment/Profile, or refer student to an appropriate community agency that provides such services (Target: 50% of OSY stating an interest in English instruction).</p>	<p>Technology such as iPods, laptops, etc.</p> <p>Staff development needs assessment</p>
<p>Provide professional development in the following areas:</p> <ul style="list-style-type: none"> • Administering OSY/Needs Assessment survey. • OSY service provision, English language instruction, selected assessment tool, etc. • Use of technology for English language instruction. • Recruitment of youth to participate in cultural and educational activities. 	
<p>Suggested Strategies</p>	<p>Needed Resources</p>
<p>Model support systems around existing programs and community linkages by offering integrated services, e.g., offering Head Start or daycare during GED, dropout prevention, or English classes for OSY.</p>	<p>Bilingual staff with non-traditional work schedules</p> <p>Partnerships with employers and</p>

<p>Promote educational readiness and effective learning by addressing basic needs (e.g., transportation, interpretation, translation, food, clothing, and health).</p>	<p>community agencies</p> <p>Research citations of best practices and new approaches</p> <p>Experts/consultants for specialized professional development</p>
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Table 4. MPOs/Activities/Needed Resources for English Language Arts

English Language Arts Measurable Program Outcomes	
3. Reduce the NYS English Language Arts Assessment achievement gap between migrant students who have received at least 8 months of MEOP services in New York State and the “Economically Disadvantaged” subgroup of New York State students by 5% each year.	
Required Services	Needed Resources
Collect test data, report cards, and other data in a timely manner and analyze to determine progress in reading on grade level and in meeting state standards.	NYS ELA Assessment scores New York State English as a Second Language Achievement Test (NYSESLAT) scores
Utilize a variety of instructional strategies to tailor supplemental language arts instruction, meet students’ individual needs and track progress. These might include: comprehension and vocabulary; evaluating and connecting reading and writing to prior content knowledge; and strategies in psychometric literacy, California Learning Record (CLR) rubrics, learning strategies, time management, study skills, and assessment coaching.	Pupil report cards, progress reports, parent-teacher conference data Assessment coach/practice materials for Regents exams, e.g., “Buckle Down” or Barron’s series

Suggested Strategies	Needed Resources
<p>Provide advocacy for students to ensure they receive targeted academic support from the local school district and community.</p>	<p>Bilingual MEOP staff</p> <p>Positive working relationships with school personnel</p> <p>Student progress records (e.g., report cards, classroom assessments, parent-teacher communications, etc.)</p>
<p>Work with parents to improve home-school communications through advocacy so that parents receive regular and frequent feedback about child’s progress, training on ways to support child’s literacy in the home, and ways to advocate for their child with the school (“helping parents find their voices”).</p>	<p>Information on child’s school experience</p> <p>Access to programs available for special needs students</p>
<p>Provide professional development that may include areas such as: student assessment data analysis and background knowledge; building relationships with local school districts and community agencies; psychometric literacy; study strategies; reading and writing for academic purposes; and other strategies needed to tailor instruction to the needs of migrant students.</p>	<p>Professional development consultants</p> <p>Access to prioritized curriculum, classroom materials, and pacing charts well in advance of instruction</p> <p>Classroom observation by MEOP staff when possible</p> <p>Bilingual MEOP staff</p>

Table 5. MPOs/Activities/Needed Resources for Parent Involvement

Parent Involvement Measurable Program Outcomes	
4.a. Each MEOP will have at least three parents who serve on the local Parent Advisory Council (PAC) and at least one of those parents will serve on the state PAC providing meaningful consultation in the planning, operation, and evaluation of the local and state programs as demonstrated by attendance and notes taken at the meeting.	
4.b. Migrant parents will increase the number and range of strategies used to help their children learn, including increased engagement with their children’s schools.	
Required Services	Needed Resources
<p>MEOP will hold at least three PAC meetings per year to give the parents opportunities to plan, operate, and evaluate the local MEOP. Meetings will be held during times that best serve the program and allow for participation of the parents.</p> <p>State PAC meetings will be held at least three times per year, either at a statewide level or at a regional level, and will give parents opportunities to develop statewide policies and procedures, hear consortium updates, and elect officers and members to attend conferences and other training at the local, state, and national levels.</p>	<p>Interpretation/translation</p> <p>Videoconferencing</p> <p>Childcare</p>

