

Migrant Education Program 2013-14 State Evaluation Report

February 2015



**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**
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Executive Summary

The Pennsylvania Department of Education's (PDE) Migrant Education Program (PA-MEP) exists to supplement the education of children of migrant workers and migrant out-of-school youth. PA-MEP is funded through a federal formula-driven allocation for the state and each project area based on child count and mobility factors. PA-MEP serves a varied population of children from birth through age 21 and their families in an effort to improve their educational outcomes, which are potentially jeopardized by obstacles such as poverty, high mobility, language barriers, cultural adjustment, and limited access to health care. PA-MEP provides a wide range of services such as: supplemental and enrichment learning opportunities; in-home support services; language and cultural support; preschool services; student leadership programs; postsecondary enrollment support; student advocacy; and efforts to increase parent involvement.

Children and youth are identified and recruited to PA-MEP based on several specific criteria related to recent qualifying moves, age, high school completion, and type of temporary/seasonal work¹.

PA-MEP divides Pennsylvania into nine project areas for program implementation and management. Each project area has a manager (three individuals manage more than one project area) who reports to PDE's Bureau of Curriculum, Assessment, and Instruction and a staff of individuals handling various aspects of program implementation, including student support specialists, data specialists, and recruiters.

EVALUATION DESIGN

The purpose of the PA-MEP state evaluation is to examine program implementation and results and build capacity within project areas to examine results and make decisions based on evaluation findings. PDE, through Chester County Regional Education Services, contracted with Allegheny Intermediate Unit to conduct a comprehensive external evaluation of PA-MEP as required under Title I, Part C, Sections 1301(4); 1303(e); 1304(b)(1) and (2); 1304(c)(5); 1304(d); 1306(a)(1)(C) and (D):

34 CFR 200.84 - Responsibilities of SEAs for evaluating the effectiveness of the PA-MEP. Each SEA must determine the effectiveness of its program through a written evaluation that measures the implementation and results achieved by the program against the State's performance targets in § 200.83(a)(1), particularly for those students who have priority for service as defined in section 1304(d) of the ESEA.

¹ Migrant Education Program Title I, Part C Guidance; Education of Migratory Children under Title I, Part C of the Elementary and Secondary Education Act of 1965 <http://www2.ed.gov/programs/PA-MEP/PA-MEPguidance2010.doc>

In analyzing the program's implementation and outcomes, evaluators examined extracts from MIS2000 (the PA-MEP database), student results on state academic and English language acquisition assessments, student data from the Kindergarten Readiness Checklist, monitoring reports, and project area data. Evaluators collected data from state² and local sources and then analyzed data overall for the state, for each project area, and by student category, English fluency, and/or Priority for Service status, as applicable.

DEMOGRAPHICS

A total of 5,350 children and youth were enrolled in PA-MEP for at least one day from September 1, 2013 through August 30, 2014³, which is only two students fewer than the prior year. At 70 percent, the largest group falls into the school-age category based on the child's or youth's earliest enrollment record for the year, followed by 19 percent who were not yet of school age (birth to age six, not yet enrolled in K-12 school), and 11 percent who were out-of-school youth.

Most of the PA-MEP population was made up of individuals who identified themselves using federal race options as Hispanic (73 percent of 5,350 children/youth). Relatedly, Spanish was the most common home language (70 percent), followed by those with a home language designation of Nepali (17 percent), English (3 percent), or another language (10 percent).

PROGRAM IMPLEMENTATION

Project area staff conduct a needs assessment for each child and youth in order to identify risk factors that may influence success. PA-MEP staff are to use the results of this needs assessment as a tool to match children and youth with services. Needs assessment data was available for 5,096 children and youth (95 percent of children and youth)⁴.

Based on the needs assessment data, 39 percent of 5,350 children and youth in 2013-14 were identified as Priority for Service, a designation used throughout the evaluation report to indicate individuals who have certain risk factors. Staff are to use this determination to serve Priority for Service children and youth first or to prioritize individuals for service when resource limitations exist. The out-of-school youth group had the highest percentage designated as Priority for Service at 63 percent of out-of-

² The evaluation team completed the necessary confidentiality protocols for state-level data collection.

³ The PA-MEP fiscal year runs October 1 through September 30. Evaluators used an adjusted period of September 1 to August 30 in order to capture one full school year and one full summer, as this is how data is attributed.

⁴ All but two individuals not having a needs assessment can be explained for valid reasons including a brief enrollment/eligibility period, being younger than three years old, or leaving the area.

school youth. The K-12, or school-age, group had the lowest percentage determined to be Priority for Service at 33 percent of K-12 students.

Because of the volume of findings related to needs assessment and service delivery, a selection of findings related to priority areas are shared here. Additional information on needs assessment can be found in the Findings section of this report.

Overall, 84 percent of children and youth age three or older (4,761) were not fluent in English. Based on analysis of service data, 94 percent of nonfluent children and youth received English language-related services or support. By Priority for Service status, 93 percent of nonfluent, Priority for Service children and youth received English services, compared to 94 percent of non-Priority for Service nonfluent children and youth.

Preschool enrollment is one of the areas included in PA-MEP's Comprehensive Needs Assessment and *Service Delivery Plan*. Of children age three and older and not yet enrolled in K-12 school (579), 62 percent were enrolled in a preschool program.

School year interruption is a main component of the K-12 needs assessment and in determining Priority for Service status for K-12 students. School year interruptions are defined as a move within the past 12 months due to the migrant lifestyle (not for vacation or illness), an absence of 10 or more consecutive days of school within the past year, or a move during summer term when summer education was a necessary component of the child's education. Slightly more than a third (36 percent) of 3,621 K-12 students had a school year interruption.

According to initial needs assessment entries, 78 percent of K-12 students were not proficient in reading and 72 percent were not proficient in math, based on several identified methods (of 3,621 K-12 students).

Of K-12 students not proficient in reading (2,813), 87 percent received supplemental, reading-specific services. Further analysis revealed that 93 percent of Priority for Service students with a reading need received supplemental reading services through one or more category, while 84 percent of non-Priority for Service students received supplemental reading services, providing evidence that Priority for Service students took priority for service delivery.

Of K-12 students not proficient in math (2,591), 85 percent received supplemental, math-specific services. Further analysis indicated that 90 percent of Priority for Service students received supplemental math services, compared to 82 percent of non-Priority for Service students, providing evidence that Priority for Service students took priority for service delivery.

Out-of-school youth have several options for education support and their needs assessment reflects some of these, including interest or participation status related to English as a second language programs, Adult Basic Education and/or General Equivalency Diploma (GED) programs, job training, or school entry. With the exception

of English programs, and to a lesser extent job training, out-of-school youth were generally uninterested in educational programs. This is reflected in another needs component that showed that the majority of out-of-school youth left school because they needed to work (77 percent of 565 out-of-school youth).

While this year's evaluation focused on service delivery with regard to specific need categories, evaluators also examined service delivery overall, as this is an element of federal Government Performance and Results Act measures for PA-MEP. Of the 5,350 children and youth enrolled one day or more during the 2013-14 year, 95 percent were coded as having received services through one or more categories based on service delivery and supplemental program data. Of the 276 children and youth not having any service records, all but two students can be explained by being younger than three years old, enrolling at the end of the program year, having a short enrollment, aging out of the program, timing of their recruitment and *Certificate of Eligibility* approval, or other valid "not served" reasons recorded in MIS2000.

Additional program implementation information can be found in this report's Findings section.

STUDENT OUTCOMES

Kindergarten Readiness

PA-MEP provides a structured method of determining kindergarten readiness for needs assessment and examining changes in kindergarten readiness over the course of the program year. The Kindergarten Readiness Checklist is an instrument that resulted from the School Readiness Expert Group working on the *Service Delivery Plan* and can be administered up to three times per year: the beginning of the program year or upon a child's identification (during regular term); at the end of the school year; and at the end of the summer. A total of 252 children who were four years of age or older as of September 1, 2013 were included in analysis, of which 45 percent had a Priority for Service designation. Results for children's last assessment, regardless of its timing, indicated that of the 252 children, 84 percent demonstrated proficiency on at least 16 of the 22 identified skills. The smallest group (1 percent) was not yet ready for kindergarten.

State Academic Assessments

Pennsylvania annually administers several assessments in core academic areas to public school students. The Pennsylvania System of School Assessment (PSSA) is administered in grades 3-8. The Pennsylvania Alternate System of Assessment (PASA) is administered to students having significant cognitive disabilities in grades 3-8 and 11. The Algebra I and Literature Keystone Exams are administered to secondary students starting in ninth grade, with students re-taking the Keystone Exams until they reach a proficient level. Their score is then banked and applied to their 11th grade year, or their

11th grade Keystone Exam is used for accountability if the student had not yet reached a proficient level. A student would only take one of these assessments (PSSA, PASA or Keystone Exam) in a given year.

Evaluators collected PSSA, PASA, and Keystone Exam data at the state level and matched it to PA-MEP enrollment data. Consequently, data was available for all migrant students enrolled in a public school who took the applicable assessment. Performance levels (below basic, basic, proficient, or advanced) were used in assessment analysis. In addition to looking at the overall results, evaluators disaggregated state assessment data by grade level, English fluency⁵, and Priority for Service status. Priority for Service status was further disaggregated by fluency.

There were 93 public school districts or charter schools identified as having migrant students enrolled before April 2014 in third through eighth and 11th grades, which are the grades in which state assessments are used for accountability reporting, with enrollment in these grades totaling 1,755 students⁶. Reading assessment data was available for 78 percent of applicable students. Math assessment data was available for 89 percent of applicable students. Science assessment data was available for 84 percent of applicable students.

Results for reading, math, and science indicate that English fluency was a factor in students' results as fluent students tended to score in the proficient and advanced levels in greater percentages than nonfluent students. Likewise, students with a Priority for Service designation were less likely to score to in the proficient or advanced levels than students who did not meet Priority for Service criteria. In each of the three content areas, the largest portion of students scored in the below basic performance level. The following table provides the state academic results for 2013-14.

Content Area	Students Included	Advanced	Proficient	Basic	Below basic
Math/Algebra I	1,558	13 percent	20 percent	23 percent	44 percent
Reading/Literature	1,363 ⁷	7 percent	18 percent	18 percent	57 percent
Science/Biology	607	4 percent	16 percent	20 percent	59 percent

- For students having PSSA/PASA reading assessment data for 2013-14 and 2012-13(650 students), 25 percent improved, 62 percent scored in the same level both years, 10 percent declined, and 4 percent scored in the advanced level in both years. Fluent students were slightly more likely to improve than nonfluent students and non-Priority for Service students were more likely to improve than Priority for Service students.

⁵ English fluency was determined by the child's or youth's PA-MEP needs assessment.

⁶ This figure excludes students in state assessment grades who enrolled after April 2013.

⁷ Students who are not fluent in English and who have been enrolled in a United States school for less than one year are given the option to take state reading assessments, though no such exemption option applies to the math or science assessments.

- Of migrant students having PSSA/PASA math assessment data for 2013-14 and 2012-13 (794 students), 24 percent improved, 54 percent scored in the same performance level, 11 percent declined, and 11 percent scored in the advanced level both years. Nonfluent students were more likely to improve than fluent students and Priority for Service students were more likely than non-Priority for Service students to improve.

Evaluators also examined 2013-14 state assessment results by students' presence in the program for multiple years and found that with each additional consecutive year of PA-MEP participation, the percentages of students who scored at proficient and advanced levels increased for both reading and math,⁸ with as much as 49 percent scoring in the proficient or advanced levels in reading and 56 percent scoring proficient or advanced in math for students who have been in Pennsylvania for five years. These positive academic outcomes are probably the best indicator of the PA-MEP's effectiveness, as PA-MEP has served these students consistently for multiple years.

Information was also available to allow evaluators to compare migrant students' results to state results. In doing so, evaluators found that slightly lower percentages of nonfluent migrant students performed at proficient and advanced levels in reading and math than students in the state's English language learner subgroup.

State English Proficiency Assessment

The ACCESS for ELLs⁹ assessment is a language proficiency test for kindergarten through 12th grade students and is one component of the World-Class Instructional Design and Assessment Consortium's comprehensive, standards-driven system designed to improve the teaching and learning of English language learners. Pennsylvania is a part of the World-Class Instructional Design and Assessment Consortium. The purpose of the assessment is to monitor student progress in English language proficiency on a yearly basis and to serve as a criterion to aid in determining when students have attained full language proficiency. Pennsylvania administers the assessment between late January and late February to all students enrolled in public schools in kindergarten through 12th grade who are identified by their school or district as not fluent in English. Evaluators collected ACCESS for ELLs results at the state level and then matched the data to PA-MEP enrollment information.

For 2013-14, data was available for 2,271 migrant students in kindergarten through 12th grade (746 Priority for Service, 1,525 not Priority for Service), 81 percent of all K-12 PA-MEP nonfluent students enrolled during the school year (2,803).

⁸ While PA-MEP eligibility is valid for 36 months, students can renew their eligibility if they make a qualifying move.

⁹ While the name of the assessment is an acronym standing for Assessing Comprehension and Communication in English State-to-State for English Language Learners, ACCESS for ELLs is the formal name of the assessment.

Nonfluent K-12 students who were enrolled in public school at the beginning of the calendar year took the ACCESS for ELLs assessment to determine their level of English language acquisition. A total of 2,271 students had ACCESS for ELLs data (746 Priority for Service, 1,525 not Priority for Service). Kindergarten student results are reported separately from grades 1-12 because of differences in administration; 60 kindergarten students were included in results, with nearly 75 percent scoring in the entering level, the lowest proficiency level. Priority for Service students scored slightly lower than non-Priority for Service students. For grades 1-12, of the 2,098 students included in analysis, 37 percent were included in the beginning tier, 37 percent were included in the intermediate tier, and 25 percent were in the advanced tier. In the beginning tier, the largest portion of students (48 percent) scored in the emerging level (level two of six). In the intermediate tier, the largest portion of students (48 percent) scored in the developing proficiency level (level three of six). In the advanced tier, the largest portion (36 percent) scored in the expanding level (level four of six), followed closely by the 29 percent of students scoring in the fifth proficiency level: bridging.

For nonfluent students having 2012-12 and 2013-14 ACCESS for ELLs data (1,377 students), 92 percent of students improved.

Graduation, GED and Dropout

Of the 188 students who had graduation information, 85 percent graduated (160 students).

PA-MEP also collected information on completion of General Educational Development (commonly known as GED) programs. For 2013-14, three out-of-school youth received their GED credential. An additional 18 out-of-school youth were listed as pursuing their GED.

A total of 35 students dropped out of school during 2013-14. Students dropped out of 9th through 12th grades, with the greatest number of students dropping out in 12th grade. The 2013-14 dropout rate is 3.4 percent (of 1,005 students in grades 9-12).

Analysis also examined the frequency with which students who dropped out later re-enrolled in school. This revealed that between September 1, 2013 and August 30, 2014, 10 students who had previously dropped out re-enrolled in K-12 school.

Summer Program Outcomes

The PA-MEP summer programs used DIBELS Benchmark Assessments¹⁰ to guide literacy instruction and measure gains. DIBELS was required for students in kindergarten through sixth grade. Overall, 60 percent of students attained, improved, or maintained their pre-test scores: 24 percent of students were at the grade level benchmark by the end of the summer program, 21 percent of students improved their

¹⁰ DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills. The acronym is the assessment's formal name.

pre-test scores, and 15 percent maintained their pre-test scores. Of the remaining 40 percent of students, 23 percent of students' scores could not be determined reflecting movements in and out of the summer program resulting in no pre- or post-test, and to a lesser degree, inconsistent scores among subtests in the same grade level.

Government Performance and Results Act Measures

The United States Department of Education's Office of Migrant Education recently established performance measures for PA-MEP under the Government Performance and Results Act¹¹. The measures related to student outcomes are outlined here with Pennsylvania's results.

1. The percentage of PA-MEP students (grades 3-8) proficient or higher on their state's reading/language arts achievement test. Of migrant students taking the 2013-14 state reading assessments in grades 3-8, 27 percent scored in the proficient or advanced levels.
2. The percentage of PA-MEP students (grades 3-8) proficient or higher on their state's mathematics achievement test. Of migrant students taking the 2013-14 state math assessments in grades 3-8, 35 percent scored in the proficient or advanced levels.
3. The percentage of PA-MEP students who entered 11th grade and had received full credit for Algebra I or a higher math class. Of 215 11th grade students, 70 percent entered 11th grade having already passed Algebra I or a higher math class.
4. The percentage of PA-MEP students who were enrolled in grades 7-12, who graduated or were promoted to the next grade. Of 3,176 students whose graduation or promotion status could be determined¹², 96 percent (3,045 students) graduated or were promoted.

CONCLUSION

PA-MEP provides a variety of services to migrant children and youth and nearly all children and youth who are present a reasonable length of time receive services. Migrant children and youth face a unique set of challenges, including mobility and English fluency, which influence student outcomes. Despite these challenges, some students, especially those who have been in the program for multiple years, performed at proficient levels or improved academically. These outcomes best reflect PA-MEP effectiveness as almost all migrant students receive services through the PA-MEP

¹¹ Programs are required to report on specified measures under Title 34 of the Code of Federal Regulations, Part 80.40(b): <http://www.ecfr.gov/cgi-bin/searchECFR?idno=34&q1=80&rgn1=PARTNBR&op2=and&q2=&rgn2=Part>

¹² Approximately 12 percent of students in grades 7-12 could not be classified for graduation or promotion with data available.

program. Based on evaluation findings, evaluators offer the following recommendations:

- Focus efforts on nonfluent and Priority for Service students as well as any student who is identified as declining on assessments.
- When resource limitations exist, ensure that children and youth who are Priority for Service, over the age of three, and/or have a need in a particular area are served first.
- Continue successful efforts to ensure complete and accurate data recording and also examine data collection and reporting for continued relevance and efficiency.
- Continue reviewing the *Service Delivery Plan* to ensure its relevance and measurability.
- Evaluators should collaborate with the state team to identify options for efficiently collecting feedback from parents.
- Continue successful communication and collaboration efforts between summer programs and their host sites/school districts.
- Consider staff feedback and Office of Migrant Education suggestions in order to increase recruitment effectiveness and efficiency.
- Consider adding an element to the Priority for Service criteria for out-of-school youth for students who dropped out in the past 12 months in an effort to get students to re-enroll in school as quickly as possible.
- Consider how new program options and initiatives are efficiently integrated into program structure.

Introduction

PROGRAM DESCRIPTION

The Pennsylvania Department of Education's (PDE) Migrant Education Program (PA-MEP) exists to supplement the education of children of migrant workers. PA-MEP is funded through a federal formula-driven allocation for the state and each project area, based on child count and mobility factors. PA-MEP serves a varied population of children and youth from birth through age 21 and their families in an effort to improve their educational outcomes, which are potentially jeopardized by obstacles such as poverty, high mobility, language barriers, cultural adjustment, and limited access to health care. PA-MEP provides a wide range of services such as: supplemental and enrichment learning opportunities; in-home support services; language and cultural support; preschool services; student leadership programs; postsecondary enrollment support; student advocacy; and efforts to increase parent involvement.

Children and youth are identified and recruited to PA-MEP based on several eligibility criteria¹³:

- The child is between the ages of three¹⁴ and 21 years old and has not graduated from high school or does not hold a high school equivalency certificate;
- The child is a migrant worker or has a parent, spouse, or guardian who is a migrant worker;
- The child has moved within the preceding 36 months in order to obtain/seek employment or accompany/join a parent, spouse, or guardian in obtaining/seeking temporary or seasonal employment in qualifying work, and that employment is a principal means of livelihood; and
- The child has moved from one school district to another.

Pennsylvania is divided into nine project areas for the purposes of program implementation and management. Each project area has a manager (three individuals manage more than one project area) who oversees operations and reporting responsibilities.

- Chester County Intermediate Unit 24 manages Project areas 1 and 3.
- Millersville University manages Project areas 2, 4, and 5.
- Central Susquehanna Intermediate Unit 16 manages Project Area 6.
- Northwest Tri-County Intermediate Unit 5 manages Project Area 7.
- Lincoln Intermediate Unit 12 manages Project areas 8 and 9.

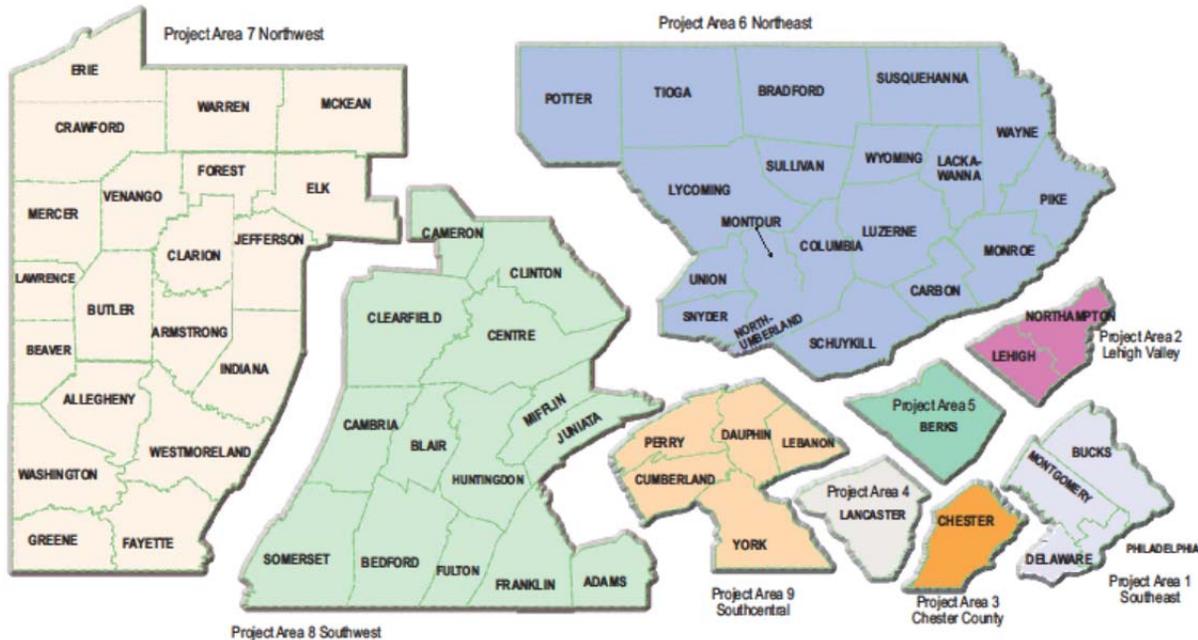
Each project area manager reports to PDE's Bureau of Teaching and Learning and has a staff of individuals handling various aspects of program implementation, including

¹³ From Migrant Education Program Title I, Part C Guidance; Education of Migratory Children under Title I, Part C of the Elementary and Secondary Education Act of 1965 <http://www2.ed.gov/programs/PA-MEP/PA-MEPguidance2010.doc>

¹⁴ While the focus of the program is on children and youth who are three years old or older, PA-MEP is also permitted to serve children under three years old.

student support specialists, data specialists, and recruiters. Mid-year, PDE reallocated 11 counties in southwest Pennsylvania from Project Area 8 to Project Area 7 for student distribution and geographic reasons. The following map illustrates the division of Pennsylvania into the nine project areas.

Pennsylvania Migrant Education Counties Map



EVALUATION DESIGN

PDE, through Chester County Regional Education Services, contracted with the Allegheny Intermediate Unit to conduct a comprehensive external evaluation of PA-MEP for the 2013-14 program year. Pennsylvania is required to evaluate the program in order to fulfill federal requirements under Title I, Part C, Sections 1301(4); 1303(e); 1304(b)(1) and (2); 1304(c)(5); 1304(d); 1306(a)(1)(C) and (D), as follows:

34 CFR 200.84 - Responsibilities of State Education Agencies for evaluating the effectiveness of the PA-MEP. Each State Education Agency must determine the effectiveness of its program through a written evaluation that measures the implementation and results achieved by the program against the State's performance targets in § 200.83(a)(1), particularly for those students who have priority for service as defined in section 1304(d) of the Elementary and Secondary Education Act.

The purpose of the evaluation of PA-MEP is to examine program implementation and outcomes and to build capacity within project areas to examine results and make programming decisions based on data. The questions that this evaluation answers include:

- To what extent are programs being implemented?
- Are migrant students meeting state accountability targets?
- To what extent are programs for migrant students impacting student outcomes?

To examine program implementation, evaluators identified current practices and instruments used to collect implementation information. During and prior to the 2013-14 school year, these sources or practices included data/report completion, program enrollment, demographics, service delivery data, annual monitoring reports, and project area reports. PA-MEP's MIS2000 database is the primary data warehouse that all project areas use to manage, track, and query migrant child and youth information.

To look at program results, evaluators examined individual child and youth data from PA-MEP's database pertaining to needs assessment, service delivery, graduation and drop-out status, and postsecondary plans.

Evaluators collected 2013-14 data from the PSSA, PASA, Keystone Exams, and ACCESS for ELLs assessments at the state level and DIBELS and Quick Math data from the PA-MEP summer programs in order to examine migrant student academic achievement.

This report addresses the implementation, results, and outcomes of the PA-MEP for 2013-14 and evaluator recommendations for programmatic changes and refinement of the evaluation plan.

HOW TO USE THIS REPORT

The primary audience for this report is the PA-MEP team at PDE, though the results can be useful for other groups.

The state evaluation of the PA-MEP for 2013-14 focused on the connection of children and youth identified as migrant to their needs, service receipt, and outcomes.

Throughout this report, a narrative explanation precedes the graphical representation of results.

For ease of reading, percentages have been rounded, which may result in totals not equal to 100 percent. Additionally, in tables or graphs where "0%" appears, the reader should note that these represent values of less than 1 percent expressed as a rounded value. Instances of zero percent where the item truly represents zero instances or individuals have been removed from graphs. Likewise, where blank cells appear in data tables, the value is zero.

Readers should note the difference between “unknown” and “blank (no entry)” in tables and graphs. “Unknown” means that the PA-MEP staff was unable to determine the proper coding for that individual and marked that item as “unknown.” This is different from counts of “blank (no entry),” which means the staff left that particular indicator blank. Findings cannot be extrapolated from blank fields.

Some graphs contained in this report include both the number of instances (in a data table) along with an illustration of the proportional relationship of those figures. This type of graph is typically used when the categories are mutually exclusive and individual category percentages add to 100 percent. Other graphs only include the percentage of instances. This type of graph is typically used when multiple categories can apply to a single item (respondents could select all items that applied). Data tables that include percentages are also used in cases where the percentage is a more accurate representation of the program or the population being examined. The type of illustration included will indicate to the reader the most appropriate way to examine the findings. Some sections provide ranges (minimum/maximum) of results in order to demonstrate the variability of results.

The findings provided within this report should be used to guide program management and assist PDE in providing technical assistance to project areas in order to improve implementation and outcomes.

It is important to remember that children and youth may receive services from other sources so it is not possible to attribute outcomes solely to this program’s efforts.

This report includes detailed explanation of the program’s implementation and outcomes as addressed throughout the Findings section. In addition, this report includes sections that use information contained in the Findings section of this report in the context of the Government Performance and Results Act measures. The report concludes with evaluator reflections and recommendations.

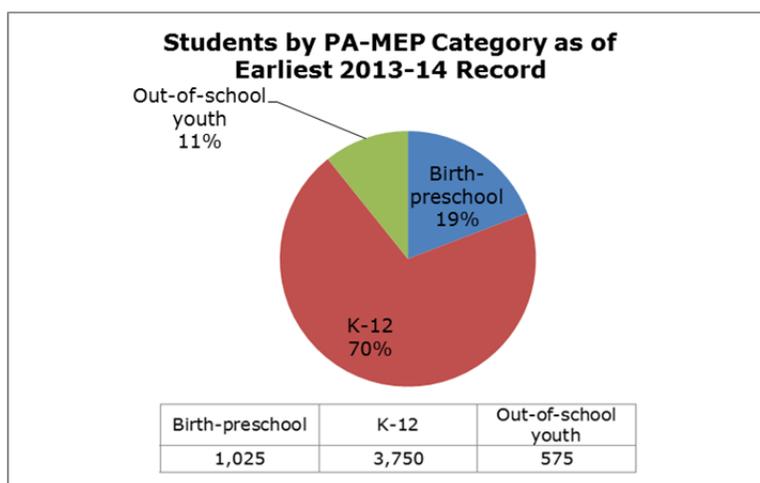
Findings

DEMOGRAPHICS

In addition to examining outcomes, it is important to look at the demographics of the population included in analysis to contextualize results and describe those involved. The 2013-14 evaluation included any migrant child or youth eligible and enrolled for at least one day at any time September 1, 2013 through August 30, 2014¹⁵. Depending on the type of analysis and data element, results provided in the Findings section may include all children and youth, all individuals within a category, all individuals having data available, or all individuals enrolled within a certain date range. When findings are provided for a sub-set of children and youth, an explanation is provided. Many findings are disaggregated by PA-MEP's student categories: birth-preschool age, school age, and out-of-school youth. Throughout the remainder of this report, "student" will be used for individuals in any category, as learning activities occur for all groups.

