

# **Migrant Education Program 2014-15 State Evaluation Report**

**April 2016**



**COMMONWEALTH OF PENNSYLVANIA  
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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 work.<sup>1</sup>

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.

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<sup>1</sup> 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 state<sup>2</sup> 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 5,084 children and youth were enrolled in PA-MEP for at least one day from September 1, 2014 through August 30, 2015,<sup>3</sup> which is 266 fewer students than the prior year. At 71 percent, the largest group falls into the school-age category, followed by 19 percent who were not yet of school age (birth to age six, not yet enrolled in K-12 school), and 10 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 5,084 children/youth). Spanish was the most common home language (71 percent), followed by those with a home language designation of Nepali (15 percent), English (three percent), or another language (11 percent).

## **PROGRAM IMPLEMENTATION RESULTS**

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 link children and youth with services. Needs assessment data was available for 4,827 children and youth (95 percent of children and youth).

Based on needs assessment data, 39 percent of 5,084 students in 2014-15 were identified as Priority for Service at any time during the program year. Priority for Service is a designation used throughout the evaluation report to indicate individuals who have certain risk factors. PA-MEP 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.

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.

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

<sup>3</sup> 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.

Overall, 83 percent of children and youth age three or older (4,475) were not fluent in English. Based on analysis of service data, 95 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 96 percent of non-Priority for Service nonfluent children and youth. This may be a result of nonfluent students participating in English as a Second Language programming in school, receipt of which is not a factor of Priority for Service status.

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 (503), 63 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 3,608 K-12 students had a school year interruption.

According to initial needs assessments, 81 percent of K-12 students were not proficient in reading and 75 percent were not proficient in math, based on several specified methods (of 3,608 K-12 students).

Of K-12 students not proficient in reading (2,792), 85 percent received reading-specific supplemental services. Further analysis revealed that 88 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 (2,604), 82 percent received math-specific supplemental services. Further analysis indicated that 84 percent of Priority for Service students received supplemental math services, compared to 81 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 (74 percent of 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 5,084 children and youth enrolled one day or more during the 2014-15 year, 94 percent were coded as having received services through one or more categories based on service delivery data. Of those individuals not having any service delivery 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, or the timing of their recruitment and *Certificate of Eligibility* approval.

Additional program implementation details 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 212 children who were four years old or older as of September 1, 2014 and not yet enrolled in kindergarten were included in analysis, of which 57 percent had a Priority for Service designation. Results for a child's last assessment, regardless of its timing, indicated that of the 212 children, 84 percent demonstrated proficiency on at least 16 of the 22 identified skills. Three percent of children were designated as not yet ready for kindergarten. The remaining 13 percent were making progress toward mastery of the readiness indicators.

### **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 banked and applied to their 11<sup>th</sup> grade year, or their 11<sup>th</sup> 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 fluency,<sup>4</sup> and Priority for Service status. Priority for Service status was further disaggregated by fluency.

There were 94 public school districts or charter schools identified as having migrant students enrolled before April 2015 in third through eighth and 11<sup>th</sup> grades, which are the grades in which state assessments are used for accountability reporting, with enrollment in these grades totaling 1,703 students.<sup>5</sup> Reading assessment data was available for 75 percent of applicable students. Math assessment data was available for 83 percent of applicable students. Science assessment data was available for 82 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 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 2014-15.

Table 1. 2014-15 State Assessment Results

| Content Area       | Students Included  | Advanced | Proficient | Basic | Below basic |
|--------------------|--------------------|----------|------------|-------|-------------|
| Math/Algebra I     | 1,422              | 1%       | 9%         | 27%   | 63%         |
| Reading/Literature | 1,271 <sup>6</sup> | 1%       | 16%        | 34%   | 49%         |
| Science/Biology    | 575                | 5%       | 17%        | 20%   | 58%         |

Information was also available to allow evaluators to compare migrant students' results to state results. In doing so, evaluators found that 60 percent of students at the state level performed at proficient or advanced levels in reading compared to 17 percent of migrant students and 40 percent of students in state-level results performed at proficient or advanced levels in math, compared to 10 percent of migrant students. Perhaps a better comparison, 41 percent of historically underperforming<sup>7</sup> students at the state level performed at or above proficient in reading, and 22 percent in math. Evaluators also compared migrant non-Priority for Service results to state and historically underperforming subgroup results, as the non-Priority for Service group has generally performed better than Priority for Service students. However, while non-Priority for

<sup>4</sup> English fluency was determined by the child's or youth's PA-MEP needs assessment.

<sup>5</sup> This figure excludes students in state assessment grades who enrolled after April 2013.

<sup>6</sup> 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.

<sup>7</sup> The PA School Performance Profile defines the historically underperforming subgroup as: "a non-duplicated count of students with disabilities with an individualized education plan (IEP), students who are English Language Learners (ELL), and Economically Disadvantaged (ED) students."

Service students scored higher than Priority for Service, they still showed smaller percentages of proficient and advanced students than the state and historically underperforming students in both reading and math.

### **State English Proficiency Assessment**

The ACCESS for ELLs<sup>8</sup> assessment is a language proficiency test for kindergarten through 12<sup>th</sup> 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.

ACCESS for ELLs data was available for all students enrolled in a Pennsylvania public school who took the assessment. For the 2014-15 program year, data was available for 2,068 migrant students in kindergarten through 12<sup>th</sup> grade (706 Priority for Service, 1,362 non-Priority for Service), which is 78 percent of all K-12 PA-MEP nonfluent students enrolled during the school year (2,640). Nonfluent students may not have data if they were not enrolled in public school in Pennsylvania at the time the assessment occurred. 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 67 percent 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 students in the beginning tier scoring in the emerging performance level (49 percent); the largest portion of students in the intermediate tier scored in the developing performance level (52 percent); and the largest portion of advanced tier students scored in the expanding level (35 percent).

For nonfluent students having 2013-14 and 2014-15 ACCESS for ELLs data (1,331 students), 95 percent of students improved.

### **Graduation, GED and Dropout**

Of the 150 students who had graduation information, 83 percent graduated (125 students). Additionally, four high school students (who were not in 12<sup>th</sup> grade) recovered sufficient credits to graduate at the end of the 2014-15 school year.

A total of 39 students dropped out of school during 2014-15, 64 percent being Priority for Service students. Students dropped out of 9<sup>th</sup> through 12<sup>th</sup> grades, with 10<sup>th</sup> grade

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<sup>8</sup> 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.

having the greatest number of students dropping out. The 2014-15 dropout rate is 4.07 percent (of 959 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, 2014 and August 30, 2015, 11 students who had previously dropped out re-enrolled in K-12 school.

## **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 performed at proficient levels or improved academically. Based on evaluation findings, evaluators offer the following recommendations:

- Continue to focus efforts on nonfluent and Priority for Service students as well as any student who is identified as declining on academic measures or who appears to be at risk of dropping out.
- 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. Consider revisions to *Service Delivery Plan* measures to be more closely aligned to current data collection and findings.
- Evaluators should collaborate with the state team to identify options for efficiently collecting feedback from parents.
- Continue successful collaboration efforts between summer programs and their host sites/school districts.
- Continue to use staff feedback related to effectiveness and efficiency.
- Evaluators and PDE should continue to collaborate to review program components and new initiatives to ensure alignment and efficiency.

# 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 criteria:<sup>9</sup>

- The child is between the ages of three<sup>10</sup> 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

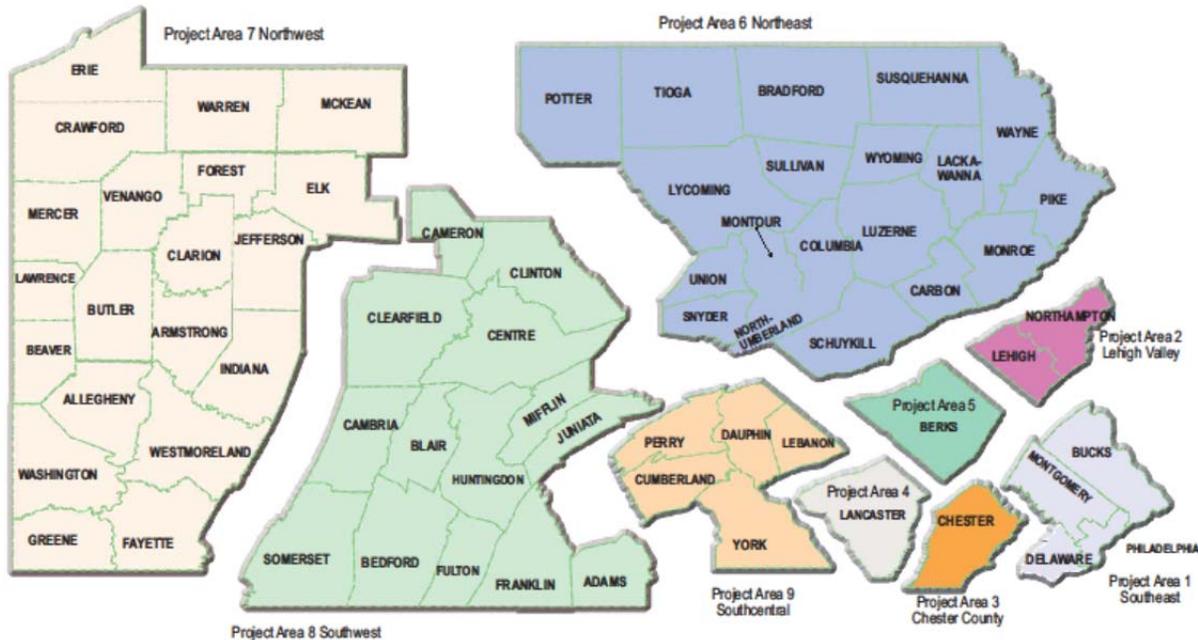
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<sup>9</sup> From Migrant Education Program Title I, Part C Guidance; Education of Migratory Children under Title I, Part C of the Elementary and Secondary Education Act of 1965 <http://www2.ed.gov/programs/PA-MEP/PA-MEPguidance2010.doc>

<sup>10</sup> 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 2014-15, 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 2014-15 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 general 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?

Specific evaluation questions are included within each applicable section.

To examine program implementation, evaluators identified current practices and instruments used to collect implementation information. During and prior to the 2014-15 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 2014-15 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 2014-15 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 2014-15 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 one 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.

## Goal Achievement

Information in this section answers the evaluation question: “To what extent is Pennsylvania’s Migrant Education Program meeting established implementation and outcome expectations?”

### **MEASURABLE PERFORMANCE OBJECTIVES (MPOs) FROM THE *SERVICE DELIVERY PLAN***

Through the Comprehensive Needs Assessment process, PA-MEP established a *Service Delivery Plan* that included measurable performance objectives (MPOs). The status of these objectives is outlined here. These objectives address target levels at the end of the 2016-17 program year. As such, the findings shared here show PA-MEP’s progress toward these targets as of the end of the 2014-15 year.

**Reading Objective 1A:** By the end of 2016-17, 50 percent of migrant Priority for Service students will make gains on the reading PSSA.

Because of changes to the PSSA for 2014-15, prior year results are not comparable in order to determine the percentage of students making gains. Progress analysis is expected to resume in 2015-16.

**Reading Objective 1B:** By the end of 2016-17, 80 percent of migrant students in grades K-6 will maintain or improve their scoring category on the summer DIBELS assessment.

Of 573 students who attained, improved, maintained, and declined, 87 percent attained, maintained, or improved on the summer DIBELS assessment. This figure excludes not tested, not completed, and unable to be determined (which was 24 percent of all students reported).

**Reading Objective 1C:** By the end of 2016-17, 90 percent of migrant students identified as below proficient in reading will participate in data-informed supplemental instructional reading programs.

For 2014-15, 85 percent of students with an identified reading need received reading-specific services, which is slightly lower than 2013-14 where 87 percent of students with reading needs received reading instructional services.

**School Readiness Objective 2A:** By the end of 2016-17, 60 percent of migrant children ages 3-5 will participate in preschool programming.

For 2014-15, 63 percent of preschool-age children were enrolled in preschool, exceeding the target, and also demonstrating a one percentage point gain over the prior year.

Note: Analysis revealed that approximately 80 percent of non-enrolled preschool-age students were not enrolled in a preschool program due to circumstances beyond their control.

**School Readiness Objective 2B:** By the end of 2016-17, 90 percent of migrant children expected to enter kindergarten the following fall will demonstrate mastery on the Kindergarten Readiness Checklist.

As of their last 2014-15 Kindergarten Readiness Checklist administration, 84 percent of students performed at the mastery level.

**Math Objective 3A:** By the end of 2016-17, 50 percent of migrant Priority for Service students will make gains on the math PSSA.

Because of changes to the PSSA for 2014-15, prior year results are not comparable in order to determine the percentage of students making gains. Progress analysis is expected to resume in 2015-16.

**Math Objective 3B:** By the end of 2016-17, migrant students will make gains on the summer Quick Math Assessment.

The summer Quick Math assessment was broken down into four areas:

- Numbers and operations: nine percent improved, 21 percent were at mastery (of 163)
- Algebraic concepts: 12 percent improved, 23 percent were at mastery (of 182)
- Data analysis: 14 percent improved, 14 percent were at mastery (of 212)
- Geometry and measurement: eight percent improved, 21 percent were at mastery (of 154)

**High School Graduation Objective 4A:** By the end of 2016-17, 80 percent of migrant students in grades 8-12 who participate in the Diploma Project will receive instruction and/or complete at least one Toolkit unit.

There were 529 students in grades 8-12 who participated in the Diploma Project in 14-15, of which 477 (90 percent) received instruction or completed at least one toolkit unit during this program year.

**High School Graduation Objective 4B:** By the end of 2016-17, 60 percent of migrant students in grades 8-12 will demonstrate knowledge of high school graduation requirements.

Of students participating in the Diploma Project high school credits and courses unit (383), 79 percent completed or tested out of the high school courses and credits unit.

**High School Graduation Objective 4C:** By the end of 2016-17, 60 percent of migrant students in grades 8-12 will demonstrate knowledge of postsecondary planning and options.

Of students participating in the Diploma Project Postsecondary planning and funding unit (276), 59 percent successfully completed or tested out of this unit.

**Parent Involvement Objective 5A:** By the end of 2016-17, 80 percent of migrant students in grades 8-12 whose parents participate in the Diploma Project will have their parents will receive instruction and/or complete at least one Toolkit unit.

There were 223 students in grades 8-12 whose parent(s) participated in the Diploma Project in 14-15, of which 210 (94 percent) received instruction or completed at least one toolkit unit during this program year.

**Parent Involvement Objective 5B:** By the end of 2016-17, 50 percent of migrant parents with children in grades 8-12 will demonstrate knowledge of graduation requirements.

Of the 133 students in grades 8-12 whose parents participated in the Diploma Project unit on high school credits and courses, 98 percent successfully completed or tested out of this unit.

Of the 272 individuals indicating having a child in grades 8-12 in the 2014-15 parent survey, 36 percent reported that they believed they knew “a lot” or “some” about graduation requirements.

**Parent Involvement Objective 5C:** By the end of 2016-17, 30 percent of migrant parents with children in grades 8-12 will demonstrate knowledge of postsecondary planning and options.

