

**Pennsylvania's Migrant
Education Program
Service Delivery Plan Summary
For
Service Providers**

September, 2013



Service Delivery Plan Summary for Service Providers

Introduction

Pennsylvania Migrant Education Program (PA-MEP) service providers are instrumental to the success of the PA-MEP's ability to seek out, determine eligibility, enroll, assess the needs of, and provide targeted supplemental services to the state's migrant population. This Service Delivery Plan summary provides highlights from the Comprehensive Needs Assessment process that was completed in 2012. It is essential that all migrant educators and their partners have a common understanding of the state's goals and recommendations for program improvement.

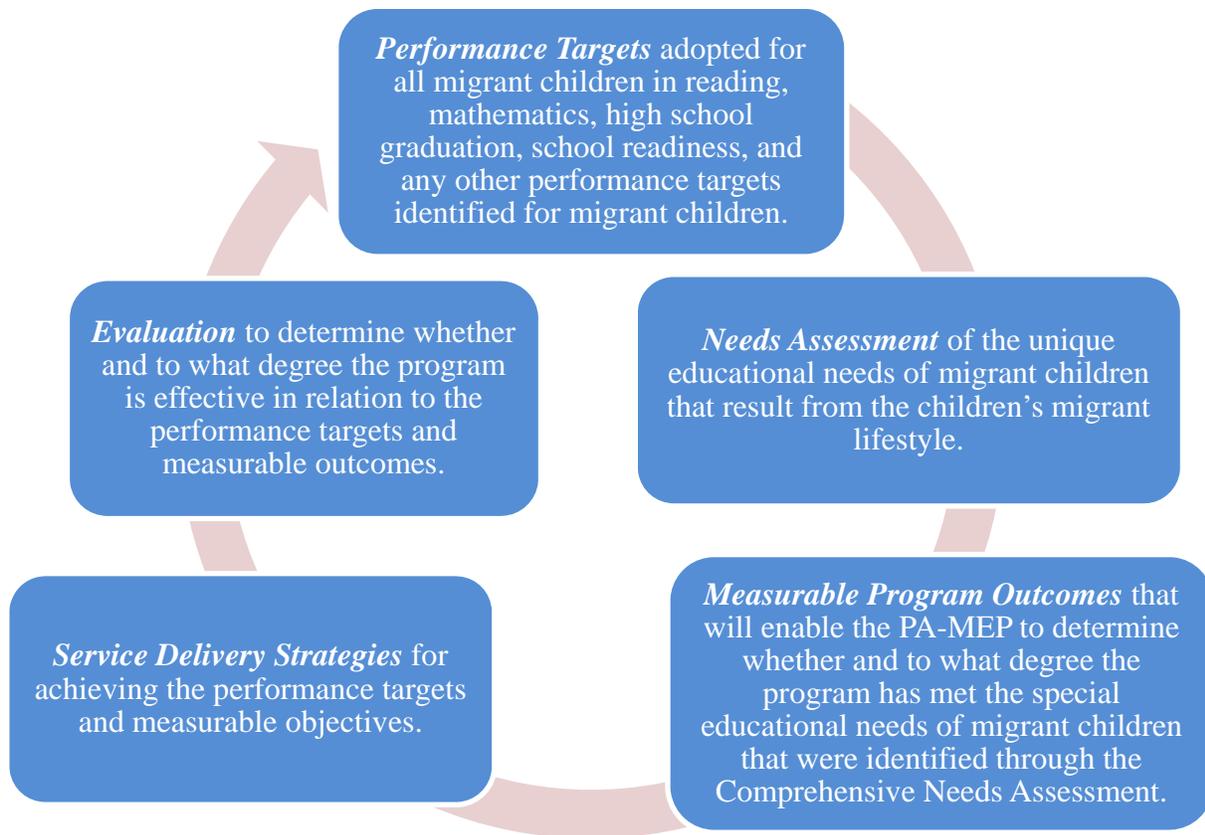
In December of 2010, the state office initiated a Comprehensive Needs Assessment review process as required by the federal Office of Migrant Education. The state is fully committed to its data-driven process for monitoring, evaluating, and implementing a continuous cycle of program improvement. The Comprehensive Needs Assessment review process was carried out by a team of migrant education staff members, key state department representatives, and other experts in the areas of mathematics, parent involvement, high school youth, Out-of-School Youth and health.