<p>Teach parents how to monitor homework by modeling with students in a home session.</p> <p>Provide education and training on communication, for example, how to communicate with a child’s teacher, how to participate in a Committee on Special Education meeting, etc.</p>	<p>Pre-post surveys/questionnaires related to parent learning needs and skill development</p> <p>School handbook, calendar, district policies (homework, discipline, extracurricular involvement, etc.)</p>
<p>Suggested Strategies</p>	<p>Needed Resources</p>
<p>Tutor advocates utilize home visits to explain the goals and purpose of the MEOP in order to encourage greater participation of parents in PAC and parent meetings.</p>	<p>MEOP staff training with statewide parent involvement coordinator</p> <p>Resources for logistics</p> <p>Parent checklist</p>
<p>Provide parent leadership training.</p>	<p>Refrigerator magnet with school contact information</p>
<p>Help family to set educational goals each year for and with their children.</p>	<p>Partnerships with community agencies and other service providers</p>
<p>Encourage parent participation in family educational programs, such as child development, learning styles,</p>	

<p>adolescent sexuality, helping children with homework, and parents' rights and responsibilities related to English as a Second Language.</p>	
<p>Encourage parents to participate in their children's field trips, when possible, and to make family field trips on their own.</p>	
<p>Support parents' effort to increase their own education by working on their GED, English language development, computer literacy, etc.</p>	

Table 6. MPOs/Activities/Needed Resources for Credit Accrual/Graduation/Grade Promotion

Credit Accrual/Graduation/Grade Promotion Measurable Program Outcomes	
5. The percent of migrant students who will accrue eleven credits by the end of the tenth grade will increase by two percentage points per year.	
Required Services	Needed Resources
Facilitate content area support in core subjects during the school year.	<p>Consultants to provide training for MEOP staff in teaching content area materials using various teaching methods in conjunction with their students’ learning style</p> <p>Materials for students to help organize their school work and personal time</p>
Assist students in identifying mentors/caring adults within the Migrant Education Program, the school district, and the community.	<p>Mentors/caring adults (bilingual as needed)</p> <p>Consultants and information on mentoring and related training</p>

Suggested Strategies	Needed Resources
<p>Refer and support students to participate in summer programs.</p>	<p>Bilingual staff to provide outreach to school districts to educate them on migrant alternative credit accrual options</p> <p>Funds for students to attend school district summer school and other educational programs</p>
<p>Facilitate parents' understanding of critical school policies and practices, e.g., definitions of credit, credit accrual figures for NYS migrant students, graduation requirements, etc.</p>	<p>Bilingual tutors and outreach workers to share research on the effects of grade retention and low credit accrual plus laws pertaining to EL and special education students</p> <p>Informational materials/brochures to be shared through home visits and parent presentations at PAC meetings</p>
<p>Identify school districts, migrant education, and community enrichment opportunities and assist students in accessing these opportunities.</p>	<p>Student handbooks from each LEA for tutoring staff which describes intervention services</p> <p>County services brochures describing community resources available for high school students</p> <p>Funds for students to attend summer school and other educational/vocational programs</p>

Table 7. MPOs/Activities/Needed Resources for School Readiness

School Readiness Measurable Program Outcomes	
6. Increase school readiness of migrant preschool children through referral to MEP-approved preschool programs and as indicated by a statistically meaningful increase on the New York State Migrant Early Childhood Assessment for Children ages P3-P5.	
Required Services	Needed Resources
Give referrals to educational and community agencies such as Early Intervention, Preschool Special Education, preschool programs and social service agencies.	List of established preschool programs for each MEOP geographic area
Provide literacy skills instruction to child and/or parent in native language and/or English. Teach parents to work with their children on school readiness skills, including training on developmental stages.	Early childhood educators, bilingual when needed