Of 95 students in grades 8-12 whose parents participated in the Diploma Project unit on postsecondary planning and funding, 68 percent successfully completed or tested out of this unit.

On the 2014-15 parent survey between eight and 26 percent of parents responding indicated having “a lot of knowledge” or “quite a bit of knowledge” about postsecondary education options, including military/armed forces (eight percent), community college (16 percent), four-year college (15 percent), job training (26 percent), or technical school (14 percent).

**Out-of-School Youth Objective 6:** By the end of 2016-17, 25 percent of out-of-school youth who express an interest will attend educational opportunities.

- Of 442 individuals interested, 58 percent attended and/or completed English as a Second Language classes.

- Of 172 individuals interested, nine percent attended and/or completed job training.
- Of 122 individuals interested, five percent attended and/or completed GED classes.
- Of 31 individuals interested, 16 percent reentered school.

**Health Objective 7A:** By the end of 2016-17, 50 percent of out-of-school youth will report that they know where to obtain primary care services.

Seventeen out-of-school youth completed questions in the wellness section of the 2014-15 survey and each (100 percent) indicated knowing where to obtain primary care services, based on one or more indications of community clinic or primary care/family doctor.

**Health Objective 7B:** By the end of 2016-17, 40 percent of migrant parents and 50 percent of out-of-school youth will report that language and cultural barriers impede their access to health care.

Of 295 parent respondents to the 2014-15 survey wellness section, 21 (seven percent) reported that cultural differences and language caused them frustration in seeing a doctor or dentist. An additional 139 (47 percent) indicated that language barriers caused frustration, but these individuals did not indicate cultural issues.

A total of 17 out-of-school youth responded to the wellness questions of the 2014-15 survey. None of these respondents indicated that both language and cultural barriers caused them frustration; however, one respondent indicated cultural differences only and seven respondents indicated language barriers only.

## 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 MEP under the Government Performance and Results Act (GPRA).<sup>11</sup>

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 2014-15 state reading assessments in grades 3-8, 19 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 2014-15

<sup>11</sup> 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&rqn1=PARTNBR&op2=and&q2=&rqn2=Part>

state math assessments in grades 3-8, 11 percent scored in the proficient or advanced levels.

3. The percentage of PA-MEP students who entered 11<sup>th</sup> grade and had received full credit for Algebra I or a higher math class. Of 221 11<sup>th</sup> grade students enrolled before or during the 2014-15 school year, 68 percent entered 11<sup>th</sup> 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 3,090 students whose graduation or promotion status could be determined,<sup>12</sup> 98 percent (3,017 students) either graduated or were promoted.

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

## Findings

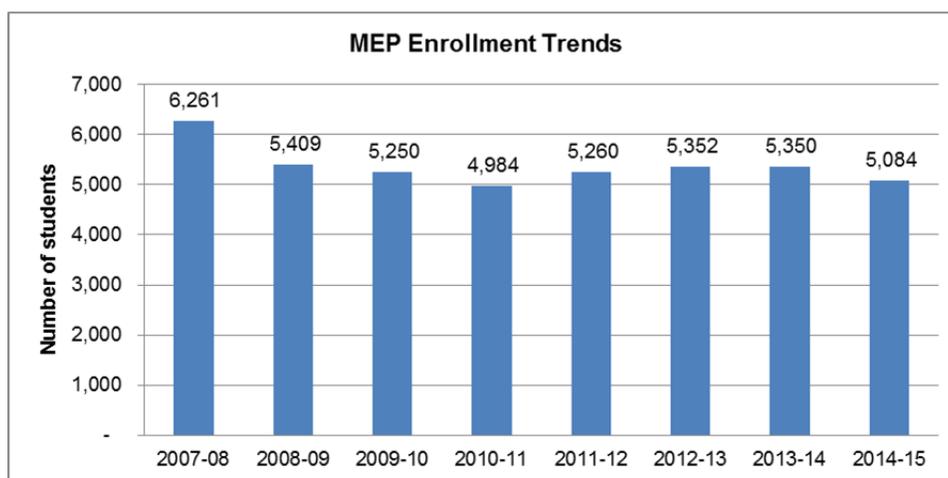
### DEMOGRAPHICS

Information in this section answers the evaluation question: “Who are the children and youth that PA-MEP served in the 2014-15 program year?”

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 2014-15 evaluation included any migrant child or youth eligible and enrolled for at least one day at any time September 1, 2014 through August 30, 2015.<sup>13</sup> 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.

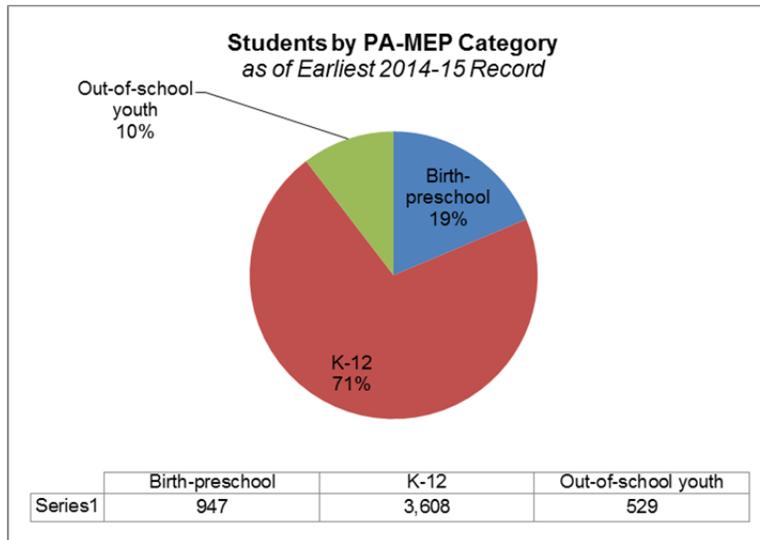
The culture of the migrant population often includes frequent moves and changes in status. Additionally, students gain and lose eligibility throughout the program year. Demographic analysis is provided for all migrant students in Pennsylvania having data (a unique and unduplicated count) and also by 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 2015.

A total of 5,084 eligible children and youth were identified as migrant for 2014-15, which is 266 fewer than the prior year (2013-14), and less than each of the prior three years.

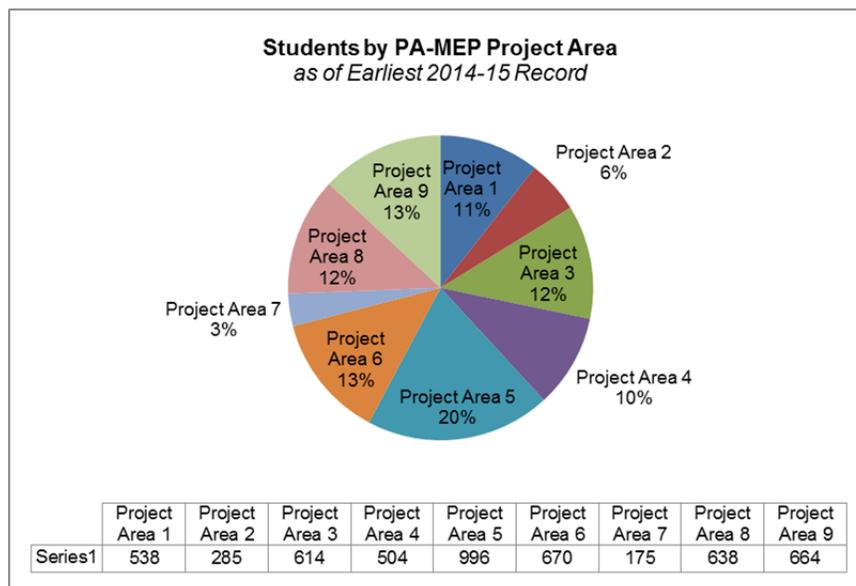


<sup>13</sup> The PA-MEP fiscal year runs October 1 to September 30. Evaluators use an adjusted period of September 1 to August 30 in order to capture one full school year and one full summer, as this is how the data is typically attributed.

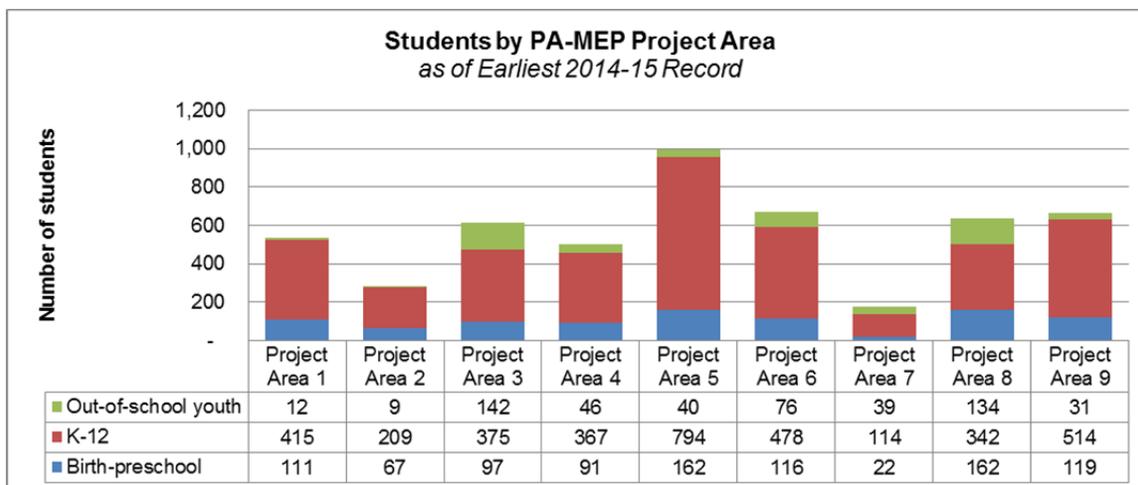
School-age students were the largest group at 71 percent based on their first 2014-15 enrollment record. Students may change category during the year due to timing of the enrollment record, dropping out of school, enrolling in kindergarten, or out-of-school youth re-enrolling in K-12 school.



Based on individuals' first 2014-15 enrollment record, had the largest number of students, followed by Project Area 6 (northeast). Project Area 7 (northwest) 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. The map on page 10 illustrates the geographic location of each project area.

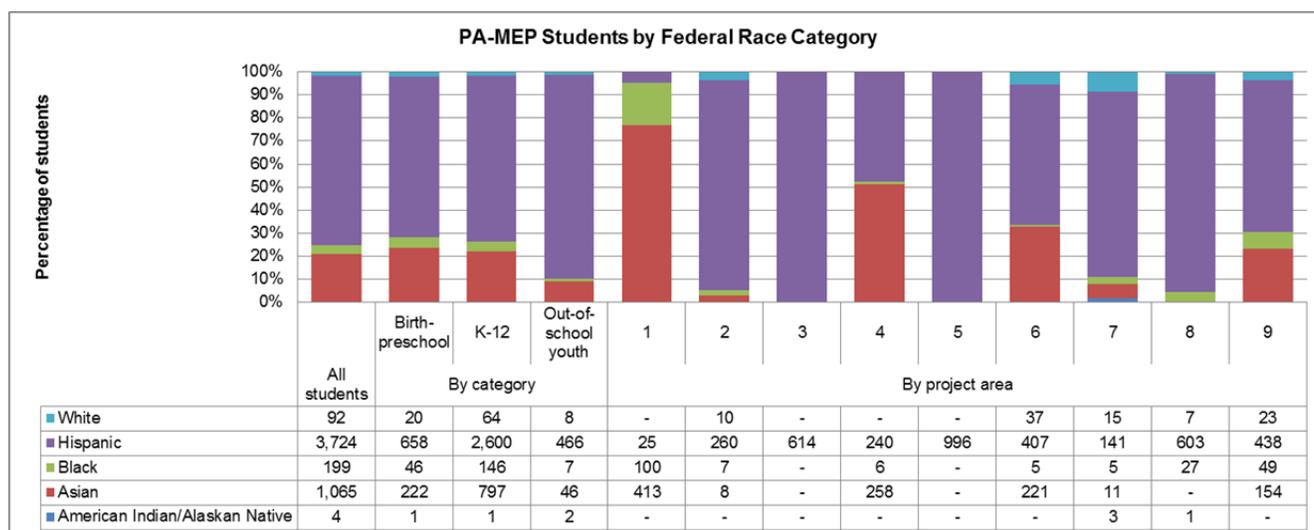


Overall and in each project area, migrant children and youth were predominantly K-12 students. Project areas 3 and 8 had the largest numbers of out-of-school youth. Project areas 5 and 8 had the largest numbers of students in the preschool category (birth to age six, not yet in kindergarten).

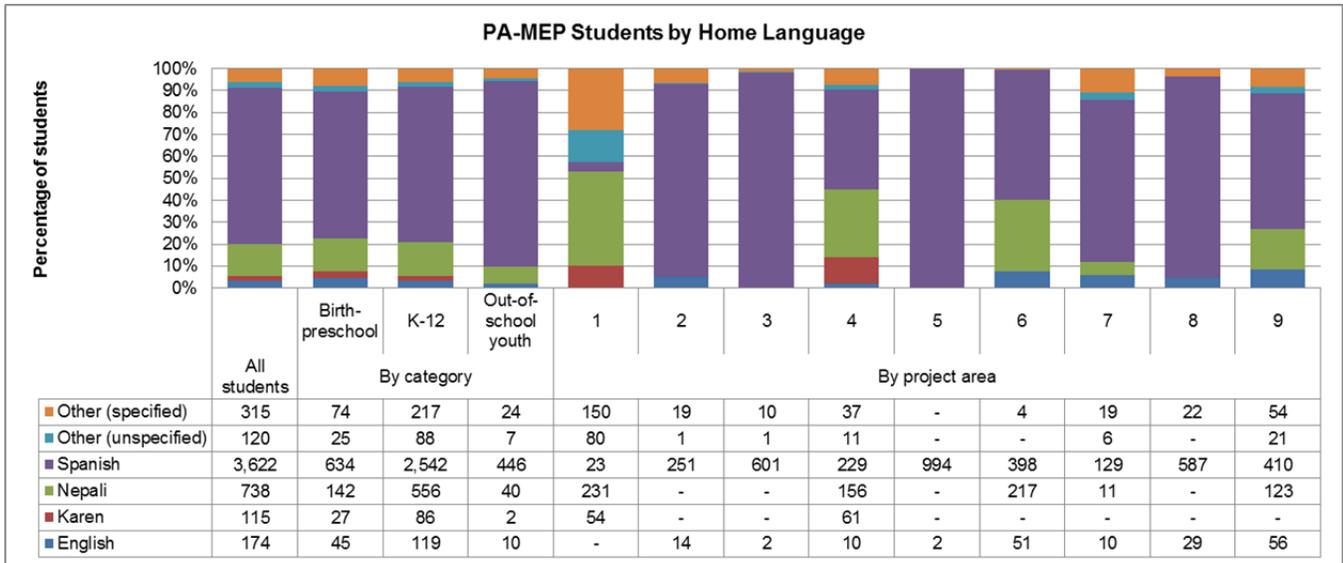


Of all students in 2014-15, 56 percent of the 5,084 students were male. While the birth-preschool age and K-12 categories were approximately half male and half female, the majority of out-of-school youth were male (78 percent of out-of-school youth).