The culture of the migrant population often includes frequent moves and changes in status. Additionally, students gain and lose eligibility throughout the program year. Demographic analysis is provided for all migrant students in Pennsylvania having data (a unique and unduplicated count) and also by category and project area. Demographics are reported by the individual's earliest enrollment record for the school year or the summer record if the student was not enrolled until summer 2014.

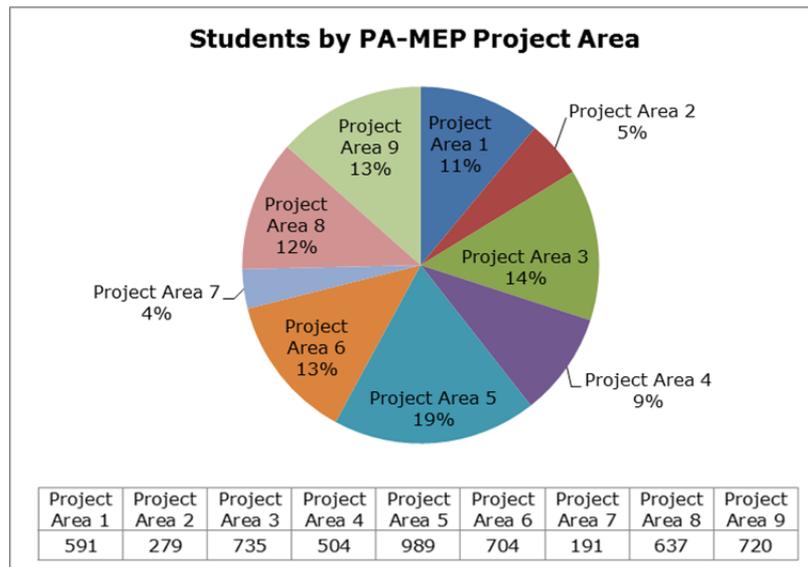
A total of 5,350 eligible students were identified as migrant for 2013-14, which is two fewer students than the prior year (2012-13). School-age students were the largest group at 70 percent based on their first enrollment record. Students may change category during the year due to timing of the enrollment record, dropping out of school, enrollment in kindergarten, or out-of-school youth re-enrolling in K-12 school.



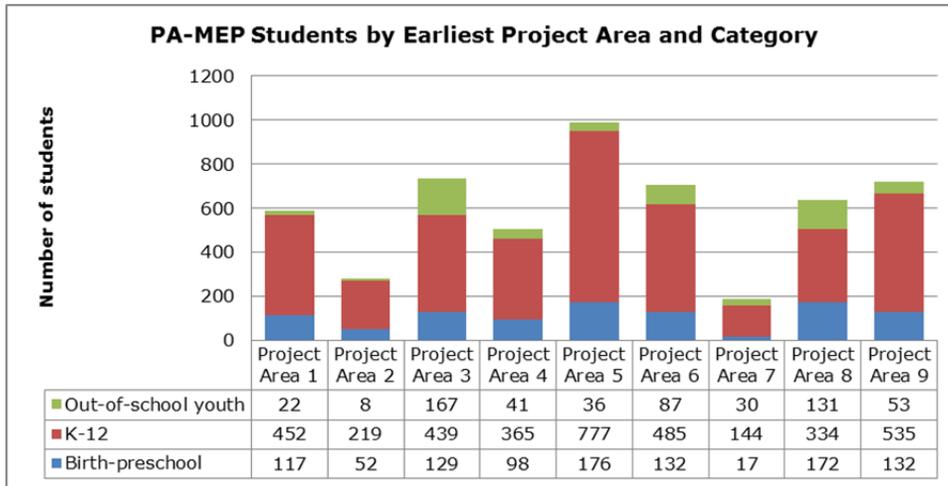
¹⁵ The PA-MEP fiscal year runs October 1 to September 30. Evaluators use an adjusted period of September 1 to August 30 in order to capture one full school year and one full summer, as this is how the data is typically attributed.

Based on individuals' first 2013-14 enrollment record, Project Area 5 had the largest number of students, followed by Project Area 3. Project Area 7 had the smallest number. Like a student's project-assigned classification, a child's or youth's project area can also change during the course of a year. Mobility being a part of the migrant lifestyle, students often move, and in some cases they move across project area boundaries. Unless otherwise specified in this report, students are reported based on their earliest project area enrollment for the program year.

Readers may want to note that as a result of shifting populations, two of PA-MEP's regions changed during the course of the 2013-14 program year (just before summer 2014): Project Area 7 and Project Area 8. Project Area 7 gained 11 counties in the reallocation. For the purposes of this report, students in the reallocated counties whose first record was in Project Area 8 were treated as Project Area 8 students, as they spent the majority of the program year as part of that area. Students who were newly identified in the reallocated counties during summer 2014 were classified as Project Area 7; a total of 28 students fall into this grouping.

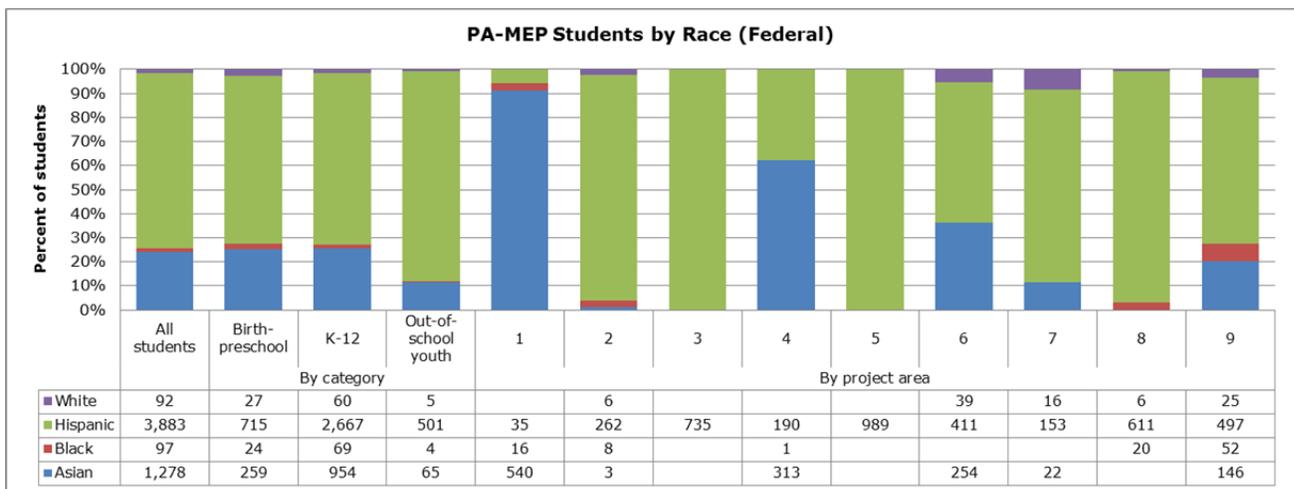


Overall, migrant children and youth were predominantly K-12 students, with individual project areas reflecting this finding. Project areas 3 and 8 had the largest numbers of out-of-school youth. Project Area 5 had the largest number of students in the preschool category (birth to age six, not yet in kindergarten).



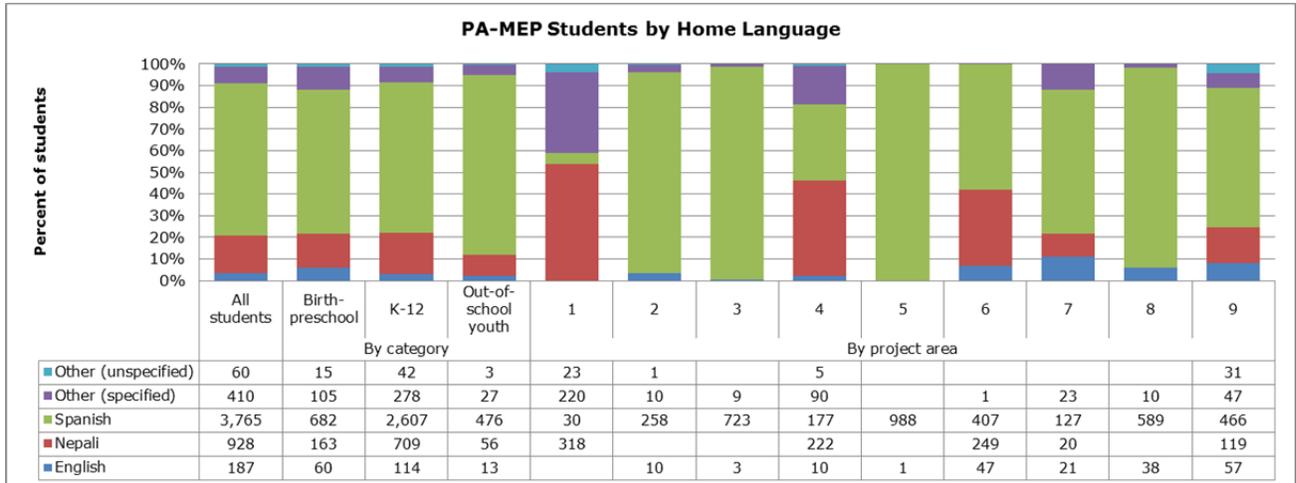
Of all students in 2013-14, 55 percent of the 5,350 students were male. While the birth-preschool age and K-12 categories were approximately half male and half female, the majority of out-of-school youth were male (77 percent of out-of-school youth).

Most of Pennsylvania's migrant students identified themselves (using federal race options) as Hispanic (73 percent of 5,350 students), which is the same percentage as 2012-13 (of 5,352 students). While students in the birth through preschool and K-12 categories were similar to the state, out-of-school youth had a higher percentage of Hispanic students (87 percent of out-of-school youth). Individual project area racial demographics were more different than similar to the state results, with only Project areas 7 and 9 resembling the overall state percentages.



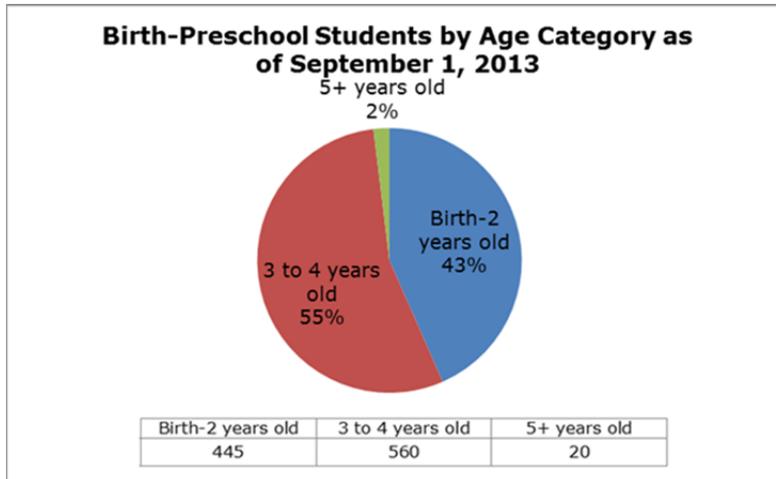
Spanish was the most common home language (70 percent of 5,350 students), which is the same percentage as the prior year (of 5,352 students). The next largest group included students speaking Nepali as their home language (17 percent). Three percent were coded as speaking English as their home language, 9 percent had another

language specified¹⁶, and 1 percent were coded as “other” but no language was specified. These percentages were similar for all three student categories, though out-of-school youth had a higher percentage for Spanish. Project area differences in race and ethnicity noted previously are also reflected in home language.

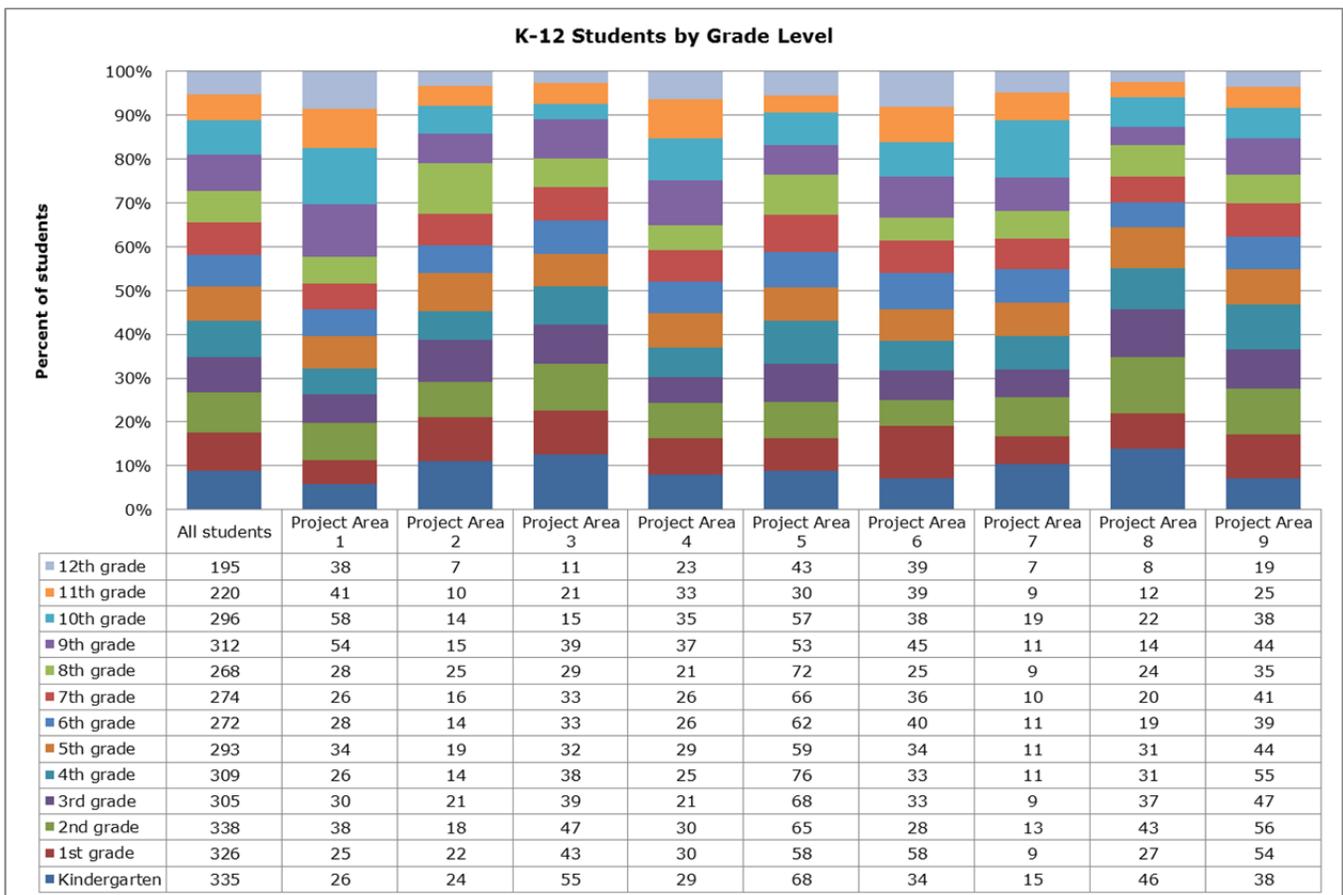


In examining the migrant population that falls into the birth through preschool category, it is important to note that the category includes all children not yet of school age or not yet enrolled in kindergarten. PA-MEP separates these children into two age ranges, those from birth through age two and those who are three years old or older but not yet enrolled in kindergarten. For the purposes of needs assessment and service provision, PA-MEP focuses on those children who are at least three years old, though all children may be served. Evaluators calculated age based upon the child’s birthdate and September 1, 2013, as September 1 is a common cut-off date for kindergarten enrollment in Pennsylvania. Children ages three or older made up 57 percent of the 1,025 migrant birth-preschool students.

¹⁶ Other languages (specified) includes Arabic, Burmese, Chin, Chinese, Creole, French, Hindi, Indonesian, Karen, Khmer, Mam, Portuguese, Pushtu/Dari, Russian, Ukrainian, and Vietnamese. These languages are coded in PA-MEP’s MIS2000 database but are not broken down in the graph because of the small percentages of each language (2 percent or less of students each).



Students within the K-12 category made up the majority of migrant students for the 2013-14 program year, with grade distribution relatively similar across grade levels. Percentages by project area were similarly evenly distributed, though Project areas 1, 4, and 6 had slightly higher percentages at the high school levels.



STUDENT NEEDS AND SERVICE DELIVERY

Once confirmed as eligible for PA-MEP, project area staff conduct a needs assessment for each student. The purpose of this needs assessment is to identify risk factors that may influence student success. Some of these risk factors are unique to the migrant lifestyle. PA-MEP staff use the results of this needs assessment as a tool to match students with services related to their individual needs. Additionally, if a student moved from one area of Pennsylvania to another, PA-MEP staff in the new area can review previously-documented needs in order to serve them more efficiently. The results of the needs assessment determine whether a student is identified as Priority for Service.

Needs assessment findings in this report provide information based on a student's needs at the beginning of the program year or the start of a student's enrollment before any services or support were provided during the program year (unless otherwise specified). For some needs elements (as outlined in this report), evaluators looked at whether a student met certain conditions at any point in the year. In cases where a student had more than one needs assessment, evaluators used the first needs assessment record. In some cases, evaluators also took into consideration staff comments and needs element value changes for accuracy to a student's initial status. It is important to note that, for some factors, the higher-level data or information for making the designations might not be available until later in the program year because of the timing of assessments and availability. Students may receive new or updated needs assessments when such data becomes available. As relevant, both initial and later needs results are provided for elements.

The information that follows provides an overview of the challenges that migrant students faced during 2013-14 and provides context for the services and support that students received as a result of needs being identified.

Students are to receive their needs assessment as soon as possible after being identified and recruited: by September 30, or within two weeks of enrollment. The needs assessment is then updated throughout the year at designated points. Additionally, if a student moves or changes category, the student receives another needs assessment.

Needs assessment data was available for 5,096 students (95 percent of all students). All but two individuals not having a needs assessment can be explained for valid reasons including having a very brief enrollment/eligibility period or being younger than three years old.

While this year's evaluation focused on service delivery with regard to specific need categories, evaluators also examined service delivery overall, as this is an element of federal Government Performance and Results Act measures for PA-MEP.

Of the 5,350 students enrolled one day or more during the 2013-14 year, 94 percent were coded as having received services under one or more categories based on service

delivery data. Of the 334 students not having any service delivery indicated, all but two students can be explained by being younger than three years old, enrolling at the end of the program year, having a short enrollment, aging out of the program, timing of their recruitment and *Certificate of Eligibility* approval, or valid “not served” reasons recorded in MIS2000. Students receiving services did so within one to 40 different service categories (average 14 categories), which included migrant service, partnership service (co-implementation of PA-MEP and a partner organization), other organization service, in-home and campus-based services, during regular term and summer term. Students received services through a variety of combinations of these elements under various content areas or foci.

Project areas provided to evaluators detailed explanations of the services and programs they provide to students under each service delivery category. Additionally, they provided lists of the commercially available, pre-packaged, or formal programs they use. Evaluators reviewed these submissions and found that each project area offered a variety of approaches, programs, activities, and curricula to each category of students. Each project area reported different activities, programs, and materials, which is expected given that each project area serves a different and varied population of students from different backgrounds and having different needs. Despite the differences, most project areas specifically indicated using Pennsylvania Academic Standards and/or Early Learning Standards and the Kindergarten Readiness Checklist assessment as resources for activity development. This documentation also provided evidence of implementation and background on what activities and programs were part of each of the service delivery categories. Specific examples of programs and activities are contained within the corresponding service delivery areas in this section.

The findings included in this section provide evidence of program implementation.

Priority for Service

In addition to identifying risks for each student to facilitate connecting students with services, risk factors are used to prioritize students for service – a classification called Priority for Service. Criteria exist for each of the three student categories and Priority for Service status was calculated on an ongoing basis during 2013-14. If a student was not Priority for Service initially and later found to fit the criteria of Priority for Service based needs assessment updates, the student became Priority for Service. If a student was Priority for Service initially and later found to change their status in one or more of the Priority for Service criteria, the student remained Priority for Service for the remainder of the program term.

The Priority for Service designation does not determine if a student receives or does not receive services. Given that PA-MEP is a supplemental program with limited resources, Priority for Service is a mechanism designed to assist staff in identifying which students are to be served first and/or ensure that such students are given priority for programs or services when limited resources exist. All students meeting PA-MEP eligibility criteria may be served.

Priority for Service status is determined based on several age and needs assessment criteria. As the name implies, Priority for Service students were to receive priority for services and support over students not having this designation in situations where not all students could be served.

The criteria used to determine this classification for 2013-14 are listed here.

A birth to preschool student received a Priority for Service designation if the individual was:

- a) at least three years old; b) not enrolled in a preschool program; and c) not fluent in English or their parent had limited English fluency; OR
- a) at least three years old; b) have a developmental delay diagnosis and enrolled in an early intervention program or having a suspected developmental delay; OR
- a) expected to start kindergarten in the upcoming school year; and b) not meeting readiness targets.

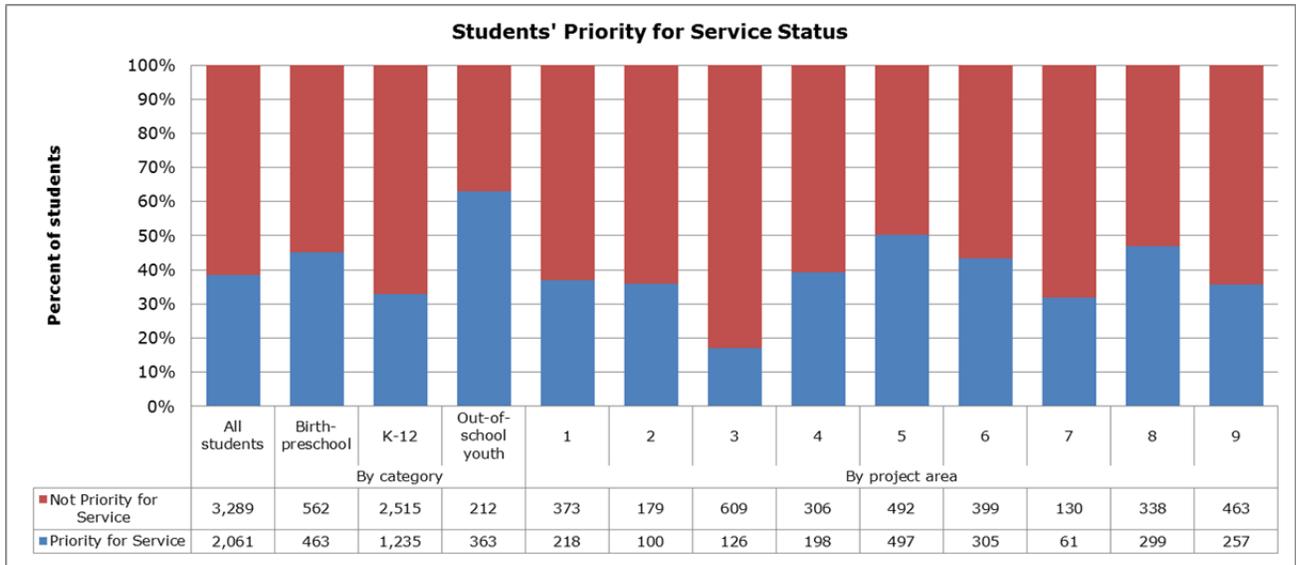
A K-12 student was Priority for Service if the individual:

- a) had a school-year interruption (or summer interruption when summer was a critical component); and b) not proficient in reading or math based on state or approved assessment; OR
- a) had a school-year interruption (or summer interruption when summer was a critical component); and b) not on track for graduation based on official data source or counselor determination; OR
- a) had a school-year interruption (or summer interruption when summer was a critical component); and b) not on track for graduation; and c) not fluent in English or not in the appropriate grade for their age, or the student had an Individualized Education Program.

An out-of-school youth was Priority for Service if the individual was:

- a) not fluent in English; and b) interested or enrolled in adult basic education or General Education Development (GED) programs; OR
- a) not fluent in English; and b) interested or enrolled in English as a second language programs; OR
- a) interested in enrolling in public school.

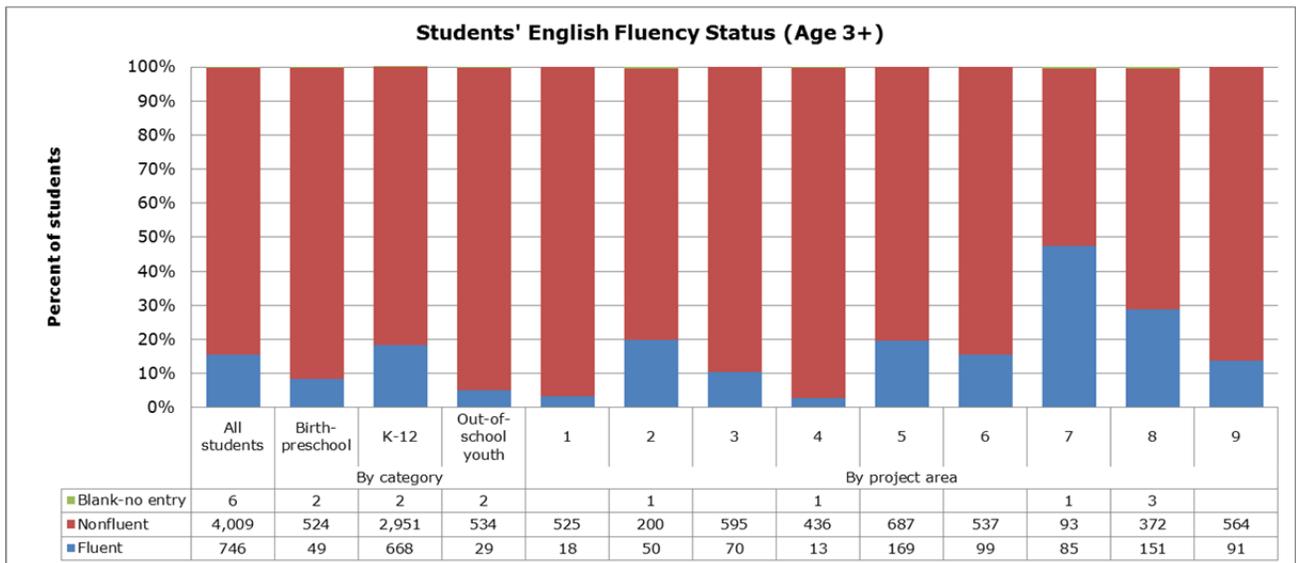
Based on needs assessment data, 39 percent of 5,350 students in 2013-14 were identified as Priority for Service at any time during the program year. Out-of-school youth had the highest percentage of students designated as Priority for Service at 63 percent. The school-age group had the lowest percentage of students determined to be Priority for Service at 33 percent. Project areas showing percentages of Priority for Service greater than the state were Project areas 4, 5, 6, and 8. For the purposes of the state evaluation, any student having a Priority for Service designation at any time during the year was treated as Priority for Service for all analyses.



Based on service delivery data, all Priority for Service students who were enrolled a reasonable amount of time and over the age of three received services.

English Language Fluency

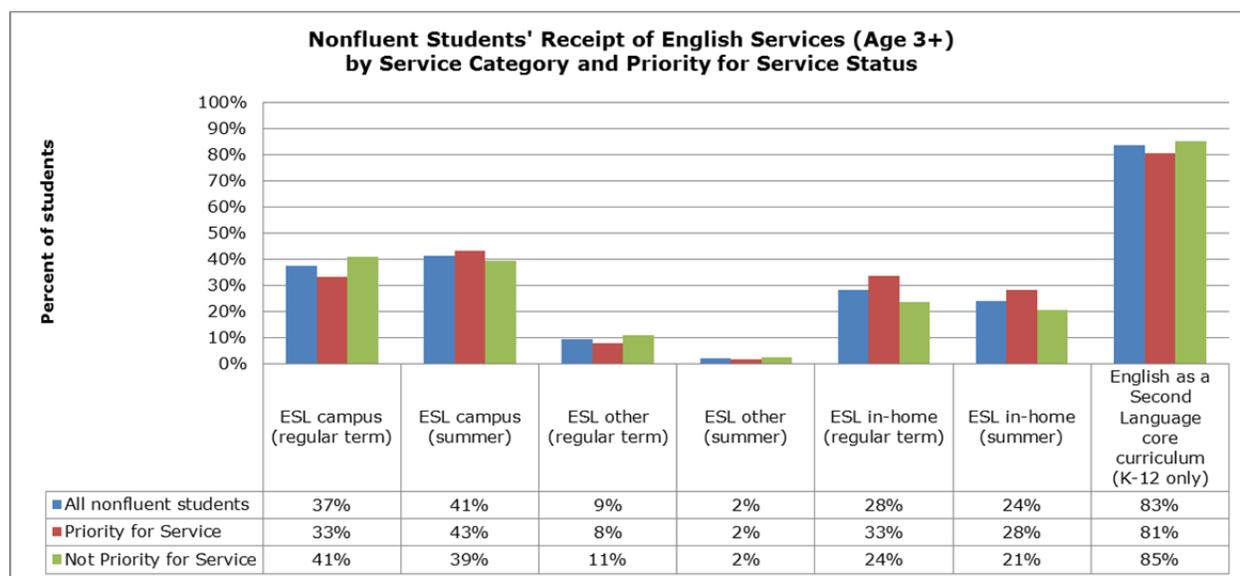
Overall, 84 percent of students age three or older were designated as not fluent in English during the program year, which is a factor in determining Priority for Service status. In examining fluency by student category, out-of-school youth had the largest percentage of students not fluent (95 percent) and school-age students had the smallest percentage (81 percent). These results exclude children under three years old, as they are still developing their language skills. Project area percentages varied considerably. Project Area 7 had the highest percentage of students who were fluent (49 percent). Project areas 1 and 4 had the lowest percentages (6 and 4 percent, respectively).



