

Service Delivery Plan Supplement:

2024-25 Implementation Guidelines:

NYS-MEP Parent and Family Engagement Plan

<https://www.nysmigrant.org/resources/downloads/Parent-Forms>

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 - Share the brochure with parents annually.
 - Translations are currently available on the NYS-MEP website in English, Spanish, Haitian Creole, Karen, and Swahili. (*Find under “Parent Forms”*)
- **Overview of the NYS-MEP Website for Parents and Families: English Sample**
 - The Website Overview is currently available on the NYS-MEP website in English and Spanish. (*Find under “Parent Forms”*)

Implementation Guidance for the NYS-MEP Parent and Family Engagement Plan

Implementation Chart A – Parent Advisory Councils (PACs)				
Criteria	Req. ¹	B.P. ²	Documentation	Responsibility
Parent Advisory Council <ul style="list-style-type: none"> Consult with parents and families, including parent advisory councils, in the planning, operation, and evaluation of State and Local Migrant Education Programs. ³ Discuss in two-way conversation rather than a one-sided transmission of information ⁴ 	✓		Documentation <ul style="list-style-type: none"> Maintain electronic and/or hard copies on site Submit copies of Agendas, PAC Summaries, and PAC Member list to Statewide Support Team Timelines established annually with Consortium 	Responsibility <ul style="list-style-type: none"> Statewide Support Team for Statewide PAC Each METS for its local PAC, and submits copy of Agenda, PAC Summary, and PAC member list to Statewide Support Team (TASC)
<ul style="list-style-type: none"> Move from consultation to shared decision making process with the PAC Parents participate in setting goals and outcomes 		✓	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Written Meeting Agenda for parents/family <ul style="list-style-type: none"> Topics identified as planned opportunities of planning, operation, and/or evaluation Write a Summary of the PAC meeting ⁵ - include <ul style="list-style-type: none"> Date and location; Attendance numbers for parents, children, staff, and volunteers (the actual sign-in is a separate document kept on-site); Identify topics as consultation with parents for planning, operation, or evaluation (Note: While a single meeting might not focus on all three areas, the overall plan for the year does.) 	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Parent input, suggestions, questions; Parent Impact on Program: Identify how the METS Program plans to act on the parent input (Investigate, implement or not); Document the strategies used for effective access to parent and family engagement; and Document the date when the ESSA Complaint Procedure was shared at a parent
<ul style="list-style-type: none"> Hold minimum of two Statewide and two local PAC meetings per year ⁶ METS share the ESSA Complaint Procedure once a year at either a Local PAC meeting or a non-PAC Group Involvement activity. ⁷ 	✓			Note: Each METS assists the virtual Statewide PAC with attendance and work group discussion notes.

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			meeting during 2024-25. (either at a PAC meeting or a non-PAC Group meeting/event).	
			<ul style="list-style-type: none"> • Maintain yearly list of local PAC members 	
Comprehensive Needs Assessment and Service Delivery Plan <ul style="list-style-type: none"> • Develop in consultation with parents and family of migratory children ⁸ 	✓		<ul style="list-style-type: none"> • Comprehensive Needs Assessment • Service Delivery Plan 	<ul style="list-style-type: none"> • Statewide Support Team

Implementation Chart B – Effective Access to Parent and Family Meetings and Events <i>Including PAC and other (non-PAC) Group meetings and events such as meetings, Family Nights, Town Halls, picnics, and celebrations</i>				
Criteria	Req. ⁹	B.P. ¹⁰	Documentation	Responsibility
<ul style="list-style-type: none"> • Provide translation of materials and interpretation at meetings in a format and language understandable to the parents and families ¹¹ • Identify barriers to participation and design strategies for more effective parental involvement.¹² 	✓		Documentation <ul style="list-style-type: none"> • Maintain electronic and/or hard copies on site • Document in the PAC Summary, and in the Group Meetings and Events Summary • Timelines established annually with Consortium 	
Examples of barriers to parent attendance identified in the Nonregulatory Guidance include: ¹⁵			<ul style="list-style-type: none"> • Keep copy of documents in English and translations provided. • The Summary templates for PAC meetings¹³ and the (non-PAC) Group Parent and Family Engagement meetings/events ¹⁴ each provide space to document the strategies used to reduce barriers to parents and families attending. 	<ul style="list-style-type: none"> • Statewide Support Team documents reducing barriers to Statewide PAC, and other statewide opportunities, such as a coffee hour or workshop • Each METS documents reducing barriers to its local PAC and other