Most of Pennsylvania's migrant students identified themselves (using federal race options) as Hispanic (73 percent of 5,084 students), which is the same percentage as 2013-14 (of 5,350 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 (88 percent of out-of-school youth). Individual project area racial demographics were more different than similar to the state results, with only Project Area 9 resembling the overall state distribution.

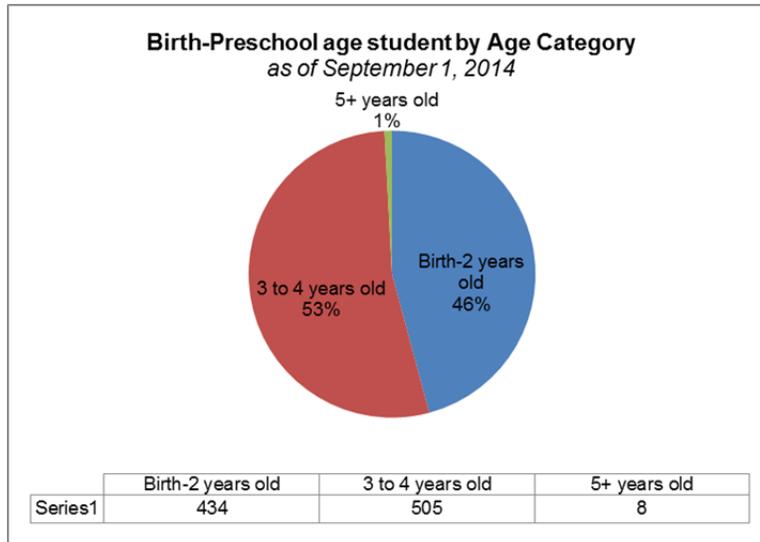


Spanish was the most common home language (71 percent of 5,084 students), which is nearly the same percentage as the prior year (70 percent of 5,350 students). The next largest group included students speaking Nepali as their home language (15 percent). Three percent were coded as speaking English as their home language, six percent had another language specified,<sup>14</sup> two percent were coded as speaking Karen, and two 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.

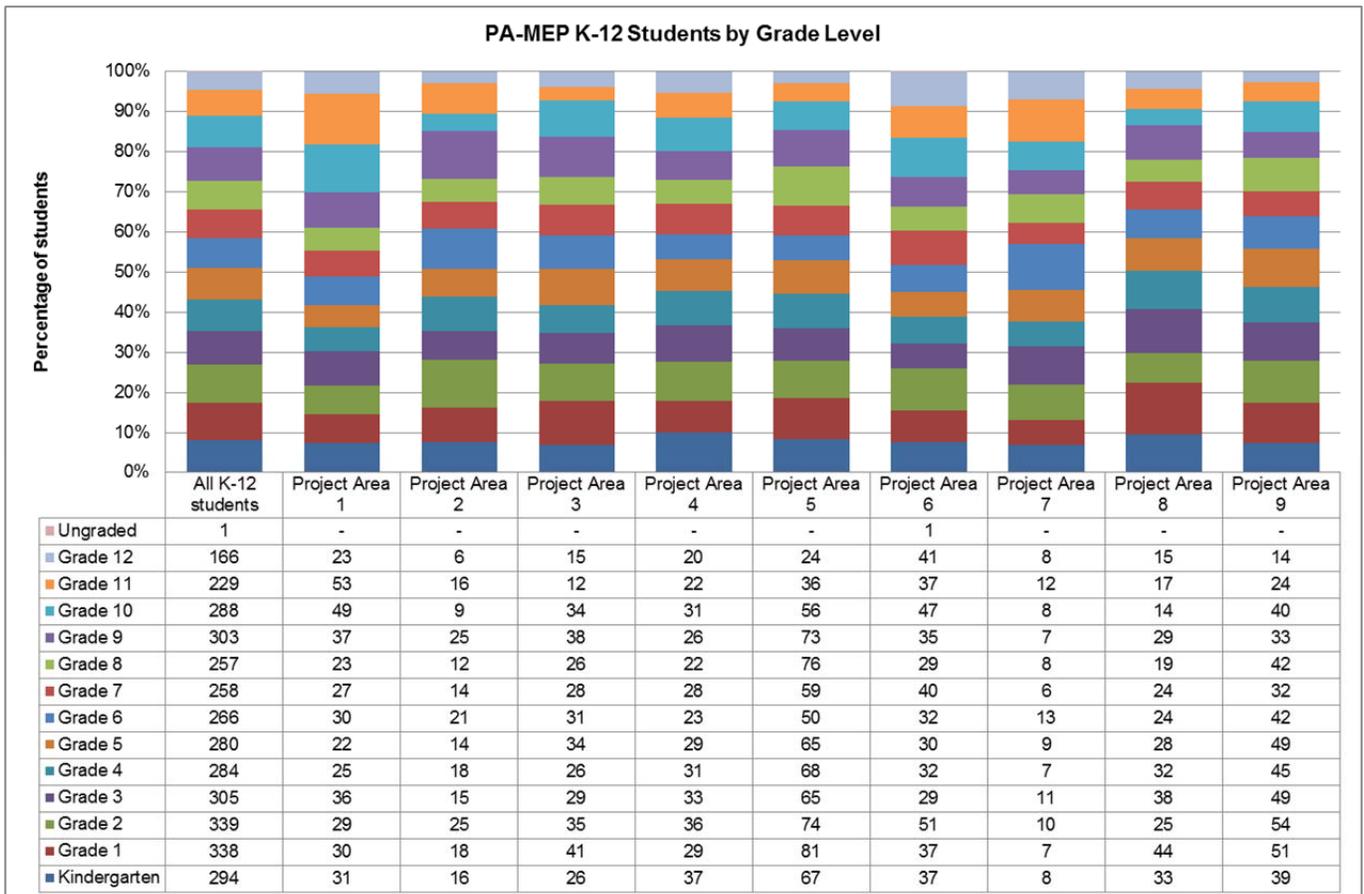


In examining the migrant population that falls into the birth through preschool category, it is important to note that the category includes all children not yet of school age or not yet enrolled in kindergarten. PA-MEP separates these children into two age ranges, those from birth through age two and 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, 2014, as September 1 is a common cut-off date for kindergarten enrollment in Pennsylvania. Children ages three or older made up 54 percent of the 947 migrant birth-preschool children.

<sup>14</sup> Other languages (specified) includes: Arabic, Burmese, Cambodian, Chin, Chinese, Creole, French, Indigenous Gua, Indonesian, Khmer, Mam, Mixteco, 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 (less than two percent of students each).



Students within the K-12 category made up the majority of migrant students for the 2014-15 program year, with grade distribution relatively similar across grade levels. Percentages by project area were similarly evenly distributed.



## STUDENT NEEDS AND SERVICE DELIVERY

Information in this section answers the evaluation question: “What needs did children and youth exhibit at their earliest needs assessment and to what extent did they receive services related to those needs during the program year?”

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.

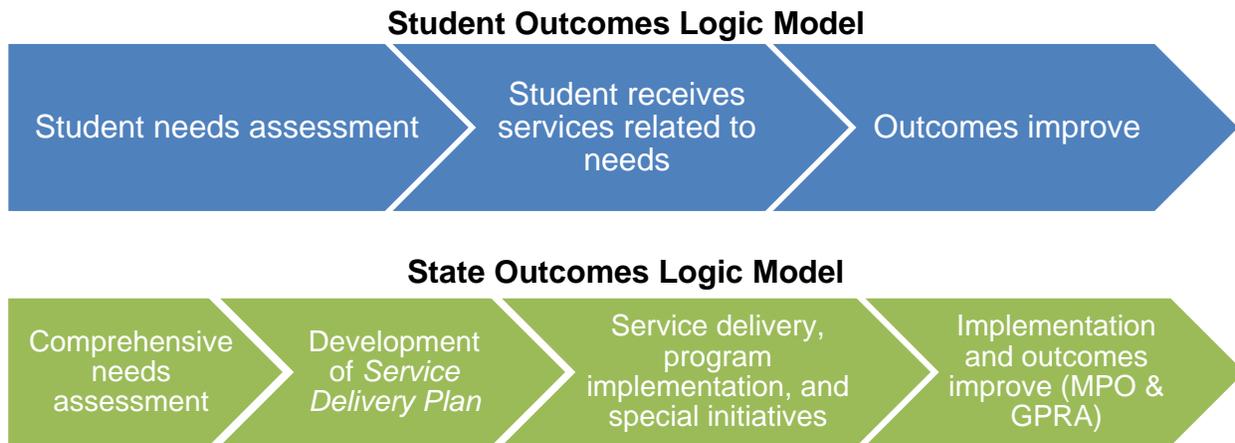
Needs assessment findings in this report provide information based on a student’s needs at the beginning of the program year or the start of a student’s enrollment before any services or support were provided during the program year, unless otherwise specified. For some needs elements (as specified in 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 determine a student’s 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 considered for need elements.

The information that follows provides an overview of the challenges that migrant students faced during 2014-15 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.

The needs assessment is a critical piece in the operation of the PA-MEP as it provides the background necessary to determine what programming and services should be delivered. Needs data are used on a larger scale to develop the *Service Delivery Plan* as part of the Comprehensive Needs Assessment process and the *Service Delivery Plan* directs the program at the state and project area levels and provides a framework for examining the program. All programs, special initiatives, services, and decisions should support the statewide *Service Delivery Plan*, which in turn supports improved

student outcomes. The need to improve student outcomes is the reason that the PA-MEP exists. The following logic model illustrates how these elements are connected.



Needs assessment data was available for 4,827 students (95 percent of all students). All individuals not having a needs assessment can be explained for valid reasons including having a very brief enrollment/eligibility period and 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 5,084 students enrolled one day or more during the 2014-15 year, 4,794 (94 percent) were coded as having received services under one or more categories based on service delivery data. Of those individuals 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, or the timing of their recruitment and *Certificate of Eligibility* approval. Students received services from PA-MEP sources, PA-MEP in partnership with other organizations, or through other sources, through campus-based and in-home programming, during regular term and summer term. Students received services through a variety of combinations of these elements under various content areas or program types.

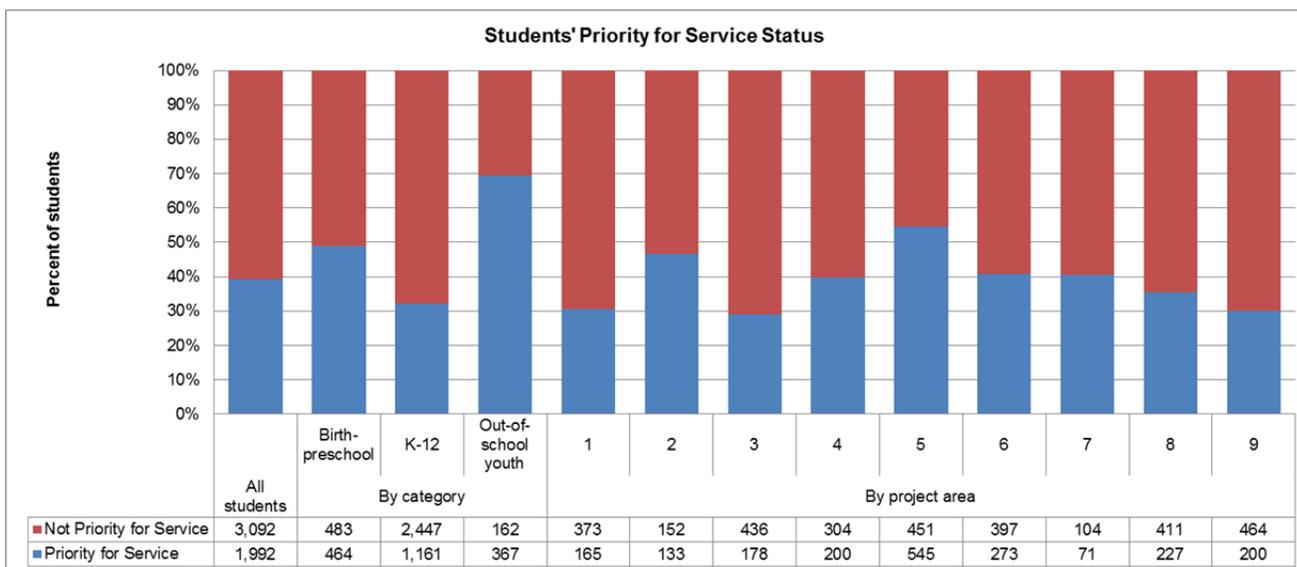
Project areas provided to evaluators detailed explanations of the services and programs they provide to students under each service delivery category. Evaluators reviewed these submissions and found that each project area offered a variety of approaches, programs, activities, and curricula to each category 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. This documentation provided evidence of implementation and background on what activities and programs were part of each of the service delivery categories.

## Priority for Service

In addition to identifying risks for each student to facilitate connections with services, risk factors are used to prioritize students for service – a classification called Priority for Service. Criteria exist for each of the student categories and Priority for Service status was calculated on an ongoing basis during 2014-15. If a student was not Priority for Service initially and later found to fit the criteria 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 services. As supplemental program with limited resources, Priority for Service is a mechanism designed to assist PA-MEP 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.

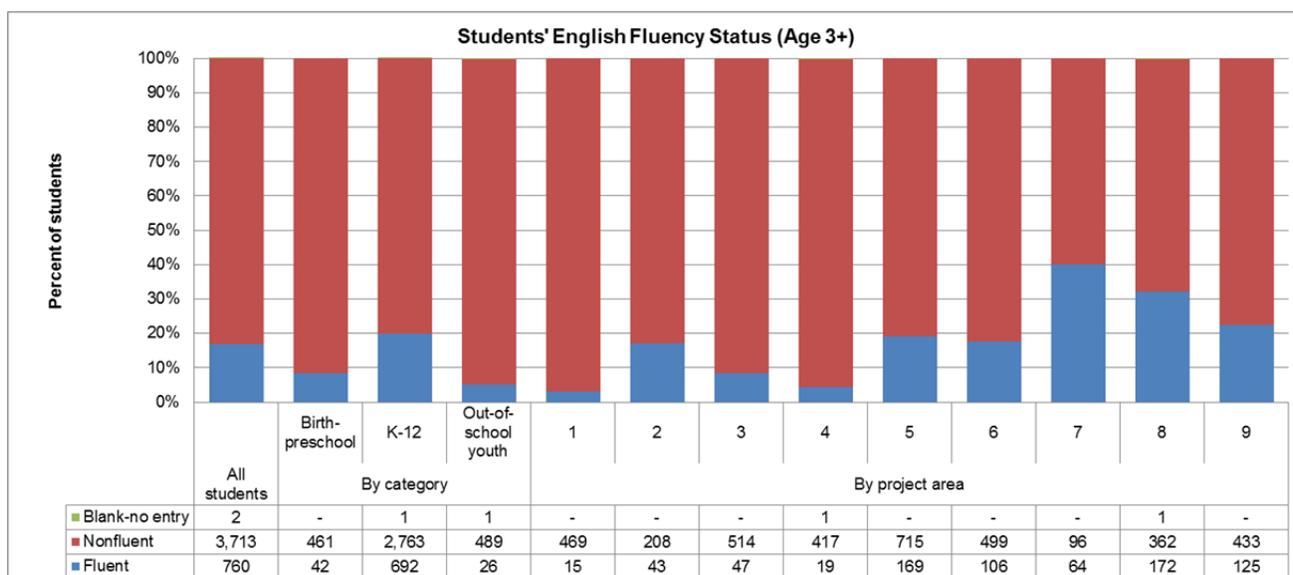
Priority for Service status is determined based on several age and needs assessment criteria. As the name implies, Priority for Service students were to receive priority for services and support over students not having this designation in situations where not all students could be served. Based on needs assessment data, 39 percent of 5,084 students in 2014-15 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 (69 percent). The school-age group had the lowest percentage of students determined to be Priority for Service (32 percent). Project areas showing percentages of Priority for Service greater than the state were Project areas 2, 4, 5, 6, and 7. 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, 83 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. These results exclude children under three years old, as they are still developing their language skills. 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 (80 percent).