The educational landscape of Pennsylvania has changed since the completion of the original Comprehensive Needs Assessment in 2007. Most notably, the state has developed the Pennsylvania Core Standards that mirror the content and rigor of Common Core, but reflect the organization and design of the Pennsylvania Academic Standards. The PA-MEP is focused on ensuring that its supplemental programming and advocacy align with the state's efforts to transition to the more rigorous and research-based reforms as set forth in the Pennsylvania Core Standards. The current state 11th grade Pennsylvania System of School Assessment (PSSA) exams are being phased out as the new high school Keystone exams are introduced over the next few years.

The other major change that has occurred in recent years is the focus at the federal level on the Government Performance and Results Act standards. The PA-MEP Service Delivery Plan includes constant measuring of performance on all of the Government Performance and Results Act standards (e.g. reading and math achievement, enrollment in Algebra I or higher math course, and graduation rates). Furthermore, the PA-MEP exceeds many of the standards by employing performance measurements that are targeted to improve specific service delivery strategies and student outcomes.

The 2013 Service Delivery Plan summarizes the findings from the Comprehensive Needs Assessment review and provides a framework for implementing strategies to address the needs of Pennsylvania's migrant children from the present through the next three to five years. The Service Delivery Plan also outlines strategies for monitoring implementation and measuring student and family outcomes.

As required by NCLB and non-regulatory guidance from the Office of Migrant Education and the Government Performance and Results Act standards, the state Service Delivery Plan specifically addresses the following:



Before describing the 2013 Service Delivery Plan Need Statements, it is best to think about the overall objectives that have been derived from the intensive, data-driven Comprehensive Needs Assessment review process. All of these will be familiar to PA-MEP service providers, but it is vital to note that there are particular focus areas such as 1) the need to better educate migrant students and parents about the credits and courses that are required to graduate from high school and pursue continuing education; and 2) the need to seek out and implement innovative, effective supplemental resources and programming to promote reading and math achievement.

Overall Program Improvement Objectives from the Comprehensive Needs Assessment Review Process (2011-12)

- **Improve reading proficiency, for ELL and Priority for Service students especially.**
- **Provide data-informed, supplemental instructional reading services. Seek out resources and programming with evidence of positive outcomes.**
- **Improve access to and attendance in early childhood programs.**
- **Encourage migrant parent support for education (specific focus on school readiness of young children, high school graduation and post-secondary options for teenagers).**
- **Improve math proficiency for students in grades 3-8, with special focus on needs of ELL and Priority for Service students.**
- **Increase knowledge of students (in grades 8-12) of high school graduation requirements and post-secondary options.**
- **Improve needs assessment process and provision of education and support services for Out-of-School Youth who are working.**
- **Increase knowledge of migrant parents regarding where and how to obtain primary care services. Advocate for bilingual resources and culturally sensitive practices.**

This first group of Need Statements has been a part of the PA-MEP since 2008. The statements have been revised to reflect the lessons learned from setting yearly growth targets, and collecting and analyzing data in meaningful ways. One major change to the approach of setting growth targets has been to project that sustained measurable improvements will be accomplished by the end of 3-4 years (2016-17). Service Delivery Plan data will be collected annually as usual, but the expectation of reaching the Service Delivery Plan targets within 3-4 years--instead of annually--will give all administrators and service providers time to make the necessary enhancements to their programming, seek out strategic partners and resources, and engage in appropriate professional development of PA-MEP staff members.

This table provides the list of Need Statements that have been a part of the Service Delivery Plan since 2008, but have been amended to better reflect new realities and understandings.