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<ul style="list-style-type: none"> The meeting time, childcare, transportation; agendas and meetings in a language and format parents understand. 			Parent-Family Group Meetings and Events
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Implementation Chart C – Individual and Group Parent and Family Engagement (Other than PAC)				
Criteria	Req. ¹⁶	B.P. ¹⁷	Documentation	Responsibility
<p>Parent and Family Engagement ¹⁸:</p> <ul style="list-style-type: none"> Provide information about local METS program and services Provide copy of NYS-MEP Parent and Family Engagement Plan brochure to all parents (Note: This brochure contains a link to the ESSA Complaint Procedure) Engage in two-way, reciprocal, conversations as opposed to a one-sided transmission of information from the METS Build capacity of parents to support children’s achievement <p>NYS-MEP Planning Tools</p> <ul style="list-style-type: none"> Utilize the three interdependent focus areas of 	✓		<p>Documentation</p> <ul style="list-style-type: none"> Maintain electronic and/or hard copies on site Timelines established annually with Consortium <p>Individual Parent and Family Engagement</p> <p>When the METS has parent and family engagement information for Educators to share or discuss during individual contacts with parents, the Director makes time on a meeting Agenda to talk about the plan for sharing.</p> <p><i>For example:</i> Is the plan to engage the parent or family in a discussion about their child’s needs?</p> <p>Documentation: Topic listed in the meeting Agenda</p> <p>Note: Submitting individual engagement documentation continues to be optional.</p> <hr/> <p>Group Parent Engagement (Other than PAC)</p> <p><i>Including (non-PAC) parent and family meetings and events such as meetings, Family Nights, Town Halls, family picnics, and celebrations.</i></p> <ul style="list-style-type: none"> Written Meeting Agenda for parents/family Write a Summary of the Group Parent Engagement meeting or event ²¹ - include <ul style="list-style-type: none"> Date and location; 	<p>Responsibility</p> <p>For Individual: The METS submits copy of the Inservice/Staff meeting Agenda to TASC.</p> <p>For Local Group (Other than PAC): The METS submits to TASC a copy of the</p> <ul style="list-style-type: none"> Parent Agenda in each language for METS Parents and Families, and GROUP (non-PAC) Engagement Summary

Implementation Guidance for the NYS-MEP Parent and Family Engagement Plan

<p>the NYS-MEP Theory of Action as a framework for building parent and family capacity as their children’s first teacher and advocate. ¹⁹</p> <ul style="list-style-type: none"> • METS share the ESSA Complaint Procedure once a year at either a Local PAC meeting or a non-PAC Group Involvement activity. ²⁰ 		<ul style="list-style-type: none"> ▪ Attendance numbers for parents, children, staff, and volunteers (the actual sign-in is a separate document kept on-site); ▪ Meeting objectives with their connection to the Theory of Action framework; ▪ A brief description of the activities related to each objective; ▪ A brief description of the outcomes for parents and families; ▪ Document the criteria met for effective access to parent and family engagement, and ▪ Document the date when the ESSA Complaint Procedure was shared at a parent meeting in 2024-25, either at a PAC meeting or a non-PAC Group meeting/event. 	<p>For Statewide Group (other than PAC): TASC submits</p> <ul style="list-style-type: none"> • Parent Agenda in each language for METS Parents and Families, and • GROUP (non-PAC) Engagement Summary
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Endnotes updated 9-6-2024

¹ “Req.” = Required

² “B.P.” = *Best Practice*

³ **Title I, Part C, Section 1304(c)(3)**, [As amended through P.L. 114-95, Enacted December 10, 2015]. [Click here to read Title I, Part C](#), and scroll down to Section 1304(c)(3).

⁴ **ESEA of 1965 Section 1116(d)(2)(D)** [As amended through P.L. 114-95, Enacted December 10, 2015]. [Click here to read Title I, Part A](#), and scroll down to Section 1116 (d)(2)(D)

⁵ **PAC Summary Template** on the NYS-MEP website. Go to RESOURCES to PROGRAM DOCUMENTS. [Select PARENT FORMS](#) and scroll down to open the current PAC Summary Template.