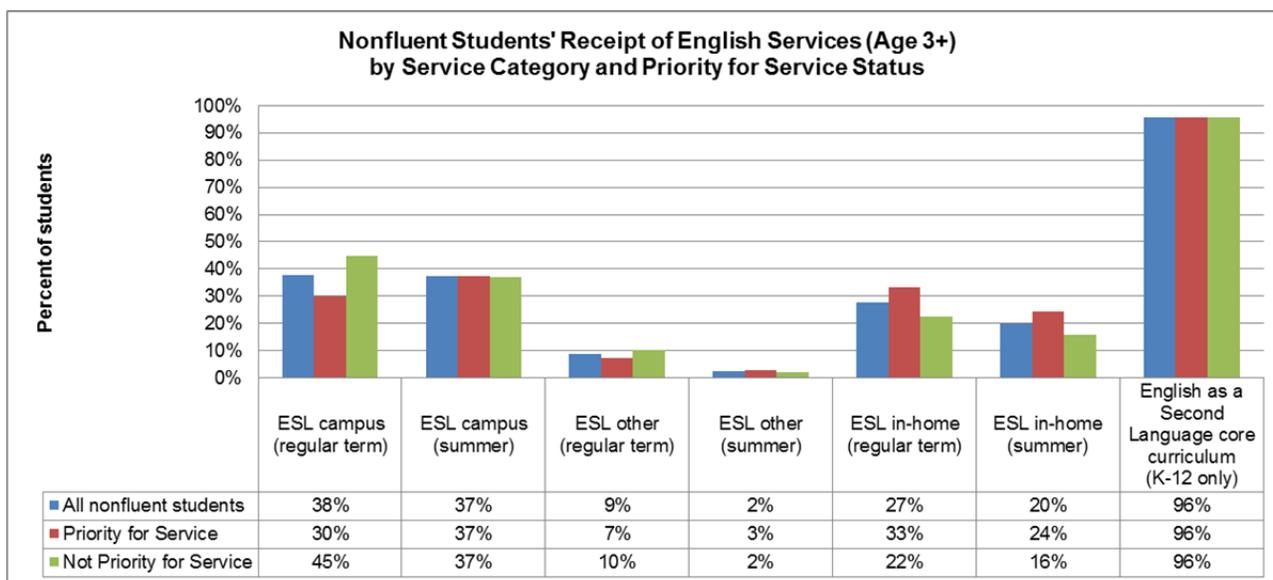
Project area percentages varied considerably. Project areas 1 and 4 had the highest percentages of students who were not fluent (95 and 95 percent, respectively). Project Area 7 had the largest percentage of fluent students (40 percent).



A majority of nonfluent K-12 students who were enrolled before June 2015 (96 percent) were coded as receiving English services through their district's English as a Second Language program during the school year. The percentage was the same for Priority for Service and non-Priority for Services students.

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 95 percent of nonfluent students three years old or older received English-related services or support, with 93 percent of nonfluent Priority for Service students receiving English-related services and 96 percent of non-Priority for Service students receiving English services. This may be a result of nonfluent students participating in English as a Second Language programming in school, receipt of which is not a factor of Priority for Service status. Some Priority for Service students have greater mobility (a factor in Priority for Service determination), which may contribute to these students being served to a slightly lesser degree.

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



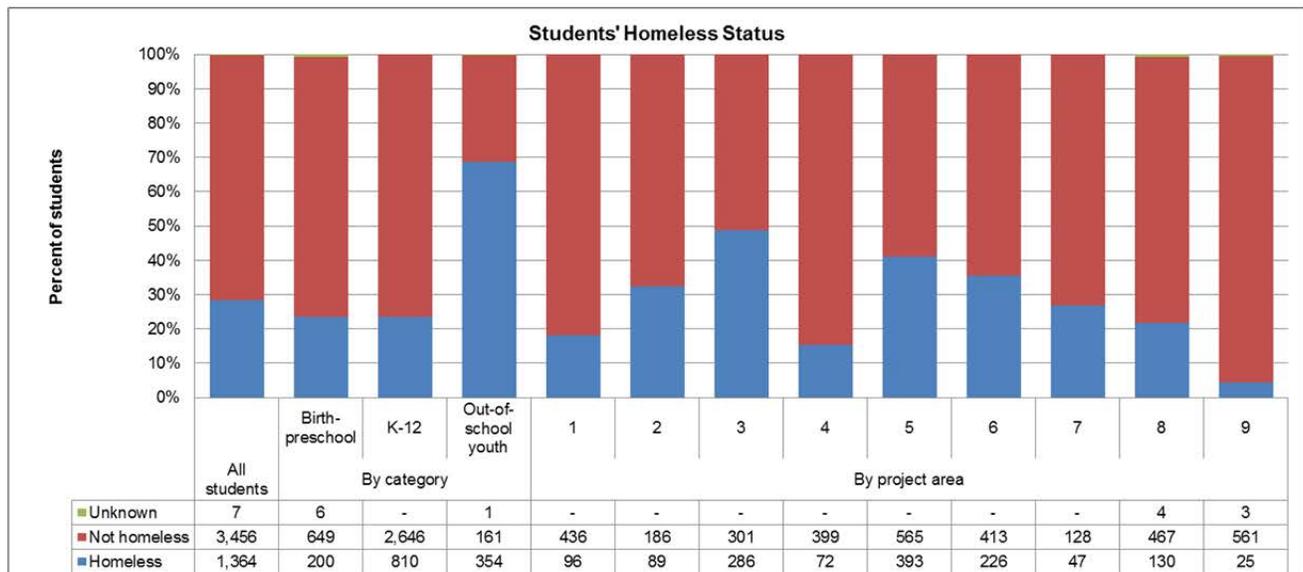
## Special Needs

Less than six percent of students were designated as having special needs (not gifted). School-age students had the highest percentage of these students (seven percent of 3,456 K-12 students having needs information), which is likely because of the formal protocols available for this population related to special needs.

## Homeless and Unaccompanied Youth

Overall, 28 percent of PA-MEP students were identified as homeless at any point during the 2014-15 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 (69 percent) of the three student categories.

Of project areas, Project Area 3 (southeast) had the largest percentage (49 percent) and Project Area 9 (southcentral) had the smallest (four percent). In the following graph, evaluators grouped all homeless nighttime status categories together to make findings easier to interpret. These include categories of doubled up, hotels/motels, shelters/transitional housing/awaiting foster care, and unsheltered.



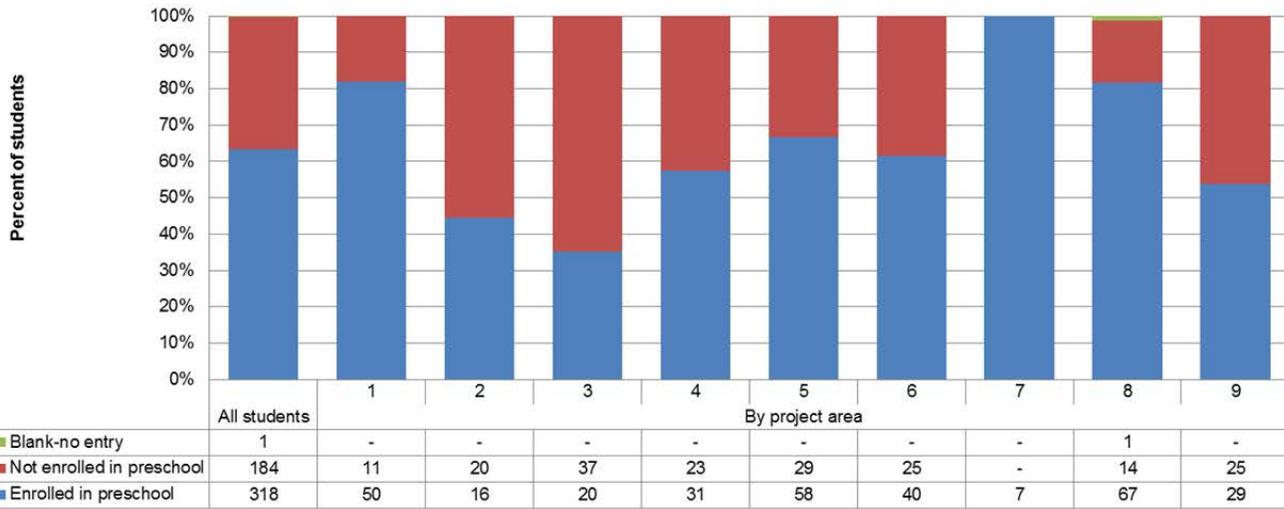
Related to homeless status, PA-MEP also collected information about whether or not students were unaccompanied youth – students who were not in the physical custody of their parent or legal guardian. Four percent of students were designated as unaccompanied youth at any point during the year, with 90 percent of unaccompanied 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, 44 percent were enrolled in a preschool program for at least part of the program year. However, of those students most likely to enroll in preschool (students ages three to five), 63 percent were enrolled in a preschool program for at least part of the year.

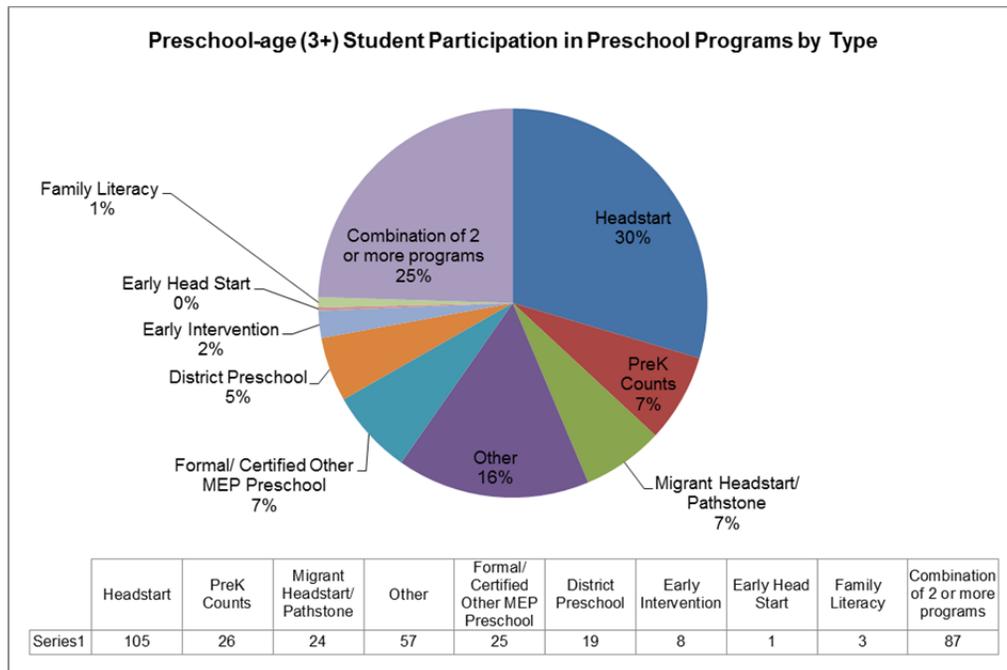
Additional needs assessment information indicated that of those students most likely to enroll in a preschool program, there were 38 students who were not originally enrolled in preschool as of their earliest needs assessment, but became enrolled at some point later in the year. As one of the *Service Delivery Plan* indicators, PA-MEP staff are expected to advocate for preschool enrollment when it is appropriate for the student, so these 38 students later enrolling in preschool programs provides evidence of PA-MEP effectiveness. These students make up 12 percent of students ages 3-5 enrolled in preschool programs.