Suggested Strategies	Needed Resources
<p>Provide advocacy services such as interpretation with school personnel for kindergarten enrollment and screening, and help parents obtain required immunizations and physicals required to enter school.</p>	<p>Trained interpreters</p> <p>Transportation funds</p>
<p>Help parents with family management issues such as television viewing, daily routines, and hygiene routines, and provide materials for parents to work with their preschool children such as crayons, scissors, markers, paper, etc.) and reading materials in the home such as RIF books, parenting magazines, etc.</p>	<p>Learning kits for parents</p> <p>Reading Is Fundamental (RIF) books for in-home literacy enrichment</p> <p>Early childhood educators</p>
<p>Develop parent exchange strategies so they can share what they know about local resources with each other (outside of the PAC), e.g., teaming parents together, and hosting meetings on school readiness.</p>	

Table 8. MPOs/Activities/Needed Resources for Student Records Exchange/Technology

Student Records Exchange/Technology Measurable Program Outcomes	
7. Duplicate migrant student records in MIS-2000 will be held to less than 1% of all records at the time of CSPR submission.	
Required Services	Needed Resources
Conduct face-to-face and virtual statewide trainings and site visits for utilization of MIS-2000 and MSIX.	Network including 12 regional computers, 1 NYS server, 1 NYS training computer
Design and distribute report templates statewide to data entry specialists and run canned reports to highlight data entry errors prior to submission of Consolidated State Performance Report (CSPR) Parts I and II (December and February).	Data director

Suggested Strategies	Needed Resources
<p>Improve the technology of MIS-2000 by employing Soundex and follow a state-mandated protocol to search for migrant students.</p>	<p>Printers with dual sided printing capability</p>
<p>Provide ongoing phone and computer support to all MEOP personnel and support remote access to migrant computers.</p>	<p>Regional data specialists, data director, state trainer</p>
<p>Maintain up-to-date resources through hard copy and online manuals for MIS-2000, the New York State Migrant website and listserv.</p>	<p>State trainer</p>

3.5 Program Implementation

All of the activities in the preceding section are carried out through either the 11 regional MEOPs and/or the six Statewide Support Programs. This section describes how MEOPs implement those services.

As described in Section 1 of this SDP, the MEOPs have been established through cooperative planning and development by the MEP Office of the NYSED and regionally-based LEAs which reach out to all school districts in New York State. The MEOPs utilize a comprehensive management system to deliver high quality, supplemental academic and advocacy services to every migrant child in the state, including preschoolers and OSY. To ensure that all migrant children have every opportunity for school success, the MEOPs 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 MEOPs operate year-round. However, the services provided are best described within two distinct service periods: School Year (Sept. 1 – end of school in June) and Summer.

- **School Year Services**

The MEOP 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 education specialists 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 services are provided through a variety of service delivery models based on the needs of the family. In-home, in-school, and extended day and weekend tutoring are provided to assist students with homework and study skills and to reinforce what is being taught in the classroom.

Through coordination with community organizations and agencies, local MEOPs network with existing early childhood programs to provide migrant preschool children with learning experiences that offer support, encouragement, and positive educational opportunities. To ensure that migrant preschoolers are healthy enough to learn, coordination takes place with related organizations including Early Intervention Services, county public health agencies, and Child Health Plus. When community-based or school-based literacy programs are not available, the MEOPs offer home-based family literacy programs, which provide emergent literacy instruction for the children and parenting support for the family. Preschoolers and their families are also offered home-based Migrant Even Start programs.

- **Summer Services**

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

Some full-day campus-based programs are offered for students in grades K-9 which include an all-day academic program with transportation, meals, and cultural and recreational opportunities. For out-of-school youth, evening programs include ESL and life skills instruction.