Based on past evaluation findings indicating that English fluency is a known influence on student outcomes, evaluators examined the service receipt for nonfluent students three years old or older using service delivery data as evidence of implementation. Analysis showed that 94 percent of nonfluent students three years old or older received English-related services or support, with the percentages of Priority for Service and non-Priority for Service students receiving English services differing by only one percentage point.

A majority of nonfluent K-12 students (83 percent) were coded as receiving English services through their district’s English as a Second Language program. Many of those K-12 students not having core English as a Second Language coded had short enrollments or did not arrive in the area until summer, where such school programs were not available. This may explain the lower percentage of Priority for Service (than students who were not designated Priority for Service) receiving ESL services from their school, as school year interruption is a factor in Priority for Service designations.

As for other specific services or supports that nonfluent students received, the largest percentages received PA-MEP summer term or regular term services.



Through *Service Delivery Explanations* each project area submitted for 2013-14, evaluators learned of the variety of strategies, materials, models, and resources that each project area used to provide services to students. While each project area used a unique mix of programming to reach students, several themes and consistencies were found. Examples and common themes of service delivery strategies and resources follow.

English language services to students from birth through preschool included age-appropriate readings in English (and sometimes bilingual readings); craft and other activities related to books read or reinforcing literacy activities; songs; activities to

support oral language skills; vocabulary lessons; manipulatives; learning centers; color identification in English; flash cards; hands-on activities; student and parent support services; thematic activities; computer games and applications; and activities from or based on the Kindergarten Readiness Checklist; PA Early Learning Standards; Handwriting Without Tears; Kaplan and Lakeshore Learning; Creative Curriculum; Opening the World of Learning (OWL) Curriculum; PA One Book; Scholastic Bilingual Early Childhood Program; Up We Go Program; Scholastic Guided Reading; Lego/Duplo building blocks; and websites such as PBS Kids; Sprout; and Starfall. Services not provided in-home were referrals and monitoring of students in partner programs or preschool programs. When possible, parents were involved in lessons and activities.

English language activities for K-12 students included things such as English as a second language strategies; graduation project support; supplemental activities through higher education partners; educational field trips; afterschool programs; homework support; and tutoring using such resources as PA Core Standards; Scholastic Guided Reading; Migrant Literacy Network; the Standards Aligned System (commonly known as SAS); and resources from the WIDA Consortium¹⁷. Summer services focused on campus-based summer programs and in-home support.

Out-of-school youth English support took the form of interactive English as a second language lessons; referrals for English and GED programs; goal setting support; on-the-job English reference resources; and lessons from the Strategies, Opportunities and Services for Out-of-School Youth (SOSOSY) Consortium.

During analysis, evaluators found that students who were marked as fluent in their needs assessment also received English language services, determining that 35 percent of fluent students received English language services or support. While English language support for fluent students may be reasonable for students who recently reached fluent levels or were recently exited from English as a second language services, further examination with the program may be needed to identify possible reasons for fluent students receiving language support through multiple categories, receiving large volumes of service time, or if English fluency was coded incorrectly. A review of the actual services marked as received shows that the largest percentages received English as a second language services from a PA-MEP source in the summer. This may mean that English language services were part of PA-MEP summer programs where all students received the same services.

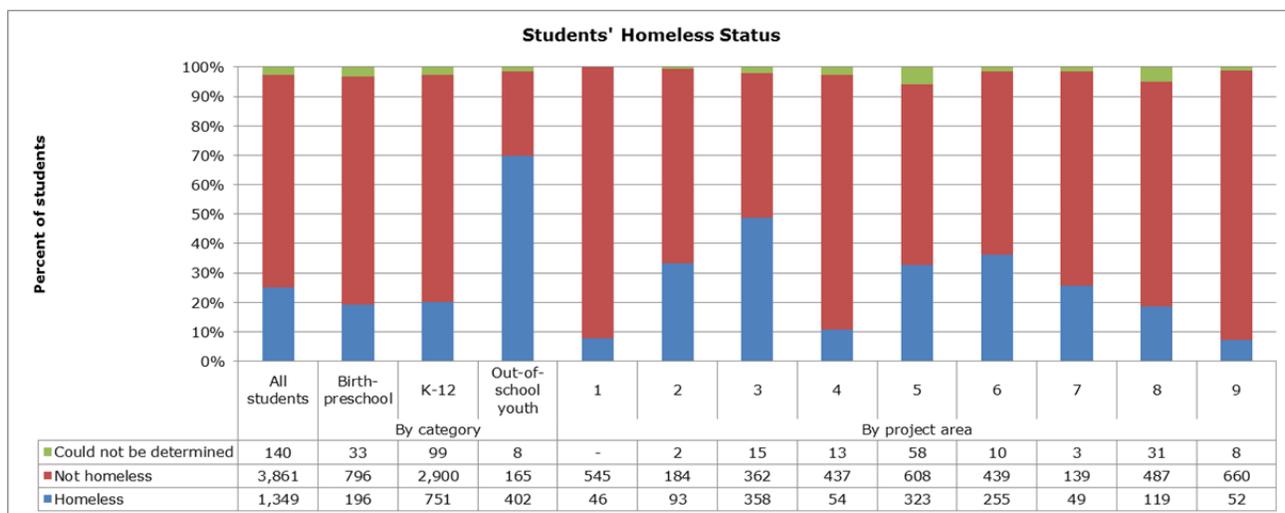
Special Needs

Less than 6 percent of students were designated as having special needs (not gifted). School-age students had the highest percentage of these students (7 percent of 3,621 K-12 students having needs information), which is likely because of the formal protocols available for this population related to special needs.

¹⁷ The acronym WIDA is commonly used to refer to the World-Class Instructional Design and Assessment Consortium.

Homeless and Unaccompanied Youth

Overall, 25 percent of PA-MEP students were identified as homeless at any point during the 2013-14 program term based on the definition of homelessness included in the McKinney-Vento Homeless Assistance Act. Out-of-school youth had the highest percentage of students experiencing homelessness (70 percent). Project Area 3 had the largest percentage (49 percent) and Project Area 9 had the smallest (7 percent). In the following graph, evaluators grouped all homeless categories together to make findings easier to interpret. These include homeless categories of doubled up, hotels/motels, shelters/transitional housing/awaiting foster care, and unsheltered. Students coded as homeless were predominantly doubled up (96 percent of students experiencing homelessness). Students whose homeless status could not be determined were predominantly individuals who did not have a needs assessment because of age (under three years of age) or brief enrollments during the program term.



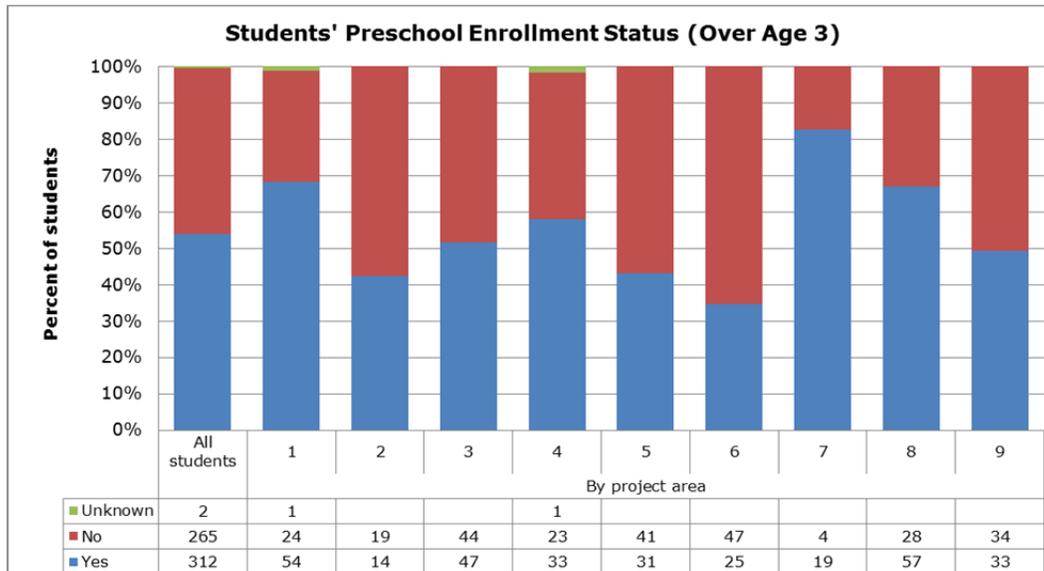
Related to homeless status, PA-MEP also collected information about whether or not students were unaccompanied youth – students who were not in the physical custody of their parent or legal guardian. Only 9 percent of students were designated as unaccompanied youth, with most of these individuals being out of school youth.

Preschool Enrollment

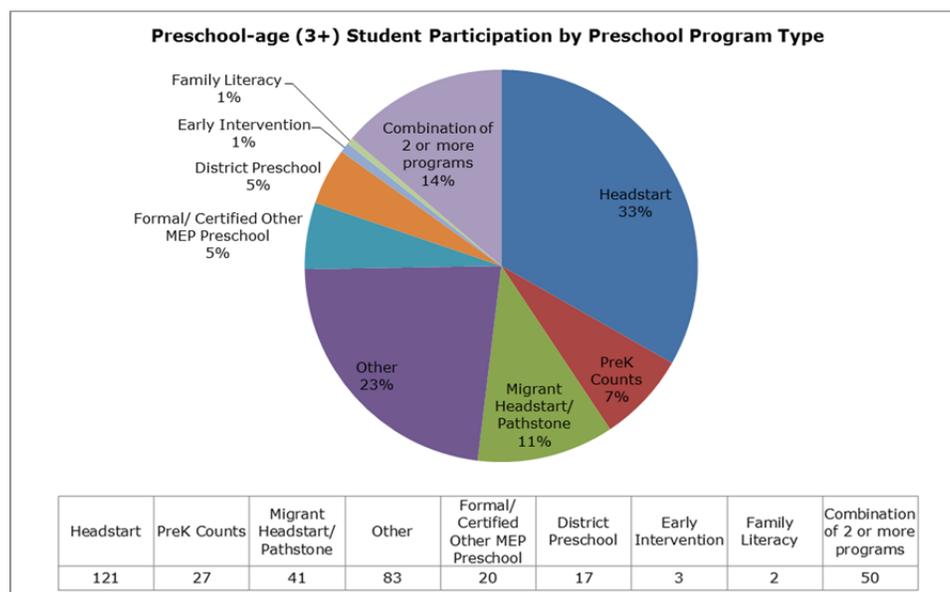
Preschool enrollment is one area included in PA-MEP's Comprehensive Needs Assessment and *Service Delivery Plan*. Of all students in the birth through preschool-age category, 43 percent were enrolled in a preschool program. However, of those students most likely to enroll in preschool (students ages three to six), 62 percent were enrolled in a preschool program.

In 2013-14, for the first time, data were available related to the reasons that students were not enrolled in a formal preschool program. This data element was added to assist staff in understanding whether non-participation in preschool programs was a

choice or a factor of external influences. Non-participation appeared to be mostly related to program availability; for many non-enrolled students there were no programs in the area or there were no open slots. In cases where there were no slots available, students were typically placed on a waiting list.

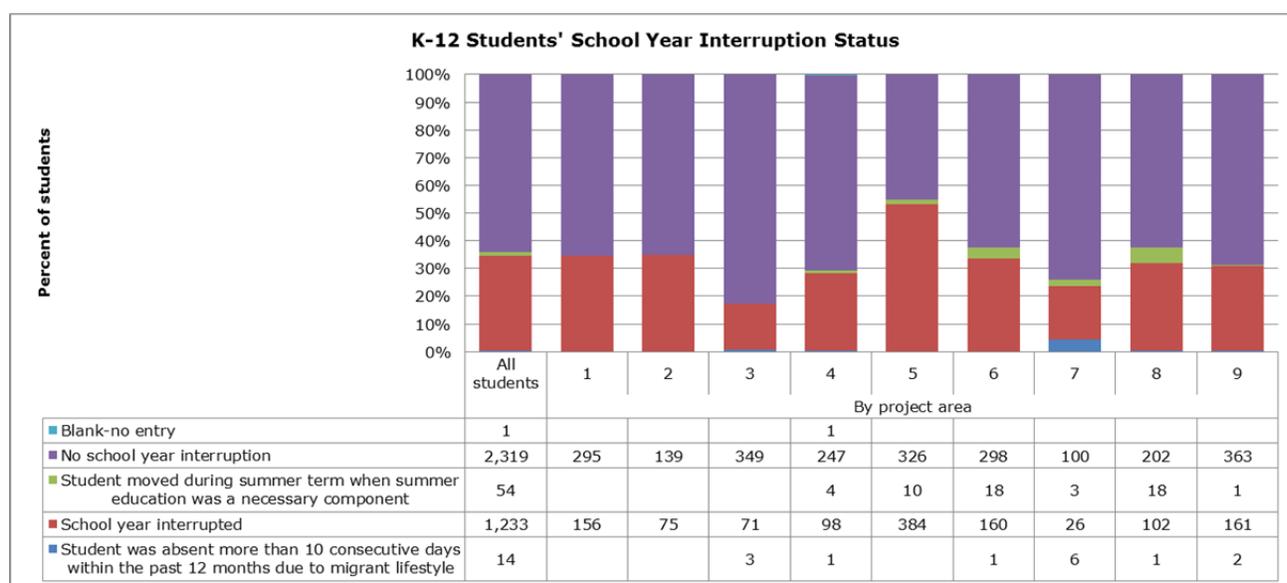


Service delivery data provided evidence that 416 preschool-age students over age three, or 72 percent of all preschool-age students, received preschool services from PA-MEP or another source during the program year. Information on preschool program type was available for 63 percent of preschool-age children age three or older. Students were most likely to be enrolled in Head Start (33 percent). Priority for Service students were most likely to be enrolled in other programs (37 percent), while non-Priority for Service students were most likely to be enrolled in Head Start (41 percent).



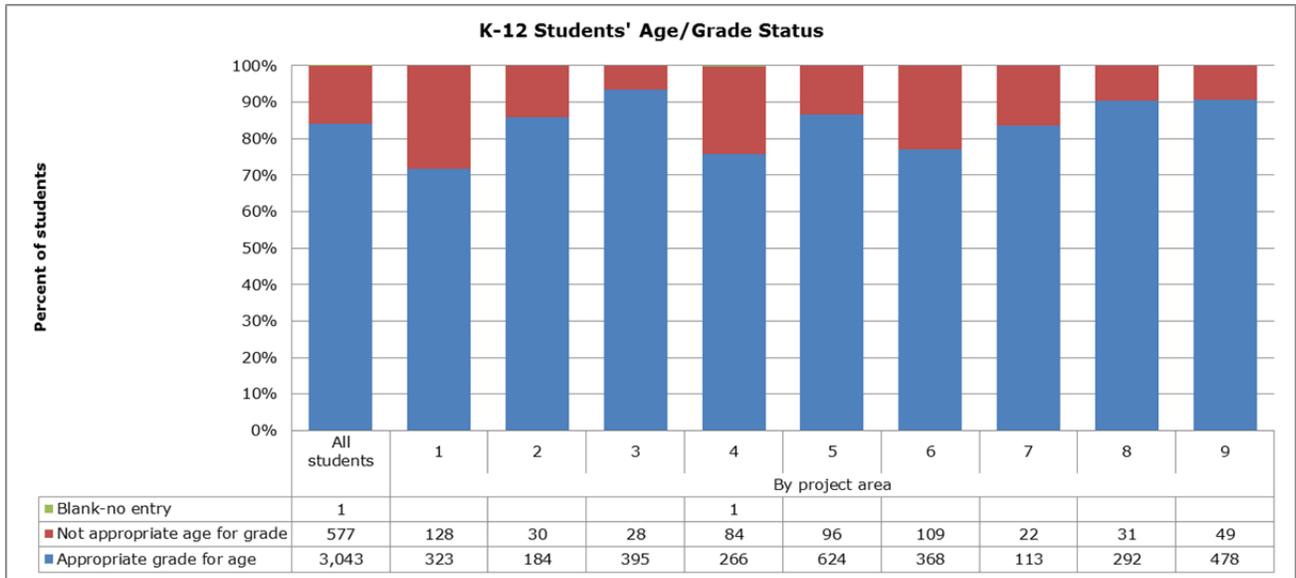
School Year Interruption

School year interruption is a critical component of the K-12 needs assessment and is one of the elements that contributes to students' Priority for Service status. School year interruptions are defined as a move within the past 12 months due to the migrant lifestyle (not for vacation or illness), an absence of 10 or more consecutive days of school within the past year, or a move during summer term when summer education was a necessary component of the child's education. Thirty-six percent of students in this category had experienced some type of interruption in the past 12 months at their initial needs assessment. Project Area 5 had the highest percentage of students experiencing interruption, with more than half of K-12 students experiencing some type of interruption in academic instruction.



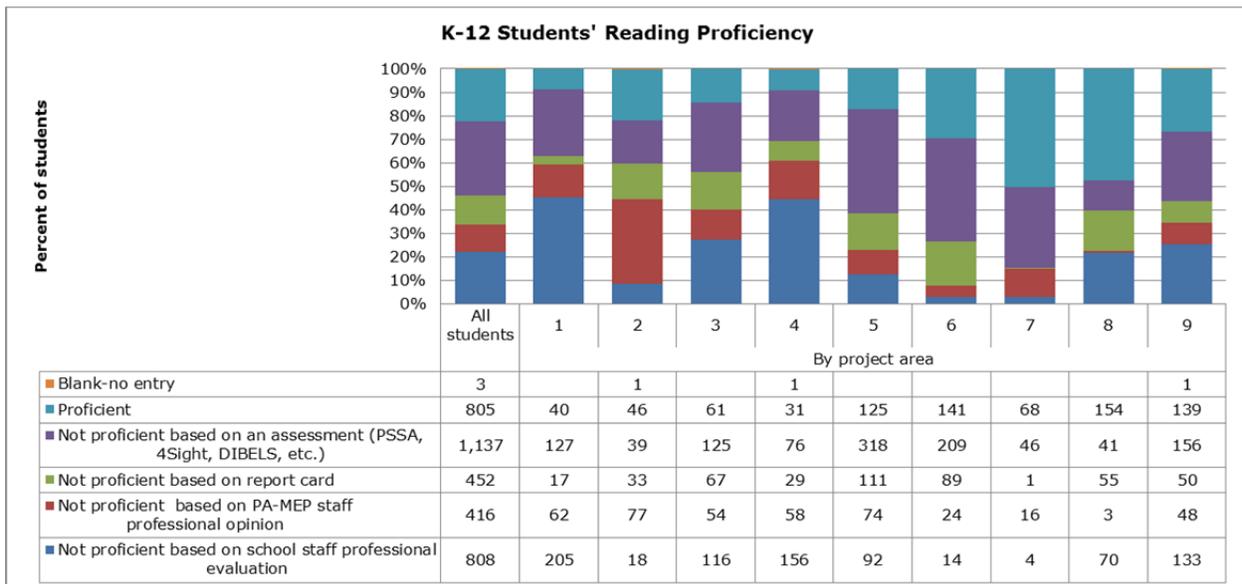
Appropriate Grade for Age

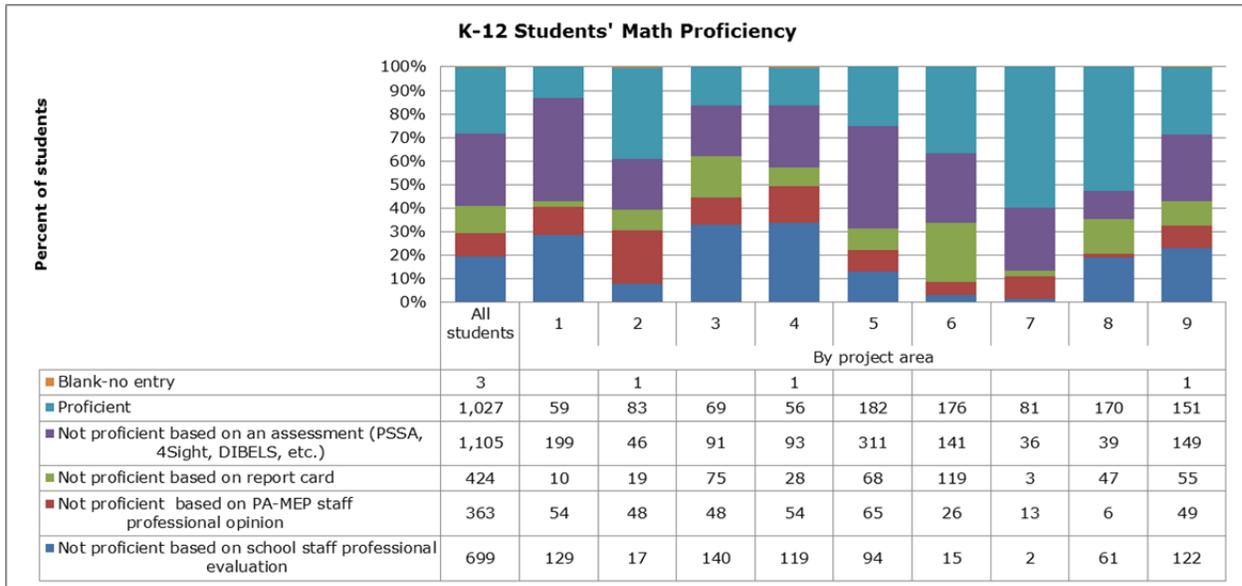
Appropriate grade for age is another risk factor for K-12 students and is used to determine if the student is within the typical age range for the grade in which they are enrolled. This is also a factor in Priority for Service determination. Needs assessments indicated that 84 percent of K-12 students were within the age range for their grade. Project areas 1 and 4 had the highest percentages of students who were outside the age range for their grade.



Reading and Math Proficiency

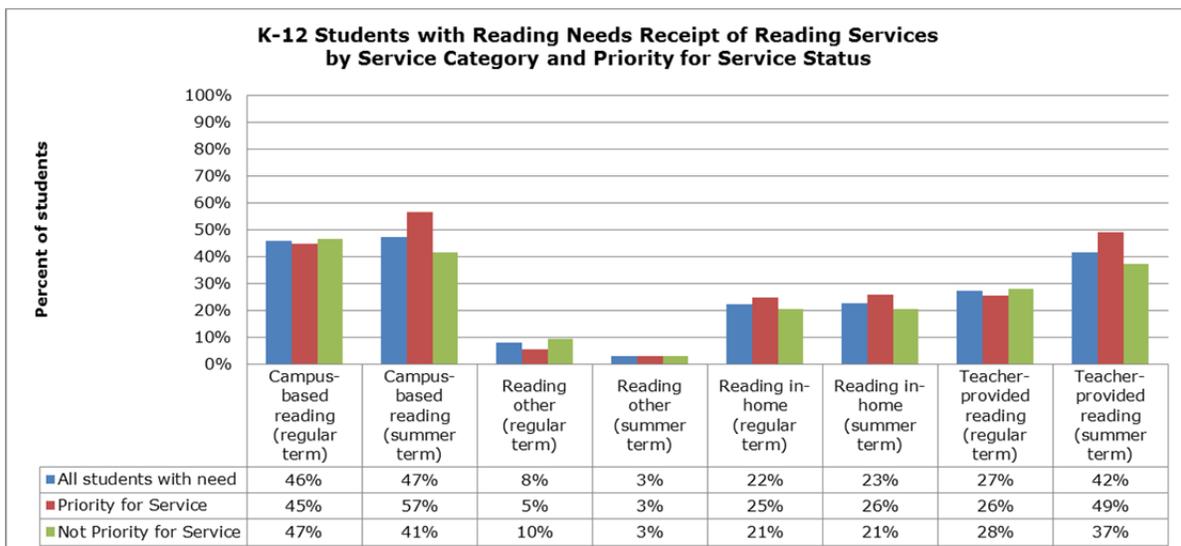
According to needs assessment entries, 78 percent of school-age students were not proficient in reading and 72 percent were not proficient in math in all grades. Proficiency could be determined using a number of indicators, including assessment data (i.e. PSSA, 4Sight, DIBELS), report card grades, PA-MEP staff professional determination, or the student's school staff professional determination. Reading and math proficiency based upon PSSA, PASA, or Keystone Exams or state-approved assessments are factors in determining a student's Priority for Service status. Project areas 7 and 8 had the highest percentages of students proficient in reading (50 percent and 48 percent, respectively). The trend was similar for math, but with higher percentages of proficient students (60 percent and 53 percent of students, respectively).





After examining the needs data, evaluators incorporated service delivery data to determine if students with needs received services in line with those needs. Reading and math service delivery and supplemental program data provided evidence that students with reading or math needs received services in line with those needs.

There were 2,813 K-12 students who were not proficient in reading, of which 87 percent received reading services through one or more service delivery categories. Evaluators further disaggregated this by Priority for Service status and found that 93 percent of Priority for Service students with a reading need received reading services, while 84 percent of non-Priority for Service students were coded as such, providing evidence that efforts focused on serving Priority for Service students. It is promising to see that Priority for Service students received services in larger percentages in areas where PA-MEP provides much of its direct services: summer programs and in-home services.



Through *Service Delivery Explanations* each project area submitted for 2013-14, evaluators learned of the variety of strategies, materials, models, and resources that each project area used to provide reading and literacy services to students. While each project area used a unique mix of programming to reach students, several themes and consistencies were found. Examples and common themes of reading service delivery strategies and resources follow.

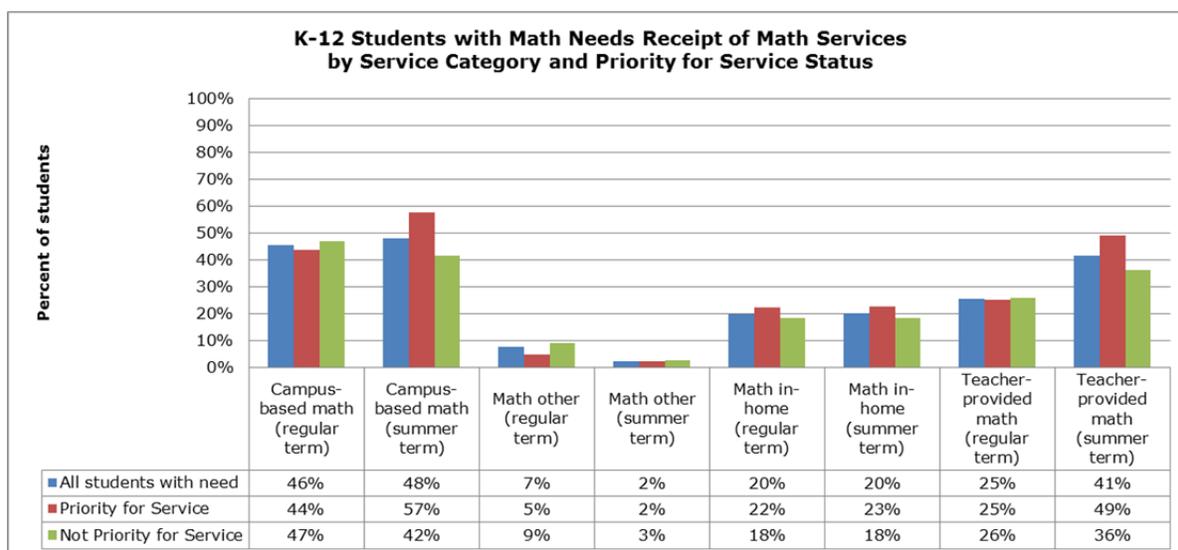
Services to students from birth to preschool included strategies such as reviewing preschool classroom elements; gradual release instruction; theme-based early reading activities; games and puzzles; grammar; modeling strategies for parents; books and readings (sometimes bilingual readings); memory exercises; word and name recognition; craft activities that reinforce readings; picture vocabulary pages; reading comprehension, re-tell, and prediction; post-reading writing and drawing; phonetic awareness; smartphone or tablet applications; letter tracing and early writing skills; monitoring student progress in partner and preschool programs; referrals; financial literacy; parent preschool group; educational field trips; public speaking and performing; Parent Night presentations and evening family preschool activities; learning centers; songs and sing-alongs; reading specialist support; activities left with parents; assistance getting library cards and visiting the local library; and resources such as flashcards; Creative Curriculum; Handwriting Without Tears; Kindergarten Readiness Checklist; PA Academic Standards; PA Early Learning Standards; SIOP reading strategies; OWL Curriculum; PA One Book; PA Office of Child Development and Early Learning (OCDEL) resources; Collaborative for Academic, Social, and Emotional Learning (CASEL); Scott Foresman; and websites such as PBS Kids, Pinterest, Child Care Land, A to Z Teacher Stuff, Sprout, Sesame Street, and Sprout.