⁶ **NYS-MEP minimum requirement**

⁷ **NYS-MEP requirement**

⁸ **Title I, Part C, Section 1306 (a)(1)(B)(ii)**, [As amended through P.L. 114-95, Enacted December 10, 2015]. [Click here to read Title I, Part C](#) and scroll down to Section 1306 (a)(1)(B)(ii)

⁹ “Req.” = Required

Implementation Guidance for the NYS-MEP Parent and Family Engagement Plan

¹⁰ **“B.P.”** = Best Practice

¹¹ **Title I, Part C, Section 1304(c)(3)(B)** [As amended through P.L. 114-95, Enacted December 10, 2015]. [Click here to read Title I, Part C](#) and scroll down to Section 1304(c)(3)(B)

¹² **ESEA of 1965 Section 1116 (a)(2)(D)(i)**, [As amended through P.L. 114-95, Enacted December 10, 2015]. [Click here to access Title I, Part A](#) and scroll down to Section 1116 (a)(2)(D)-(E)

¹³ **PAC Summary Template** on the NYS-MEP website: Go to RESOURCES to PROGRAM DOCUMENTS. [Select PARENT FORMS](#) and scroll down to the current PAC Summary Template.

¹⁴ **GROUP (non-PAC) Summary Template** on the NYS-MEP website: Go to RESOURCES to PROGRAM DOCUMENTS. [Select PARENT FORMS](#) and scroll down to the current Group (non-PAC) Summary Template.

¹⁵ **Guidance: Education of Migratory Children under Title I, Part C of ESEA of 1965 (March 2017)** [a.k.a. “Nonregulatory Guidance”], Section VII (B8).

¹⁶ **“Req.”** = Required

¹⁷ **“B.P.”** = Best Practice

¹⁸ **ESEA of 1965 Section 1116** [As amended through P.L. 114-95, Enacted December 10, 2015]. [Click here to access Title I, Part A](#) and scroll down to Section 1116.

¹⁹ **NYS-MEP Requirement; NYS-MEP Theory of Action** on the NYS-MEP website: Go to ABOUT and scroll down to open the “Theory of Action (ToA) Overview.”

²⁰ **NYS-MEP Requirement**

²¹ **GROUP (non-PAC) Summary Template** on the NYS-MEP website: Go to RESOURCES to PROGRAM DOCUMENT. [Select PARENT FORMS](#) and scroll down to the current Group(non-PAC) Summary Template.



Summary: Parent Advisory Council (PAC)

METS Program:

Date:

LOCATION:				
ATTENDANCE:	# Parents:	# Children:	# Staff:	# Volunteers:

Agenda Topics (Topic and brief description)	Identify Area of Parent Input (Planning, Operation or Evaluation)	Parent Feedback (Including Parent reactions, input, suggestions, questions, requests)	Parent Impact on Program What does the METS plan to do with the Parent Input? (i.e., <i>Continue, Investigate possibilities, Implement or not, other...</i>)

(Add rows for additional topics)

Additional Comment(s):

Annual New York State ESSA-Funded Programs Complaint Procedures:

- The parent brochure, "NYS-MEP Parent and Family Engagement Plan," provides information and a link to the Complaint procedures
- The procedure and link were shared **with PAC Parents or at a non-PAC Parent meeting since September 1:**
 - Today
 - Previously (Date): _____
 - Planned (Date) : _____

Documentation for Reducing Barriers to Parent and Family Participation

Making a commitment to equitable parent and family engagement, the NYS-MEP seeks to reduce barriers and to make it easier for migratory parents to participate in State PAC meetings.

A copy of every document used, is filed electronically and/or with hardcopy in the METS office.

Meeting conducted in a format and language understandable to the parents and families
<input type="checkbox"/> Copy of Agenda for Parents to use in each language used by parents in this METS: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Karen <input type="checkbox"/> Burmese <input type="checkbox"/> Other:
<input type="checkbox"/> Copy of the Invitation/Flier in each language used by parents in this METS: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Karen <input type="checkbox"/> Burmese <input type="checkbox"/> Other:
<input type="checkbox"/> Copy of Handouts given to Parents in the following language(s): <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Karen <input type="checkbox"/> Burmese <input type="checkbox"/> Other:

Send to TASC:
<input type="checkbox"/> Copy of this Summary <input type="checkbox"/> Copy of Agenda in each language used

Brief description of steps taken to reduce barriers and provide effective access to the meeting
Meeting Time Convenient to Parents
Activities for Children Provided so Parent can Attend In-Person Meeting
Transportation
Other:

(Add rows for additional barriers anticipated and addressed)

Other Meeting Documentation:

Parent/Family Attendance documented and filed in the METS Office electronically and/or with a hard copy.