**Preschool Enrollment Status of Students Age 3-5, Not Yet Enrolled in Kindergarten**



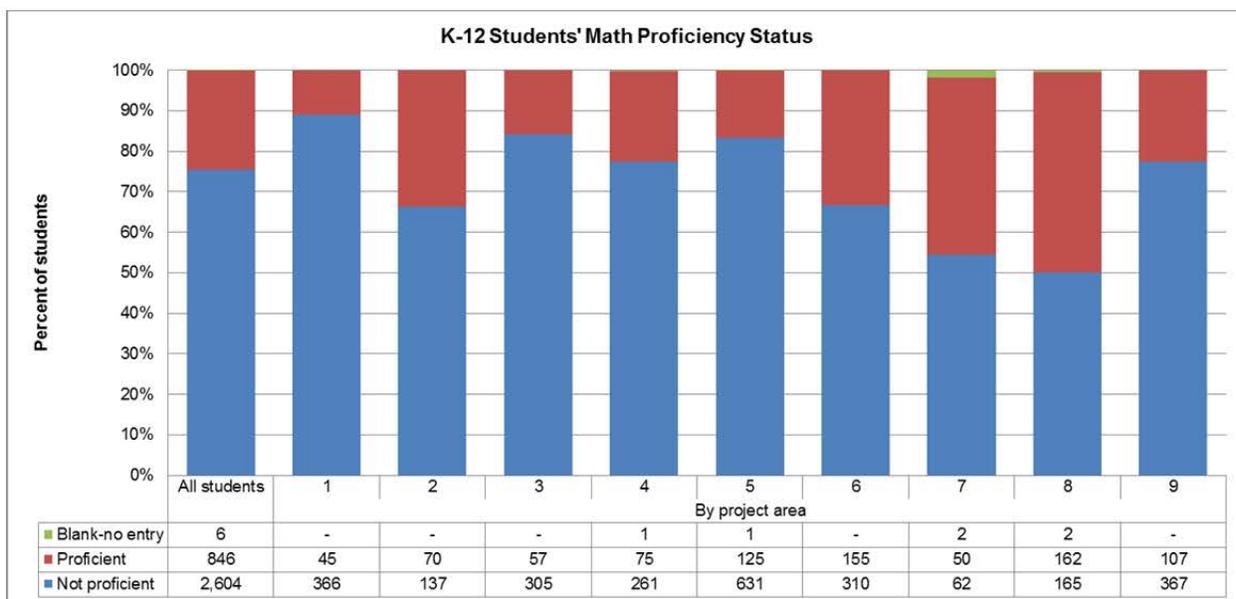
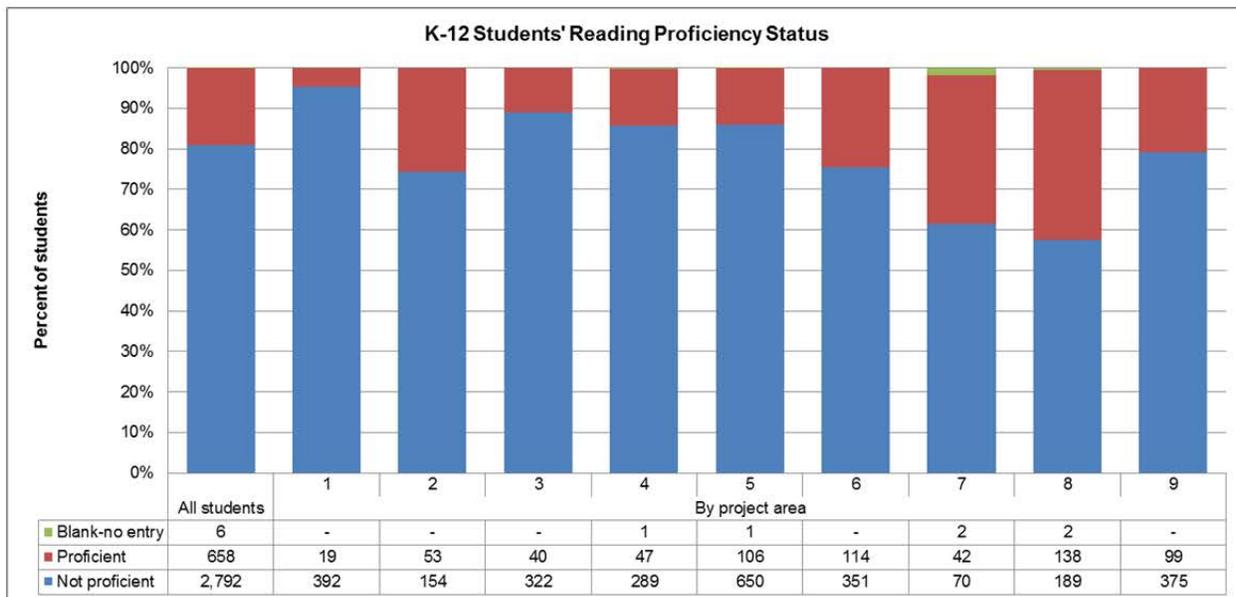
Information was also available related to the reasons that preschool-age students were not enrolled in preschool programs. This data element was added to assist the program in understanding whether non-participation in preschool programs was a choice or a factor of external influences. Non-participation appeared to be mostly related to program availability; for approximately 80 percent of non-enrolled students, the reason for not being enrolled in preschool was not a matter of choice. There were no programs in the area, no open slots, or other external factors keeping them from participating. In cases where there were no slots available, students were typically placed on a waiting list.

Service delivery data provided evidence that 417 preschool-age students over age three, or 81 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 355 preschool-age children age three or older (69 percent of preschool-age students). Students were most likely to be enrolled in Head Start (30 percent). Priority for Service students were most likely to be enrolled in other programs (27 percent), while non-Priority for Service students were most likely to be enrolled in Head Start (37 percent).



### Reading and Math Proficiency

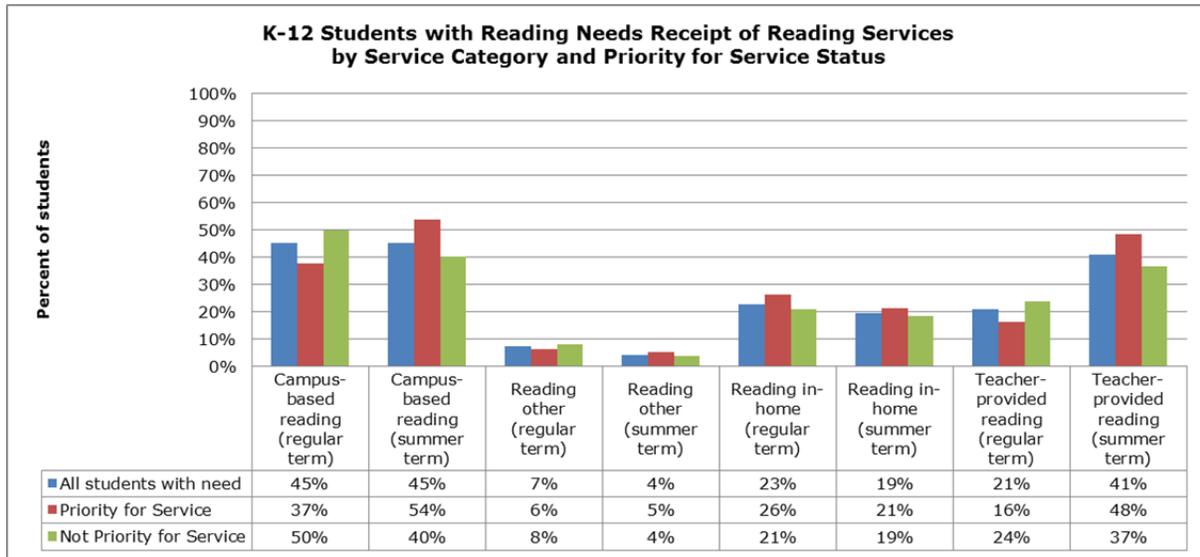
According to needs assessment entries, 81 percent of school-age students were not proficient in reading and 75 percent were not proficient in math in all grades. Proficiency could be determined using a number of indicators, including assessment data (i.e. PSSA, 4Sight, DIBELS), report card grades, PA-MEP 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 (37 percent and 42 percent, respectively). The trend was similar for math, but with higher percentages of proficient students (44 percent and 49 percent of students, respectively).



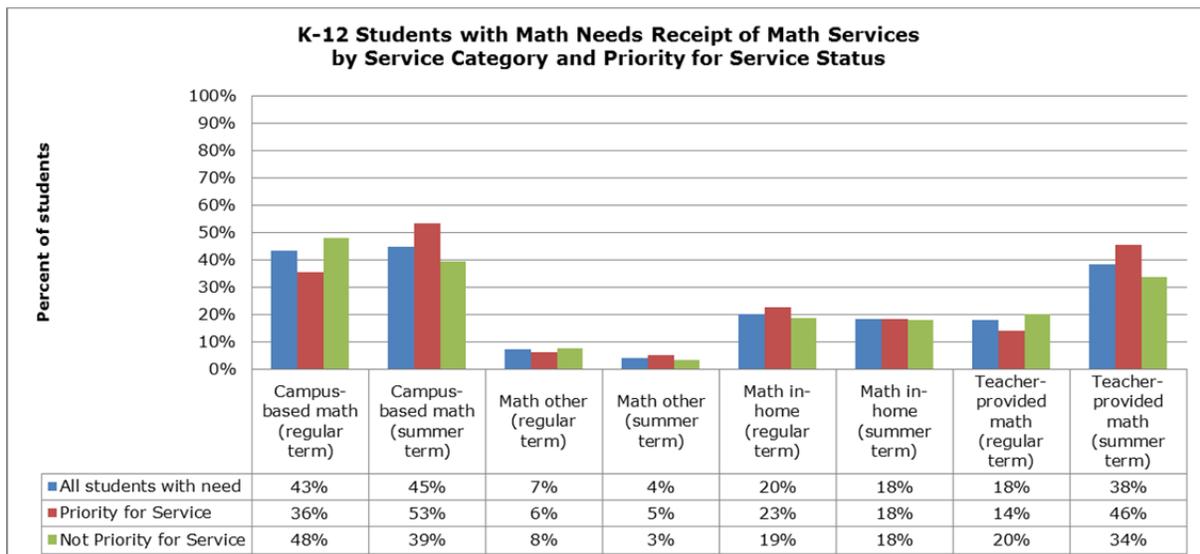
After examining the needs data, evaluators incorporated service delivery data to determine if students with needs received services in line with those needs. Reading and math service delivery and supplemental program data provided evidence that students with reading or math needs received services in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

There were 2,792 K-12 students who were not proficient in reading, of which 85 percent received reading-specific services through one or more service delivery categories. Evaluators further disaggregated this by Priority for Service status and found that 88 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. PA-MEP cannot always influence services students receive from other sources.

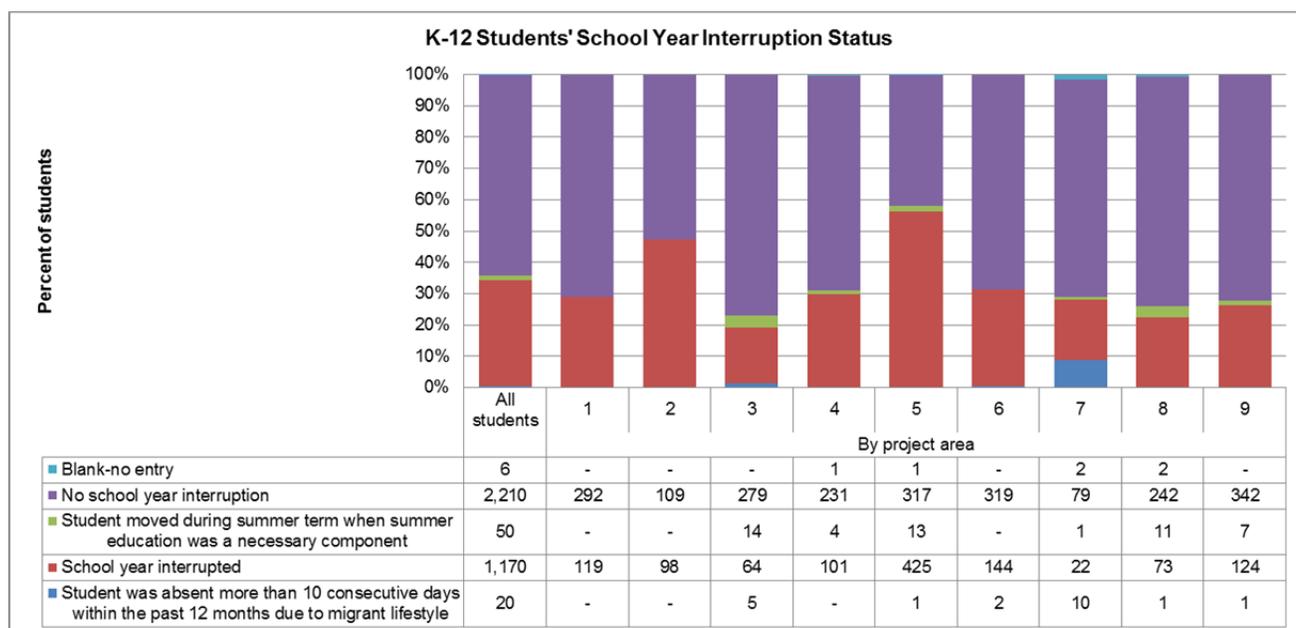


A total of 2,604 K-12 students were not proficient in math. Of these students, 82 percent received math services through one or more of the categories tracked by the program. Evaluators further disaggregated this by Priority for Service status and found that 84 percent of Priority for Service students with a math need received math services through one or more categories, while 81 percent of non-Priority for Service students were coded as such, indicating that service delivery focused on serving students designated as Priority for Service. It is also 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. PA-MEP may have little influence over services provided by other agencies.



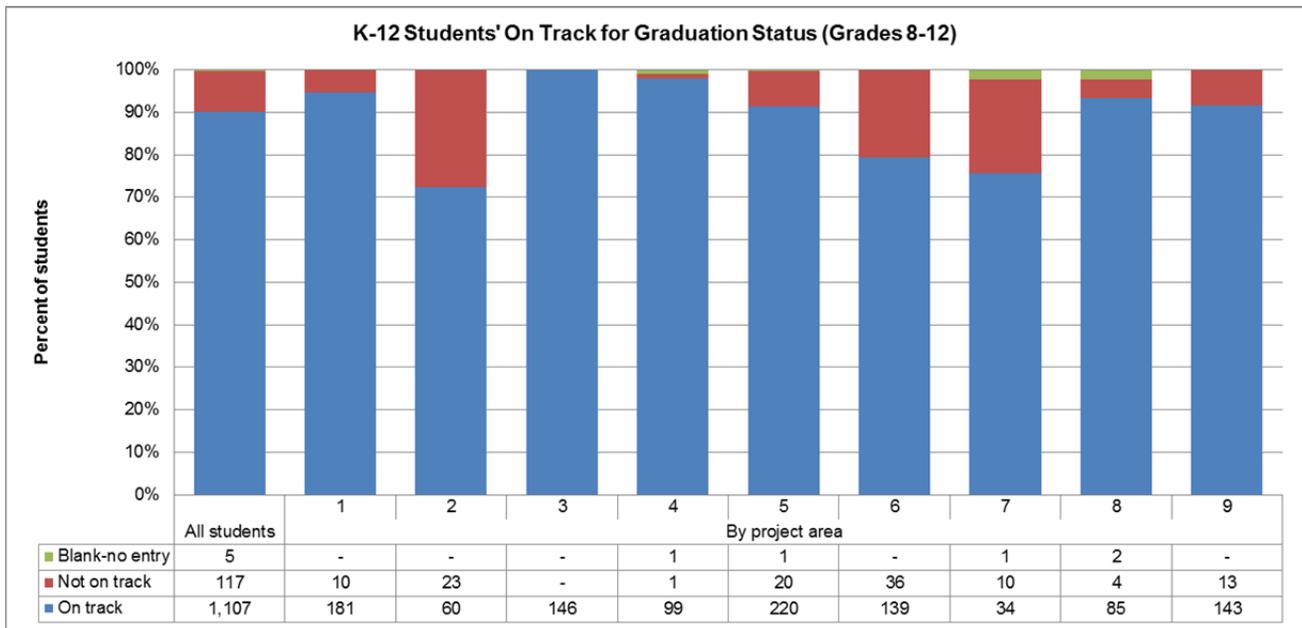
## School Year Interruption

School year interruption is a critical component of the K-12 needs assessment and is one of the Priority for Service criteria. 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 K-12 students experienced some type of interruption in the past 12 months based on either their initial or a subsequent needs assessment during the 2014-15 program year. Project Area 5 (Berks County) had the highest percentage of students experiencing interruption, with more than half of K-12 students experiencing some type of interruption in academic instruction.