Each MEOP also offers an in-home program for students who are not involved in campus-based programs. A tutor visits each home with eligible migrant children and provides learning activities for students to complete over the summer. Each week during the summer months, students work on these activities with program tutors and/or parents.

The Section 1308 Consortium-funded MASTERS project operates during the summer as part of the overall services conducted by the MEOPs. Training of MEOP staff and the materials used in the instruction are provided under the MASTERS grant. The MASTERS mathematics curriculum is then delivered in either the campus-based or in-home summer program by MEOP staff. Migrant parents are provided with information about how they can help their children develop math skills and concepts. They are also encouraged to recognize the ways they are supporting their children's math development through utilizing parent involvement activities such as family games, parent videos, math night activities, and other programs produced by MASTERS and conducted through home visits

Field trips and career education activities are also integral parts of the summer program. The MEOPs are also responsible for transporting their students to the statewide programs' learning opportunities offered during the summer and described in Section 4.2 of this document.

The term OSY applies to migrant eligible youth that are age 21 and younger and are not attending school. In New York State, the vast majority of OSY have never been enrolled in the United States school system and have entered this country primarily for employment purposes. The primary focus for OSY instruction is developing English language proficiency and life skills among these youth so they are better able to navigate various systems while in the United States. OSY that perform at a higher academic level are encouraged to pursue a GED diploma. Each of the 11 MEOPs has staff serving this unique population through a variety of instructional programs and support/advocacy services. Additionally, support and advocacy services including referrals to pre-school programs, adolescent counseling, and health activities are important components of the Migrant Education Outreach Program. The MEOP network links migrant families with necessary supplemental academic, health, and social services.

A key component of the New York State Migrant Education Program is the practice of home visits with the families of migrant children. Home visits reinforce the importance of parents as education models for their children by providing regular contact between parents and educators, facilitating discussion regarding specific child development issues and education concerns that parents have for their children, informing them of migrant program offerings, and establishing links among families, schools, and community agencies.

Each of the regional MEOPs carries out parent involvement activities that are supportive of the needs of the parents in their region. Parents are provided assistance as needed in attending school meetings such as parent/teacher conferences, special education reviews, and parent groups. Family centers provide a place for parents to conduct meetings, learn educational strategies to help their children develop their education, and enjoy family activities. Some programs have food banks run by and for families to assist with temporary needs.

The six statewide programs listed in Section 1.2-1.3 of this document are important partners with the MEOPs in providing direct and support services to migrant children and parents. These programs deliver vital services to all New York State migrant students, which the regional MEOPs alone could not provide.

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.

The evaluation will examine:

- Migrant student and family service delivery and outcomes in the areas of
 - Mathematics
 - Out-of-school youth
 - English Language Arts
 - Parent Involvement
 - Credit accrual, graduation and grade promotion
 - School Readiness
- Activities and outcomes associated with longstanding Statewide Support Programs
- Service provision adequacy and equity by region
- Migrant student outcome equity by region

Table 9 (beginning on page 43) describes the evaluation plan in terms of areas of inquiry, evaluation questions, performance indicators, and data source/method. The data sources include:

- New York State Migrant Data System: a central database for all identified migrant students that contains substantial data for evaluation including needs assessment data, records of academic year and summer program supplemental service provision by student, all migrant services, start and end dates, COE information, etc.