Service Delivery Plan Existing Need Statements Amended in 2010-12

Focus Area	Need Statement	Area(s) of Concern
Reading (1A)	By the end of 2016-17, <u>50%</u> of migrant (PFS) students will make gains on the Reading PSSA of half a proficiency level or more.	English language development (as limited proficiency interferes with the development of reading skills)
Reading (1B)	By the end of 2016-17, <u>80%</u> of migrant students (in grades K – 6) will maintain or improve their scoring category on the summer DIBELS assessment.	English language development
Reading (1C)	By the end of 2016-17, <u>90%</u> of migrant students (identified as below proficient in reading) will participate in data-informed supplemental instructional reading programs.	Instructional time
School Readiness (2A)	By the end of 2016-17, <u>60%</u> of migrant children (ages 3-5) will participate in preschool programming.	Access to services
School Readiness (2B)	By the end of 2016-17, <u>90%</u> of migrant children (4 and 5 year olds who will enter kindergarten in the fall) will demonstrate mastery on the School Readiness checklist.	English language development Educational support in the home

The next table features new Need Statements that were developed as a result of the recent Comprehensive Needs Assessment review.

Highest Priority Need Statements from the PA-MEP's Comprehensive Needs Assessment Review (2010-12)

Focus Area	Need Statement	Area(s) of Concern
Mathematics (3A)	By the end of 2016-17, <u>50%</u> of migrant (PFS) students will make gains on the Math PSSA of half a proficiency level or more.	English language development (as limited proficiency interferes with the development of mathematical skills)
Mathematics (3B)	By the end of 2016-17, <u>to be determined</u> % of migrant students will make gains on the summer Quick Math Assessment (in development). (A baseline percentage needs to be established during the first year of implementation)	English language development (as limited proficiency interferes with the development of mathematical skills) Instructional time
High School Graduation (4A)	By the end of 2016-17, <u>80%</u> of migrant students (in grades 8-12) who participate in the Diploma Project will receive instruction (I) and/or complete (C) at least one Toolkit unit.	Educational continuity School engagement Access to services
High School Graduation (4B)	By the end of 2016-17, <u>60%</u> of migrant students (in grades 8-12) will demonstrate knowledge of high school graduation requirements.	Educational continuity School engagement

High School Graduation (4C)	By the end of 2016-17, 60% of migrant students (in grades 8-12) will demonstrate knowledge of post-secondary planning and options.	Educational continuity School engagement
Parent Involvement (5A)	By the end of 2016-17, 80% of migrant students (in grades 8-12) whose parents participate in the Diploma Project will have their parents receive instruction (I) and/or complete (C) at least one Toolkit unit.	Educational support in the home
Parent Involvement (5B)	By the end of 2016-17, 50% of migrant parents (with children in grades 8-12) will demonstrate knowledge of high school graduation requirements.	Educational support in the home
Parent Involvement (5C)	By the end of 2016-17, 30% of migrant parents (with children in grades 8-12) will demonstrate knowledge of post-secondary planning and options.	Educational support in the home
Out of School Youth (6)	By the end of 2016-17, 25% of OSY (who express an interest) will attend educational opportunities (in-person and/or using technology).	English language development Instructional time Access to services
Health (7A)	By the end of 2016-17, 80% of migrant parents and 50% of OSY will report that they know where to obtain primary care services.	Health Access to services
Health (7B)	By the end of 2016-17, 40% of migrant parents and 50% of OSY will report that language and cultural barriers impede their access to health care.	Health Access to services

PA-MEP service providers can benefit greatly from reading carefully and thinking deeply about the many service delivery strategies that were recommended by the various Comprehensive Needs Assessment committees. They studied the research and thought long and hard about what might be realistic, practical, and effective practices for migrant educators in the different focus areas of Reading, Mathematics, School Readiness, High School Graduation, Parent Involvement, Out-of-School Youth and Health. The following section will present the Comprehensive Needs Assessment committees' top choices of service delivery strategies for each of the Service Delivery Plan Need Statements.