Services to K-12 students included tutoring; homework support; vocabulary; “read and discuss;” one-on-one or small group support; encouragement to participate in out-of-school-time or leadership activities; advocacy; essay development support for college applications and post-secondary planning; learning stations; practice reading aloud (supports English language as well); higher-order thinking and skill activities; grammar; vocabulary; journal prompts; story retelling; assessment preparation support; higher education preparation support; Saturday programs; educational field trips; writing workshops; community partner speakers at the summer program; phonemic awareness and vocabulary; goal planning; and guided reading using resources such as grade level literacy packets; Migrant Literacy Network; local newspapers; Passport to Reading; After the Bell Reading Program; Study Island; Cambium Individualized Curriculum; Bookmobile; OWL Curriculum; resources from the WIDA Consortium; leveled readers; PA Core Standards; Standards Aligned System; various programs from Scholastic (Read 180, Guided Reading, System 44); Diploma Project; school curricula and textbooks; assessment practice booklets; and various websites.

Reading-related services to out-of-school youth included in home individual and small group instruction; life skills activities; games; writing practice; conversation practice; reading activities using topical and relevant readings; information about returning to school; and GED preparation; using resources such as bilingual books; dictionaries;

GED booklets; Migrant Literacy Network; Rosetta Stone software; PA Career Guide; WIDA Consortium; MP3 players with recorded lessons; and lessons from the SOSOSY Consortium.

In math, according to needs data, there were 2,591 K-12 students who were not proficient in math. Of these students, 85 percent received math services through one or more of the categories tracked by the program. Evaluators further disaggregated this by Priority for Service status and found that 90 percent of Priority for Service students with a math need received math services through one or more categories, while 82 percent of non-Priority for Service students were coded as such. It is promising to see that Priority for Service students received services in larger percentages in areas where PA-MEP provides much of its direct services: summer programs and in-home services.



Through *Service Delivery Explanations* each project area submitted for 2013-14, evaluators learned of the variety of strategies, materials, models, and resources that each project area used to provide math services to students. While each project area used a unique mix of programming to reach students, several themes and consistencies were found. Examples and common themes of math service delivery strategies and resources follow.

Service to young children and preschoolers included activities such as number identification; flash cards; counting and sorting; geometry; shapes and patterns; measurement; math readiness; read alouds and songs; recipes and cooking activities; games; activities for parents including “kitchen table math;” hands-on activities; craft activities that reinforce math skills; math thinking and expressions; educational field trips; learning routines and school preparation etiquette; parent preschool groups; computer-based activities; and instructional packets left with parents, using resources from book donations; PA Core Standards and Early Learning Standards; PA One Book; Everyday Math; Gradual Release Model; Kindergarten Readiness Checklist; OWL Curriculum; Kaplan and Lakeshore Learning; Collaborative for Academic, Social, and

Emotional Learning (CASEL); Creative Curriculum; Pinterest; Washington Learning Systems; University of Chicago School Mathematics Project; Lesson in a Box; standards and resources from the WIDA Consortium; Scott Foresman; and various websites, such as Sprout and PBS Kids.

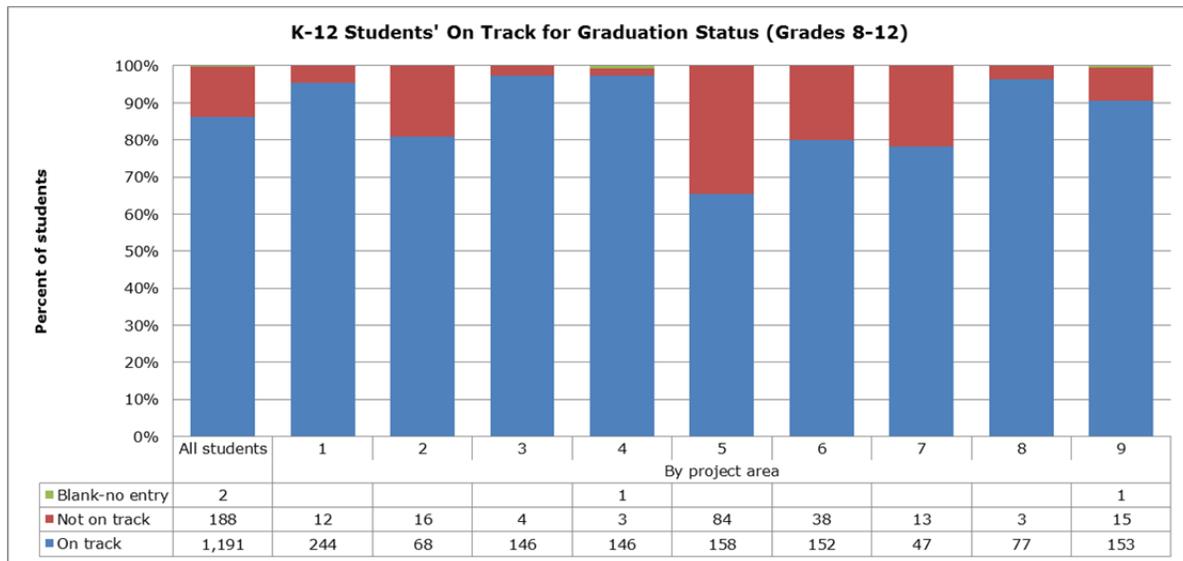
K-12 services for math included MANGO Math (measurement, algebra, number sense, geometry, odds [data and probability]); homework support; follow-up or advocacy with teachers and school; college student tutors; math games; multiplication tables; Algebra; geometry and trigonometry; learning stations; educational field trips; summer campus-based programs; financial literacy; math operations; higher-order thinking and skill activities; computer-based programs; STEM events and activities; discussion of higher education and other goals; and encourage participation in out-of-school-time and leadership programs using resources such as PA Core Standards; resources from the WIDA Consortium; Standards Aligned System; PA Career Guide; Study Island; Quick Math Assessment; K'NEX STEM Project; Gradual Release Model; Scholastic programs (Fast Math, Math 180, Guided Math); school textbooks; online math resources; and various books.

Services for out-of-school youth took the form of individual or small group support in life skills; number identification (in English); financial literacy; math concepts; goal setting; tutoring support for taking the GED and test-taking strategies; using resources such as GED study guides; PA Career Guide; and lessons from the SOSOSY Consortium.

In the course of analyzing needs data linked to service delivery, evaluators found that students who were marked as proficient in math and/or reading (and treated as not having needs in this area for evaluation purposes) had reading or math services indicated (85 percent of those indicated as proficient in reading and 82 percent of those proficient in math). While it is encouraging that so many students received reading and math services, evaluators questioned if students received these services as part of programs where students were provided supports regardless of need, whether students should have been coded as proficient in these areas, if these are data errors, whether timing was a factor, or if these are students who recently became proficient and the services were designed to help them maintain their proficiency. Given data analysis results related to student counts and hours for the summer, evaluators believe that the receipt of reading and/or math services is largely a result of student participation in summer programming (campus and in-home) where all participants receive reading and math services.

On Track for Graduation

The K-12 needs assessment also examined a student’s progress toward graduation for students in grades 8-12. A student’s status on this item is a factor in determining Priority for Service status. Of students in grades 8-12, 86 percent of the 1,381 students were determined to be on track for graduation. Project areas 2, 5, 6, and 7 had considerably lower percentages of students on track for graduation than the other areas.



Student Concerns

Behavior, attendance, and other concerns are also part of the K-12 needs assessment, as these factors may influence academic success. Of K-12 students, 74 percent had “none” indicated on the needs assessment for student concerns. Of those students who had a concern indicated in their needs assessment, the largest group was those having multiple concerns (7 percent). Most project area results reflected the overall finding that the majority did not have concerns, except Project Area 6, which had higher percentages of students with various concerns.

Educational Programs

The majority of out-of-school youth left school because they needed to work (77 percent). Out-of-school youth have several options for education support. Several elements of the out-of-school youth needs assessment examine student interest or participation status related to English as a second language programs, Adult Basic Education and/or General Equivalency Diploma (GED) programs, job training, or school entry. With the exception of English programs, and to a lesser extent job training, out-of-school youth were generally uninterested in educational programs.

STATE-PROVIDED PROFESSIONAL DEVELOPMENT

In addition to the professional development and training provided within individual project areas, PA-MEP staff at the state level provided various training opportunities.

PDE-Provided Professional Development

PDE reported offering 10 training or professional development opportunities totaling 34 hours, ranging one to 10 hours. Of these opportunities, nine opportunities were stand-alone events and one was two sessions over the course of the year having a consistent purpose. Participation ranged from nine to 68 participants per opportunity. Professional development opportunities generally focused on student support specialists and there was also a focus on out-of-school youth this year, though other staff categories also participated. All project areas were represented in three opportunities.

Content of these trainings included topics such as the Diploma Project, summer math assessments, out-of-school youth, the *Service Delivery Plan*, state and national conference workshops covering various topics, recruitment, and general PA-MEP information.

Professional Development for Data

Staff from Central Susquehanna Intermediate Unit, PDE's contractor for management of the PA-MEP MIS2000 database, provided two data specialist trainings during the 2013-14 program year. Each of these trainings was 1.5 days and covered data reporting, the *Comprehensive State Performance Report*, data accuracy and quality, MSIX (the federal Migrant Education database), planning for data collection changes, and general technical use of the MIS2000 system. Data quality and system changes were priorities.

Attendance at each session was different but generally included the statewide data team (four staff) and the data specialists and backup data staff for each region: two staff for Project areas 1 and 3; two staff for Project areas 2, 4, and 5; two staff for Project Area 6; two staff for Project Area 7; and three staff for Project areas 8 and 9.

Professional Development for Parent Involvement

The PA-MEP parent involvement coordinator held three parent involvement-related professional development opportunities for PA-MEP staff during 2013-14: a series of state Parent Advisory Council Officers' Meetings (four over the program year), a series of state Parent Advisory Council Meetings (two), and parent coordinator meetings (three). The first two series were targeted toward parents themselves, while the parent coordinator trainings were for PA-MEP staff. These opportunities were in addition to parent involvement sessions held during the PA-MEP state conference held in October 2013.

Each of the two state Parent Advisory Council meetings occurred over two consecutive days. Participation ranged from 129 to 141 participants. Parent Advisory Council meetings covered topics of interest to parents such as strategies for supporting their child's education, academics, educational resources, graduation requirements, academic assessments, special education, kindergarten readiness, and bullying.

Each of the state Parent Advisory Council Officers' Meetings was four hours, for a total of 28 hours over the course of the year. Participation ranged from 18 to 27 individuals. State Parent Advisory Council Officers' meetings covered local Parent Advisory Council meeting implementation, local concerns, survey results and other relevant data, state policy, and State Parent Advisory Council meetings.

Each of the three parent coordinator trainings was a full day, totaling 22.5 hours over the series. Participation ranged from 14 to 29 PA-MEP staff. Topics addressed through these opportunities included the Affordable Care Act, academic tools and resources for parents, educational rights for children and youth experiencing homelessness, immigration, strategies to strengthen families, assistance with local parent meetings, stress management, and state policies.

Professional Development for Recruitment

The state recruitment coordinator reported holding two quarterly professional development series during the program year – one series of quarterly trainings for recruitment coordinators (50 hours total) and one series of quarterly trainings for recruiters (35 hours total). These training sessions focused on implementation of PA-MEP recruitment in line with state and federal policies and were in addition to recruitment professional development offered at the PA-MEP state conference. Topics included, but were not limited to re-interviewing, *Certificate of Eligibility* scenarios, recruiting out-of-school youth, immigration law, interview skills, clarification on and interpretation of federal and state policies, recruitment of refugees, and temporary employment. Each project area participated in both series, which included five recruitment coordinators and with between 22 and 29 recruitment staff.

Recruitment was a topic addressed at the state conference in October 2013. Recruitment was the focus of one of six four-hour pre-conference institutes and was titled, "Advance Recruitment: Proven Strategies for Conducting Safe and Effective Recruitment." Also, three of the 31 conference workshop sessions focused on identification and recruitment topics, including difficult eligibility determinations, working with employers who are resistant to migrant services, and effects of H-2A visa workers on recruitment.

PROJECT AREA MONITORING

Each of the nine project areas received a monitoring visit from the PDE PA-MEP team during the 2013-14 program year. Each visit followed a consistent monitoring instrument allowing monitors to select a rating indicating the extent to which the project area was meeting program requirements and provide an explanation or comments related to each item. The 2013-14 monitoring instrument was a slightly simplified, interim tool as the program was developing a new monitoring instrument and content for 2014-15.

At the conclusion of each monitoring report, the monitoring team provided highlights and preliminary recommendations to the project area. While the monitoring visits and reports covered a great deal of programming and service information, the state evaluation focused on the extent to which programs were meeting requirements, as this information is unique to the monitoring report and addresses the extent to which programs were being implemented as required.

The monitoring instrument was broken down into 10 components:

- Identification and recruitment
- Data
- Fiscal
- Preschool
- In-home
- Health
- Program management
- Program services
- Out-of-school youth
- Parent involvement

Each component had three to nine separate compliance items, for a total of 59 compliance items. Compliance rating options included “meeting requirements,” “in progress,” “needs improvement,” “noncompliant,” and “not evident.” Because of some areas not applying to all areas, evaluators also used a “not applicable” category to classify monitoring results; in several cases, it appears that monitors used the “not evident” rating to mean not applicable. This was particularly true for the section on health, as only three project areas participated in the wellness project pilot that the monitoring items addressed.

The state PA-MEP office completed five reports: one report including Project areas 1 and 3; one report covering Project areas 2, 4, and 5; one report for Project Area 6; one for Project Area 7; and one report covering Project areas 8 and 9. Ratings applied to all project areas monitored unless the status differed by project area, in which case, two compliance ratings were given. The majority of items were assessed by monitors as meeting requirements and/or not applicable or not evident (meaning the item was not assessed or could not be assessed at the time of the monitoring visit, with percentages of these rating ranging from 76 percent of items to 92 percent of items receiving these ratings. Most of the remaining items were rated “in progress” or “needs improvement.” Only two reports, addressing four project areas, had noncompliant items with these areas being related to timely submission of expenditure reports; level of detail of financial reports and spending in line with state and federal guidelines; frequent follow-

up with schools and parents to determine student progress; staff mileage tracking and monitoring; and *Certificate of Eligibility* quality control process.

PROJECT AREA MONTHLY REPORTS

The purpose of the monthly project area reports was for project areas to report on various implementation elements and provide information to the state PA-MEP office that is needed for compliance and program planning. Monthly reports covered information that was not or could not be collected or examined in other ways.

Professional Development and Training

Project areas provided details about training and professional development in which their staff participated. Project areas, collectively, reported nearly 650 instances of professional development. However, because of staff overlap and some organizations managing more than one project area, evaluators believe that figure likely includes some duplication. However, because of inconsistencies in event naming it is not possible to determine the extent to which duplication may be occurring. As such, a general overview of findings is included here, rather than specific counts and percentages. As a reminder, each project area differs in size, staff, number of students, population types, and needs. This information is provided in order to get a sense of what is going on at the project area level, not as an indicator of quality.

Training and professional development results explained here cover October 2013 through August 2014 and do not include September 2013, as there were changes instituted to the monthly report forms for professional development and training that would make aggregating September's data with the rest of the term inaccurate.

Results of project area professional development reports indicate that peak professional development times were fall (October and November 2013) and early spring (March), most likely to correspond with migrant patterns; that activities were predominantly information sharing sessions and staff meetings; and most activities were less than one day in duration.

Professional development opportunities included events such as staff meetings; state, regional, or local conferences; quality control meetings; role-alike trainings; skill development or topic-specific trainings; data training; summer program training; and others. In most cases, more than one staff position type was included in training.

Project areas also offered professional development and outreach for others. Project areas reported more than 250 such outreach events, with some duplication possible given the management of more than one project area for some organizations. These events peaked in terms of numbers in April and May, though late summer and early fall counts were high as well. The majority of these outreach activities were partial days as well, and included awareness activities or PA-MEP overview information (most often),

meetings with school staff, meetings with partners or potential partners, meetings with employer and businesses, presentations, trainings, and other similar events.

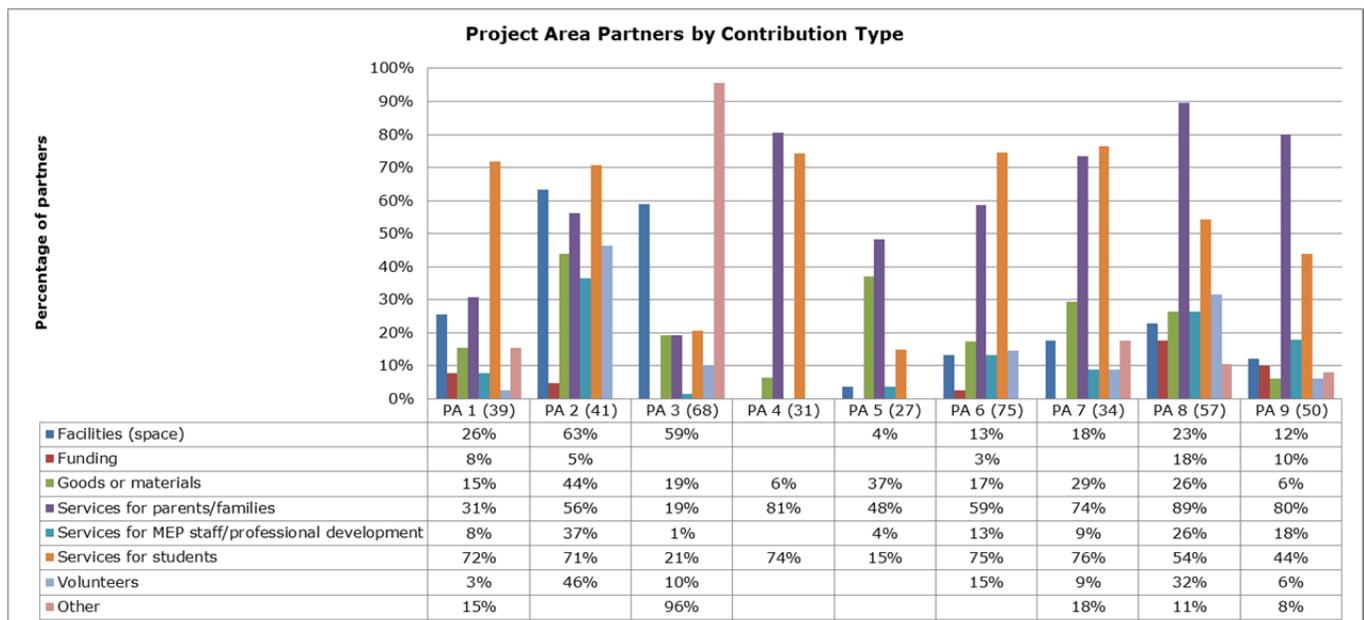
Parent Involvement

Parent involvement reports provided details about parent participation during the program year. However, despite using a consistent instrument, differences in how project areas provided details about their offerings, omissions, and reporting errors made it impossible to accurately interpret the information submitted. These challenges resulted in refinement of the tool and its instructions as well as a winter 2015 telephone conference with project area parent coordinators to clarify the purpose of and expectations for their submissions.

Partnerships

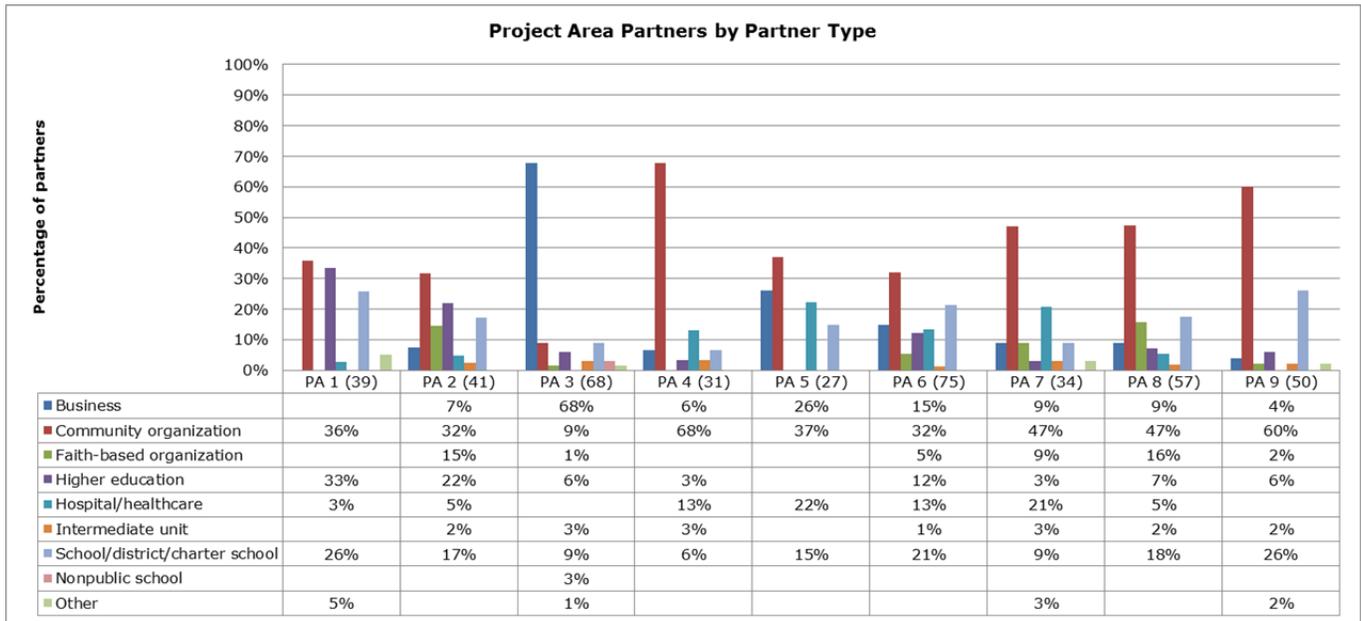
PA-MEP staff are not employees of school districts. This arrangement has made partnerships a critical component to PA-MEP success. Project areas have varying needs, options, and conditions. As such, care should be taken to avoid comparing partnership findings. Project areas reported having 27 to 75 partners contributing over the course of the program year with project areas reporting a total of more than 400 partners¹⁸. Information about partners was collected once for the entire 2013-14 year, rather than monthly as was done in past years.

Partner types varied, though the largest groups were community organizations, businesses, and school districts or other LEAs. The number of partners reported for each project area is provided in parentheses in the graphs that follow.



¹⁸ Some organizations were listed as partners in more than one project area. In these cases, the organization was counted once in each applicable project area.

Partners contributed in various ways, with services for parents, families, and students being most prevalent.



SUMMER PROGRAMS

With PA-MEP’s supplemental purpose, most of PA-MEP’s direct services to students occur during the summer when students have fewer options for academic and support programs and services.

Staff Survey

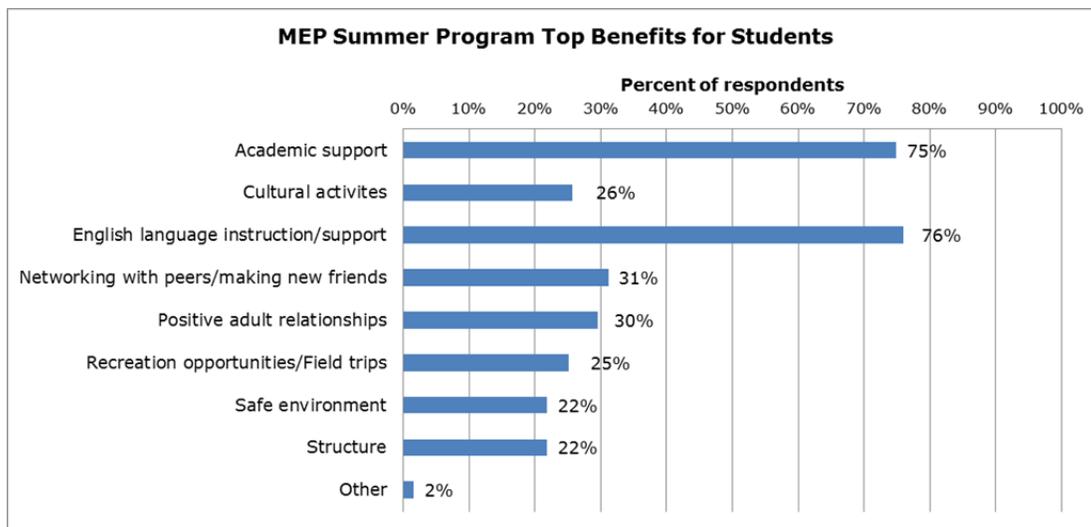
A total of 183 individuals completed a staff survey at the conclusion of the summer program, reflecting responses from 35 of 39 summer programs. Survey respondents were a mix of new and veteran summer staff. Half of respondents (50 percent) were classroom teachers during the summer, with the balance of respondents being made up of instructional or student aides (40 percent of respondents), in-home providers (7 percent), site coordinators (2 percent), and project area managers (1 percent). Nearly half of respondents (48 percent) indicated they were licensed teachers (in Pennsylvania or elsewhere). However, of the 92 staff who selected “classroom teacher” as their role, 84 percent were licensed teachers.

Twenty-six percent of respondents indicated that they were a former migrant student or parent of a migrant student.

The survey asked respondents a series of questions about different aspects of the summer program. Content included their opinions on benefits for students, areas of

possible improvement or enhancement, and items or support that would be helpful for the summer program.

When asked to indicate the top three benefits of the summer program, most respondents selected English language instruction and support (76 percent) and/or academic support (75 percent of respondents). These answers were the top two selected choices in previous years. “Other” responses were related to self-confidence and instruction related to math, reading, and writing.

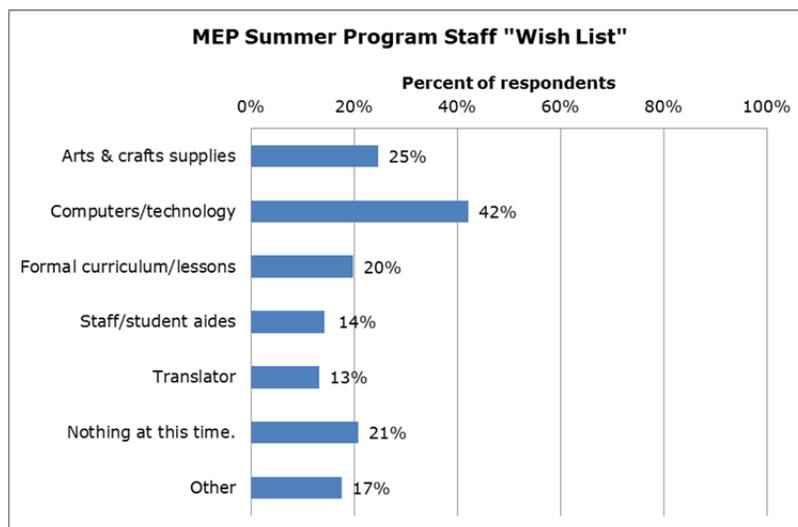


The survey provided an opportunity for respondents to comment on the benefits or positive qualities of PA-MEP’s summer program’s collaboration with partners and school districts; 147 respondents (80 percent) provided an answer. Many of the responses were general confirmation that the communication or collaboration was strong or positive. Specific responses included: being able to use school facilities and staff (with several comments related to custodians); connections to higher education provided an opportunity for students to be exposed to college options; email communication that included staff notes, lesson/recreation opportunities; enrichment opportunities; having air conditioning; positive attitudes/environment and collaboration; opportunities to talk to school staff and administrators; proximity of location made it convenient to students and families; and variety of staff.

