



DEPUTY COMMISSIONER
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October 19, 2016

Mr. John F. Buyce
Audit Director
Office of the State Comptroller
Division of State Government Accountability
110 State Street, 11th Floor
Albany, NY 12236

RE: Selected Aspects of the Migrant Education Program Report 2016-F-9

Dear Mr. Buyce:

The following is the New York State Education Department's (NYSED or the "Department") response to the audit report, *Selected Aspects of the Migrant Education Program (2014-S-48)*, and the follow-up observations as outlined in the letter to the Department dated September 23, 2016.

Recommendation 2: Develop methods to periodically provide evaluation results at both the METS level and Program-wide to monitor performance against established goals.

NYSED's Response: Since the initial audit, the following actions have been implemented by the Department:

- Service Delivery Plan. The Department, in consultation with stakeholders, has developed and implemented the State Migrant Education Program (MEP) Service Delivery Plan (SDP) starting in the 2016-17 program year, including State Performance Targets (SPTs); Measurable Program Objectives (MPOs); and data collection tools and protocols, including the Academic Service Intensity Rubric and Service Requirements (ASIRS) Matrix, Graduation Plan (GP) for Grades 9-12 students, Personal Learning Plan (PLP) for Out-of-School Youth, as well as interim MEP English Language Arts (ELA) and Math assessments for students in Grades K-8.
- External Program Evaluation. For program improvement purposes, data will be analyzed by the External Evaluator to measure program implementation and results achieved by the MEP program against the performance targets outlined above. Results from such evaluation will be used at the State and local level to determine which program services to modify, expand, replicate, scale back, or eliminate.

- Statewide Network and Support. Memoranda of Understanding (MOUs) are being executed to establish a collaborative Statewide Support Team, consisting of the Identification and Recruitment/MIS200/MSIX (ID&R) Program Center and the Migrant Technical Assistance and Support Center (M-TASC). Monthly calls have been instituted with the Statewide Support Team to review reports and data, and discuss program improvement plans. Based on the data analysis, the Statewide Support Team will discuss trends, designs targeted support for migrant educators and professional development planning and technical assistance, and establish plans for developing resources and materials.
- Program Monitoring and Evaluation. The SED Program Coordinator will:
 - Review and discuss individual work plans, budgets, and budget narratives submitted annually by each of the nine regional METS program centers and the two Statewide ID&R and M-TASC program centers at the beginning of each program year. The focus is on the proposed activities and expenditures based on their alignment with program goals as outlined in the SDP and Theory of Action (ToA)
 - Conduct mid-year check-in meetings with each of the nine regional METS program centers and the two Statewide ID&R and M-TASC program centers to determine progress towards meeting established goals, problem-solve, discuss/review plans for the remainder of the program year.
 - Review and discuss individual annual performance reports submitted annually by each of the nine regional METS program centers and the two Statewide ID&R and M-TASC program centers at the end of each program year. The focus is to review program implementation and progress made towards goals in the current year and to discuss changes for the upcoming program year in order to strengthen program implementation and alignment with the SDP and ToA.
 - Conduct monthly conference calls with the nine regional METS program centers and the two Statewide ID&R and M-TASC program centers to discuss federal and State updates, SDP implementation progress, identify challenges and to develop local and statewide solutions.
 - Conduct quarterly statewide meetings involving Directors and staff members from the nine regional METS program centers and the two Statewide ID&R and M-TASC program centers. The focus is to deep dive into data analysis statewide in order to use such results to drive programming decisions and

monitor progress against the SPTs and MPOs, using attached Data Cycle Timeline, MEP Calendar, and the SDP as guides.

- Revise and implement monitoring instrument, protocol, and procedure based on the requirements of *The Elementary and Secondary Education Act* (ESEA), under Section 1603 (20 U.S.C. 6573), as amended by the *Every Student Succeeds Act* (ESSA) of 2015. The focus is to monitor the implementation of program requirements and the expenditure of federal funds. The monitoring process will consist of: monitoring expenditures, self-assessments, desk audits, and onsite programmatic monitoring.

Timeline and Next Steps:

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| Revise and update NYS MEP's current monitoring instrument, protocol, procedure, and timeline/calendar | Scheduled Fall 2016 |
| Implement revised and updated NYS MEP's current monitoring instrument, protocol, procedure, and timeline/calendar | Scheduled Spring 2017 Field Pilot |

Recommendation 3: Establish a method to facilitate the timely exchange of information between METS and school districts.

NYSED's Response: Since the initial audit, the following actions have been implemented by the Department:

- Informed Consent. The parent consent statement is included on the Certificate of Eligibility (COE) form, allowing school districts to share migrant students' information. This parent consent statement is now available in both English and Spanish. This is intended ensure parents have been fully informed, in their home language, of all information about the action for which they are giving consent (i.e., sharing of student information). This is located in the signature section of the COE.
- Accessing Student Data. Of the nine regional METS program centers, five are partnering with Regional Information Centers (RICs) to share student achievement data, including Grades 3-8 ELA and Math assessment results and New York State English as a Second Language Achievement Test (NYSESLAT) results. Additionally, the RICs also served to confirm new migrant students as well as homeless migrant students. The remaining four METS meet with school and district leaders regularly regarding the data reconciliation process, and student achievement data are obtained through individual schools or districts through the informed consent statement above.

- Memorandum of Understanding (MOU). The Department will work to amend the MOU with the Statewide ID&R/MIS2000/MSIX program center housed at SUNY Oneonta to include the ability of the Department's Office of Information and Report Services (IRS) to share migrant student assessment data with the MEP's MIS2000 data system.

Timeline and Next Steps:

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| Amend MOUs with the Statewide ID&R/MIS2000/MSIX program center to include the ability of the Department's Office of Information and Report Services (IRS) to share migrant student assessment data with the MEP's MIS2000 data system | Scheduled Fall 2016 |
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If you have any questions regarding this response, please contact Maxine Meadows-Shuford, Title I Director, at Maxine.Meadows-Shuford@nysed.gov.

Sincerely,



Sharon Cates-Williams

c: Ira Schwartz
Maxine Meadows-Shuford
Kin T. Chee