Overview of Service Delivery Plan Strategies and Measures

READING	Service Delivery Strategies	Implementation Measures and Documentation
<p>Reading (1A) By the end of 2016-17, <u>50%</u> of migrant (PFS) students will make gains on the Reading PSSA of half a proficiency level or more.</p>	<p>Identify supplemental instructional reading programs that have proven effective at boosting the achievement of migrant students.</p>	<p>Include information on Project Application of supplemental instructional reading programs that have proven to be effective.</p> <p>Document training on Monthly Reports of PA-MEP staff who receive reading-focused professional development.</p>
<p>Reading (1B) By the end of 2016-17, <u>80%</u> of migrant students (in grades K – 6) will maintain or improve their scoring category on the summer DIBELS assessment.</p>	<p>Increase the rigor and quality of reading instruction provided in MEP summer programs (site-based and home-based).</p>	<p>Include details in Project Application of specific steps taken to increase the rigor and quality of supplemental summer programming, uses of technology, and resources.</p>
<p>Reading (1C) By the end of 2016-17, <u>90%</u> of migrant students (identified as below proficient in reading) will participate in data-informed supplemental instructional reading programs.</p>	<p>Provide training for PA-MEP staff on uses of student data to inform reading instruction and “best practices” in teaching reading.</p>	<p>Ensure that information on services provided to migrant students (identified as “below proficient” in reading) is entered into MIS2000.</p>

SCHOOL READINESS	Service Delivery Strategies	Implementation Measures and Documentation
<p>School Readiness (2A) By the end of 2016-17, <u>60%</u> of migrant children (ages 3-5) will participate in preschool programming.</p>	<p>Build partnerships with preschool providers (e.g., community agencies, school districts).</p> <p>Join School Readiness/Early Childhood Committees and advocate for formal agreements with service providers that include migrant students.</p>	<p>Add to a list of service providers that enroll migrant students.</p> <p>Document participation in Early Childhood Committees and agreements.</p>
<p>School Readiness (2B) By the end of 2016-17, <u>90%</u> of migrant children (4 and 5 year olds who will enter kindergarten in the fall) will demonstrate mastery on the School Readiness checklist.</p>	<p>Provide training for PA-MEP staff and parents that equips them to work together to support the research-based skills on the School Readiness checklist.</p>	<p>Document participation of PA-MEP staff and parents in training that focuses on preparing children for kindergarten.</p>
MATHEMATICS	Service Delivery Strategies	Implementation Measures and Documentation
<p>Math (3A) By the end of 2016-17, <u>50%</u> of migrant (PFS) students will make gains on the Math PSSA of half a proficiency level or more.</p>	<p>Increase the rigor and quality of math instruction provided in MEP supplemental programs (site-based and home-based).</p> <p>Provide migrant staff with ongoing professional development on “best practices in teaching math to linguistically and culturally different migrant students.” There is a need for a strong focus on academic mathematics vocabulary and concept development for ELL students.</p>	<p>Document all practices on Project Application and Monthly Reports that are aimed at improving the quality and quantity of supplemental math instruction.</p> <p>Document training on Monthly Reports of PA-MEP staff who receive math-focused professional development.</p>

MATHEMATICS	Service Delivery Strategies	Implementation Measures and Documentation
<p>Math (3B)</p> <p>By the end of 2016-17, <u>to be determined</u>% of migrant students will make gains on the summer Quick Math Assessment (in development).</p> <p>(A baseline percentage needs to be established during the first year of implementation)</p>	<p>Select a site-based pre- and post- math assessment tool that measures student growth during migrant summer programs.</p> <p>Train PA-MEP staff in the use of the Quick Math Assessment and how it can inform instruction.</p>	<p>Use of pre- and post- math assessments in migrant summer programs.</p>

HIGH SCHOOL GRADUATION	Service Delivery Strategies	Implementation Measures and Documentation
<p>HS Graduation (4A)</p> <p>By the end of 2016-17, <u>80%</u> of migrant students (in grades 8-12) who participate in the Diploma Project will receive instruction (I) and/or complete (C) at least one Toolkit unit.</p>	<p>Engage migrant students (grades 8-12) and their families in informed discussions (using the Diploma Project Toolkit) about what is needed to graduate from high school and pursue post-secondary educational opportunities.</p> <p>Keep detailed portfolios on all secondary students that chart their path to graduation and beyond.</p>	<p>Evidence of routine use of Diploma Project Toolkit and materials with high school students.</p> <p>Enter units worked on and completed in MIS2000.</p>
<p>HS Graduation (4B)</p> <p>By the end of 2016-17, <u>60%</u> of migrant students (in grades 8-12) will demonstrate knowledge of high school graduation requirements.</p>	<p>Same as above.</p>	<p>Conduct a survey of high school students every 2-3 years that asks about their knowledge of high school graduation requirements.</p>

HIGH SCHOOL GRADUATION	Service Delivery Strategies	Implementation Measures and Documentation
HS Graduation(4C) By the end of 2016-17, <u>60%</u> of migrant students (in grades 8-12) will demonstrate knowledge of post-secondary planning and options.	Same as above.	Conduct a survey of high school students every 2-3 years that asks about their knowledge of careers and post-secondary options.