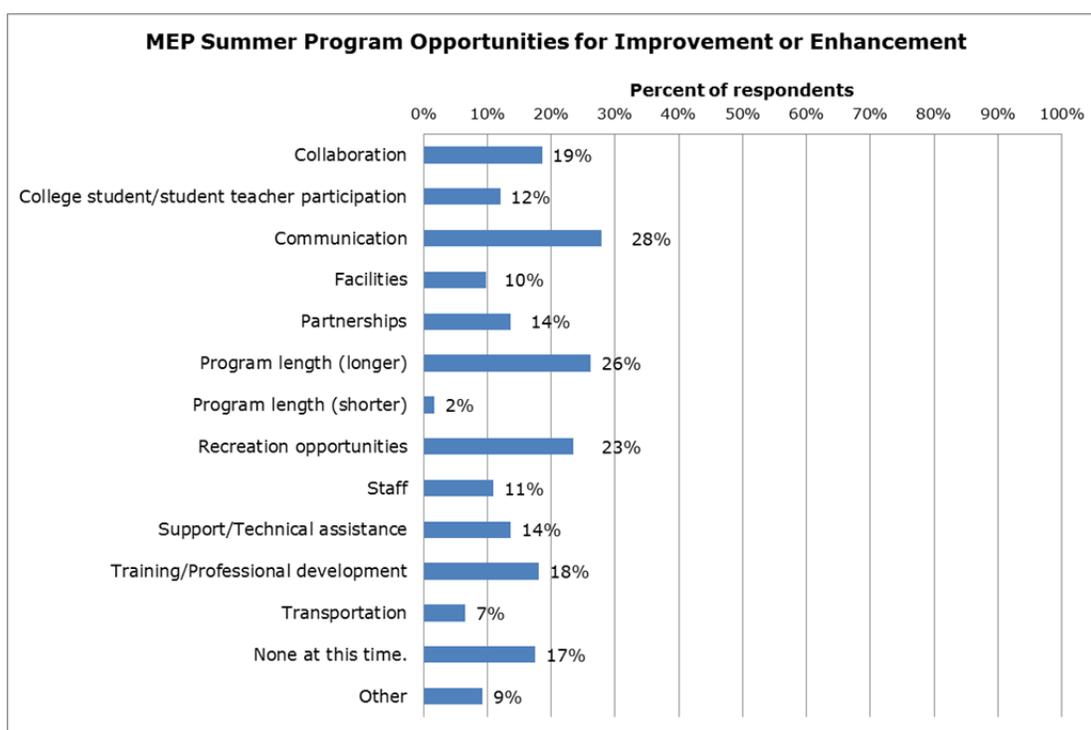
Respondents were also asked how partnerships could be improved or strengthened. Most respondents used this question as an opportunity to share more general suggestions for the program, not just suggestions related to partners, communication, or collaboration. Substantive responses and suggestions in this broader sense (55 percent of respondents) covered themes such as not feeling welcome in the school; being able to use school facilities; better food and/or more variety of food; better or more communication (some specified internal staff and others mentioned external staff); clarity on expectations and responsibilities; lacking computer and technology resources; classrooms better prepared (i.e. having enough chairs); more partners related to

secondary students and/or college/career readiness; more financial support from schools; more awareness of partner/host school about what PA-MEP is and who the summer program teachers are; more training; more advance planning; specials, presentations, and/or guest speakers need to accommodate or plan for a diverse audience, different languages; smaller class sizes; ongoing communication; opportunities to see how other teachers or sites implement the lessons/program; more special events or theme days to motivate students; consistency of rules; more opportunities outside the program (college visits, field trips); more consideration of student differences in planning curriculum, specials; better planning for when a substitute is needed; coordination of resources; guest speakers; more staff who students can relate to; more organization; support for increasing student awareness of the nearby or community resources available to them; better planning for summer assessments (assessing before the program and/or making information available to teachers to plan instruction); shorter day; allowing more students (especially siblings) to come to the program; better coordination with 21st Century programs; more information about the incoming students; more volunteers or staff; and more partners in general. Other comments reiterated other needs shared elsewhere in the survey.

When given a list of options, PA-MEP summer staff selected the things or support that would be helpful to them in the implementation of the summer program. Respondents most frequently selected technology or computers (42 percent of respondents selected this item) and/or arts and crafts supplies (25 percent of respondents). These were the most frequently selected items in the previous year as well. "Other" responses that were not covered in the provided options list included: access to student data for better planning; classroom or office supplies; clearer expectations for staff; field trips or other similar experiences; more instructional (academic and language) resources, educational games, and/or books; college visits or guest speakers related to college; more classroom furniture or classroom resources/space better suited to the students' age; more specialty staff (i.e. male authority figure, special education aides, psychologist); more training; music; printing; recreational or motivational activities for students; speakers for projectors; and a teacher computer and printer.



In addition to benefits and needs, respondents selected from a list the ways in which the program or its implementation could be improved or enhanced. Respondents most frequently indicated communication (28 percent of respondents), a longer program (26 percent), and/or recreation opportunities (23 percent of respondents). The least frequently selected areas were shorter programs (2 percent) and transportation (7 percent). “Other” responses reflected many of the items included in the preceding “wish list” question. “Other” improvements noted that were unique to this question included: additional staff or interns; better food; a better curricular fit for English language learners; more focus; more science and math; more supervision; moving parent night to daytime to increase attendance; shorter preschool program; smaller class size; and suggestions for best supporting English language learners in a short period of time. Suggestions appeared to be fewer and more focused than the prior year.

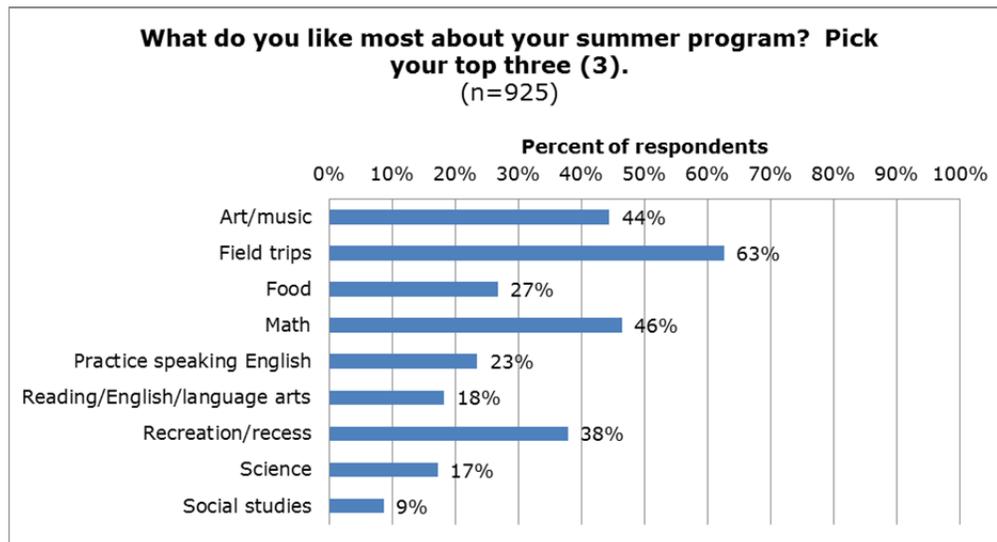


One of the greatest assets of the PA-MEP summer program is the staff. When asked why they choose to work for the program, most provided responses focused on enjoying working with the students; cultural learning (for students and staff); having an opportunity to get to know students who may be in the teacher’s class; a love of teaching in general; a focus on English as a second language; student need; seeing the students improve; personal or professional growth or experience; wanting to contribute to the program or to the students’ growth; being able to relate to the students’ needs and wanting to help; past experience with the program; and being a former migrant student or parent or a migrant student. Despite the needs and challenges mentioned in other parts of the survey, responses to this question were overwhelmingly positive about the students and/or program and the staff’s experience during the summer.

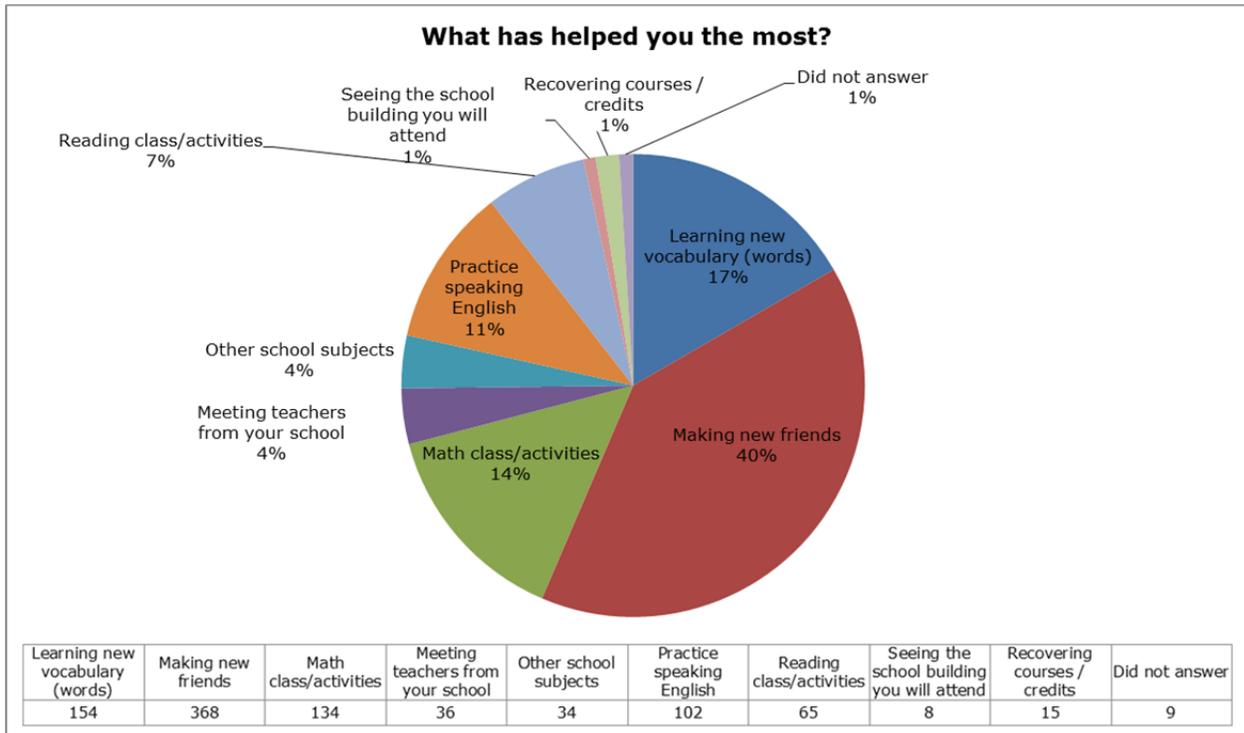
Student Survey

In addition to the staff survey, participating students completed a brief survey about their experience in PA-MEP summer programs. The survey was available online and on paper. A total of 925 students age seven or older completed the survey, though the majority of students were 14 years old or younger. Of the 19 summer programs, 18 programs were represented in the survey data.

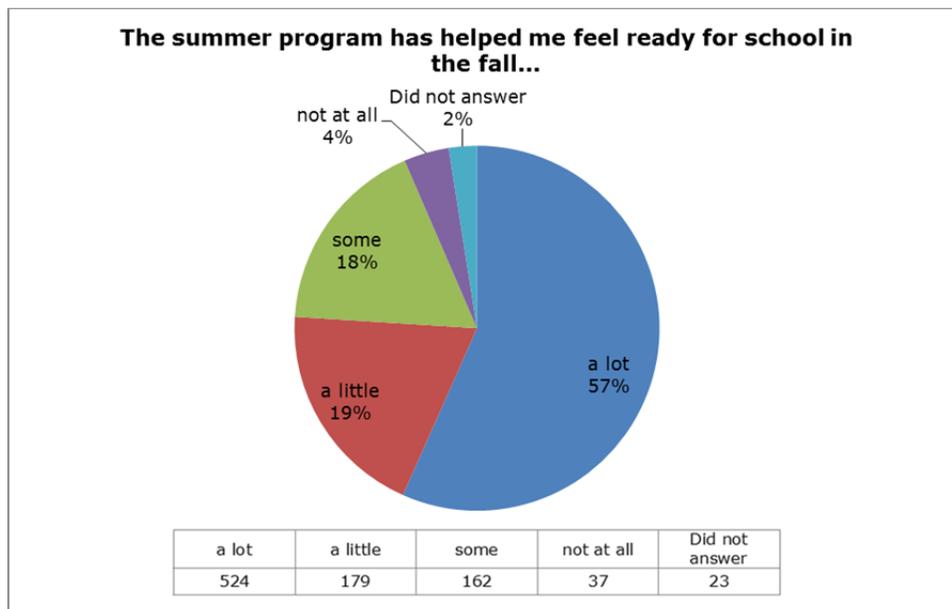
When asked what they liked most about the program, students most frequently selected field trips (63 percent), followed by math (46 percent) and art/music (44 percent). Students were asked to select their top three program activities.



Students indicated the summer program components that helped them the most. Half indicated making new friends (40 percent) or learning new vocabulary (17 percent).



Students reported that the PA-MEP summer program they attended made them feel ready for school in the fall “a lot” (57 percent). Only 4 percent indicated that the PA-MEP summer program did not help them feel prepared at all.



Students were positive about the program, commenting that they had fun, learned a lot, made new friends, and practiced English. Student responses for why they would come back again and how they would describe the program to a friend followed similar trends.

Students indicated that they would attend the program again if given the opportunity to do so (84 percent of respondents). Of the 13 percent who indicated that they would not attend the program again, more than a third of these students' explanations indicated that they knew they would not be eligible to come back the following year and they would not be in the area. A small portion of students indicated that they would not come back because they did not like the program, were bored, were not interested, or for other reasons. Some students did not provide an explanation.

The survey asked students what they would change about the PA-MEP summer program if they were asked to help plan the program. Not all students provided a response, but of those who did, frequent themes focused on art; better food; clubs; more computer time; more field trips; more games; a longer program; more recreation (time, activities, and/or opportunities to go outside); more math activities; music; science; sports; more time to practice English; and swimming, with food, recreation, and field trips being the predominant responses.

The Power of Youth Summer Leadership Program

During summer 2014 PA-MEP offered a week-long middle school student leadership program called The Power of Youth¹⁹. A total of 52 students attended the program at Millersville University. Students completed an application to attend the program. The program selected students to participate based on an application essay, staff recommendation, and Priority for Service status.

The Power of Youth is a series of student leadership workshops intended to nurture leadership skills in students to achieve personal growth. During the week-long program, Power of Youth facilitators involve students in motivational presentations and small group and personal activities and assignments for team building and personal development. Improved academics, increased personal success, personal skill building, appreciation of education, student leadership, and service to families, school, and community are intended outcomes.

The Power of Youth staff were responsible for implementing and directing activities. PA-MEP staff organized the logistics of the program and recruited college students to assist with program implementation.

Students completed several Power of Youth surveys during the program. As such, PA-MEP did not ask students complete a separate survey. The Power of Youth provided copies of the completed surveys to PA-MEP staff and the surveys were available to evaluators for review as well. Overall, the surveys were very positive, with students showing indications of self-confidence, future academic goals, empowerment, and

¹⁹ <http://www.coolspeakers.net/services/programs/power-of-youth>

related themes. It appears from survey responses that the students who participated may have already established some of these positive traits; as an example, nearly all students on both the pre-survey and post-survey indicated that they wanted to go to college and their family expected them to go to college.

High School Student Leadership Institute

The Student Leadership Institute is a week-long residential summer program designed to encourage college attendance among migrant students who have demonstrated leadership potential in high school and through community service activities. The experience is supposed to enhance participants' leadership potential through a series of interactive workshops, field trips, lectures, and discussion groups that promote academic development, verbal communication skills, civic engagement and responsibility, college enrollment and retention, and personal development. The Student Leadership Institute was held at the end of July 2014 at Millersville University, where 50 students participated. The Student Leadership Institute culminated with a Pennsylvania Capitol Building visit to see the General Assembly at work and a visit to Washington, D.C. to visit historic sites, tour the White House, and visit museums. The program had one camp director facilitator, one instructional facilitator, eight workshop presenters, 10 college student counselors, an on-site nurse, and one PA-MEP staff member who was responsible for program logistics and serving as the PA-MEP representative on site.

High school students who were interested in participating in the week-long residential program completed the Student Leadership Institute application and submitted personal essays. PA-MEP staff used these essays, student report cards, ACCESS for ELLs data (students had to score at least at the developing level), and a recommendation letter from each student's teacher, counselor, or PA-MEP student support specialist to select students to participate²⁰.

Students (45, 90 percent) completed a survey at the conclusion of the Student Leadership Institute. The majority of the questions asked participants to indicate their opinion of 35 statements using a scale that included "strongly agree," "somewhat agree," "somewhat disagree," "strongly disagree," and "I'm not sure." These statements addressed various aspects about the SLI experience such as college and career preparation, decision-making, expectations, life choices, specific activities, learning outcomes, and the program in general. Most students rated each statement "strongly agree" or "somewhat agree." For eight of the 35 items all respondents chose "strongly agree" or "somewhat agree." For the remaining items, between one and eight respondents chose other answer options. Statements with the most disagree responses were related to having enough computer time (six students somewhat disagreed and one strongly disagreed), daily journal writing positively influencing writing skills (four students somewhat disagreed and one strongly disagreed), and learning

²⁰ Priority for Service is not a factor in selection for the Student Leadership Institute, though such students may participate. The Student Leadership Institute is intended to be an enrichment opportunity. Priority for Service elements are more explicitly addressed through the other PA-MEP summer programs.

introspection using a medicine wheel (three students somewhat disagreed and one strongly disagreed).

Students also had the opportunity to respond to five open-ended questions, one asking what was most helpful, one asking what they liked most, the workshop where they learned the most, the least helpful workshop, and what they would change about the Student Leadership Institute.

Aspects of the program students liked the most included the debate; being inspired both others; gaining confidence; getting to know other students; how to be a leader; learning new skills; the team work; the visit to the capitol and/or Washington, D.C.; the poetry workshop; dancing; public speaking; the activities in general; pool time; and sports activities. Several students mentioned liking everything. Activities and workshops that were most helpful had similar themes, with the debate, the poetry and writing activities, public speaking, making sleeping bags for families experiencing homelessness, and health workshops being mentioned frequently.

For the question asking about the least helpful workshop, many students shared that they liked all the workshops or they were all helpful. For those who did mention a specific topic, they mentioned the medicine wheel, the session provided by Planned Parenthood, and an activity where students had to design a protective package for an egg that would be dropped.

Common comments about what they would change included suggestions like: better food, more variety of food, or food from their own culture; more time or longer program; more free or recreation time; a later starting time or more time to sleep/rest; more computer time; off-campus activities; more activities and trips. Several students indicated that the program should continue in its present form.

Thirty-five students provided an additional comment at the conclusion of the survey. Their responses were very positive and they shared how much they enjoyed or appreciated the experience, they learned or practiced public speaking, and gained new skills and confidence.

STUDENT OUTCOMES

Kindergarten Readiness

PA-MEP's kindergarten readiness protocol provides a structured method of determining kindergarten readiness for students' needs assessment and for examining changes in kindergarten readiness during the program year. The Kindergarten Readiness Checklist is an instrument that resulted from the School Readiness Expert Group working on the *Service Delivery Plan* and is based on research and prior experience indicating the areas important to success in kindergarten, some of which correlate directly to Pennsylvania Early Learning Standards.

During the 2013-14 program year, the initial assessment was to be administered during September or within two weeks of being recruited. The middle administration was to occur at or near the end of the school year. Instructions indicated that the final assessment was to be done after completion of the summer term to see a student's final status for the year. All students expected to enroll in kindergarten the following year were to have at least the initial assessment completed. Students still present and eligible during the subsequent times should have had the readiness checklist completed again.

The checklist included 22 skills in five categories. Students proficient in 16 to 22 of the skills were considered to be at a mastery level. Students proficient in eight to 15 of the skills were considered in progress, and students with seven or fewer skills were considered not ready for kindergarten. Determination of skill proficiency was left to the professional opinion of the student support specialist working with the student, based on information or data gathered from preschool teachers, parents, or observation.

Results were available for a total of 252 students who were four years old or older as of September 1, 2013, which is approximately 80 percent of four-year-old students²¹. These students would be most likely eligible for kindergarten enrollment the following year. Of these 252, 240 had data for the initial administration (95 percent of all students assessed), 218 had a middle administration (end of the school year) data (87 percent), and 217 had end-of-summer data (86 percent). A total of 194 students (77 percent of all students included in analysis) had data for each of the three administrations. As a reminder, only the initial assessment was required for students expected to enter kindergarten in the coming year. Subsequent administrations were done based on students' continuing enrollment/eligibility and PA-MEP access to students. Nearly half (45 percent) of students were Priority for Service.

For all skills a greater percentage of students demonstrated mastery at summer-end than at prior administrations. So even considering some differences in the student groups assessed, it appears that, overall, students as a whole were moving toward or maintaining readiness for kindergarten. Considering the majority of students (85 percent) had their last assessment at the end of the summer, the areas where students appear to be strongest included the following areas:

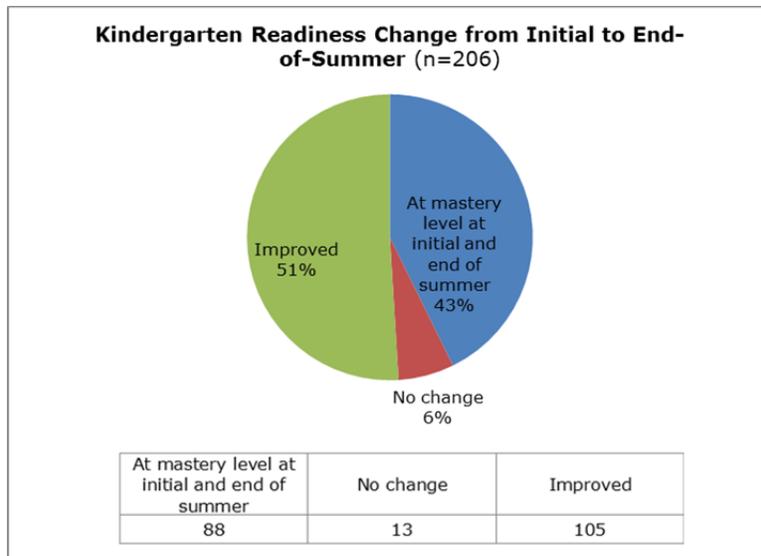
- Experiments with a variety of writing tools and surfaces (Ex: crayons, pencils, markers, etc...) (99 percent of students were at the mastery level);
- Answers questions (98 percent of students were at the mastery level);
- Demonstrates coordination of body movements in active/gross motor play (run, jump, climb) (98 percent of students were at the mastery level); and
- Identifies and locates body parts (98 percent of students were at the mastery level).

²¹ Most four-year-old students not having kindergarten readiness data can be explained by short enrollments.

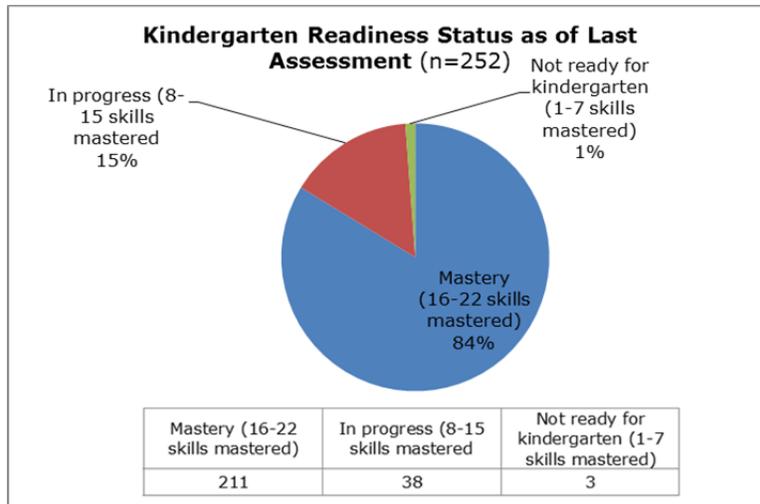
Also based on the end-of-summer administration, the following appear to be the three areas of greatest need for some students (the smallest percentages of students demonstrating mastery):

- Creates an illustration and writes about it. Ex. Draw a picture and write symbols or words that tell about it (Kid Writing) (72 percent of students were at the mastery level);
- Shares information through pictures and dictated words. Ex: Create a picture about a nonfiction topic and talk about it with the teacher (75 percent of students were at the mastery level); and
- Connect story events with personal experiences (76 percent of students were at the mastery level).

Evaluators also examined improvement status for those students having information for initial and end-of-summer administrations (206 students). Of these students, 43 percent demonstrated sufficient skills to be in the mastery level at both the initial and end-of-summer administrations, 51 percent improved from the initial to the end-of-summer assessment, and 6 percent scored in the same non-mastery level at both assessments. None declined.



Perhaps most important is a student’s performance on their last assessment, regardless of its timing. Of the 252 students, 84 percent of students demonstrated proficiency on at least 16 of the 22 identified skills. The smallest group (1 percent) was not yet ready for kindergarten.



Academic Achievement

Findings in this section attempt to answer the evaluation questions “Are PA-MEP students meeting state accountability targets?” and “To what extent are programs for PA-MEP students impacting student outcomes?” For the 2013-14 program year, analysis included data from PSSA, PASA, Keystone Exams, ACCESS for ELLs, DIBELS (summer programs) and Quick Math (summer programs) assessments.

Results provided are for all migrant students who had adequate and appropriate data for analysis. Percentages were calculated based on the number of students having data and included in analysis, and do not represent all K-12 students. For each assessment, the number of students included in the analysis is provided (overall and by Priority for Service and fluency status), as it differs by assessment.

State Academic Assessments

Pennsylvania annually administers several assessments in core academic areas to public school students. The Pennsylvania System of School Assessment (PSSA) is administered in grades 3-8. The Pennsylvania Alternate System of Assessment (PASA) is administered to special education students having significant cognitive disabilities in grades 3-8 and 11. The Algebra I and literature Keystone Exams are administered to secondary students starting in ninth grade. Students can re-take the Keystone Exams until they reach a proficient level. Their score is then banked and applied to their 11th grade year, or their 11th grade Keystone Exam is used for accountability if the student had not yet reached a proficient level. Results from these state assessments are provided together in this section, as each is administered to different student groups, so

there is no possibility that a student is included more than once and each assessment is used for the same accountability purposes.

PSSA, PASA, and Keystone Exam data were available at the state level and matched to PA-MEP enrollment data. Consequently, data was available for all migrant students enrolled in a public school who took the applicable assessment.

Based on assessment accommodations guidelines, English language learners who have been enrolled in a United States school for less than 12 months have the option to participate in the reading state assessments. However, all English language learners who are enrolled in a United States school must participate in the math and science assessments. Students in their first 12 months of United States school enrollment are included in state outcomes calculations for participation, but not for performance. The possible reading exemption may contribute to a lower number of students being included in analysis as compared to math or science results.

In addition to looking at the overall results, evaluators disaggregated state assessment data by grade level, English fluency, and Priority for Service status. Priority for Service status was further disaggregated by fluency.

There were 93 public school districts or charter schools identified as having migrant students enrolled before April 2014 in third through eighth and 11th grades, which are the grades in which state assessments are used for accountability reporting, with enrollment in these grades totaling 1,755 students²².

Reading assessment results include 1,363 migrant students (325 Priority for Service students and 1,038 non-Priority for Service students), which is 78 percent of third through eighth and 11th grade students.

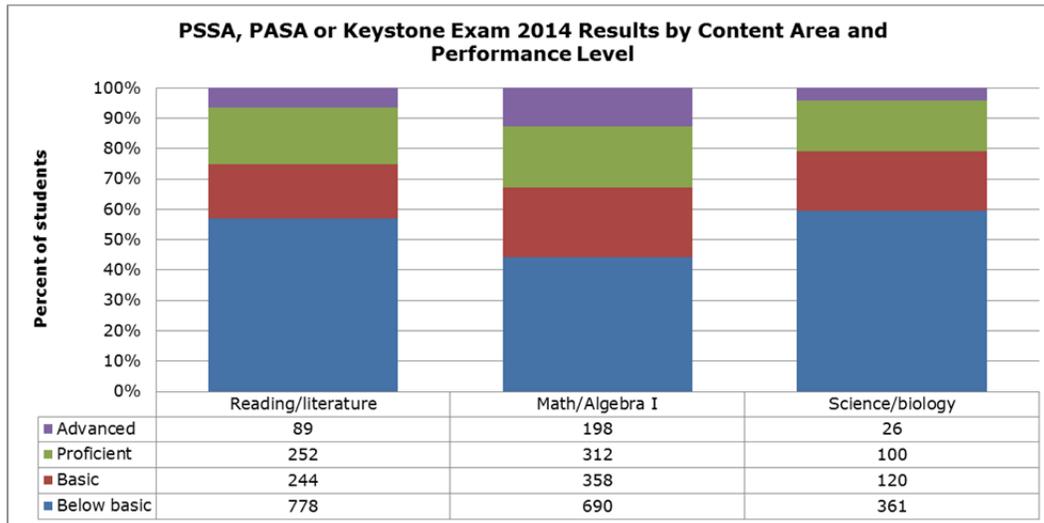
Math assessment results include 1,558 migrant students (468 Priority for Service students and 1,090 non-Priority for Service students), which is 89 percent of third through eighth and 11th grade migrant students.

Science assessment results include 607 migrant students (183 Priority for Service students and 424 non-Priority for Service students), which is 84 percent of fourth, eighth, and 11th grade migrant students (723 students).

Students may not have state assessment data for several reasons. These students and their families tend to move frequently, which is inherent in the migrant lifestyle. As such, students are not always enrolled in school for a full year. They may move to a district after the assessment is administered or they may leave Pennsylvania prior to the assessment administration. Students only need to be present and eligible for PA-MEP in Pennsylvania for a minimum of one day to be included in the program's school year student count. Additionally, nonfluent students may not take the reading assessment if they meet the exemption criteria explained previously.

²² This figure excludes students in state assessment grades who enrolled after April 2013.

The following graph illustrates students' results on the state assessments: PSSA, PASA, or Keystone Exams. In each of the three content areas, the largest portion of students scored in the below basic performance level, 57 percent for reading/literature, 44 percent for math/Algebra I, and 59 percent for science/biology. Each of the three content areas showed similar results, with math/Algebra I having the largest percentages of proficient and advanced students (33 percent).