- Evaluation data collection protocol for regional offices: the NY MEP, in consultation with a third party evaluator, will design a data collection framework to collect information regarding family contacts, OSY outreach and contacts, language screening tool results, school readiness assessment results, and other implementation and performance data needed for the evaluation.
- OSY Survey/Needs Assessment Data
- Oral Language/Basic English Screening Tool
- NYS Student Information Repository System (SIRS) Data

Table 9. NY MEP Evaluation Plan

Area of Inquiry	Evaluation Questions	Performance Indicators	Data Source/Methods
<p>Service Delivery: Summer School</p>	<p>To what extent do high quality summer programs serve migrant students and families?</p> <p>Are programs of sufficient duration and intensity to address the expected outcomes?</p>	<p># and % of eligible students that participate in available summer programs</p> <p># and % of eligible students that participate in more than a threshold number of hours of summer programming, to be determined on review of statewide data on summer school participation</p> <p># and % of migrant students receiving in-home instruction or support services during the summer</p>	<p>NYS migrant data system</p> <p>Evaluation data collection protocol for regional offices</p>
<p>Service Delivery: Mathematics</p>	<p>To what extent do migrant students participate in high quality academic programs designed to meet their needs?</p> <p>Are programs of sufficient duration and intensity to address the expected outcomes?</p>	<p># and % of eligible students that participate in available migrant academic programs (e.g. tutoring, referred services) during the regular school year</p> <p># and % of students participating in a threshold number of contact hours.¹</p>	<p>NYS migrant data system</p> <p>Evaluation data collection protocol for regional offices</p>

¹Contact hours will be defined by NYSED; threshold number of contact hours will be determined by evaluator analysis of NYS migrant service and student achievement data in consultation with NYSED.

Area of Inquiry	Evaluation Questions	Performance Indicators	Data Source/Methods
<p>Service Delivery: Out-of-school Youth</p>	<p>Do migrant programs serve Out of School Youth with meaningful programs to address students’ physical, academic, and language acquisition needs?</p> <p>To what extent do these programs extend to all eligible youth?</p>	<p>% of all migrant OSY participating in the OSY Needs Assessment Profile that receive a minimum of three educational contact visits, pro-rated per 12-month cycle, following identification.</p> <p># and % of OSY participating in educational programs</p> <p># and % of OSY stating an interest in English instruction that receive 12 or more hours of English language instruction (pro-rated per 12 month cycle)</p> <p>#, duration, and participation in professional development offerings addressing:</p> <ul style="list-style-type: none"> • Administering OSY/Needs Assessment survey. • Service provision, English language instruction, selected assessment tool, etc. • Use of technology for English language instruction. • Recruitment of youth to participate in cultural and educational activities. 	<p>OSY Survey/Needs Assessment Data</p> <p>Oral Language/Basic English Screening Tool participation figures</p> <p>NYS migrant data system</p> <p>Evaluation data collection protocol for regional offices, to be developed by the evaluators</p>

Area of Inquiry	Evaluation Questions	Performance Indicators	Data Source/Methods
<p>Service Delivery: English Language Arts</p>	<p>To what extent do migrant students participate in high quality academic programs designed to meet their needs?</p> <p>Are programs of sufficient duration and intensity to address the expected outcomes?</p>	<p># and % of eligible students that participate in available migrant academic programs during the regular school year</p> <p># and % of students participating in a threshold number of contact hours.²</p>	<p>NYS migrant data system</p> <p>Evaluation data collection protocol for regional offices</p>
<p>Service Delivery: Parent Involvement</p>	<p>To what extent do migrant parents participate in migrant education program decision making?</p> <p>To what extent do MEPs promote expanded parental involvement in their child's education?</p>	<p># of parents who participate in each regional and state Parent Advisory Council</p> <p># and % of parents participating in migrant parent meetings and activities</p>	<p>Evaluator-created parent surveys, in consultation with NYS ED</p> <p>MEP program records</p> <p>Evaluation data collection protocol for regional offices</p> <p>PAC sign-in sheets and minutes</p>

²Contact hours will be defined by NYSED; threshold number of contact hours will be determined by evaluator analysis of NYS migrant service and student achievement data in consultation with NYSED.