PARENT INVOLVEMENT	Service Delivery Strategies	Implementation Measures and Documentation
Parent Involvement (5A) By the end of 2016-17, <u>80%</u> of migrant students (in grades 8-12) whose parents participate in the Diploma Project will have their parents receive instruction (I) and/or complete (C) at least one Toolkit unit.	Engage migrant parents (with children in grades 8-12) in informed discussions (using the Diploma Project Toolkit) about what their child needs to graduate from high school and pursue post-secondary educational opportunities.	Evidence of routine use of Diploma Project Toolkit and materials with parents of high school students. Enter units worked on and completed in MIS2000.
Parent Involvement(5B) By the end of 2016-17, <u>50%</u> of migrant parents (with children in grades 8-12) will demonstrate knowledge of high school graduation requirements.	Same as above.	Conduct a survey of parents every 2-3 years that asks about their knowledge of their child's high school graduation requirements.
(5C) By the end of 2016-17, <u>30%</u> of migrant parents (with children in grades 8-12) will demonstrate knowledge of high school graduation requirements.	Same as above.	Conduct a survey of parents every 2-3 years that asks about their knowledge of careers and post-secondary options.

OUT-OF-SCHOOL YOUTH	Service Delivery Strategies	Implementation Measures and Documentation
<p>Out-of-School Youth (6)</p> <p>By the end of 2016-17, <u>25%</u> of OSY (who express an interest) will attend educational opportunities (in-person and/or using technology).</p>	<p>Use assessments that identify students' English proficiency levels and help determine which modules are appropriate.</p> <p>Provide opportunities for independent learning using technology between face-to-face sessions.</p> <p>Develop discrete learning modules that are:</p> <ul style="list-style-type: none"> • Adjusted to student's level of academic achievement yet appropriate for adult learners. • Not overly time-intensive (.5 – 1 hour). • Focused on salient needs of OSY and immediately applicable in their real world contexts. 	<p>Use of quick English oral proficiency assessment with OSY interested in educational offerings.</p> <p>Document use of Strategies, Opportunities and Services for Out-of-School Youth (SOSOSY) "Educational Outcomes Table".</p> <p>Document use of innovative technology using program documentation such as Project Application and Monthly Reports.</p> <p>Adjust reporting requirements and definitions as needed to better capture OSY services provided statewide.</p>
HEALTH	Service Delivery Strategies	Implementation Measures and Documentation
<p>Health (7A)</p> <p>By the end of 2016-17, <u>80%</u> of migrant parents and <u>50%</u> of OSY will report that they know where to obtain primary care services.</p>	<p>Educate families and OSY on how the health system works in their areas.</p> <p>Ensure that families are aware of school policies regarding health.</p>	<p>Evidence of completed local list of all available health care options.</p> <p>Documentation that shows that PA-MEP staff is utilizing the Health Knowledge "Checkup" with their families. (MIS2000)</p>

HEALTH	Service Delivery Strategies	Implementation Measures and Documentation
<p>Health (7A) (cont.) By the end of 2016-17, <u>80%</u> of migrant parents and <u>50%</u> of OSY will report that they know where to obtain primary care services.</p>	<p>Provide PA-MEP staff with tools to help them educate school and community agency staff on the linguistic and cultural needs of migrant children, families and OSY.</p> <p>Improve collaboration between PA-MEP and health care providers to identify clinics/agencies that have bilingual staff.</p>	
<p>Health (7B) By the end of 2016-17, <u>40%</u> of migrant parents and <u>50%</u> of OSY will report that language and cultural barriers impede their access to health care.</p>	<p>Partner with health care providers to educate parents and OSY regarding availability of health resources.</p> <p>Assist with educating school and community agency staff on the linguistic and cultural needs of migrant children, families, and OSY.</p> <p>Collaborate with health care providers to identify clinics/agencies that have bilingual staff.</p>	<p>Conduct a targeted Health Survey every 2-3 years in order to determine if the performance goals for migrant parents and OSY are being met.</p> <p>Documentation of collaborations with health care providers and/or other forms of networking (e.g. attending health-related forums).</p>