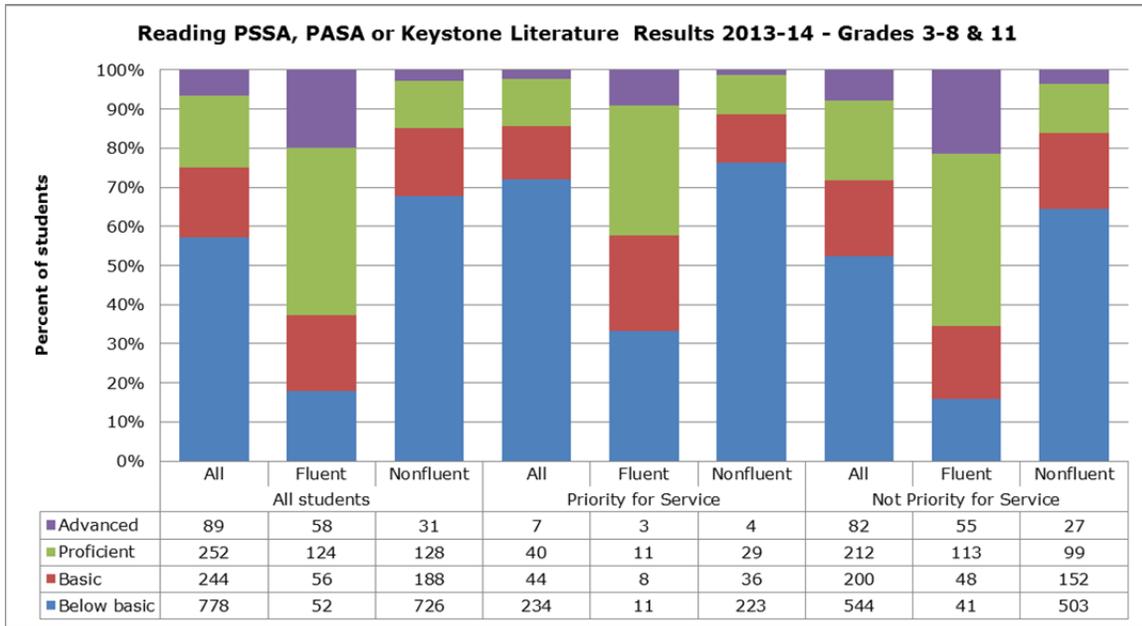


The next set of graphs show state assessment results (PSSA, PASA, or Keystone Exams) disaggregated by English fluency²³ and Priority for Service status, with Priority for Service status further disaggregated by fluency. As a reminder, PSSA is reported for students in grades 3-8, PASA is reported for students in grades 3-8 and 11 with cognitive disabilities,²⁴ and Keystone Exams results are reported for 11th grade. For students in 11th grade and taking the PASA, the PASA is used instead of the Keystone Exam. This analysis method reflects the way that Pennsylvania reports accountability at the federal level.

In reading, fluency is a factor in academic achievement, as more than half of fluent students (63 percent) scored in the proficient or advanced levels while 15 percent of their nonfluent peers scored in these levels. The percentage of Priority for Service students, overall, who scored in the proficient or advanced levels is lower – 14 percent of students – than their non-Priority for Service peers (28 percent of non-Priority for Service students scored proficient or advanced). Priority for Service status and English fluency influence reading outcomes on state assessments.

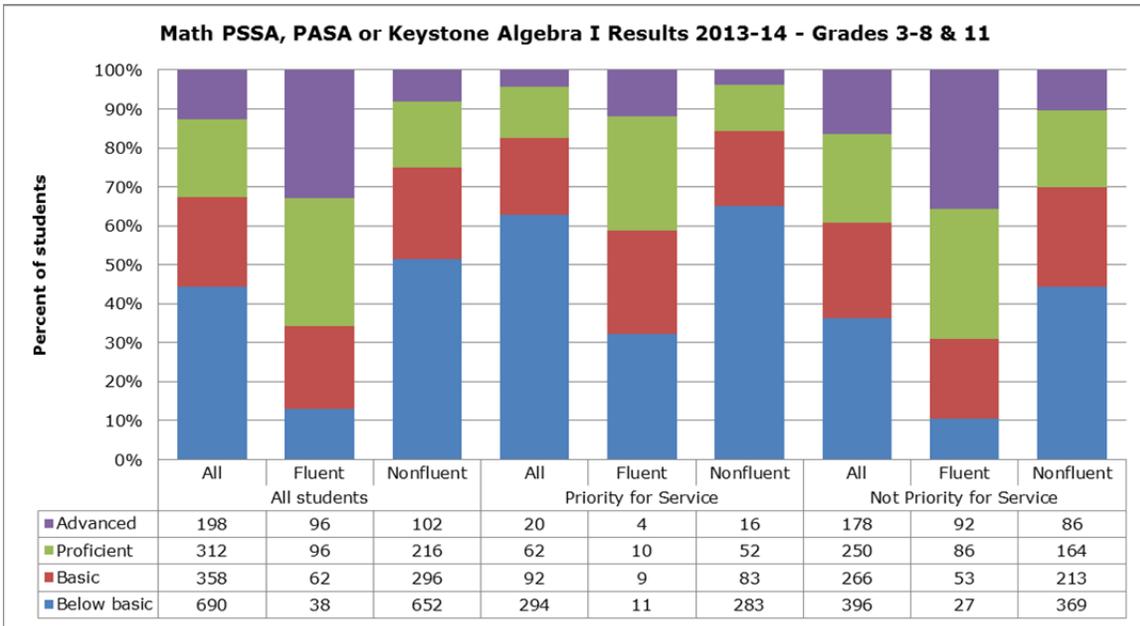
²³ English fluency was determined by the student's PA-MEP needs assessment.

²⁴ Students taking the PASA do not take the PSSA.

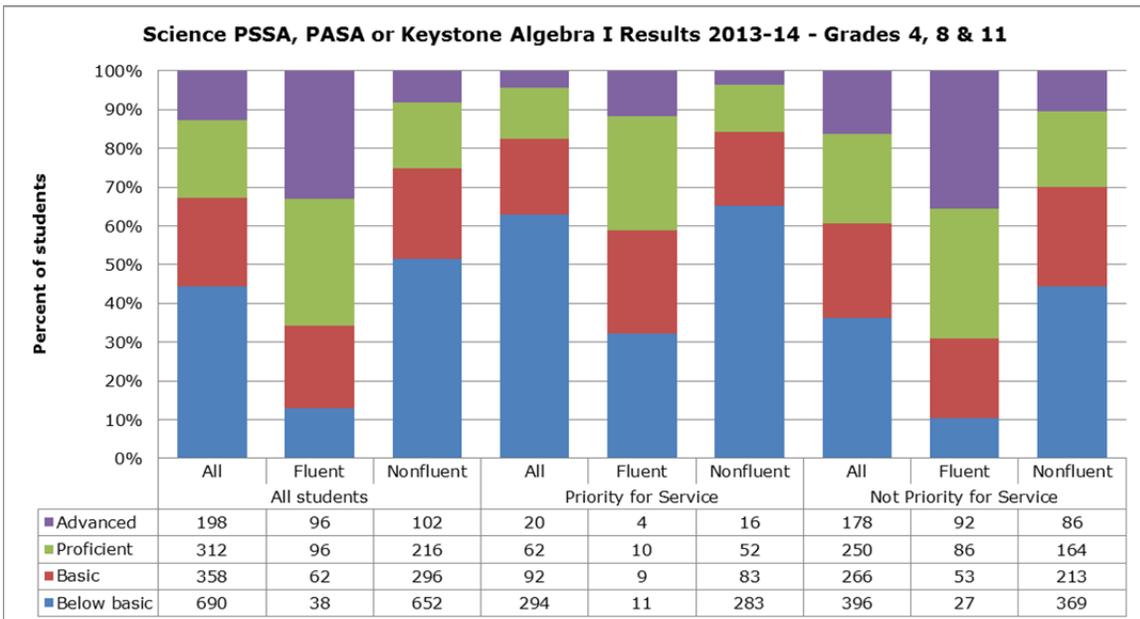


English fluency also influences math results. Of fluent students, 66 percent scored in the proficient or advanced levels on state math assessments, while 25 percent of their nonfluent peers scored in these levels. Math results show higher percentages scoring in the proficient or advanced levels in math than reading.

The percentage of Priority for Service students, overall, who scored in the proficient and advanced levels is lower than their non-Priority for Service peers. Again, fluency is more influential on results: 41 percent of fluent Priority for Service students scored in the proficient or advanced levels (compared to nonfluent Priority for Service students at 16 percent) and 69 percent of non-Priority for Service, fluent students scored in the proficient or advanced levels (compared to nonfluent non-Priority for Service students at 30 percent). Priority for Service status and English fluency influenced state math assessment outcomes.



Science results are similar; fluency appears to be the greatest influence. While 61 percent of fluent students scored in the proficient or advanced levels, 13 percent of nonfluent students scored in these levels. Within the Priority for Service category, 11 percent of Priority for Service nonfluent students scored in the proficient or advanced levels compared to 58 percent of fluent Priority for Service students. For non-Priority for Service students, 61 percent of fluent students scored in the proficient or advanced levels and 14 percent of nonfluent students scored as such.



According to state assessment results, migrant students did not meet the 2013-14 Annual Measurable Objectives - 72 percent of students scoring proficient or advanced for reading and 73 percent for math. Overall, 33 percent of students scored in the proficient or advanced levels in math and 25 percent of students scored in the proficient or advanced levels in reading. There are no Annual Measurable Objectives for science.

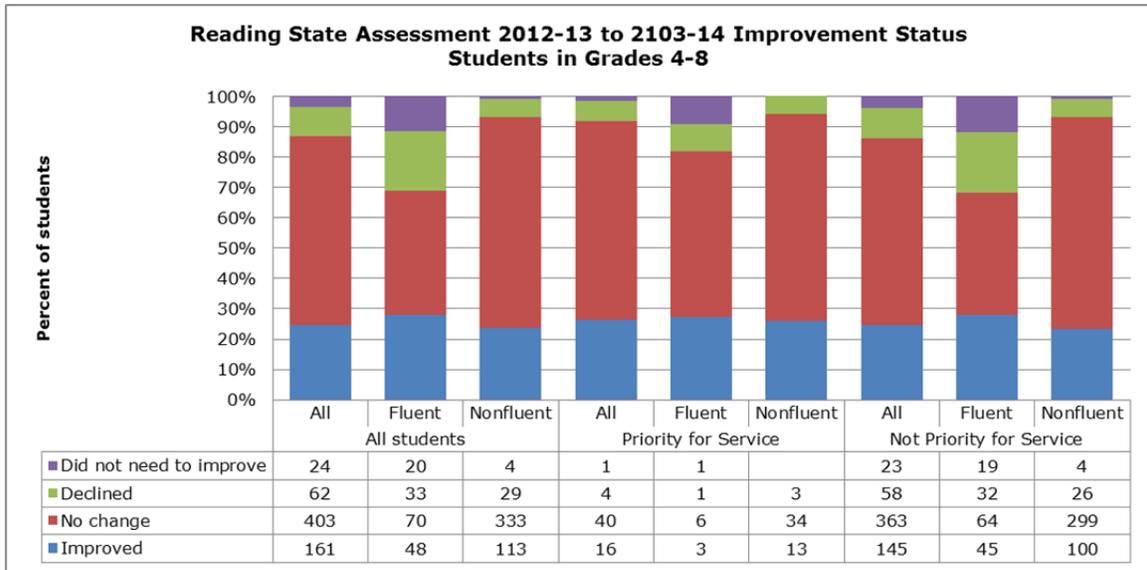
The next set of graphs illustrate the improvement status of students on PSSA/PASA assessments for those 2013-14 students having 2013-14 and 2012-13 reading or math data²⁵. For these students, improvement status can be determined from third to fourth grade, fourth to fifth grade, fifth to sixth grade, sixth to seventh grade, and seventh to eighth grade.

There were 650 students with two years of reading data (171 fluent, 479 nonfluent), of which 61 were Priority for Service and 589 were not Priority for Service. There were 794 students with math data (171 fluent, 623 nonfluent), of which 123 were Priority for Service and 671 were not Priority for Service. It is important to keep in mind and reference the count of students included in analysis, remembering that nonfluent and non-Priority for Service groups have the greatest numbers of students and the categories of Priority for Service and fluent have the fewest students.

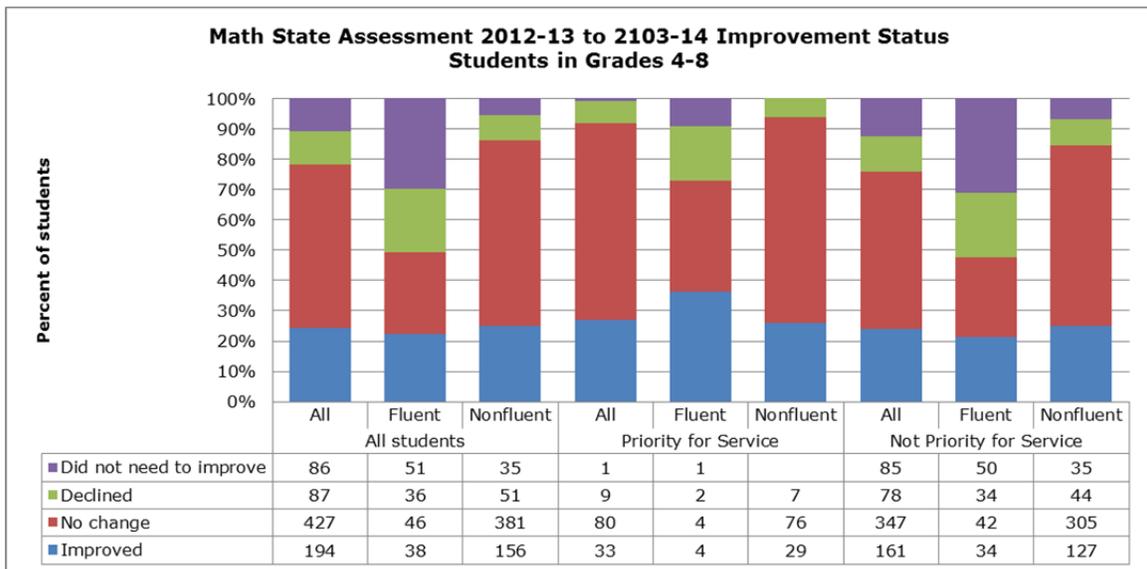
Improvement was defined as positively moving one or more performance levels. Decline was a movement from a higher performance level to a lower one. Students scoring in the same performance level both years were classified as “no change,” except those scoring in the advanced level both years, who were classified as “did not need to improve.” This means also that students scoring in the proficient level in both years are categorized together with students who scored below basic in both years in the “no change” category.

Reading results show that the largest portion of students, at 62 percent, scored in the same performance level in both 2012-13 and 2013-14, 25 percent improved, 10 percent scored in a lower performance level in 2013-14 than they had in 2012-13, and the smallest portion (4 percent) scored in the advanced level in both years and are represented by the “did not need to improve” portion of the graph. Fluency and Priority for Service status influenced students’ performance, with fluent students outperforming their nonfluent peers and non-Priority for Service students generally performing better than Priority for Service students.

²⁵ Achievement gains for 11th grade and science are not provided as two consecutive years are needed to determine change.



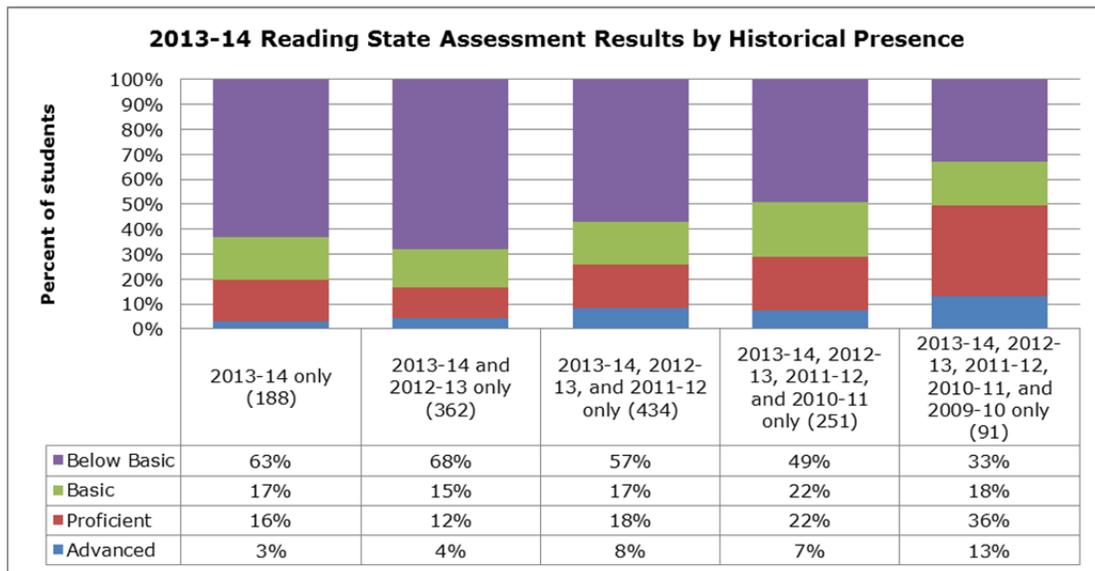
In math, just over half (54 percent) of students included in analysis remained in the same performance level from 2012-13 to 2013-14, 24 percent improved, 11 percent declined, and 11 percent scored in the advanced level in both years. Fluent students were more evenly distributed across the change categories than nonfluent students, whose performance was more consistent with the overall results. Non-Priority for Service students performed slightly better than Priority for Service students in terms of improvement and not needing to improve.



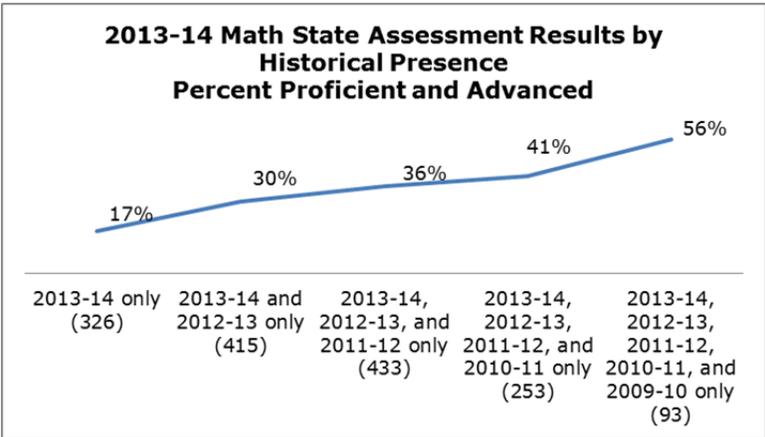
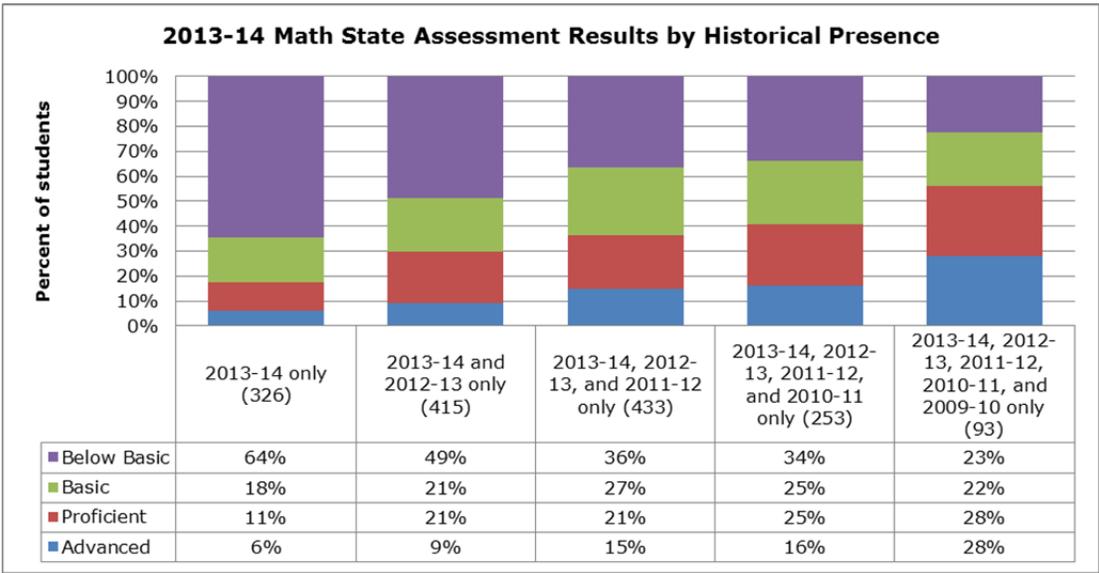
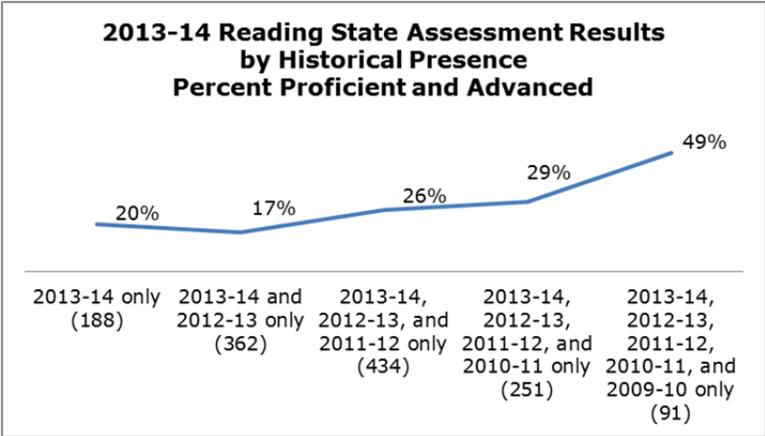
The past several years have consistently shown that the longer students are involved in PA-MEP, the greater the likelihood that they will perform at proficient levels on state assessments. Evaluators examined 2013-14 state assessment results by students'

presence in the program for multiple years²⁶ in an effort to determine the extent to which newly-arriving students contributed to overall results and if students who were enrolled for multiple years performed at higher levels.

Analysis revealed that, in reading, with each additional consecutive year of participation, the percentages of students who scored at proficient and advanced levels in 2013-14 increased through the fifth year of participation examined. Evaluators did the same analysis for math and found a similar trend; the longer a student was in Pennsylvania and identified as a migrant student, the better their results. These historical findings, as well as the results of year-to-year comparisons described previously, are perhaps the greatest indicators of the program’s effectiveness. It is generally understood that it takes several years for the influence of an intervention to be captured on state assessments. Because of these students’ mobile nature and the 36-month eligibility period for each qualifying move, PA-MEP often does not have the opportunity to serve students for multiple years. However, the historical and progress findings show when PA-MEP has that opportunity, students exhibit positive outcomes by having greater percentages of students scoring at proficient levels, students improving from year to year, and lesser percentages of students declining from year to year. Service delivery findings for this and the past few years support that a majority of students with academic needs receive PA-MEP services related to those needs, so it is likely that PA-MEP influenced these results.



²⁶ While PA-MEP eligibility is 36 months, students may renew their eligibility by making a qualifying move.



Information was also available to allow evaluators to compare migrant students' results to state assessment results²⁷. Migrant students are compared to state results in two ways. Given that migrant students (nonfluent) are more similar to the English Language Learner subgroup of students than to all students, evaluators compared nonfluent migrant students' PSSA, PASA, or Keystone Exam results to state English Language Learner subgroup results on these same assessments. It is important to note that based on native language and ACCESS for ELLs data, in most cases, nonfluent migrant students are included in the English Language Learner subgroup as well. This would be similar to comparing one grade level of a school district to the overall school district; the study group is also part of the comparison group.

In 2013-14, state reading results for the English Language Learner subgroup showed that 17 percent of English language learners scored in the proficient or advanced levels. PA-MEP results showed that 15 percent of nonfluent migrant students scored in the proficient or advanced levels.

In 2013-14, state math results for the English language learner subgroup showed that 30 percent of English language learners scored in the proficient or advanced categories. PA-MEP results showed that 25 percent of nonfluent migrant students scored in the proficient or advanced levels.

These results indicate that the percentage of nonfluent migrant students who scored at proficient or advanced levels is slightly lower than the overall state English language learner subgroup.

State assessment results for migrant students scoring at proficient and advanced levels are lower than the state's annual measurable objectives and lower than the state's overall 2013-14 performance in each of these areas. However, in prior years' of analysis, for a majority of schools, migrant students did not score significantly different from their peers in their school. This analysis was not conducted in 2013-14 because state assessment data are no longer publically available at the LEA or school level in a format that can be analyzed in such fashion.

State English Proficiency Assessment

The ACCESS for ELLs²⁸ assessment is a large-scale language proficiency test for kindergarten through 12th grade students and is one component of the World-Class Instructional Design and Assessment (WIDA) Consortium's comprehensive, standards-driven system designed to improve the teaching and learning of English language learners. Pennsylvania is a part of the World-Class Instructional Design and Assessment Consortium.

²⁷ <http://www.eseafedreport.com/Content/reportcards/RC14M.PDF>

²⁸ While the name of the assessment is an acronym standing for Assessing Comprehension and Communication in English State-to-State for English Language Learners, ACCESS for ELLs is the formal name of the assessment.

The purpose of ACCESS for ELLs is to monitor student progress in English language proficiency on a yearly basis and to serve as a criterion to aid in determining when students have attained full language proficiency. The test was designed to represent the social and academic language demands within a school setting as outlined in the assessment's *English Language Proficiency Standards, Kindergarten through Grade 12*. Pennsylvania administers the assessment between late January and late February to all students enrolled in public school districts in kindergarten through 12th grade who were identified by their school or district as not fluent in English.

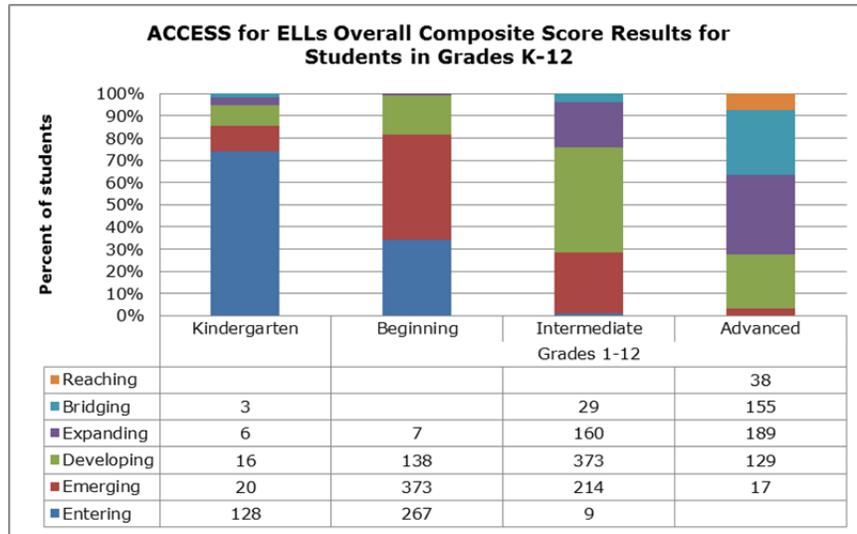
Since the assessment is given once at mid-year, it cannot be used to determine the impact of current year programming, but it can provide a snapshot into current year English language learner status. Additionally, year to year improvement status related to English proficiency is provided for those students with more than two consecutive years of data.

ACCESS for ELLs data were available at the state level and matched to PA-MEP enrollment data. In the graphs that follow, ACCESS for ELLs results²⁹ are provided for all nonfluent migrant students having data and then disaggregated by Priority for Service status. Results are provided by cluster (grade band) and tier (beginning, intermediate, advanced) within the cluster. Language proficiency levels include entering, emerging, developing, expanding, bridging, and reaching. A student's composite score is used to determine the extent and kind of English services a child receives from the district in which they are enrolled. The composite score is also used to exit a child from district-provided English as a second language services.