Area of Inquiry	Evaluation Questions	Performance Indicators	Data Source/Methods
Service Delivery: Credit Accrual, Graduation, Grade Promotion	To what extent do migrant students and families receive services designed to keep students in school and assure the continuity of their education across migratory events?	# and % of migrant students that participate in regular school year and summer academic migrant programs # of migrant students that enroll in Statewide Support Programs such as PASS Academy, Language Immersion, or similar # and % of migrant students receiving mentoring or similar one-on-one support via the Migrant Education Program	NYS migrant data system Evaluation data collection protocol for regional offices

Area of Inquiry	Evaluation Questions	Performance Indicators	Data Source/Methods
<p>Service Delivery: School Readiness</p>	<p>To what extent and with what consistency do regional offices provide appropriate services to promote school readiness among migrant students and families?</p>	<p># and % of eligible students receiving each school readiness service outlined in the SDP</p> <p># of migrant students and families attending MEP-approved pre-school programs and other education and community agencies such as Early Intervention, Preschool Special Education and social service agencies</p> <p>% of migrant children assessed on the NYS Early Childhood Assessment; % who advance on the assessment pre-post</p> <p># and % of migrant families receiving assistance with kindergarten enrollment</p> <p># and % of migrant parents of pre-school age children who received training in developmental stages, family literacy, and other topics# and % of parents who received materials and resources</p> <p># and % of families receiving home visits, tutoring, or other individual family assistance</p>	<p>NYS Migrant Early Childhood Assessment</p> <p>Service delivery data from NYS migrant data system</p> <p>Evaluation data collection protocol for regional offices</p>

Area of Inquiry	Evaluation Questions	Performance Indicators	Data Source/Methods
<p>Program Outcomes: Summer School</p>	<p>Do summer migrant services lead to improved migrant student performance in mathematics?</p>	<p>% of students in the MEP summer instructional program that show a statistically meaningful pre-post increase on the MEP approved summer math assessment</p>	<p>MEP approved summer math assessment results</p> <p>NYS migrant data system</p>
<p>Program Outcomes: Mathematics</p>	<p>Do migrant services lead to improved migrant student performance in mathematics compared to Economically Disadvantaged students and migrant students who do not receive services?</p>	<p>Gaps and differential gains between migrant students and Economically Disadvantaged students in performance on the NYS Testing Program exams in mathematics (3-8), and Regents Exams in specific high school courses as appropriate</p> <p>Gaps and differential gains among migrant students receiving various levels and types of services on the NYS Testing Program exams in mathematics (3-8), and Regents Exams in specific high school courses as appropriate</p>	<p>NYS migrant data system</p> <p>Evaluation data collection protocol for regional offices</p> <p>De-identified individual level student performance data from the NYS SIRS system (see details below)</p> <p>Analytical methods: Descriptive statistics, Hierarchical Linear Modeling and ANOVA, as appropriate to the data</p>

Area of Inquiry	Evaluation Questions	Performance Indicators	Data Source/Methods
<p>Program Outcomes: Out-of-school Youth</p>	<p>To what extent do services for migrant OSY lead to gains in English language proficiency?</p>	<p>% of OSY with at least 20 hours of English acquisition instruction that demonstrate a statistically meaningful raw score pre-post increase on the Oral Language/Basic English Screening Tool or an appropriate alternative assessment</p>	<p>NYS migrant data system</p>
<p>Program Outcomes: English Language Arts</p>	<p>Do migrant services lead to improved migrant student performance in English Language Arts compared to Economically Disadvantaged students and migrant students who do not receive services?</p>	<p>Gaps and differential gains between migrant students who received at least 8 months of MEOP services and Economically Disadvantaged students in performance on the NYS Testing Program exams in English (3-8), and Regents Exams in specific high school courses as appropriate.</p> <p>Gaps and differential gains among migrant students receiving various levels and types of services on the NYS Testing Program exams in English (3-8), and Regents Exams in specific high school courses as appropriate</p>	<p>NYS migrant data system</p> <p>Evaluation data collection protocol for regional offices</p> <p>De-identified individual level student performance data from the NYS SIRS system (see details below)</p> <p>Analytical methods: Descriptive statistics, Hierarchical Linear Modeling and ANOVA, as appropriate to the data</p>