RECOMMENDATIONS FOR CONTINUOUS IMPROVEMENT

The PA-MEP will continue to review and refine its program priorities as it works to maintain its focus on goals and objectives from the 2008 Service Delivery Plan that remain important in addition to the new goals and objectives that have been outlined in the 2013 Service Delivery Plan. They analyze their needs assessment and evaluation data annually, and make reporting and programming adjustments as needed. In conclusion, there are four areas that will require particular attention as the state works to responsibly implement all of the aspects of its updated Service Delivery Plan.

1) Continue to focus on creative and innovative ways to boost student reading and math achievement through data-driven supplementary programming.

Due to the high mobility and limited English proficiency of a high proportion of migrant students, it is essential to promote service delivery practices that address individual student needs with sufficient focus and intensity that they will have a measurable impact on migrant student achievement. Migrant English language learners and Priority for Service students, in particular, continue to lag far behind their non-migrant peers on state assessments. An increased emphasis on research-based, data-driven supplementary program models and enhanced professional development of migrant educators remain two of the most promising avenues for comprehensive and meaningful supplementary program improvement.

2) Emphasize the importance of educating 8th and 9th grade migrant students about graduation requirements and continuing education options.

The recent Comprehensive Needs Assessment generated a number of concerns related to the key mission of Pennsylvania's Migrant Education Program—ensuring that migrant students graduate and realize their potentials. The Diploma Project Toolkit should enable PA-MEP staff, migrant families, and their children to have focused conversations and to work together as a team to not only keep high school students on track academically, but to also begin as early as possible to identify their talents, interests and aspirations.

It was determined that the best plan of action is to begin as early as 8th and 9th grades to engage with students and their families about such topics as promising careers; introduce them to individuals with similar backgrounds who offer encouragement and support; and discuss the range of schooling options beyond high school.

3) Ensure that all aspects of new Service Delivery Plan projects are piloted with an eye to efficiency and evidence of positive impact.

There are a number of initiatives that have been generated to address key issues identified during the Comprehensive Needs Assessment review process. The principal ones are the Diploma Project, the Wellness Project, the summer Quick Math Assessment, and the Out-of-School Youth

Oral Assessment. They are all scheduled to be piloted during 2013-14 in order to ensure that all of the different elements are operating efficiently and are having the intended effect.

Once the various pilots are completed, the “lessons learned” will be incorporated, guidance will be written with the help of staff who will be implementing the initiatives, and professional development will be provided to all staff. As with all new projects, the state will ensure that all initiatives are incorporated into the continuous planning, implementation and evaluation cycles.

4) Improve Out-of-School Youth reporting and outcomes

The Out-of-School Youth Needs Assessment Committee helped to identify a number of issues that are essential to improving instructional programming options for Out-of-School Youth who express an interest in furthering their education. The PA-MEP is already doing a good job of assessing Out-of-School Youth needs, but could benefit from improvements in refinement of the processes they use to design and deliver appropriate educational services to their youth. They have formed an Out-of-School Youth advisory team that will be an important vehicle for initiating, monitoring and evaluating program improvement strategies.

As discussed in the Out-of-School Youth section of this report, the principal areas in need of attention are: 1) standardizing reporting formats and writing guidance on what terms such as “attending” and “completed” mean; 2) encouraging wider use of Strategies, Opportunities and Services for Out-of-School Youth (SOSOSY) materials such as the Educational Outcomes Table and adding Pennsylvania-specific services and resources where possible; 3) identifying and piloting a quick oral language assessment that will help service providers to gauge the English proficiency levels of their youth; and 4) researching and developing pilot programs that include innovative uses of technology.

Another ongoing need is to continue to build on and strengthen partnerships with adult education and other agencies, such as health providers, that serve this marginalized population.

**THANK YOU FOR YOUR ATTENTION AND FOR YOUR ONGOING
DEDICATION TO ENSURING THAT ALL OF PENNSYLVANIA’S
MIGRANT CHILDREN
HAVE A BRIGHT FUTURE!**