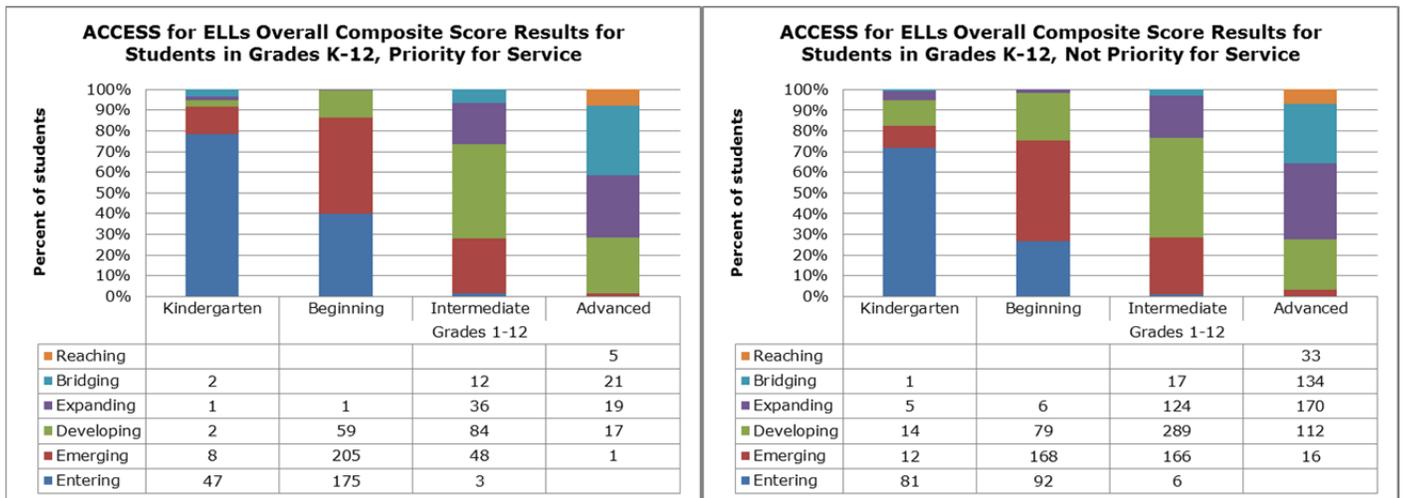
ACCESS for ELLs data was available for all students enrolled in a Pennsylvania public school who took the assessment. For the 2013-14 program year, data was available for 2,271 migrant students in kindergarten through 12th grade (746 Priority for Service, 1,525 non-Priority for Service), which is 81 percent of all K-12 PA-MEP nonfluent students enrolled during the school year (2,803). Nonfluent students may not have data if they were not enrolled in public school in Pennsylvania at the time the assessment occurred or if the PA-MEP determination of fluency status differed from a student's school's determination of fluency status. Kindergarten student ACCESS for ELLs results are reported separately from grades 1-12 because kindergarten data is not reported by tier.

Kindergarten results show that nearly three quarters of students were in the entering performance level. For grades 1-12, the results show that as students advance in tiers, their chances of scoring in the higher performance categories also increases, with the largest portion of in the beginning tier scoring in the emerging performance level (48 percent); the largest portion of the intermediate tier scored in the developing performance level (48 percent); and the largest portion of advanced tier students scored in the expanding level (36 percent).

²⁹ The ACCESS for ELLs *Interpretative Guide* is available from the WIDA Consortium's website: <http://www.wida.us/assessment/ACCESS/index.aspx>.



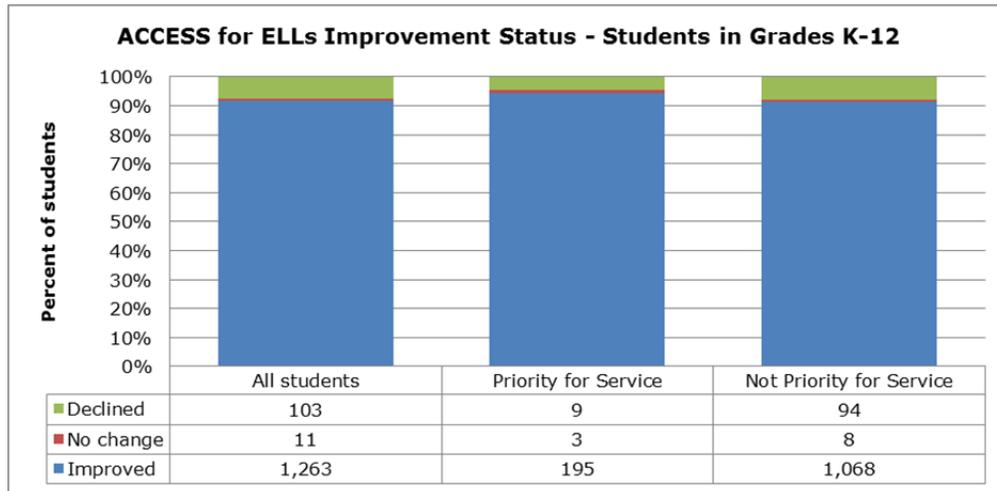
Results by Priority for Service status show Priority for Services students are more likely to score in the lower tiers and performance levels.



The next graph illustrates students' English fluency improvement status based on the ACCESS for ELLs assessment for nonfluent students having 2012-13 and 2013-14 data (1,377 students, including 207 Priority for Service, 1,170 non-Priority for Service). Composite scale scores are used to show improvement across years, tiers, or clusters³⁰. Most students (92 percent) showed scale score improvement from 2012-13 to 2013-14, with Priority for Service students performing better, with 94 percent of students improving. There is no "did not need to improve" category, because only

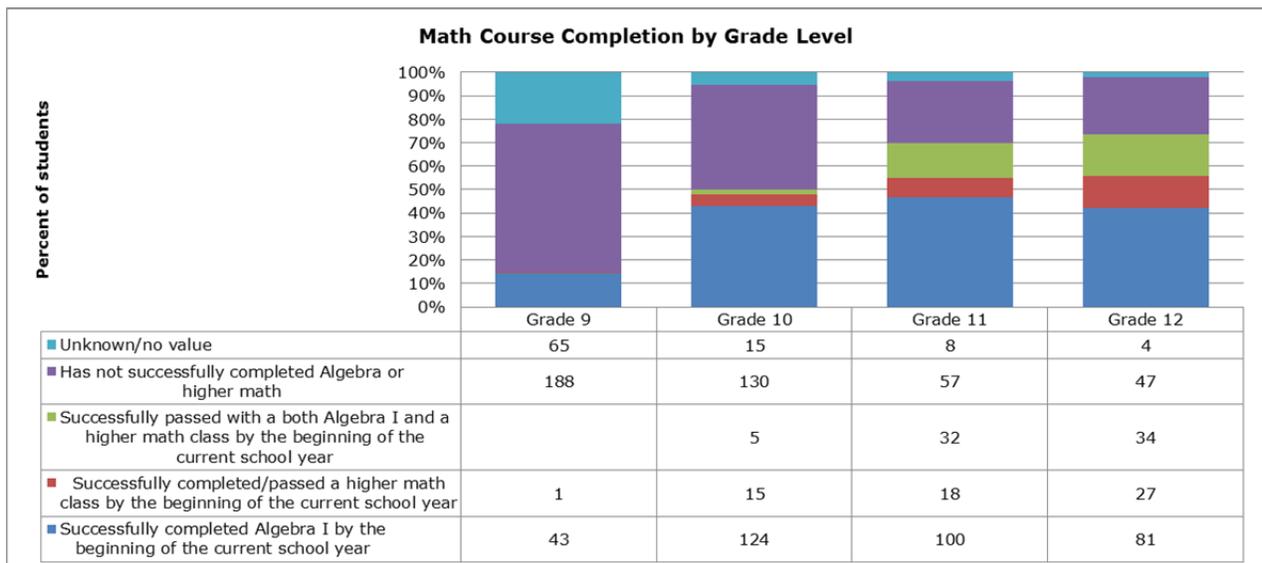
³⁰ Scale scores allow raw scores across grades and tiers to be compared on a single vertical scale from kindergarten to 12th grade. Vertical scaling makes it possible to see differences in difficulty as students move across tiers within a grade level cluster and as students move across grade clusters. For more information regarding interpretation of ACCESS for ELLs scores refer to the *Interpretation Guide*.

students needing to improve their English language skills (nonfluent) take the assessment.



Completion of Higher Level Math Courses

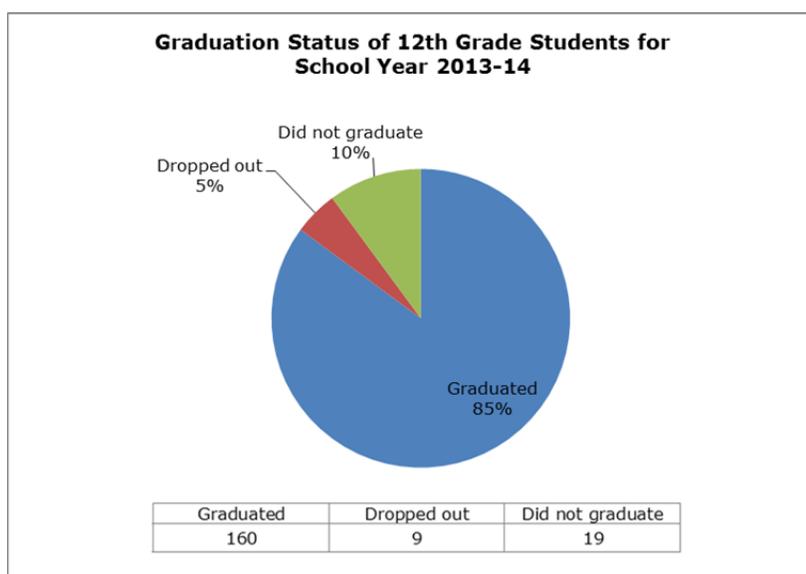
One of the federal Migrant Education Program performance measures addresses the frequency with which students entering 11th grade had previously successfully completed Algebra I or a higher level math course. Math course data was available for 207 of the 220 11th grade students enrolled in school during the 2013-14 school year (94 percent of applicable students). Of these students, 70 percent had passed Algebra I and/or a higher level math course prior to 11th grade. Results were also available for the other secondary grade levels and show a positive progression in the percentage of successful Algebra I or higher level math courses with each higher grade level. Higher level math courses were defined as geometry, trigonometry, Algebra 2, calculus, or any advanced placement (AP) math courses.



Graduation, GED and Promotion

Migrant students often have a higher risk of not graduating from high school because of the highly mobile nature of the migrant lifestyle. One of the areas of focus for the PA-MEP is to keep students in school and ensure that they graduate. A total of 188 students were enrolled in 12th grade during the 2013-14 program year and had graduation information available³¹. Of these students, 85 percent graduated (179 of 201 students), which is lower than the prior year, where 89 percent (179 students of 201) graduated. However, upon looking into the circumstances of those who did not graduate, evaluators found that 14 of those who did not graduate were refugee students who were placed in 12th grade based on their age, not their educational level, and could not fulfill graduation requirements as a result. If these students are excluded from analysis, the graduation result is 92 percent (of 174 students).

In examining the graduation comments in PA-MEP's state database relative to the students who did not graduate, it appears that most of these students were lacking sufficient credits to graduate.



In the past, evaluators have compared PA-MEP's graduation rate with the state rate and accountability targets when these rates were determined by dividing the number of graduates by the number of students enrolled in 12th grade that year. Because of changes in the state graduation rate calculation method involving examining cohort data for students that began ninth grade four years ago, evaluators are unable to compare the rates using the methodology described above. The migrant student graduation rate using the state cohort calculation method is 75 percent for the four-year cohort, 84 percent for the five-year cohort, and 85 percent for the six-year cohort. The state

³¹ Six 12th grade students left the area and their graduation status could not be determined.

graduation goal is 85 percent and the state graduation rate for 2013-14 is 86 percent (four-year cohort).

PA-MEP also collects information on students' successful recovery of credits, allowing students who are not officially in 12th grade to graduate. Based on PA-MEP data, six 11th grade students recovered enough credits to graduate at the end of the 2013-14 school year.

PA-MEP also collected information on successful completion of GED programs for those youth who dropped out of school and did not earn a high school diploma. Three out-of-school youth received their GED credential. An additional 18 out-of-school youth were listed as pursuing their GED. Additionally, two out-of-school youth participated in an educational program at a career school and earned a high school diploma.

Grade promotion for students in grades seven to 11 was another area of inquiry for the school year 2013-14, as the federal Government Performance and Results Act measures include an item related to secondary grade level promotion. According to data collected for secondary students (grades 7-12) whose promotion status could be determined (3,176 students), 96 percent were promoted to the next grade or graduated.

Dropout Prevention

According to PDE's website³², a dropout is defined as "a student who, for any reason other than death, leaves school before graduation without transferring to another school/institution" and explains that the dropout rate is "the total number of dropouts for the school year [divided] by the fall enrollment for the same year." Evaluators calculated the 2013-14 dropout rate by dividing the number of dropouts by the number of secondary students enrolled during this program year minus any 2014-15 school year enrollments that occurred in the last few days of August 2014³³.

Of students enrolled in PA-MEP during the 2013-14 program year, 35 dropped out. This was determined by identifying students who dropped out during the course of the 2013-14 school year as well as by identifying students who were enrolled in K-12 school during the prior year (classified only as a K-12 student in 2012-13) and classified only as an out-of-school youth in 2013-14, meaning that they were determined to have dropped out between the last PA-MEP interaction in 2012-13 and their initial enrollment for the 2013-14 program year.

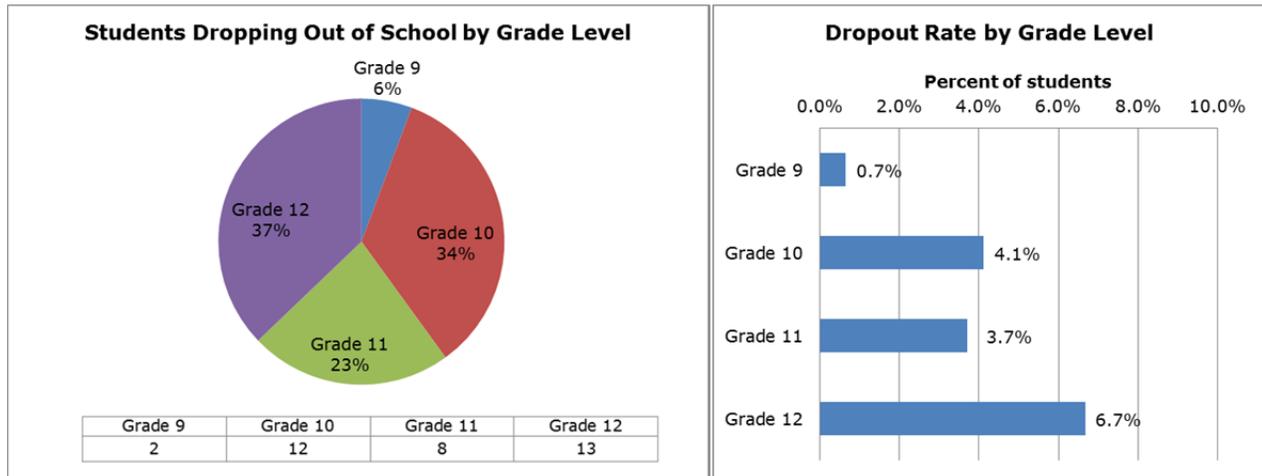
Students dropped out of 9th through 12th grades, with the greatest number of students dropping out of school in 12th grade. The 2013-14 dropout rate is 3.4 percent (of 1,005 students in grades 9-12). This is the same number of students dropping out, the same dropout rate, and the same number of secondary enrollments as the 2012-13 year. However, readers may want to note that three students dropping out of 12th grade did

³² <http://www.pde.state.pa.us/portal/server.pt/community/dropouts/7396>

³³ Some school districts begin their school year before September 1. Students are supposed to retain their prior school year grade level classification until their next fall school year enrollment.

so after their PA-MEP eligibility ended and were discovered through evaluators following up on graduation status for 12th grade students.

Students dropping out were small percentages of students in these grades; 12th grade was the highest, where 12th grade students dropping out were 6.7 percent of the 2013-14 12th grade population.



In addition to decreasing the number and rate of students dropping out of school, it is also useful to look at whether the dropout rate of migrant students is in line with the state rate. However, at this report’s writing, Pennsylvania’s 2013-14 dropout data was not yet available. For an approximation, the 2012-13 state dropout³⁴ rate was 1.4 percent.

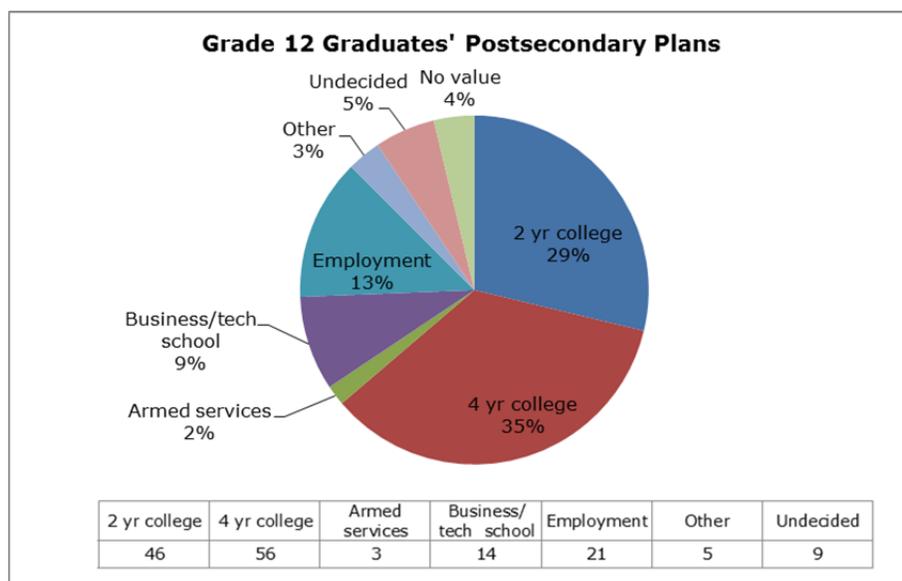
Analysis also examined the frequency with which students who dropped out re-enrolled in school. This revealed that between September 1, 2013 and August 30, 2014, 10 students who had dropped out re-enrolled in K-12 school, including one of the 12th grade students included in the dropout findings above. This is two more out-of-school youth re-enrolling in school than in the prior year (eight out-of-school youth re-enrolled in school in 2012-13).

Postsecondary Plans

Each year, PA-MEP asks students nearing graduation what they plan to do after high school. Postsecondary plan data was available for the 154 of the 160 Grade 12 graduates in 2013-14. Sixty-four percent of graduates indicated that they planned to attend a 2-year (29 percent) or 4-year college (35 percent). The third largest percentage indicated that they planned to go to work (13 percent).

³⁴ Pennsylvania dropout data was collected from <http://www.portal.state.pa.us/portal/server.pt/community/dropouts/7396>

It is also important to keep in mind that a student's postsecondary plan may be indicative of the choices available locally. Some project areas include large, urban areas where there are numerous colleges and universities available, while other areas are more rural with fewer options in close proximity. Students may not have the resources or options to relocate for post-secondary education.



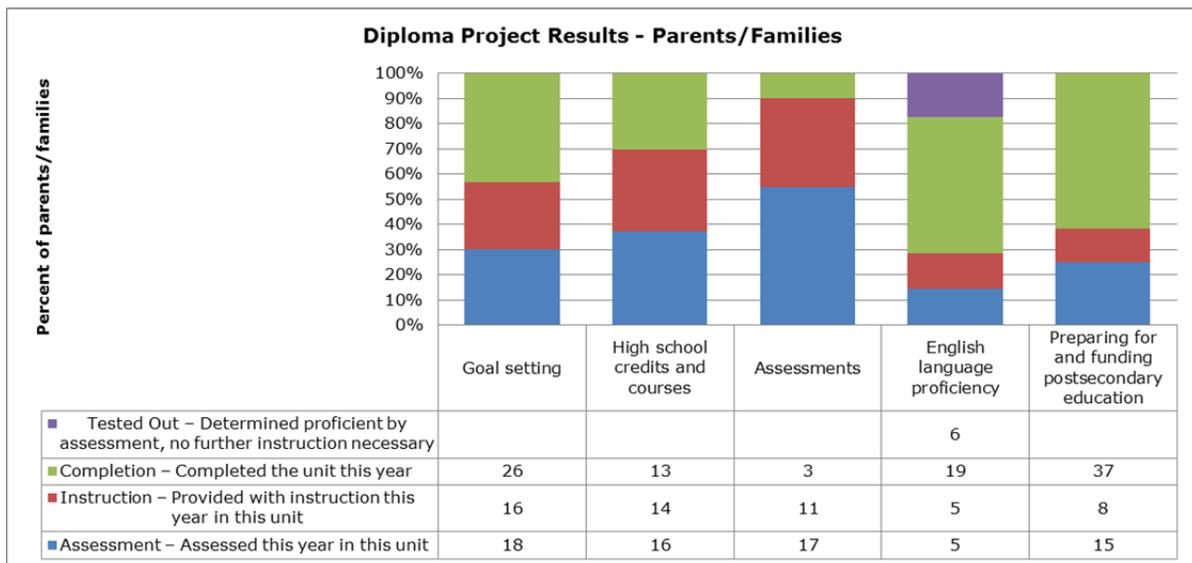
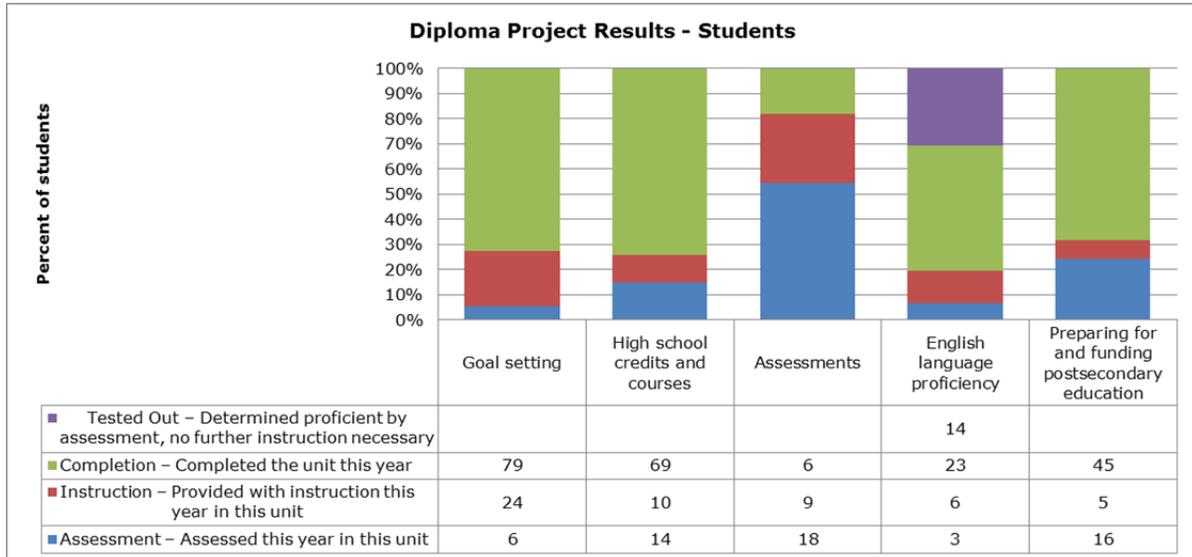
Diploma Project

The Diploma Project is an outcome of the most recent Comprehensive Needs Assessment where concerns were raised and validated related to student and family understanding of graduation and postsecondary planning and requirements. PDE assembled a team of educators and stakeholders, including migrant parents, students, school counselors, the state bilingual education advisor, and PA-MEP staff, higher education representatives, and others. This team collaborated to develop the *Diploma Project Toolkit* content to support PA-MEP staff in implementing the initiative and supporting students and their families. The 2013-14 year was the first year of implementation and 143 students had information for one or more of the unit categories.

The toolkit, which was to be used with students in grades 8-12 and their families, contains five units with content and guiding student-centered questions covering 1) goal setting (self-assessment and self-advocacy); 2) high school credits and courses; 3) assessments; 4) English language proficiency; and 5) preparing for and funding postsecondary education. The toolkit included sections containing tips for students and parents, learning checks, and action plans to examine whether students and parents gained new knowledge. The Diploma Project Toolkit was available in English and translated forms.

For student-based toolkit activities, of those working on each unit, the largest portion completed the unit, with the exception of the assessments unit, where the largest

portion was assessed in this unit. For family-based toolkit activities, results were more evenly divided among the categories, which may also be a result of smaller numbers of participants, but the trend line was very similar for parents and families as it was for students.



Summer Program Outcomes

Literacy

The PA-MEP summer programs used DIBELS Benchmark Assessments³⁵ to guide literacy instruction and measure gains. DIBELS was required for students in kindergarten through sixth grade. For consistency, the grade level from which a student exited school was considered the student's grade level for the summer program. For students not yet at grade level, the goal for the literacy portion of the summer program was to help students move to grade level of the grade they exited at the end of the 2013-14 school year. For those students already at grade level, the goal was to help students maintain their end-of-year status and strengthen their literacy skills.

Administration directions for the pre-test focused on the instructional level³⁶ if the student was not "established" or "low risk" in the designated literacy subskill(s) for that grade level. On the post-test, students were to be assessed in the same skills/levels as their pre-test. In order to best target instructional focus and measure gains, flow charts were provided to staff. Students with limited or no English proficiency were either not tested or testing was stopped according to the administration directions to avoid discouraging the student. Pre-test information was to be used to guide instruction or group students for summer literacy programming.

To determine gains from pre-test to post-test, Evaluators examined each subskill(s) based on the administration flow chart and what a student should be able to do at the end of the school year using the end-of-school-year scoring rubrics or interpretation scales for each of the subskill(s). The following categories were created based upon student progress from pre- to post-test:

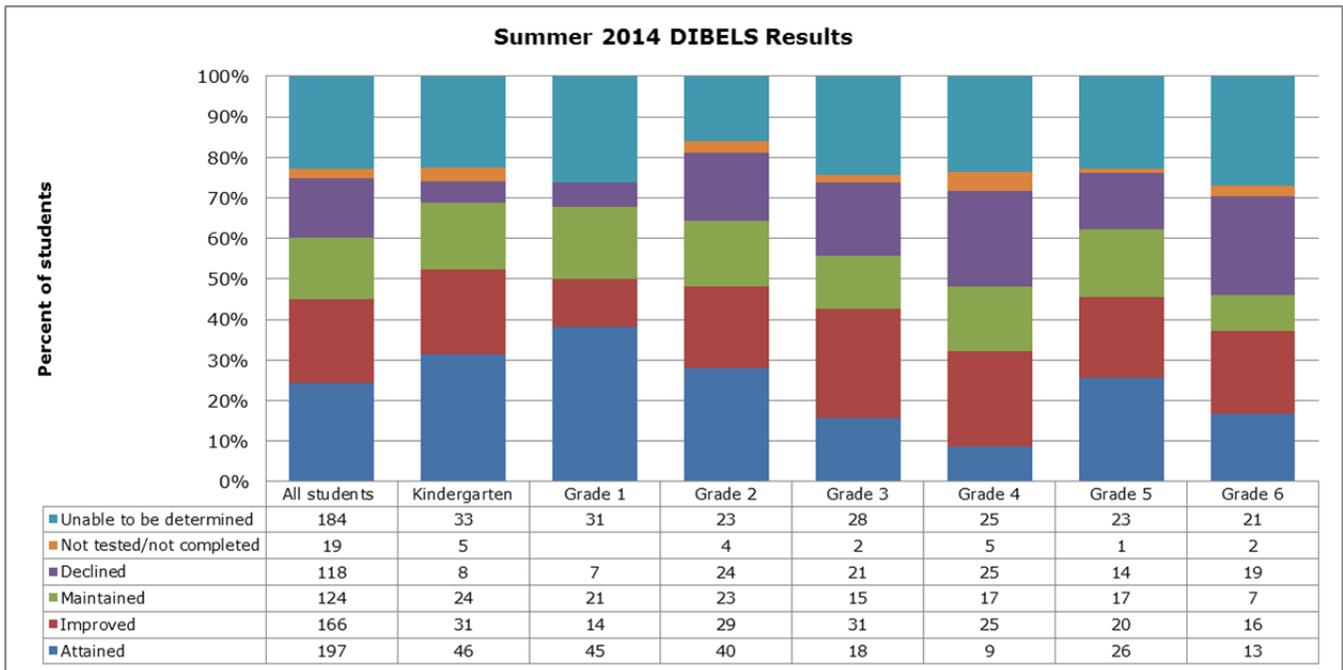
- Attained – The student improved to or maintained the grade level benchmark.
- Improved – The student improved more than five points in the subskill(s) area(s) but did not attain the grade level benchmark.
- Maintained – The student scored plus or minus five points from their pre-test level(s) but were not at the grade level benchmark.
- Declined – The student declined more than five points from the pre-test.
- Unable to be determined – The student had a pre- or post-test, but not both. Results among the various subtests were inconsistent and a pattern of improvement, maintenance, or decline could not be determined.
- Not tested/not completed – The student had limited English proficiency or testing was stopped according to assessment instructions.

A total of 808 students were included in analysis. The focus of the summer reading/literacy instruction should work to increase the percentages of students who "improved" or "attained." However, maintaining pre-test levels is also important to

³⁵ DIBELS is an acronym for Dynamic Indicators of Basic Early Literacy Skills. The acronym is the formal name of the assessment.

³⁶ Details regarding assessing at the instructional level can be found on the DIBELS website <https://dibels.uoregon.edu/>.

protect learning loss over the summer. Overall, 60 percent of students attained, improved, or maintained their pre-test scores: 24 percent of students were at the grade level benchmark by the end of the summer program, 21 percent of students improved their pre-test scores, and 15 percent maintained their pre-test scores. Of the remaining 40 percent of students, 23 percent of students' scores could not be determined reflecting movements in and out of the summer program resulting in no pre- or post-test, and to a lesser degree, inconsistent scores among subtests in the same grade level.



