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| **The NY State Education Department seal.** | **New York State Migrant Education Program** **Title I, Part C – Education of Migratory Children****2023-2024 Migrant Education Tutorial & Support Services (METS) Program Center****WORK PLAN (WP) & ANNUAL PERFORMANCE REPORT (APR) TEMPLATE****Date Submitted:** Click or tap to enter a date. | **The New York State Migrant Education Logo.** |

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| [ ]  **Start Program Year: Sept–May 2023-24****WP Due: August 31, 2023** | [ ]  **Mid-Year Review: Sept-December 2023** **DATA PULSE CHECK Due: January 31, 2024** | [ ]  **Summer Program: June-August 2024****WP UPDATE Due: June 16, 2024** | [ ]  **End Program Year: Sept-Aug 2023-24** **APR Due: October 31, 2024** |

The 2023-2024 Work Plan (WP) and Annual Performance Report (APR) are intended to be instruments for planning, reflection, and evaluation with colleagues to ensure that that the NYS-MEP is (1) meeting the needs of our migratory children and families are met; (2) reaching program-wide performance targets and expectations; and (3) attending to post pandemic realities.

Please describe the program design, activities, anticipated results of such activities, and outcomes for program year 2023-24 according to the requirements of the State Service Delivery Plan (SDP) and the State Theory of Action (ToA) during the Program Period(s) and Activity Period(s) outlined below. The due dates are indicated in the boxes above.

1. Program Year WORK PLAN: *Program Period September 2023 – May 2024*
2. Mid-Year Check-in DATA PULSE CHECK & WORK PLAN UPDATE(S): *Activity Period September-December 2023* (DATA 🡪 Receive 🡪 Review 🡪 Analyze 🡪 Update Plan, as necessary, in consultation with colleagues)
3. Summer Program WORK PLAN UPDATE: *Program Period June 2024 – August 2024*
4. Program Year ANNUAL PERFORMANCE REPORT: *Activity Period September 2023 – August 2024*

Please consider the following guiding questions for each category outlined in the 2023-24 Work Plan (WP) and Annual Performance Report (APR) below. The questions represent ongoing concerns and priorities due to the effects of COVID-19 as we begin School Year 2023-2024.

Questions: **How will the program** …

* support and enhance teaching and learning?
* support and differentiate the needs of migrant students identified for Priority for Services (PFS)?
* support and advocate for the health, social-emotional, as well as the academic needs of migrant children and their families?
* support social emotional learning and integrate trauma-informed strategies into professional practice?
* support positive identity development within the complex landscape of post pandemic realities?
* support migrant parents and students to become (self-)advocates?
* develop and maintain meaningful connections with migrant youth?
* leverage technology acquired during COVID-19 when providing services, including (1) hardware and software; (2) strategies for communications; and (3) teaching/learning with technology?
* support the health, well-being, and safety of migrant program colleagues?

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| **METS:** | Choose an item. |
| **Address:** | Click or tap here to enter text. |
| **Director:** | Click or tap here to enter text. |
| **Email:** | Click or tap here to enter text. |
| **Telephone:** | Click or tap here to enter text. |

**STATE AND FEDERAL ASSURANCES**

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| The following assurances and certifications are a component of your 2023-24 Work Plan (WP) and Annual Performance Report (APR). By responding "YES" to these statements, you are ensuring accountability and compliance with applicable State and Federal laws, regulations, and grants management requirements, as well as the requirements of the State Service Delivery Plan (SDP) and the State Theory of Action (ToA). |
| **Needs Assessment:** The METS will conduct individual needs assessments within 45 school days for all students enrolling in the METS program to: (1) determine the needs of migrant students and how those needs relate to the priorities established by the State; (2) design local programs and services; and (3) match students for the receipt of such programs and services. This needs assessment process includes the identification of PFS and non-PFS students which is separate from the service leveling process (Title I, Part C, Sections 1304[b] and 1306[a]).[ ]  **Yes, the METS provides the above assurance.** |
| **Service Level:** The METS will use the NYS-MEP *Academic Service Intensity Rubric* (ASIR) to determine the Level of Service for all students to ensure consistent, transparent and measurable statewide determination of service levels and identifies the appropriate instructional and supportive services each eligible migrant student receives, including assurances for serving Priority for Service (PFS) students first and with the highest level of frequency, intensity and duration, as necessary (see New York State Migrant Service Delivery Plan).[ ]  **Yes, the METS provides the above assurance.** |
| **Supporting All Students:** In addition to service leveling, the METS will conduct ongoing needs assessment; support the completion of all MEP requirements outlined in the 2023-24 Service Requirements Chart; consult, collaborate and coordinate programs/services with schools, parents and families, and community-based organizations; and monitor progress and meet accountability requirements (see New York State Migrant Service Delivery Plan).[ ]  **Yes, the METS provides the above assurance.** |

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| 1. **Student and Family Health, Safety and Well-being**
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| **PROGRAMS AND SERVICES** | **Activities** | **Interim Results** | **Outcomes + Reflection + Next Steps** |
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| **Statewide Initiatives** |
| **\*Supporting health and social-emotional well-being** |
| **\*Supporting student engagement, school retention and graduation** |
| **\*Leveraging technology post pandemic** |
| **Local Focus Areas** |
| Click or tap here to enter text. |
| Click or tap here to enter text. |
| Click or tap here to enter text. |