Area of Inquiry	Evaluation Questions	Performance Indicators	Data Source/Methods
Program Outcomes: Parent Involvement	To what extent do migrant services and outreach to parents result in increased parental engagement in their child's education?	# and % of parents reporting increased number and range of strategies used to help their children learn	Evaluator-created parent surveys, in consultation with NYS ED
Program Outcomes: Credit Accrual, Graduation, Grade Promotion	To what extent does migrant student persistence, advancement, and educational continuity improve during the period reviewed?	% of migrant students who accrue eleven credits by the end of the tenth grade Change in average length of school enrollment after identification Change in migrant student graduation rates	NYS migrant data system De-identified individual level student credit accumulation and enrollment data from the NYS SIRS system (see details below)

Area of Inquiry	Evaluation Questions	Performance Indicators	Data Source/Methods
<p>Program Outcomes: School Readiness</p>	<p>How well do preschool programs for migrant students and families prepare students to attend school?</p>	<p>% of MEOP-served migrant children who take the NYS Migrant Early Childhood Assessment</p> <p>% of NYS Migrant Early Childhood Assessment respondents who demonstrate school readiness</p> <p>% of New York State Migrant Early Childhood Assessment for Children ages P3-P5 respondents with a statistically meaningful increase when taken pre-post</p>	<p>NYS Migrant Early Childhood Assessment results</p> <p>NYS migrant data system</p> <p>Evaluation data collection protocol for regional offices</p>
<p>Discrete program quality for selected Statewide Support Programs</p>	<p>To what extent does participation in PASS Academy, Language Immersion or other specialized programs lead to improved student outcomes expected for each program?</p>	<p>TBD in consultation with the NYS ED</p>	<p>TBD in consultation with the NYS ED</p>

Table 10 highlights the estimated timeline of major milestones for a two-year evaluation.

Table 10. Evaluation Timeline

Evaluation Stage	Activities	Expected Timeframe
Initial Review	Gather and review all available documents, data collection tools, prior reports	Fall 2010
	On-site meeting with NYS migrant program staff	
	Prepare memo regarding data collection	
	Prepare memo reviewing prior data and reports	
	Detailed evaluation plan	
Data Collection Protocol	Initial draft to NYS Migrant	Fall/Winter 2010
	Consult with regional migrant programs	
	Field test	
	Revise	
	Deploy	
2010-2011 Evaluation Report	Initial data collection from NYS migrant data system and NYS migrant program	TBD

Evaluation Stage	Activities	Expected Timeframe
	<p>Negotiate data sharing with NYS ED SIRS</p> <p>Regional site visits for program review, data collection consultation</p> <p>Interim report</p> <p>End of year data collection from NYS migrant</p> <p>End of year data matching with SIRS</p> <p>2010-2011 Evaluation Report</p>	
2011 Summer Evaluation	<p>Identify Summer Programs of interest</p> <p>Identify or create data collection instruments</p> <p>Deploy data collection instruments</p>	Late spring/summer 2011
2011-2012 Evaluation Report	<p>Site visits as necessary and appropriate</p> <p>Summer 2011 Evaluation Report</p> <p>Fall data collection</p> <p>Program monitoring and site</p>	TBD

Evaluation Stage	Activities	Expected Timeframe
	visits	
	Spring data collection	
	Interim Report	
	Migrant/SIRS data matching	
	Final Comprehensive Report	

The NY MEP will support the regions in using evaluation results for making mid-course corrections and improving program services through Consortium related events such as:

- professional development and consultation on increasing the reliability of data collection and reporting, interpreting data, and monitoring student progress for improving instruction;
- opportunities for local MEOPs to share ideas and discuss the use of evaluation results for improvement during regional and statewide meetings and on the NY MEP website (www.nysmigrant.org); and
- post relevant resources and information related to the NY MEP evaluation on the website.