Math

During the summer 2014 program, PA-MEP staff administered a pre/post math assessment as a result of information and feedback examined through the *Service Delivery Plan* process. The Quick Math assessment was developed through collaboration with math experts at the Pennsylvania Training and Technical Assistance Network and included questions for third through eighth grades based on skills or content that students should have mastered in that grade level in four subskill areas: numbers and operations, algebraic concepts, data analysis, and geometry and measurement. Six volunteer summer program sites administered the assessment in summer 2013. All PA-MEP summer programs were expected to administer the assessments for summer 2014.

The assessment was to be administered at the grade level a student had just exited. Students were to take the pre-test in each of the four subskill areas. Summer instructors were able to use the results of the pre-test to plan and focus instruction for students during the summer program. The post-test was to focus on the one or two areas where the student had the greatest need. However, some students had post-test

data for all four areas, some students did not have pre-test data, and some students did not have post-test data. Any student having data in the post-test section of the scoring worksheet was included in analysis. Students who only had pre-test data were excluded from analysis.

Students received a score for each assessed problem. If the student was able to solve the problem correctly, they were to receive a score of 2. If the student could do some portions of the problem correctly, they were to receive a score of 1. If the student could not do the problem at all, they were to receive a score of 0.

To analyze the data, evaluators primarily looked at students' score on the post-test and then at their pre-test scores for each assessed item:

- Students were classified as performing at a “mastery” level for each question if they received a score of 2 on the post-test.
- Students were classified as “in progress” if they received a score of 1 on the post-test.
- Students were classified as “limited skill” if they scored a 0 on the post-test.
- In order to capture positive movement, students scoring 0 on the pre-test and 1 on the post-test were classified as “improved.”

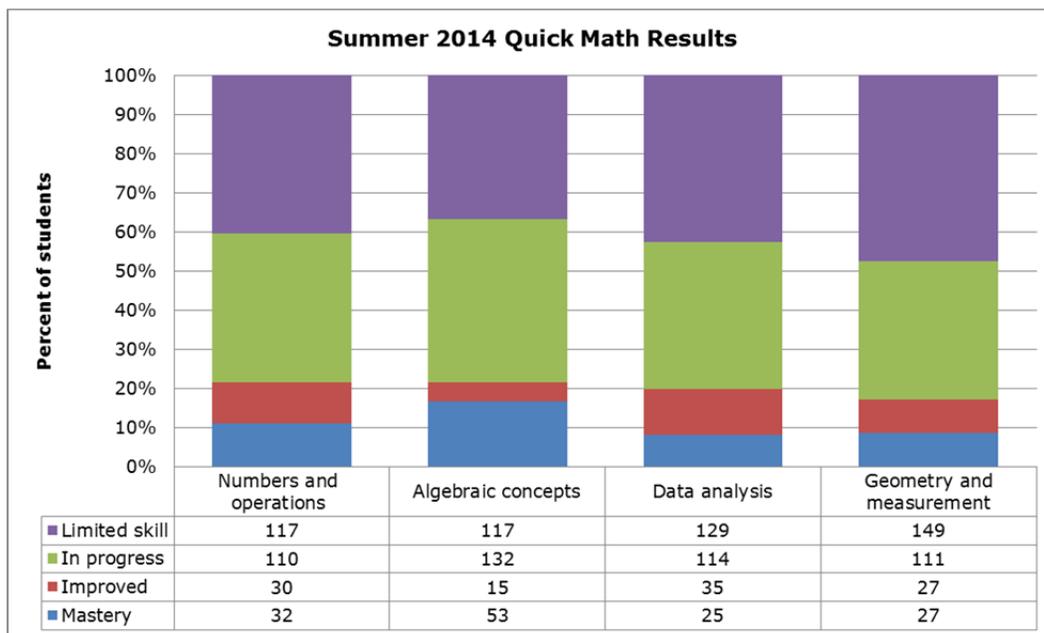
Then, in order to examine a student's performance in each of the four subskill areas, evaluators looked at the scores and classifications for each question in the area. In many cases, students had more than one classification because there were multiple questions. As such, evaluators used the following methodology to determine a student's overall subskill classification.

- If all items included in the category were classified the same, the student was coded with that classification.
- If a student had items rated as “mastery” and any other value the student was coded as “in progress.”
- If a student had a mix of score values, but none of them was “mastery” the student was coded using the more prevalent classification.

A total of 435 students were included in analysis, meaning they had at least one post-test value. Of this group, 23 percent were in third grade, 20 percent were in fourth grade, 18 percent were in fifth grade, 18 percent were in sixth grade, 13 percent were in seventh grade, and 8 percent were in eighth grade. Students were to be pre-tested in all four subskill areas and then post-tested in one or two areas where the student had greater needs. Evaluators found that 53 percent of students included in analysis were post-tested in all four subskill areas. Additionally, in the course of analyzing the data, evaluators found that in some cases where a student was only post-tested on one or two areas, but those areas post-tested were not the areas of greatest need based on the pre-test scores. The following results include any student having score values in that area; each subskill area has a different number of students included in analysis.

As a reminder, the assessment was designed to measure a student's skill based on where they should perform at the end of the school year for the grade the student just

completed. Results of the Quick Math assessment showed that at the end of the summer, between 83 and 92 percent of students assessed were not performing at grade level (limited skill, improved, and in progress) for the grade they had just completed, with about half of these students being classified as limited skill and the other half in progress. Geometry and measurement had a slightly higher percentage having a result of limited skill. It was encouraging to see that algebraic concepts had the highest percentage of students scoring at the mastery level (17 percent), as successful Algebra I completion is a performance measure for this program under the Government Performance and Results Act. Algebraic concepts was also the most-tested area (317 students included).



Analysis also examined Quick Math results by grade level and findings showed that younger students were more likely to score in the mastery level than older students.

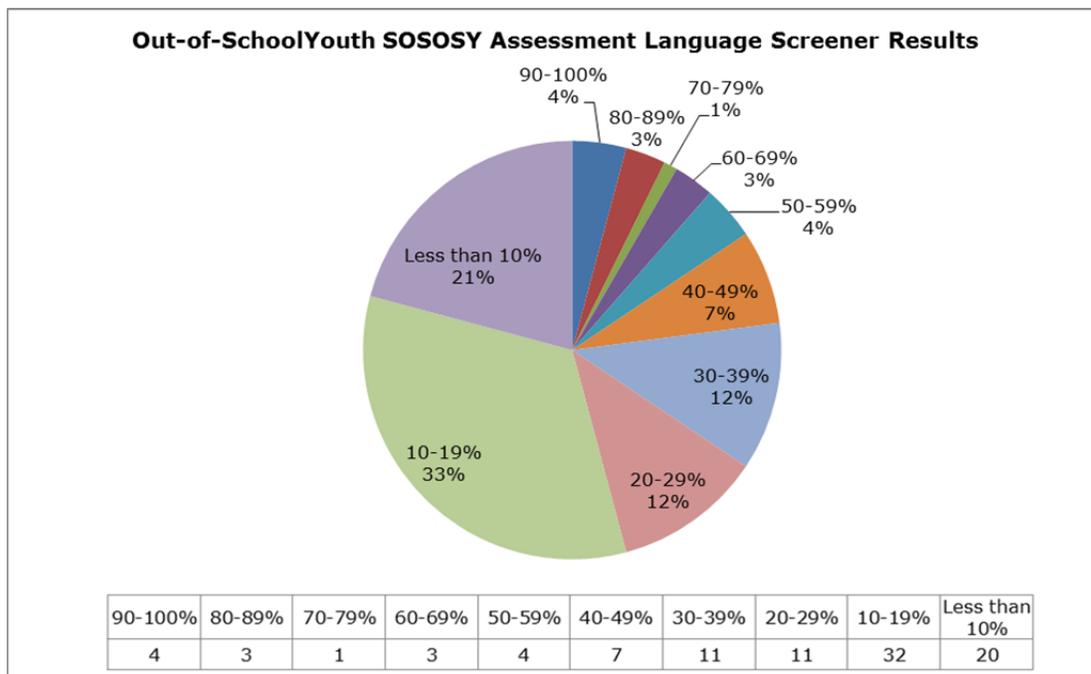
Out-of-School Youth Assessment

As part of PA-MEP’s participation in the SOSOSY Consortium³⁷ PA-MEP is annually asked to provide certain information about its efforts and outcomes in supporting the out-of-school youth population. In the past, PA-MEP had limited options for documenting the outcomes of out-of-school youth. Using information from the SOSOSY Consortium, state evaluators and PDE collaborated to create an assessment format to gather information about out-of-school youth completion of specific lessons and activities contained in a workbook provided to PA-MEP staff. The 2013-14 program year was the first this tool was used and was to cover students served May through

³⁷ The SOSOSY Consortium is known by its acronym. However, SOSOSY stands for Strategies, Opportunities, and Services for Out-of-School Youth.

August 2014. The pilot initiative included a language screener and seven lessons, titled *For Your Health*, *Finanza Toolbox*, *Vermont Mini-Lessons*, *Math for Living*, *Parenting*, *Legal Rights*, and *Healthy House*.

There were six components to the language screener and students received a total score (out of 50 possible points) and percentage based on these components. A total of 158 out-of-school youth had data for the language screener. Results were broken down into 10 percentage point categories. Based on the language screener, more than half of the out-of school youth assessed scored below 20 percent.



As explained above, the pilot initiative included seven lessons and corresponding pre- and post-tests to gauge gains relative to each assessment. However, this was the first year of the initiative and was only operational for four months, so only 76 out-of-school youth (13 percent of all out-of-school youth) successfully completed one or more lessons with pre-/post-test, and 87 percent of these only had one or two complete lessons (out of seven possible). Two of the seven lesson areas had no students successfully complete that component. Given these circumstances, aggregate findings would not be representative of the state’s results, or even of the out-of-school youth population’s performance. As such, findings from the pre-/post-tests are not included in this state evaluation report, but will be examined in future state reports, as possible, once the initiative is more widely implemented.

IDENTIFICATION AND RECRUITMENT INITIATIVE

The Office of Migrant Education at the United States Department of Education identified a need at the national level to examine efforts related to identifying and recruiting eligible migrant children and youth. In response, Pennsylvania's state evaluators took stock of data and information already available related to recruitment and also interviewed PA-MEP staff to get a sense of current recruitment strategies, what was working well for recruitment, areas of possible need, and how these relate to program requirements and guidance.

Evaluators included the following information sources in this examination: professional development and training data submitted by project areas and the state recruitment coordinator, state conference information, project area monitoring reports, documents and resources available to staff, staff interviews, and project area monthly reports, which include a section on recruitment.

The Office of Migrant Education differentiates identification and recruitment³⁸: "Identification means determining the presence and location of migratory children within a State. Recruitment means describing the benefits of the MEP to the child and his or her family and obtaining the necessary information to document the child's eligibility and enroll the child in the program." Furthermore, according to the Office of Migrant Education's website, identification and recruitment experts identified several elements as important to effective recruitment efforts, including:

1. a communication and dissemination network
2. information on best practices
3. a standard identification and recruitment manual
4. clarification on various types of qualifying moves
5. updated guidance
6. more timely responses from Office of Migrant Education to identification and recruitment questions
7. regular and consistent training for recruiters
8. a web site focused on identification and recruitment
9. the expanded use of technology to support identification and recruitment efforts

These items were considered as evaluators examined various sources of information.

Based on project area monthly reports, project areas reported identifying and recruiting from 43 to 459 students (new to Pennsylvania or making a qualifying move within Pennsylvania. Monthly recruitment ranged from 60 to 234 students, with peak months being June (234) and March (223). December (60) and February (100) were slowest in terms of recruitment. Recruitment patterns differed by project area, which is expected given the differences in types of qualifying work in each area.

³⁸ <http://www2.ed.gov/admins/lead/account/identification.html>

Resources and Supports for Recruitment

- A revised *Pennsylvania Migrant Education Program Recruiters Manual* became available in August 2013; an updated *State Identification and Recruitment Plan* became available in June 2014, and a *Quality Control Procedures Manual* has been available since 2010. These items are reviewed on cyclical basis and provide guidance related to roles and responsibilities, eligibility, program guidance related to recruitment, forms, Certificate of Eligibility verification, case studies, safety, the re-interview process, and various strategies for identification and recruitment.
- Training for recruiters occurs at the state and regional levels. At the state level, the state migrant conference included a four-hour pre-conference institute (one of six sessions) and 90-minute breakout workshops (three of 31), as explained earlier in this report.
- A statewide PA-MEP recruitment coordinator is available to field questions and provide support to project area recruitment staff. This individual provided several training opportunities for project area staff throughout the year. Periodically, recruitment coordinators make unannounced visits to recruiters to observe implementation of recruitment activities.
- PA-MEP has an established relationship with ESCORT³⁹ recruitment staff who provide support and technical assistance.
- PA-MEP has an established hierarchy in place from the local recruitment staff to the state PA-MEP director, providing support and a communication channel for staff and programs at all levels. Regional recruitment coordinators and the statewide recruitment coordinator are available to provide technical assistance and support to recruiters.
- Recruiters use the MSIX database and MSIX notifications to locate eligible students and in the eligibility determination process.
- Recruitment reports from MIS2000 allow staff to examine their recruitment efforts and compare to prior reports to identify trends and inform future effort.
- Some schools/districts use enrollment surveys that assist the school/district in identifying students who are potentially eligible for PA-MEP.
- Staff and monitoring reports indicate that flexibility in staff schedules and schedule changes are important to their ability to do their work. They also indicated that strong communication, support, and a team approach have been beneficial.

Successes

- Three project area monitoring reports (covering four project areas) met program requirements for all six identification and recruitment items addressed and able to be observed during annual monitoring. The remaining two reports (one covering two project areas and one covering three project areas) each had only one item

³⁹ <http://www.escort.org/> ESCORT is a technical assistance agency for migrant education programs across the country and is based at the State University of New York (SUNY) College at Oneonta.

that was not meeting program requirements. Despite the multiple and changing challenges facing project areas and recruiters, the majority of project areas are meeting the majority or all of the compliance items related to recruitment.

- PA-MEP initiated a formal, systematic, statewide recruitment sweep for the first time during the 2013-14 with the assistance of ESCORT. During these sweeps, staff physically went street-to-street and employer-to-employer in an attempt to locate new employers and eligible children and youth. Through this process, new employers and eligible children and youth were found in areas where they had not been historically.
- Project areas have been successful in establishing effective partnerships with the employers, farms, schools, and community agencies in their areas wherein the organizations notify PA-MEP when they hire workers or serve families who may be eligible and/or have children who may be eligible. Recruiters may be able to attend community and employer events, make presentations, and visit with organization staff to increase collaboration, awareness, and communication that will lead to recruitment leads. Recruiters reported that having working relationships with such organizations has been beneficial to their role.
- Based on recruitment efforts, re-interview processes, and committee reviews of *Certificates of Eligibility*, nearly all individuals initially identified are confirmed as eligible and processes are in place to address the rare instances where they are not or where there are questions.
- Some areas specify how they adjust their recruitment schedules to reflect crop seasons, hiring patterns, and refugee resettlement.
- Monitoring report comments indicate that staff are familiar with and understand the eligibility determination process and quality control processes are in place.

Challenges and Needs

- Based on project area reports, it appears there may not be (consistent) plans to address times when a recruiter is not on staff and staff turnover is not infrequent. For at least some areas, the hiring process may take longer than expected, during which time, recruitment efforts are limited and/or delayed. Furthermore, staff turnover may make it difficult to maintain relationships with employers and other organizations that are potential referral sources for new families and out-of-school youth.
- Project area monitoring reports indicate that support may be needed in the areas of recruiter-to-student ratio and recruiter time spent on non-recruitment activities and also staff understanding of eligibility verification and a quality control procedure in place for accuracy.
- Severe winter weather during 2013-14 caused delays and in some cases prohibited staff from conducting normal recruitment activities.
- As new farms and employers become options for migrant workers, PA-MEP recruiters, unless they have an established relationship with someone who was part of another farm or employer, may have difficulty locating these potential work sites.

- The migrant population in Pennsylvania has been changing over the past few years, with new languages and cultures moving to areas where they may not have been before. This presents a challenge of having materials translated, having staff who can translate, or getting translation resources. Relatedly, there are several very active refugee resettlement agencies in some areas of the state and some of these individuals or families may qualify for PA-MEP. Refugees often increase the complexity of recruitment and service delivery because of additional needs and new migration patterns. Some areas experience these challenges more than others.
- Project areas report communication challenges such as phone numbers or other contact information families or youth provide being wrong or changing, families and youth who do not want to be identified, families and youth who move unexpectedly and cannot be re-located, employers that are hesitant or resistant to get involved with PA-MEP, and individuals or families rarely being home or available to talk to PA-MEP staff in order to address recruitment information collection needs.
- Some project areas have reported finding new families or out-of-school youth who would have been eligible, but had made qualifying moves more than 36 months before.
- Historical program data, staff comments, and project area reports indicate families are moving less frequently, resulting in increased loss of eligibility when a child or youth does not make a qualifying move within 36 months.
- Interviews revealed that the most common errors related to recruitment were incorrect dates, spelling mistakes, documentation errors, and checking the wrong eligibility option, but errors in eligibility determinations are rare.
- Staff comments indicated needs related to finding new farms and industries; specific work visa programs; more guidance from state recruitment staff on regulations and policy; more materials to distribute; opportunities to provide a field perspective on policies and training; more balance between state and local program; an updated recruiter manual and related forms and resources; having more time to reflect on their work; more definitive interpretations of policy and communication of those interpretations; new strategies or tools for finding migrant families and youth; suggestions on using data to find new trends related to recruitment, including non-migrant data sources; greater involvement of the statewide recruitment coordinator in local recruitment activities; coordinating recruiter, family, and sometimes interpreter schedules; more case studies or examples of unique eligibility scenarios; assistance working with interpreters; and support related to employment verification. Staff also indicated that the 10-day eligibility determination timeframe can sometimes be a challenge because of the employment verification process. Some employers want to charge fees for employment verification.
- The local control nature of Pennsylvania schools means different protocols in different districts and sometimes even within a district, and recruiters need to know how to navigate these differences. Also, schools and districts that have never had migrant students may be unfamiliar with PA-MEP.

- Recruiters reported some challenges related to their technology resources, including scanners functioning; computer and MIS2000 speed; mobile phones with better service/signal; better functionality for mobile phones (in some areas, staff will choose to use their personal phone instead of their PA-MEP phone because the provided phone cannot meet their needs); and having lighter or less equipment to carry as sometimes staff have to run while carrying their resources.

Goal Achievement

SERVICE DELIVERY PLAN

Through the Comprehensive Needs Assessment process, PA-MEP established a *Service Delivery Plan* that addressed program and student outcomes. The status of these goals is outlined here⁴⁰.

Service Delivery Plan Goal: Increase by at least 5 percentage points each year the percentage of migrant children (ages 3-5) who participate in preschool.

In 2011-12, 48 percent of preschool-age students (ages three through six) were enrolled in a preschool program at some point during the program year. For 2012-13, this percentage was 54 percent, an increase of six percentage points. For 2013-14, this percentage increased eight percentage points to 62 percent.

Service Delivery Plan Goal: Increase by at least 5 percentage points each year the number of migrant students (identified as below proficient in reading) who participate in data informed supplemental instructional reading programs.

In 2012-13, 97 percent of students with an identified reading need received reading-specific services. For 2013-14, this decreased to 87 percent.

Service Delivery Plan Goal: Increase by at least 2 percentage points each year the percentage of English language learners who score proficient or advanced on the reading PSSA⁴¹.

In 2012-13, 15 percent of migrant nonfluent students scored in the proficient or advanced levels on the state reading assessments. For 2013-14, this percentage stayed the same at 15 percent. It is important to note that because of student mobility and state assessments not being administered in each grade each year, these cohorts do not contain all the same students year to year.

Service Delivery Plan Goal: Increase by at least 5 percentage points each year the number of migrant parents (with children in grades 6-12) who report that they are familiar with requirements that lead to graduation.

A survey of parents was conducted in 2012 and 2013. Following the 2013 survey, PDE made the decision to survey parents every other year. A survey is planned for 2015 and comparative results will be addressed in the 2014-15 evaluation report.

⁴⁰ Two goals were removed from this report because they are not currently measurable with data available. PA-MEP is in the process of revisiting and revising its *Service Delivery Plan*.

⁴¹ While the goal specifies PSSA, evaluators have included results for all three state assessments in the results: PSSA, PASA, and Keystone Exams. The PASA is a PSSA alternative for students with significant cognitive disabilities. The Keystone Exam replaced the 11th grade PSSA in 2012-13.

GOVERNMENT PERFORMANCE AND RESULTS ACT MEASURES

The Office of Migrant Education at the United States Department of Education recently established draft recommended performance measures for PA-MEP under the Government Performance and Results Act⁴².

1. The percentage of PA-MEP students (grades 3-8) proficient or higher on their state's reading/language arts achievement test. Of migrant students taking the 2013-14 state reading assessments in grades 3-8, 27 percent scored in the proficient or advanced levels.
2. The percentage of PA-MEP students (grades 3-8) proficient of higher on their state's mathematics achievement test. Of migrant students taking the 2013-14 state math assessments in grades 3-8, 35 percent scored in the proficient or advanced levels.
3. The percentage of PA-MEP students who entered 11th grade and had received full credit for Algebra I or a higher math class. Of 215 11th grade students, 70 percent entered 11th grade having already passed Algebra I or a higher math class.
4. The percentage of PA-MEP students who were enrolled in grades 7-12, who graduated or were promoted to the next grade. Of the 3,176 students whose graduation or promotion status could be determined⁴³, 96 percent (3,045 students) either graduated or were promoted.

⁴² Programs are required to report on specified measures under Title 34 of the Code of Federal Regulations, Part 80.40(b): <http://www.ecfr.gov/cgi-bin/searchECFR?idno=34&q1=80&rgn1=PARTNBR&op2=and&q2=&rgn2=Part>

⁴³ Approximately 12 percent of students in grades 7-12 could not be classified for graduation or promotion with data available.

Reflections, Implications and Recommendations

Through data analysis of results submitted by project areas, MIS2000, and PDE several overall themes emerged.

1. PA-MEP provided a great variety and number of service options to eligible migrant students and their families to encourage their success. In many cases, the services were directly linked to documented student needs.

Recommendation: PA-MEP project areas should continue their successful efforts in these areas. Where limitations in services exist, project area staff should use Priority for Service status, English fluency status, age, dropout status or dropout risk, and other critical need factors in order to prioritize students for service. With increasing program options for migrant students and families, project area staff may need additional assistance with or guidance on managing the implementation of new options, programs, or initiatives.

2. Fluent students and those who were not Priority for Service performed considerably better than their respective nonfluent and Priority for Service peers on state assessments. English language fluency appears to be the greatest factor in academic success. Migrant students in the K-12 category ranged in their level of academic risk (according to needs assessment and academic assessment data) with nonfluent Priority for Service students being the most at risk followed by nonfluent non-Priority for Service students. Some students declined.

Recommendation: Ensuring all nonfluent students are connected to English services in the district or through PA-MEP services is as critical as ensuring that Priority for Service students are being serviced first. Additionally, project area staff should ensure that students who decline academically are being connected with appropriate and related services. If possible, such programs or services should be examined relative to their coordination with school-day instruction or content to ensure that supplemental services are not causing confusion for students. Nonfluent students, Priority for Service students, and those students declining on assessments should receive extra academic focus. Furthermore, PDE should advocate for nonfluent migrant students' English instructional services with state-level Title III program staff.

3. As the frontline of the Migrant Education Program in Pennsylvania and other states and a primary determinant of funding allocations, effective, efficient, and accurate identification and recruitment of eligible children and youth is critical. A comprehensive approach and a network of partners for identification and recruitment are in place; however, changing populations, new policies, and staff turnover indicate a variety of challenges.

Recommendation: Based on reviews of program documentation and staff feedback, project areas should:

- Review available trend data, recruitment schedules, and strategies to ensure effort coincides with the crop cycles and qualifying work applicable to the region.
- Plan ahead for times when weather may influence normal recruitment activities and when there are gaps in recruiter staffing.
- Continue to use partnerships (new and existing) to gain referrals and notifications of potentially new children and youth.

Furthermore, PDE should:

- Consider consolidating recruitment tools and materials (*Pennsylvania Migrant Education Program Recruiters Manual, State Identification and Recruitment Plan, and Quality Control Procedures Manual*) into one definitive resource. A review of the content reveals several areas of duplication that may overwhelm staff and leave opportunities for discrepancies among resources. Consider establishing a webpage where recruitment staff can access the most recent copies of recruitment manuals, guidance, memos, and tools.
- Consider how state or regional recruitment sweeps (or perhaps mini-sweeps) on a cycle or schedule may provide valuable information about new industries, farms, and employers in qualifying work and in locating potentially eligible children and youth where they may not have been in the past.

Both project area and PDE staff should review training topics and support at the state and regional levels in light of needs and interest areas staff identified through recruiter interviews and focus groups.

4. A quarter of migrant students were identified as experiencing homelessness. Mobility and housing may be similar between the migrant and homeless populations according to the McKinney-Vento Act⁴⁴ definition of homelessness.

Recommendations: Where applicable, the PA-MEP project area staff should collaborate with Pennsylvania's Education for Children and Youth Experiencing Homeless Program. Since both programs provide supplemental, but different, services to students in potentially highly-mobile situations, they may be well suited to work together. Also, project area staff should consider collaborating with schools' homeless liaison in applicable situations for similar reasons.

5. There is currently interest and need at the state level to examine parent knowledge and feedback related to *Service Delivery Plan* measures in the areas of health and wellness, graduation requirements, participation in the Diploma Project, and understanding of postsecondary options. Additionally, PA-MEP implements a number of parental involvement activities and feedback is not currently consistently available at the state level to examine these activities.

Recommendation: Evaluators should collaborate with the PDE team to identify options for collecting feedback from parents about parental involvement opportunities and

⁴⁴ Title X, Part C of the Elementary and Secondary Education Act, <http://www2.ed.gov/legislation/FedRegister/other/2002-1/030802a.html>

Service Delivery Plan elements, if these elements are of continued interest and need. Furthermore, there may also be a need to identify some method of tracking feedback by parent, family, or household, and there is currently no method in place to effectively and accurately track respondents and link them to the students they represent, as MIS2000 only tracks information at a student level. The state team (PDE, evaluators, and MIS2000 staff) should collaborate to a) determine the extent to which feedback or information is needed from parents or families, b) how to identify such respondents if there is a need to track responses, and c) ensure that efforts to collect feedback are coordinated and scheduled such that staff effort is efficient and parents are not being asked to complete multiple surveys or participate in multiple interviews in a given year.

6. Students dropping out of school continues to be a concern, as migrant dropout rates are higher than state rates. Students dropping out of school during their 12th grade year is especially troubling.

Recommendation: Project areas should consider or review strategies for identifying and serving students at risk for dropping out in order to provide services or support that may contribute to students remaining in school. In the event that a student still drops out of school, additional efforts should be made to get the student involved in a GED program. PDE should consider adding an element to the Priority for Service criteria for out-of-school youth for students who dropped out in the past 12 months in an effort to get students to re-enroll in school or participate in GED programs as quickly as possible.

7. Project areas submitted considerable service delivery explanations and program information via monthly and annual project area reports. This information can be useful beyond the annual state evaluation.

Recommendation: PDE can use the service delivery explanation submissions and project area monthly reports during monitoring visits to see if/how explanations reflect interview responses and observed implementation. PDE should also consider using these submissions to assist project areas that may want or need new ideas for programs or activities.

8. There continue to be administration challenges related to the summer Quick Math assessment. More than half of students were post-tested in all four areas instead of just one or two and several students were not post-tested in the area(s) of greatest need.

Recommendation: Since more than half of students were post-tested in all four areas instead of just one or two, evaluators should follow up with project areas to determine why this was done especially since testing on more than directed adds an additional burden to students and staff. If staff were post-testing in all areas because they found that information useful, then evaluators and staff should consider revisiting the administration directions. Staff feedback to simplify language, provide more examples, and include an exit criteria for non-English speaking students should be taken into consideration in planning the assessment administration for summer 2015. Additionally,

assuring that the summer program has a math “go-to” person at each site is critical in providing support for teachers in assessment administration as well as instructional planning based on student need.

9. PA-MEP collects a great deal of data about students, their circumstances, the services they receive, and outcomes. Project areas submit a number of reports about their program implementation and operations. Additionally, PA-MEP participates in several initiatives that have separate and distinct reporting elements. Reviews of project area reports and interactions with project area staff and staff responsible for the MIS2000 database indicate some areas of continuing needs related to data collection, reporting, and interpretation of guidance.

Recommendation: Based on evaluation guidance and focus areas provided by the United States Department of Education’s Office of Migrant Education as well as state initiatives, evaluators, MIS2000 staff, and PDE should review current data collection and reporting practices and content to ensure their continued relevance, and where possible, collaborate to reduce the data burden or simplify reporting for staff. Data should only be collected if it contributes useful and necessary information.

10. There has been past interest at the state level on the influence of student leadership programs. Student surveys are very positive about these experiences and indicate motivation and interest in positive outcomes.

Recommendation: Evaluators should explore options for examining outcomes for students who participate in such programs, perhaps even following students (as possible, given mobility and enrollment changes) beyond one year.

The evaluation of the PA-MEP is intended to provide program results and information that PDE and local program staff can use to make informed decisions about program changes, improvement, and implementation. Results and recommendations are based upon the data available.