Examples of Planning, Operation, and Evaluation with a Parent Advisory Council (PAC)

Parent Advisory Council (PAC)	(non-PAC) Parent Involvement
<p>FOCUS: <i>Asking parents for their advice</i> in order to plan or evaluate the MEP/METS program, events, resources</p> <ul style="list-style-type: none"> • PAC Parents might receive a time-sensitive announcement, or some information about a particular program or resource that they are being asked to evaluate or plan how to use it, but the focus is on PAC Parents advising the MEP/METS in order to impact programming, events, resources 	<p>FOCUS: <i>Sharing information with parents</i> that support them as the primary teachers and advocates for their children</p> <ul style="list-style-type: none"> • Parents might be asked to evaluate the presentation or meeting, or asked for topic ideas, but the focus of the meeting is about parents receiving and applying the information
<p>EXPECTED OUTCOMES:</p> <ul style="list-style-type: none"> • <i>Making an impact</i> on the MEP/METS Program: change and improvement • Parent leadership skills • Parents advocating for their children within the MEP/METS • Working together creates opportunity for peer-to-peer support, networking, and building social capital 	<p>EXPECTED OUTCOMES:</p> <ul style="list-style-type: none"> • Parents receive new information, resources, and/or contacts • Parent empowerment • Parents advocating for their family at school and in the community • Group activities create opportunity for peer-to-peer support, networking, and building social capital • Future PAC Parents

Following are Examples from (2021-22) METS Local PAC and State PAC Meetings

Planning

Ask Parents to plan:

- What would be useful topics/speakers/local focus for METS to explore/plan for this year’s (non-PAC) parent meetings?
- What information do PAC parents suggest for a welcome packet for parents who are new to the program?
- *Winter/Spring:* Planning for coming summer program:

- Should METS have in person group activities with middle school and high school students?
- Which summer field trip options are best?


Operation

- METS reports back to parents on the result of the planning and/or evaluation feedback and suggestions from the previous PAC meeting
- Share results from Parent Survey with parents
- Share CNA statements and Priorities with parents
- Share NYS Parent Bill of Rights and NYS ESSA-Funded Programs Complaint Procedures with parents

Evaluation

Ask Parents to evaluate:

- Summer program just completed and the responses to the parent survey
- Current “Welcome Packet” for new families: Ask parents to decide what to keep, delete, or add
- Resources or presenters as to whether or not to share with the rest of the parents

	Summary: Parent and Family Engagement GROUP Meeting or Event <i>(Other than PAC)</i>			[space for METS logo]
	METS Program: Date:			
LOCATION:				
ATTENDANCE:	# Parents:	# Children:	# Staff:	# Volunteers:

Objective/Learning Target	Connection to Theory of Action Subject Content and Instruction Positive Identity Development Advocacy to Self-Advocacy	Brief Description of the Activity related to each Objective/Learning Target	Parent/Family Outcome(s) What did Parents or Families learn or gain as a result?

(Add rows for additional topics)

Additional Comment:

Annual New York State ESSA-Funded Programs Complaint Procedures:

- The parent brochure, “NYS-MEP Parent and Family Engagement Plan,” provides information and a link to the Complaint procedures
- The procedure and link were shared **with PAC Parents or at a non-PAC Parent meeting since September 1st:**
 Today Previously (Date): _____ Planned (Date) : _____

Documentation for Reducing Barriers to Parent and Family Participation

- Making a commitment to equitable parent and family engagement, the NYS-MEP seeks to reduce barriers and to make it easier for migratory parents to participate in State PAC meetings.

A copy of every document used, is filed electronically and/or with hardcopy in the METS Office.

Meeting conducted in a format and language understandable to the parents and families	Send to TASC:
<input type="checkbox"/> Copy of Agenda for Parents to use in each language used by parents in this METS: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Karen <input type="checkbox"/> Burmese <input type="checkbox"/> Other:	<input type="checkbox"/> Copy of this Summary
<input type="checkbox"/> Copy of the Invitation/Flier in each language used by parents in this METS: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Karen <input type="checkbox"/> Burmese <input type="checkbox"/> Other:	<input type="checkbox"/> Copy of Agenda in each language used
<input type="checkbox"/> Copy of Handouts given to Parents in the following language(s): <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Karen <input type="checkbox"/> Burmese <input type="checkbox"/> Other:	

Brief description of steps taken to reduce barriers and provide effective access to the meeting
Meeting Time Convenient to Parents
Activities for Children Provided so Parent can Attend In-Person Meeting
Transportation
Other:

(Add rows for additional barriers anticipated and addressed)

Other Meeting Documentation:

Parent/Family Attendance documented and filed in the METS Office electronically and/or with a hard copy.