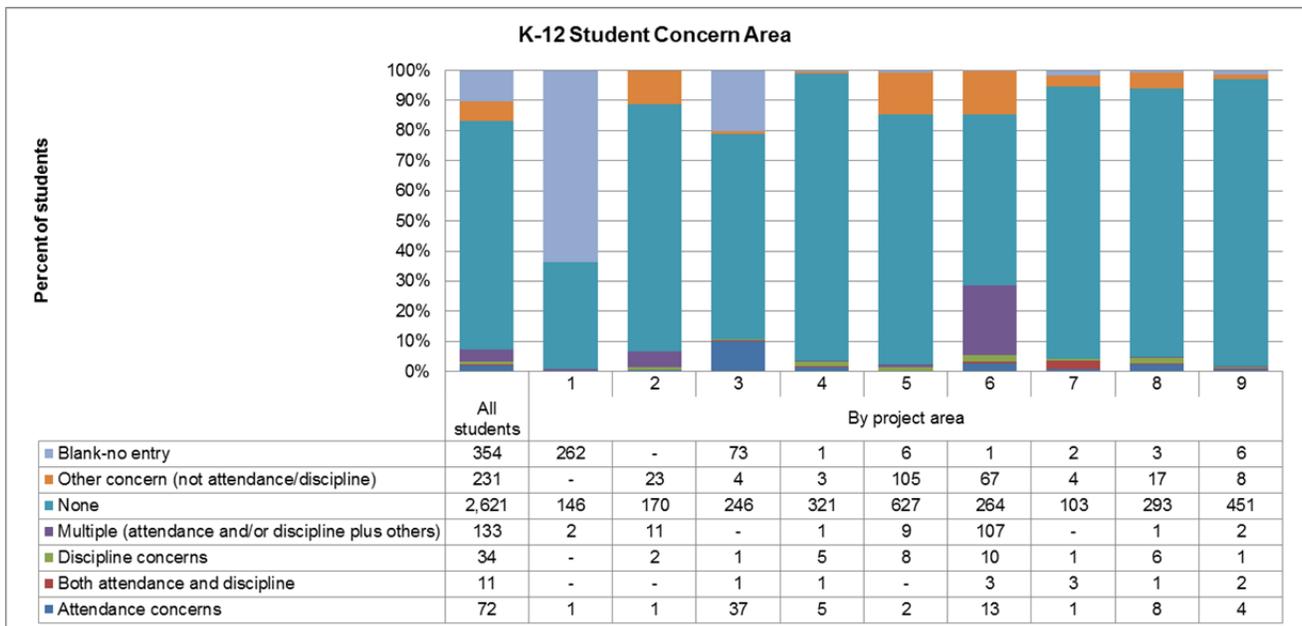
## On Track for Graduation

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. Ninety percent of the 1,229 students were determined to be on track for graduation. Project areas 2, 6, and 7 had considerably lower percentages of students on track for graduation than the other areas.



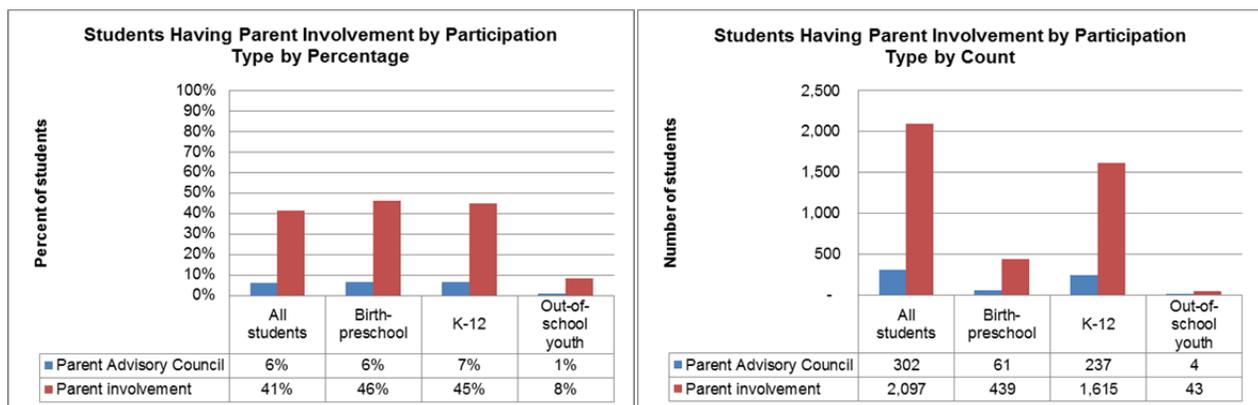
## Student Concerns

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, 76 percent had no concerns indicated on their needs assessment. Ten percent had no value indicated. Of those students who had a concern indicated in their needs assessment at any point during the year (16 percent), the largest group was those having 'other' concerns. 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.



## Parent Involvement

Parent involvement is an area of interest as evidenced by service delivery measures and parent survey efforts. PA-MEP tracks which students have one or more parents participate in parent involvement and Parent Advisory Council activities. Of the 5,084 students 2014-15 students, 2,129 (42 percent) had one or more parent (or an adult in the household in a parental role) participate in parent activities (1,827 students), the Parent Advisory Council (32), or both (270). Birth-preschool and K-12 groups had very similar participation percentages, though the K-12 participation counts were considerably higher because the K-12 population is larger than the other groups. The following graphs provide both the counts and percentages of parent involvement in terms of students.



## Educational Programs and Reasons for Leaving School for Out-of-School Youth

The majority of out-of-school youth left school because they needed to work (74 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, where 86 percent of the 516 out-of-school youth were attending, enrolled in, interested in, or had completed an English as a Second Language program, 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.

Information in this section answers the evaluation question: "To what extent did professional development occur at the state level to support program implementation?"

## **PDE-Provided Professional Development**

PDE reported offering nine training or professional development opportunities totaling 47 hours, ranging one hour to nearly 16 hours per opportunity. Of these opportunities, eight 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 74 participants per opportunity. Professional development opportunities had a varied focus with three opportunities focused on staff responsible for serving out-of-school youth, two training opportunities for summer program staff, two for student support specialists, one for new PA-MEP staff, and one for all PA-MEP staff. Two opportunities included representation from each of the nine project areas and three opportunities had representation from eight of the nine areas. Content of these trainings included topics such as *Migrant 101* (an overview of the program and basics for new staff), summer math and literacy assessments, serving out-of-school youth, data quality, and other relevant content.

The October 2014 Migrant Education state conference included a four-hour institute for data specialists as well as a breakout session on the federal Migrant Student Information Exchange (MSIX) system.

## **Professional Development for Data**

Staff from Central Susquehanna Intermediate Unit 16, PDE's contractor for management of the PA-MEP MIS2000 database, provided two data specialist trainings during the 2014-15 program year, in December 2014 and April 2015. 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.

Generally, attendance at each session included the statewide data team (five staff) and the data specialists and backup data staff for each region: two staff from Project areas 1 and 3; two staff from Project areas 2, 4, and 5; two staff from Project Area 6; one staff from Project Area 7; and two staff from 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 2014-15: a series of state Parent Advisory Council Officers' Meetings (four over the program year totaling 20 hours), two state Parent Advisory Council Meetings (totaling four days), and three parent coordinator professional development days (22.5 hours total). 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 2014.

Three of the 30 conference workshop sessions at the October 2014 state conference focused on family support and parent involvement related topics.

### **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. Each project area was required to have its recruitment coordinator and recruitment staff members participate in each training opportunity offered.

Recruitment was a topic addressed at the state conference in October 2014. Recruitment was the focus of one of six four-hour pre-conference institutes and was titled, “Advance Recruitment: How to Develop Non-Traditional Networks to Address the Recruitment of All Eligible Migrant Children” reflecting the increased focus on recruitment from 2013-14’s special recruitment examination. Also, three of the 30 conference sessions focused on identification and recruitment topics.

### **PROJECT AREA MONITORING**

Each of the nine project areas received a monitoring visit from the PDE PA-MEP team during the 2014-15 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. Information in this section answers the evaluation question: “To what extent were programs meeting contractual and programmatic expectations?”

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 14 components:

- Coordination
- Evaluation and improvement
- Funding
- Identification and recruitment
- Needs assessment and service delivery plan
- Out-of-school youth
- Parent involvement
- Preschool and in-home
- Program goals
- Program services
- State assessments
- STEM
- Student data and records transfer
- Wellness

Each component had one to eight separate compliance items, for a total of 28 compliance items. Compliance rating options included “meeting requirements,” “needs improvement,” and “not meeting program requirements.”

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, different compliance ratings were given. The majority of items were assessed by monitors as meeting requirements. Two reports rated all compliance items as meeting requirements. Two reports had 27 meeting requirements ratings and one needs improvement rating. One report had 20 meeting requirements ratings, three needs improvement ratings, and two not meeting requirements ratings, as well as two items rated as not applicable and one area did not have a compliance rating indicated. Each monitoring report outlined highlights from the monitoring site visit as well as preliminary recommendations for the project area(s).

Compliance areas having one or more needs improvement or not meeting requirements included program services, out-of-school youth, preschool and in-home, parent involvement, and needs assessment and service delivery plan.

## **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 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 September 2014 through August 2015.

Results of project area professional development reports indicate that peak professional development times were fall (October and November 2014) and to a lesser extent,

March and April 2015, most likely to correspond with migrant patterns. Activities were predominantly information sharing sessions and staff meetings.

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 300 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 March, April, and September. Outreach appeared to be less in July and December. General overview and awareness activities outnumbered all other outreach activities combined.

## **Partnerships**

PA-MEP staff are not employees of school districts. This arrangement has made partnerships a critical component to PA-MEP success. Project areas reported having 530 partners during the course of the 2014-15 program year.<sup>15</sup> Partner types varied, though the largest numbers of partners were community organizations, businesses, and school districts or other LEAs. Partners contributed in various ways: services for students, parents, or families; facilities; employment verification; referrals; volunteers; or other goods and services.

## **SUMMER PROGRAM STAKEHOLDER FEEDBACK**

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. Information in this section answers the evaluation question: "What feedback did stakeholders provide related to PA-MEP summer programs?"

### **Staff Survey**

A total of 178 individuals completed a staff survey at the conclusion of the summer program, reflecting responses from 17 of 20 summer programs. Survey respondents were a mix of new and veteran summer staff, with approximately 30 percent being with the program five or more years, 30 percent being involved for the first time, and the balance being involved between two and four years. Half of respondents (51 percent) were classroom teachers during the summer, with the balance of respondents being made up of instructional or student aides (35 percent of respondents), in-home providers (nine percent), site coordinators (three percent), and project area managers (one percent). Nearly half of respondents (48 percent) indicated they were licensed

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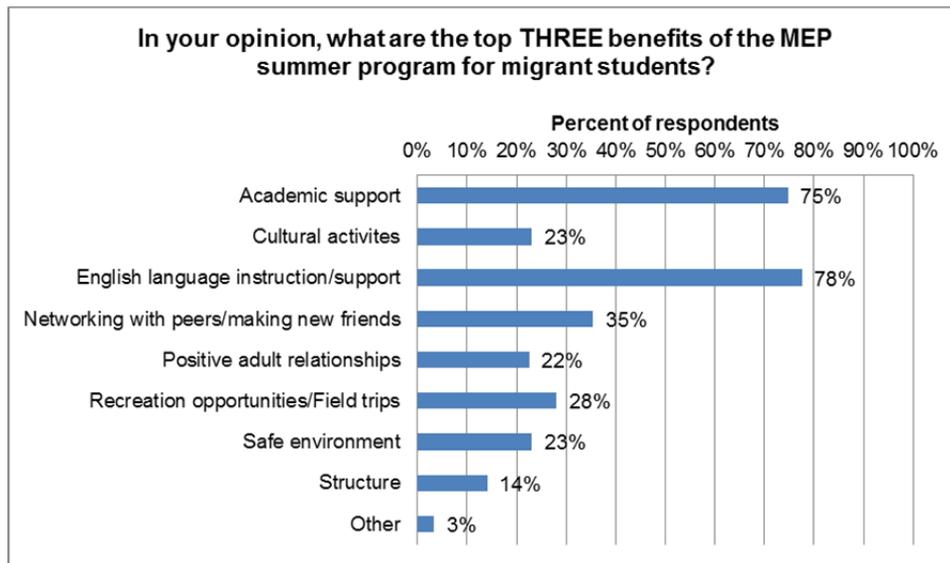
<sup>15</sup> Some organizations were listed as partners in more than one project area.

teachers (in Pennsylvania or elsewhere). However, of the 91 staff who selected “classroom teacher” as their role, 79 percent were licensed teachers.

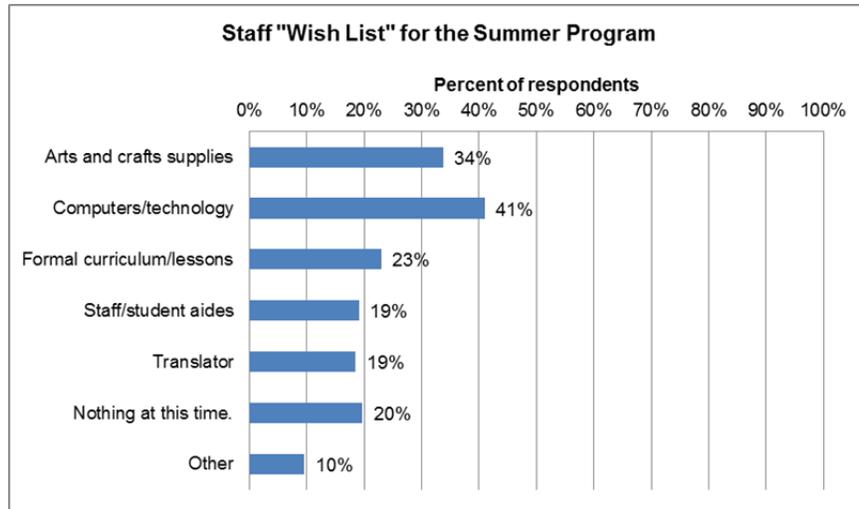
Twenty-five percent of respondents indicated that they were a former migrant student or parent of a migrant student.

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 (78 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, social skills, positive environment, pre-K readiness, and access to two meals a day.



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 (41 percent of respondents selected this item) and/or arts and crafts supplies (34 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 field trips or extra experiences; more time with students; English as a Second Language resources or staff; more support for summer assessments; more planning time; more communication; more basic supplies (i.e. paper towels); transportation for high school college/career visits; and greater consistency of theme application across classrooms.



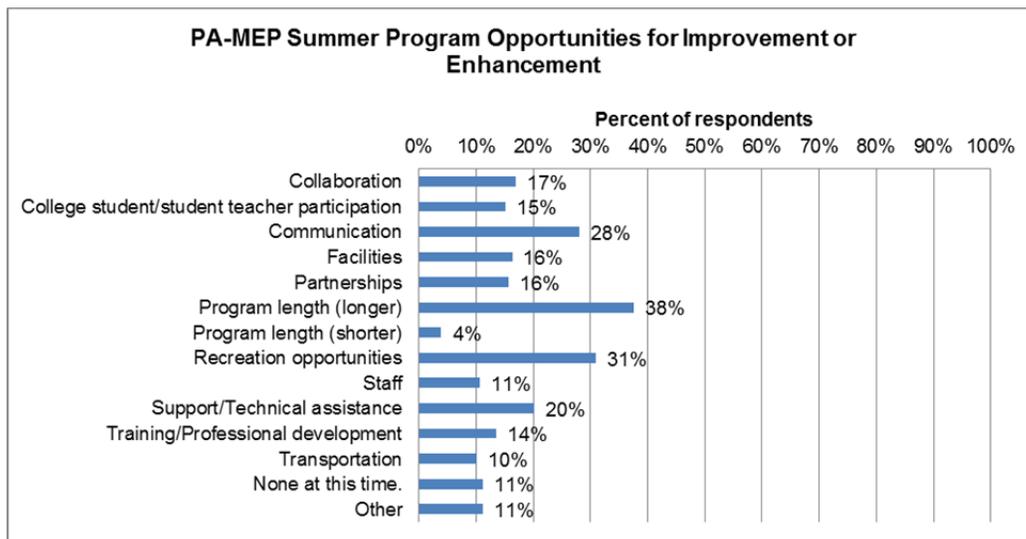
Based on past years' responses, this year's survey asked respondents to indicate their level of agreement with several statements related to the implementation of the summer program and the host site. These statements are shown in the following table, along with the percentage of respondents selecting each agreement level option. Respondents not included in these results selected "does not apply." For each statement, most respondents selected one of the agree options, with "strongly agree" responses outnumbering all other options. The statements with the highest percentages of strong agreement were related to the summer program having a positive and encouraging environment, and the respondents feeling welcome and comfortable in the host facility. Statements indicating some concern, based on the percentages of disagreement, were those related to teachers having sufficient information about students in order to plan instruction, the summer program's organization, access to host facility resources, and appropriate levels of communication from PA-MEP summer program administrators.