***\*NOTE: Please highlight in “orange” any descriptions in the columns to the right that address these statewide initiatives.*** |  |  |  |
| **Start Program Year:** |  | **Annual Performance Report (APR):** |
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| **Program Year:**Click or tap here to enter text. |

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| **2. Pre-School** |
| **PROGRAMS AND SERVICES** | **Activities** | **Interim Results** | **Outcomes + Reflection + Next Steps** |
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| **Statewide Initiatives** |
| **\*Supporting health and social-emotional well-being** |
| **\*Supporting student engagement, school retention and graduation** |
| **\*Leveraging technology post pandemic** |
| **Local Focus Areas** |
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***\*NOTE: Please highlight in “orange” any descriptions in the columns to the right that address these statewide initiatives.***  |  |  |  |
| **Start Program Year:** |  | **Annual Performance Report (APR):** |
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| **Parents and Families: Communications and Engagement*** Support parents and families as their children’s first teachers and advocates
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| **3. Elementary Grades K-8** |
| **PROGRAMS AND SERVICES** | **Activities** | **Interim Results** | **Outcomes + Reflection + Next Steps** |
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| **Statewide Initiatives** |
| **\*Supporting health and social-emotional well-being** |
| **\*Supporting student engagement, school retention and graduation** |
| **\*Leveraging technology post pandemic** |
| **Local Focus Areas** |
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| Click or tap here to enter text. |
| Click or tap here to enter text. |

***\*NOTE: Please highlight in “orange” any descriptions in the columns to the right that address these statewide initiatives.*** GUIDING QUESTIONS:* What services will be provided for Level 1, Level 2, and Level 3 students?
* How will such services be delivered to Level 1, Level 2, and Level 3 students?

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| Considerations:* Service Level Requirements Chart
* Student needs
* Current and emerging data
* Technology
* Capacity and resources
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* How will student progress and growth be measured, if applicable?
* What technical assistance, support, and/or resources will be needed?
* How will program outcomes be measured (i.e., accountability and progress monitoring)?

 Examples: Nature and extent of …* student and/or family engagement with METS’ programs and services
* consultation, coordination, and collaboration with school and/or other organizations
* use of technology and online resources
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| **Start Program Year:** |  | **Annual Performance Report (APR):** |
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| **Parents and Families: Communications and Engagement*** Support parents and families as their children’s first teachers and advocates
* Support children in their learning, positive identity development, and self-advocacy, in consultation and coordination with parents and families
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| **4. Secondary Grades 9-12** |
| **PROGRAMS AND SERVICES** | **Activities** | **Interim Results** | **Outcomes + Reflection + Next Steps** |
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| **Statewide Initiatives** |
| **\*Supporting health and social-emotional well-being** |
| **\*Supporting student engagement, school retention and graduation** |
| **\*Leveraging technology post pandemic** |
| **Local Focus Areas** |
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| Click or tap here to enter text. |
| Click or tap here to enter text. |

***\*NOTE: Please highlight in “orange” any descriptions in the columns to the right that address these statewide initiatives.***GUIDING QUESTIONS:* What services will be provided for Level 1, Level 2, and Level 3 students?
* How will such services be delivered to Level 1, Level 2, and Level 3 students?

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| Considerations:* Service Level Requirements Chart
* Student needs
* Current and emerging data
* Technology
* Capacity and resources
 |

* How will student progress and growth be measured, if applicable?
* What technical assistance, support, and/or resources will be needed?
* How will program outcomes be measured (i.e., accountability and progress monitoring)?

 Examples: Nature and extent of …* student and/or family engagement with METS’ programs and services
* consultation, coordination, and collaboration with school and/or other organizations
* use of technology and online resources
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| **Start Program Year:** |  | **Annual Performance Report (APR):** |
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| **Parents and Families: Communications and Engagement*** Support parents and families as their children’s first teachers and advocates
* Support children in their learning, positive identity development, and self-advocacy, in consultation and coordination with parents and families
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| **5. Out-of-School Youth (OSY) & DO & D+** |
| **PROGRAMS AND SERVICES** | **Activities** | **Interim Results** | **Outcomes + Reflection + Next Steps** |
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| **Statewide Initiatives** |
| **\*Supporting health and social-emotional well-being** |
| **\*Supporting student engagement, school retention and graduation** |
| **\*Leveraging technology post pandemic** |
| **Local Focus Areas** |
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***\*NOTE: Please highlight in “orange” any descriptions in the columns to the right that address these statewide initiatives.*** GUIDING QUESTIONS:* What services will be provided for Level 1 and Level 2 students?
* How will such services be delivered to Level 1 and Level 2 students?

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| Considerations:* Service Level Requirements Chart
* Student needs
* Current and emerging data
* Technology
* Capacity and resources
 |

* How will student progress and growth be measured, if applicable?
* What technical assistance, support, and/or resources will be needed?
* How will program outcomes be measured (i.e., accountability and progress monitoring)?

 Examples: Nature and extent of …* student and/or family engagement with METS’ programs and services
* consultation, coordination, and collaboration with school and/or other organizations
* use of technology and online resources
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| **Start Program Year:** |  | **Annual Performance Report (APR):** |
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| **Communications and Engagement*** Identify and support student needs
* Discuss frequency, type, location, duration, and intensity of services with students, including goal-setting and visioning
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