Applying the NYS-MEP Theory of Action Framework to Parent and Family Engagement (*Other than PAC*)

SUBJECT CONTENT AND INSTRUCTION

- Supporting children at home to do well in school.***
- How to use information from school such as the school calendar, attendance policies, bus times
 - Ideas to interact with preschoolers and work with them at home
 - How to help your child get organized with homework
 - METs provided supplies for parents to keep and use at home, related to the topics (i.e. math, ELA)
- Learning about school, college, and career topics***
- Graduation requirements, credits, graduation pathways
 - Math, reading, science
 - Art (string art, sculpting, pottery)
 - Holiday vocabulary and traditions in the United States
 - Health: flu, care of skin emergencies
 - Early Childhood development and importance
 - Maple syrup process/business
 - College Assistance Migrant Program (CAMP)

POSITIVE IDENTITY DEVELOPMENT

- Connecting Parents/families with the school.***
- Parent meeting held at the local school, with school personnel, including the principal who speaks Spanish
- High Expectations-Giving power back to parents.***
- Parents have the right to request an interpreter at school
 - Using knowledge and experience of parents to problem solve
- Utilizing presenters from community of parents/families to be visual role models.***
- CAMP presenter from both the migrant and Latino communities and attended college with the help of the CAMP program
 - PAC Parents on the agenda of a parent and family event to report about the recent Statewide and Local PAC meetings.
- Providing common experience for Parents and children to do together, strengthening communication within the family.***
- Math, ELA, science, art activities, holiday traditions, listening to a storyteller

ADVOCACY TO SELF-ADVOCACY

- Expert presenter on subject with opportunity for parents to follow up own.***
- How to use an interpreter – practice/role play how to use an interpreter
 - Bullying – Information about how to approach schools and opportunity for parents to ask personal questions
 - College application process, financial aid with time for parents to ask individual questions and to make appointments to follow up
 - Know Your Rights and local services available – opportunity for families to make individual appointments for follow up with Catholic Charities
- Supporting parents as self-advocates.***
- METS set up meeting for parents with school personnel so parents could share their concerns about receiving calls/text messages in English and worrying about what the emergency could be
 - How to contact the school, children’s teacher(s)
 - Providing local contact information for making medical appointments, applying for health insurance

Parent and Family Handouts

Parent Brochure: NYS-MEP Parent and Family Engagement Plan *(See the English sample on page 15)*

- Review with each Parent/Family in 2024-25, and give them their own copy
- Path to find and download on the website:
 - RESOURCES >> PROGRAM DOCUMENTS >> PARENT FORMS
 - Scroll down to select language(s)

Overview of the NYS-MEP Website for Parents and Families *(see the English sample on page 17)*

- Extends the list of website resources started in the Parent Brochure: NYS-MEP Parent and Family Engagement Plan
- Path to find and download on the website:
 - RESOURCES >> PROGRAM DOCUMENTS >> PARENT FORMS
 - Scroll down to select language(s)

VISIT THE NYS-MEP WEBSITE

<https://www.nysmigrant.org/>

Find useful information about the NYS-MEP, the local METS program centers, and related services.



Contact Information: Migrant Education Tutorial and Support Services (METS) Program Centers

<https://www.nysmigrant.org/map>



The New York State map is interactive. Click on a county to find the contact information for the local METS program center serving that county.

BILL OF RIGHTS FOR DATA SECURITY AND PRIVACY; ENGLISH LEARNERS; AND COMPLAINT PROCEDURES

<https://www.nysmigrant.org/resources/familylibrary/parentsbillofrights>

The purpose is to inform parents of

- (1) Legal requirements regarding privacy, security and use of student data;
- (2) Educational access and programming for English Learners and their parents; and
- (3) Complaints against school or school district and METS.



New York State Migrant Education Program (NYS-MEP)

Parent and Family Engagement Plan

INTRODUCTION

Parents and families play a critical role in promoting the physical, intellectual, and social-emotional development of their children. This contributes to their children's academic achievement and social engagement in school.

COMMITMENT

The NYS-MEP will:

- Consult with parents and families on the education of their children;
- Support parents and families as primary educators and advocates for their children; and
- Reduce barriers that prevent parent and family participation in NYS-MEP activities.

CONSULT WITH PARENTS AND FAMILIES

LOCAL PARENT ADVISORY COUNCIL (PAC): The local METS program centers encourage and support parents to join the local Parent Advisory Council (PAC). The METS consult with parents and families on the planning, operation, and evaluation of local migrant programs and services. This helps the METS to better understand how to address the needs of eligible students and their families.