Table 2. Summer Staff Survey Results

| Statement   | Total Respondents | Strongly agree | Somewhat agree | Somewhat disagree | Strongly disagree |
|---|-------------------|----------------|----------------|-------------------|-------------------|
| The collaboration between MEP and partners was positive.  | 177               | 73%            | 25%            | 1%                | --                |
| I felt welcome and comfortable in the host school/facility.   | 174               | 82%            | 17%            | 1%                | --                |
| I had appropriate access to host facility resources (i.e. restrooms, computers, air conditioning, etc.) | 176               | 64%            | 26%            | 9%                | 2%                |
| The host site classrooms/facilities were appropriate and adequate for the students assigned to them.    | 176               | 74%            | 19%            | 6%                | 1%                |
| The summer program environment was positive and encouraging for students.                               | 177               | 86%            | 14%            | --                | --                |
| The summer program environment was positive and encouraging for staff.                                  | 177               | 71%            | 23%            | 5%                | 1%                |
| Collaboration among summer program staff was positive.  | 176               | 72%            | 23%            | 3%                | 2%                |

| Statement  | Total Respondents | Strongly agree | Somewhat agree | Somewhat disagree | Strongly disagree |
|--|-------------------|----------------|----------------|-------------------|-------------------|
| The level of communication from MEP summer program administrators was adequate.                                  | 177               | 63%            | 27%            | 6%                | 5%                |
| MEP provided adequate training for summer program staff.   | 173               | 65%            | 26%            | 8%                | 1%                |
| Teachers had sufficient information about students at the beginning of the program in order to plan instruction. | 169               | 44%            | 35%            | 13%               | 8%                |
| The summer program was well-organized.   | 174               | 55%            | 30%            | 9%                | 6%                |
| Summer program activities provided both academic and enrichment opportunities for students.                      | 176               | 75%            | 20%            | 3%                | 2%                |

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 a longer program (38 percent), recreation opportunities (31 percent), and communication (28 percent of respondents). “Other” responses reflected many of the items included in the preceding “wish list” question. “Other” improvements noted that were unique to this question included: better food or access to food heating resources; more support or options for English language learners; and transportation.



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 wanting to help the students; cultural learning (for students and staff); enjoyment; personal or professional growth or experience; and past experience with the program.

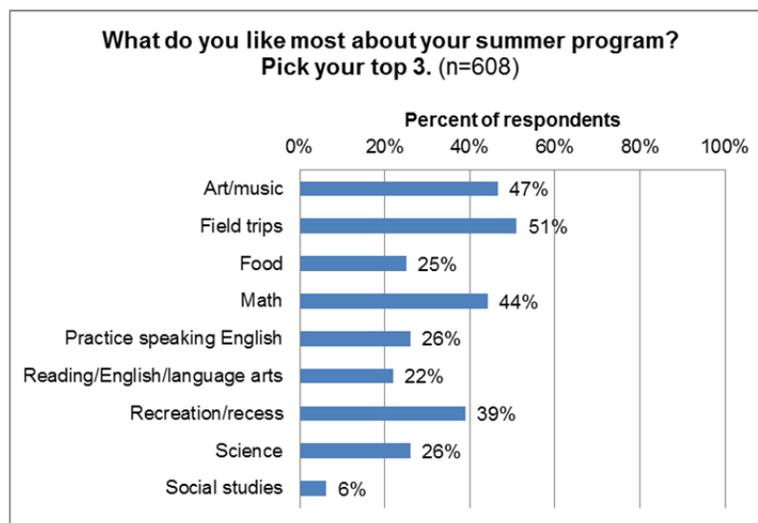
Despite the needs and challenges mentioned in survey responses, respondents were generally very positive about the students and/or program and the staff’s experience during the summer.

## Student Survey

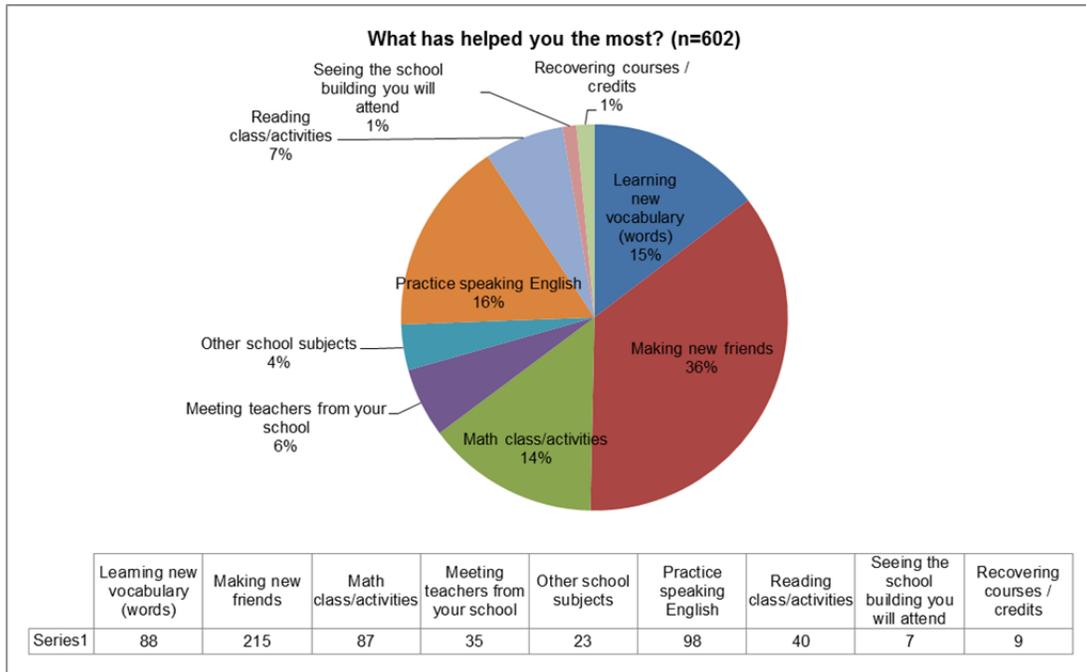
In addition to the staff survey, participating students completed a brief survey about their experience in PA-MEP summer programs. The survey was available online and on paper. A total of 607 students age seven or older completed the survey; 86 percent of respondent students were 14 years old or younger. Of the 20 summer programs, at least 16 programs were represented in the survey data. Some respondents did not indicate or provide the name of the summer program they attended.

In the graphs that follow, the total number of respondents is indicated in each graph (*n*), as not all respondents answered each question.

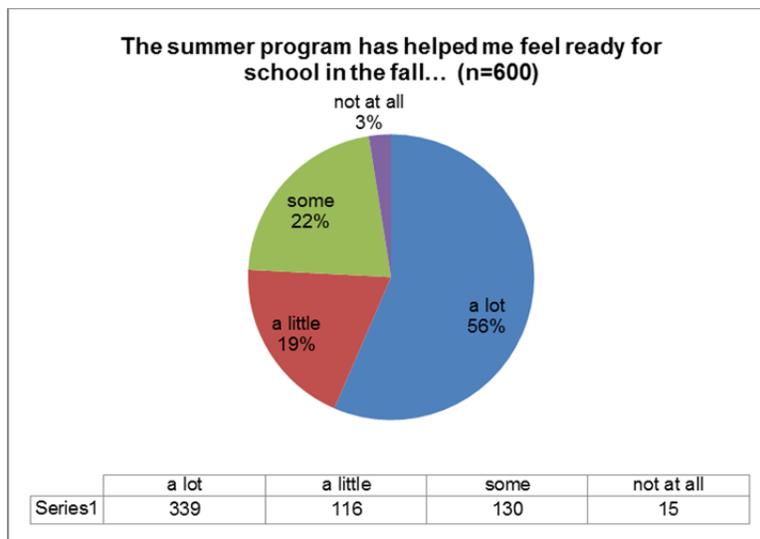
When asked what they liked most about the program, students most frequently selected field trips (51 percent), followed by art/music (47 percent), and math (44 percent). Students were asked to select up to three of their favorite program areas.



Students indicated the summer program components that helped them the most from a provided list. More than half (52 percent) indicated making new friends (36 percent) or practice speaking English (16 percent).



Nearly all students indicated that they thought the summer program helped them to some degree to feel ready for school in the fall, with more than half (56 percent) reporting that the program helped “a lot.”



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 (85 percent of respondents). Of the 15 percent who indicated that they would not attend the program again, 27 percent of these students' explanations indicated that they knew they would not be eligible to come back the following year and/or they would not be in the area; 30 percent did not provide a response; 21 percent indicated that they would not come back because they did not like the program, were bored, were not interested, or for other reasons; and 22 percent did not provide a substantive response that could be categorized.

The survey asked students what they would add to the PA-MEP summer program if they were asked to help plan the program; approximately 80 percent of survey respondents provided a substantive answer. Themes of responses focused on art; better food; clubs; dance class; more computer time; more field trips; more recreation (time, activities, and/or opportunities to go outside); more math activities; music; sports; more time to practice English; and swimming/pool access, with food, recreation, and field trips being the predominant responses.

### **The Power of Youth Summer Leadership Program**

During summer 2015 PA-MEP offered a week-long middle school student leadership program called The Power of Youth.<sup>16</sup> A total of 45 students attended the program at Lebanon Valley College. 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 (eight) were responsible for implementing and directing activities. PA-MEP staff organized the logistics of the program and recruited six college students serve as counselors and to assist with program implementation.

Students completed several Power of Youth surveys during the program. As such, PA-MEP did not ask students to complete a separate survey. The Power of Youth provided summary information about student feedback from its web-based feedback collection system. Feedback collection was streamlined from the prior year.

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<sup>16</sup> <http://www.coolspeakers.net/services/programs/power-of-youth>

Overall, the feedback was very positive, with students rating activities an average of seven or better on a 10-point scale. Open-ended comments showed indications of self-confidence, future academic goals, empowerment, motivation, and related themes.

## 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 2015 at Lebanon Valley College, where 48 students participated. In addition to the week's personal development and educational activities, students visited Conversation Hall<sup>17</sup> in Philadelphia and held a mock debate where Lisa Ramirez, Director, Office of Migrant Education at the United States Department of Education moderated. 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 was staffed by one camp director facilitator, one instructional facilitator, 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. Various guest speakers and breakout session presenters contributed other perspectives.

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 participate.<sup>18</sup>

Students (42; 88 percent) completed a survey at the conclusion of the Student Leadership Institute. The majority of the questions asked participants to indicate their opinion of 34 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 three of the 34 items all respondents chose "strongly agree" or "somewhat agree." These statements addressed understanding the history

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<sup>17</sup> [http://www.phila.gov/virtualch/conversation\\_hall.html](http://www.phila.gov/virtualch/conversation_hall.html)

<sup>18</sup> 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.

and services provided by PA-MEP, getting information that encouraged the student to consider college as a future goal, and understanding the rules of the Institute.

For the remaining items, between one and eight respondents chose other answer options. Statements with the most disagree responses were:

- “Pool time was a new opportunity for me.” Nine respondents indicated they disagreed to some extent with this item.
- I feel more comfortable speaking publicly. Six respondents indicated they disagreed to some extent with this item.
- “I knew what was expected of me.” Four respondents indicated they disagreed to some extent with this item.
- “I had enough time to conduct necessary research for the debate.” Four respondents indicated they disagreed to some extent with this item.

For 20 statements, between one and three respondents selected either “disagree” or “strongly disagree” and for seven statements, no students disagreed with the statement, but between one and three respondents selected the “I am not sure” response option.

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 and the process by which a bill becomes a law, the college-like experience and/or learning about college, learning new things, public speaking, making new friends and/or meeting new people, hearing from the counselors, having fun, self-confidence and personal growth, doing something different every day, broad range of topics covered, the medicine wheel presentation, leadership skills, teamwork, the support from the staff, and going swimming. Activities and workshops that were most helpful had similar themes, with the debate, planning for college, psychology activities, journal writing, Native American presentation, researching, public speaking, making sleeping bags for families experiencing homelessness, the tree-drawing activity, and dancing 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 dancing, swimming, the workshop on sexually-transmitted diseases, the Native American presentation, the tree activity, how to debate, and the movie about Cesar Chavez.

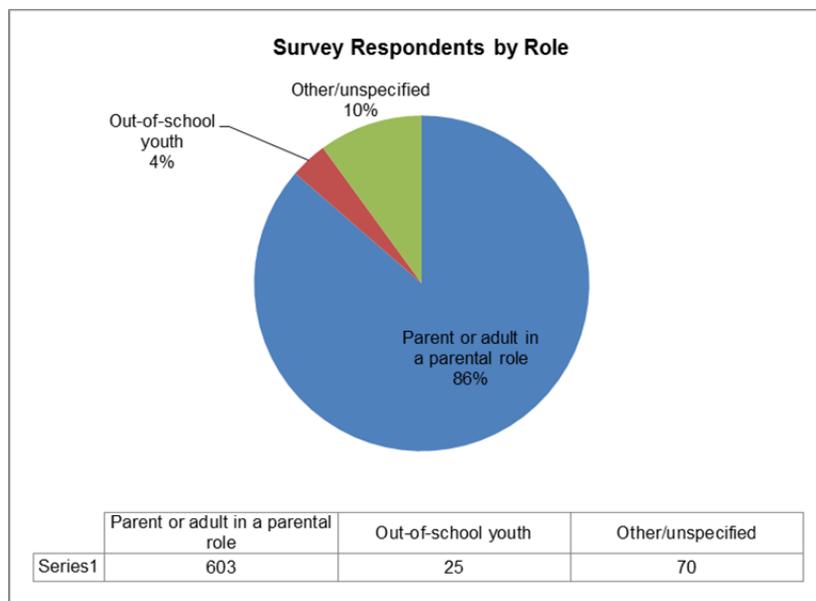
Common comments about what they would change included suggestions like: better food, more free time or more time to socialize and get to know other students, no dancing, help writing a resume, less work, more activities, more time or longer program, more time to sleep and/or go to bed earlier, more diversity, and more time for research. Several students indicated that the program should continue in its present form.