STATEWIDE PARENT ADVISORY COUNCIL (State PAC):

The NYS-MEP encourages and supports local PAC Parents to join State PAC. The Statewide Support Team consults with the State PAC on the planning, operation, and evaluation of statewide migrant programs and services. The State PAC is an important part of the process to identify the needs of students and improve the delivery of services.

REDUCE BARRIERS TO PARTICIPATION

The NYS-MEP strives to reduce language and other barriers in order to make it easier for parents and families to participate and engage in all NYS-MEP activities to support their children's education.

SUPPORT PARENTS AND FAMILIES AS PRIMARY EDUCATORS AND ADVOCATES FOR THEIR CHILDREN

PARENT AND FAMILY ENGAGEMENT ACTIVITIES: In addition to the local and statewide PAC meetings, the local METS program centers provide parents and families with information and learning opportunities based on their needs and concerns.

These group and individual activities include, but are not limited to,

- Providing strategies to support children at home to help them succeed in school;
- Connecting parents and families with the school to improve school-home communications;
- Connecting parents and families with community resources and to build support networks; and
- Creating opportunities for social connection with other parents and families.

NYS-MEP Parent & Family Library

<https://www.nysmigrant.org/resources/familylibrary>

Find resources to support parents and families.



New York State Migrant Education Program (NYS-MEP)

**Overview of the NYS-MEP Website for
Parents and Families**



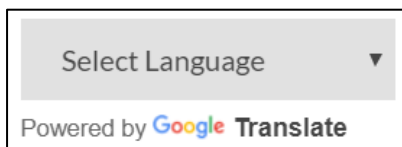
VISIT THE NYS-MEP WEBSITE

Parents can find useful information about the NYS-MEP, the local Migrant Education and Tutorial Services (METS) program centers, and related services.

You can use the web link <https://www.nysmigrant.org/> or scan the QR Code to go to the NYS-MEP website.



TRANSLATION AVAILABLE FOR THE NYS-MEP WEBSITE



The NYS-MEP website is written mainly in English. It uses “Google Translate” to assist you in reading it in other languages. While this can be helpful, “Google Translate” cannot translate all types of documents and may not give you an exact translation all the time. The NYS-MEP cannot guarantee the accuracy of such translations. Please consult with the local METS program center for additional information and/or clarifications.

CONTACT US AT NYS-MEP

Do you have a question, comment, or suggestion? To contact the NYS-MEP, please use this web link <https://www.nysmigrant.org/contact> or scan the QR Code.

You will be asked for your name and email address so the Statewide Support Team can reply to your message.



CONTACT THE METS PROGRAM CENTERS



This web link takes you to an interactive New York State map. Click on a county to find the contact information for the local METS program center serving that county.

You can use the web link <https://www.nysmigrant.org/map> or scan the QR Code to go to the map.

NYS-MEP PARENT & FAMILY LIBRARY

<https://www.nysmigrant.org/resources/familylibrary>

The NYS-MEP has developed resources to support parents and families. The goals are to create a MEP environment that is welcoming to our parents and families and to enhance their capacity to support and advocate for their childrens' learning. These materials and resources are updated throughout the year in response to needs. **Sample resources are listed below.**

Use the web links or scan the QR Codes to access the information.



Parent-to-Parent Handout: "Homework Challenges and Strategies that Work"

<https://www.nysmigrant.org/resources/familylibrary/parent-to-parent/homework>



The homework handout was created as a result of State PAC Parents sharing their challenges and strategies at the April 2022 and October 2022 State PAC meetings.



Cornell Farmworker Program: Farmworker Service Directory for New York State

<https://www.nysmigrant.org/resources/familylibrary/farmworkers servicedirectory>

The directory includes information on food pantries, health services, and legal services. Parents can choose to search for information through the English or Spanish Directory. (Note: This directory does not list every agency in your region. Check with your METS Program for additional resources.)



College Assistance Migrant Program (CAMP)

<https://www.nysmigrant.org/resources/familylibrary/CAMP>



The CAMP program assists eligible students who are migratory or seasonal farmworkers (or children of such workers) with financial aid, academic support and more during their first year of college at SUNY Oneonta.

Art Instructional Videos

<https://www.nysmigrant.org/resources/library/artworkshops>

The videos demonstrate drawing techniques, craft ideas using yarn or clay, and making musical instruments. Videos are available in English and Spanish.