Overall, comments were very positive with students pointing out those things that made a difference to them and what they appreciated, with nearly all students indicating it was a fun experience where they learned a lot and gained confidence.

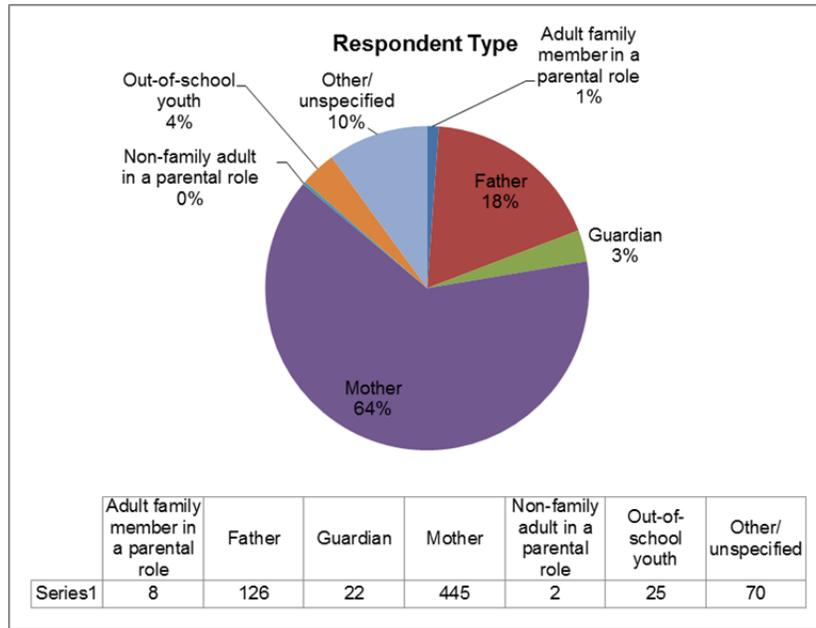
## PARENT AND OUT OF SCHOOL YOUTH COMPREHENSIVE SURVEY 2015

During the late summer and early fall of 2015, the Migrant Education Program (PA-MEP) administered a survey to parents and out-of-school youth relative to *Service Delivery Plan* focus areas. The survey was intended to gather feedback and information from participants and migrant families about needs, interests, and current behaviors so the program can make informed decisions about planning programs and services. Information in this section provides findings relative to *Service Delivery Plan* Measurable Performance Objectives.

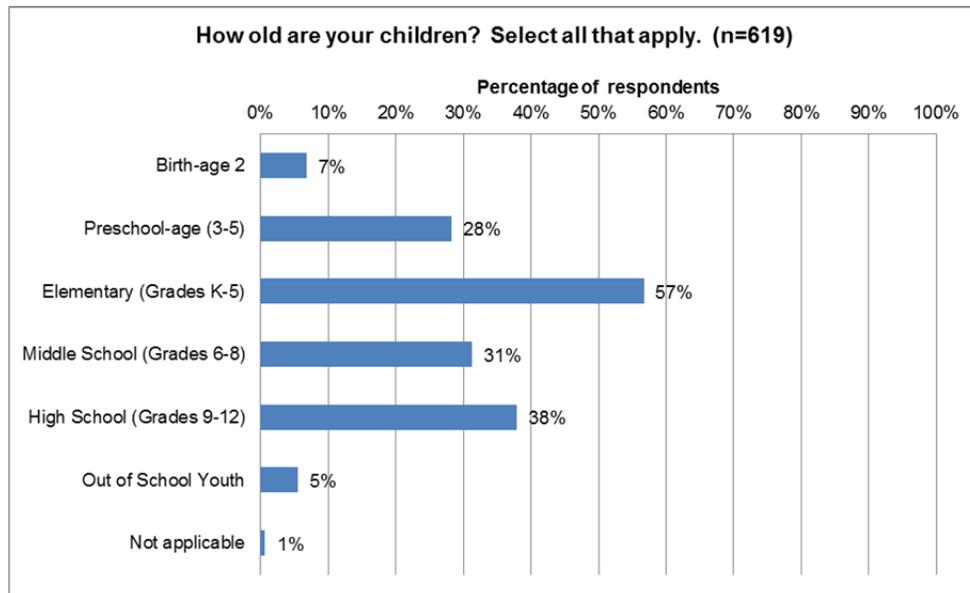
A total of 698 individuals responded to the survey,<sup>19</sup> with the majority of respondents being parents or adults in a parental role (86 percent), and most of these being mothers.



<sup>19</sup> Not all respondents answered all questions. For items where fewer than 698 individuals are included, the number of respondents is indicated in the chart by (n=#).



Parent respondents represented all student age categories, though more than half of respondents had one or more children who were of elementary school age. Fifty-three percent of respondents indicated having children in two or more of the provided categories.



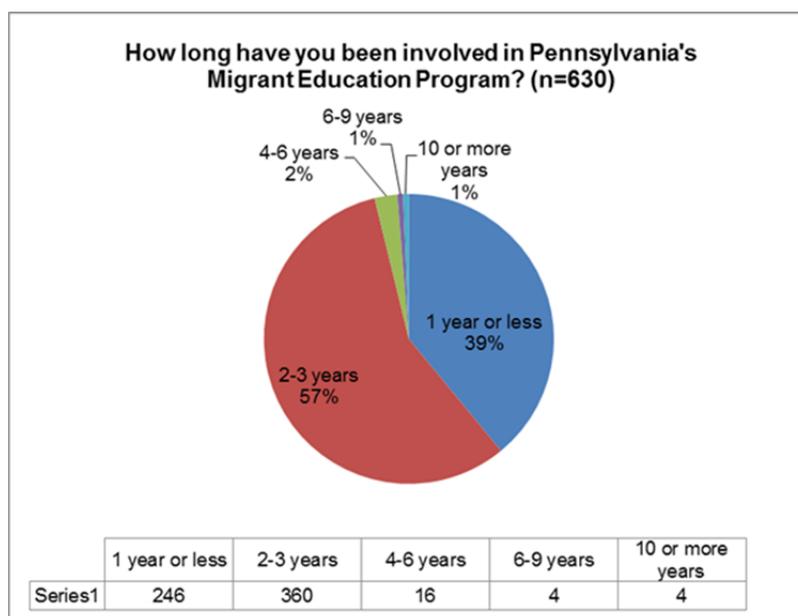
Based on a comparison of eligible children and youth during the survey window, these survey results collectively represent 28 percent of migrant children and youth eligible and present during the survey window.

All nine project areas were represented with percentages surveyed being similar, more or less, to the percentage of eligible individuals in each area. The same was found when results were linked to race and home language percentages; survey results appear to be relatively proportional to the individuals present and eligible.

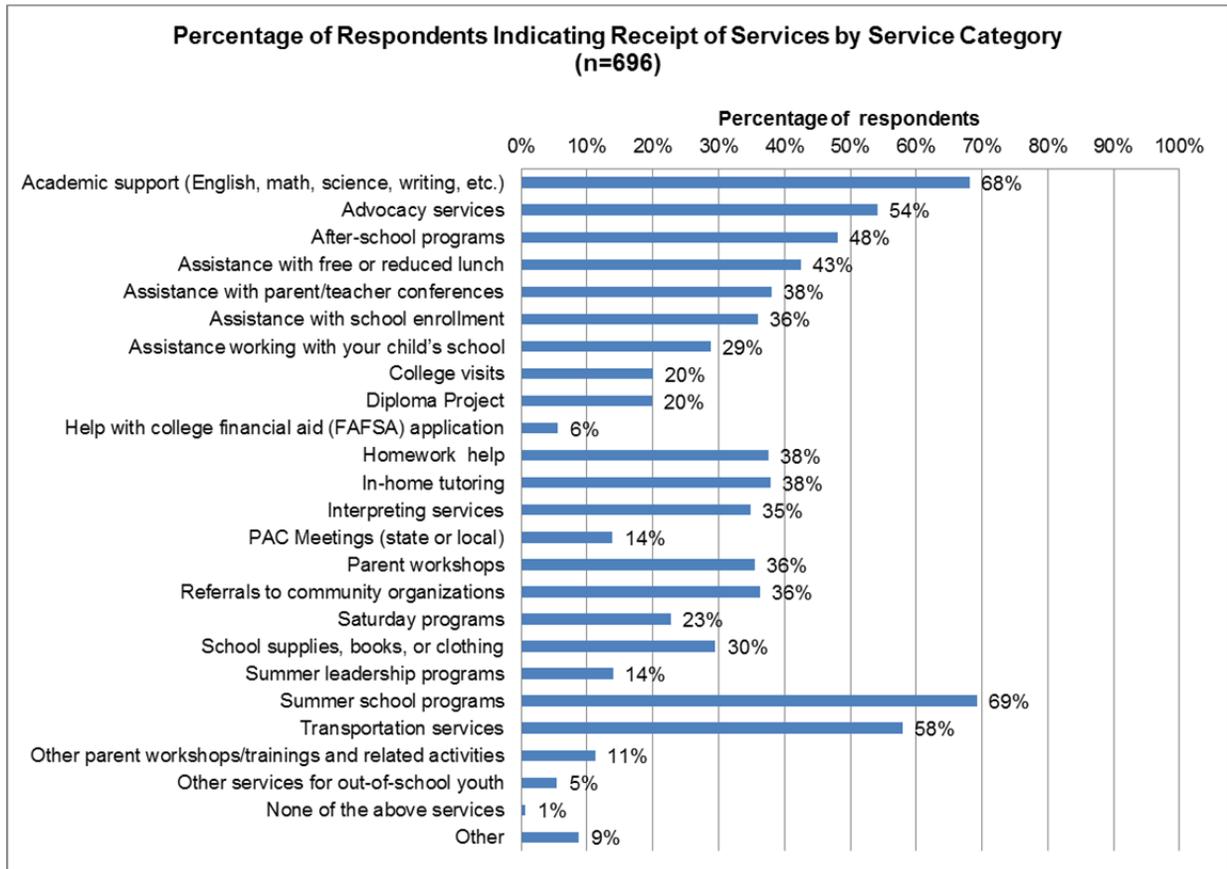
Representation information is an approximation, as some survey results could not be matched to student or family records due to some respondents/families requesting to remain anonymous and inconsistent identifier reporting. There were only two languages not represented in the survey results that had 10 or more eligible individuals statewide: Creole, which had 14 eligible individuals across the state, and Mam, which had 20. It is possible that these languages could be represented by survey responses that could not be matched to students or families.

Given the breakdown of respondents by location (project area), home language, and race, it appears that the results may be reasonably representative of Pennsylvania's migrant population. However, readers should note that there may be factors that influence these results that were not measured that may or may not be relevant. For example, those surveyed were located, and a defining characteristic of migrant population is that they make frequent moves. Individuals that could not be located because of this lifestyle might have differing perspectives. This survey was intended to assist program staff and leaders in identifying areas of need and for planning purposes. As long as staff recognize the limitations on these results in terms of who they do and do not reflect, the results can be a very helpful resource.

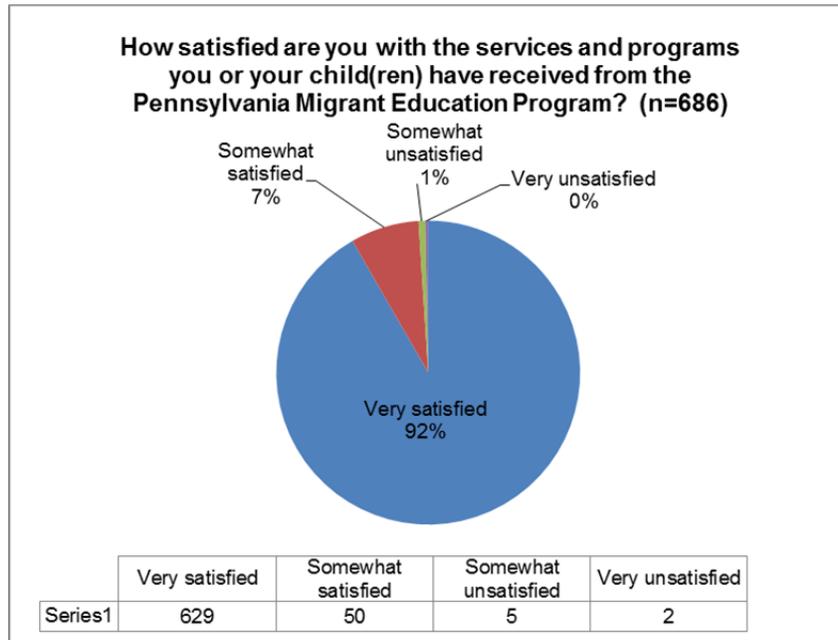
Nearly all respondents (who answered the question) indicated that they had been involved with the PA-MEP for three or fewer years. As a reminder, while PA-MEP eligibility is 36 months, individuals may re-qualify for additional 36-month terms with qualifying moves, which accounts for those indicating terms of more than three years. However, given the numbers indicating three or fewer years, these results indicate a potentially more mobile and/or new-to-Pennsylvania population.



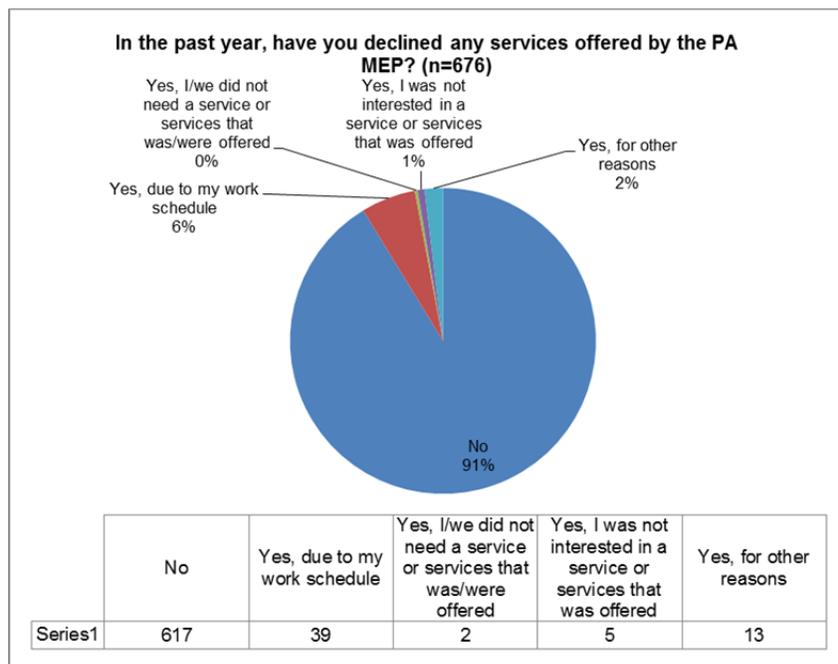
To get a sense of the types of services provided, respondents were asked to indicate from a provided list those services that they or their family received in the preceding 12 months. Summer school programs and academic support were indicated most. Other responses included clothing, English classes or lessons, food, health-related services, parent/preschool classes, toys, and other individual needs. Other items mentioned predominantly indicated services for which PA-MEP provided a referral, among others.



Most respondents indicated they were very satisfied with the services and programs they received from PA-MEP as shown in the following chart.

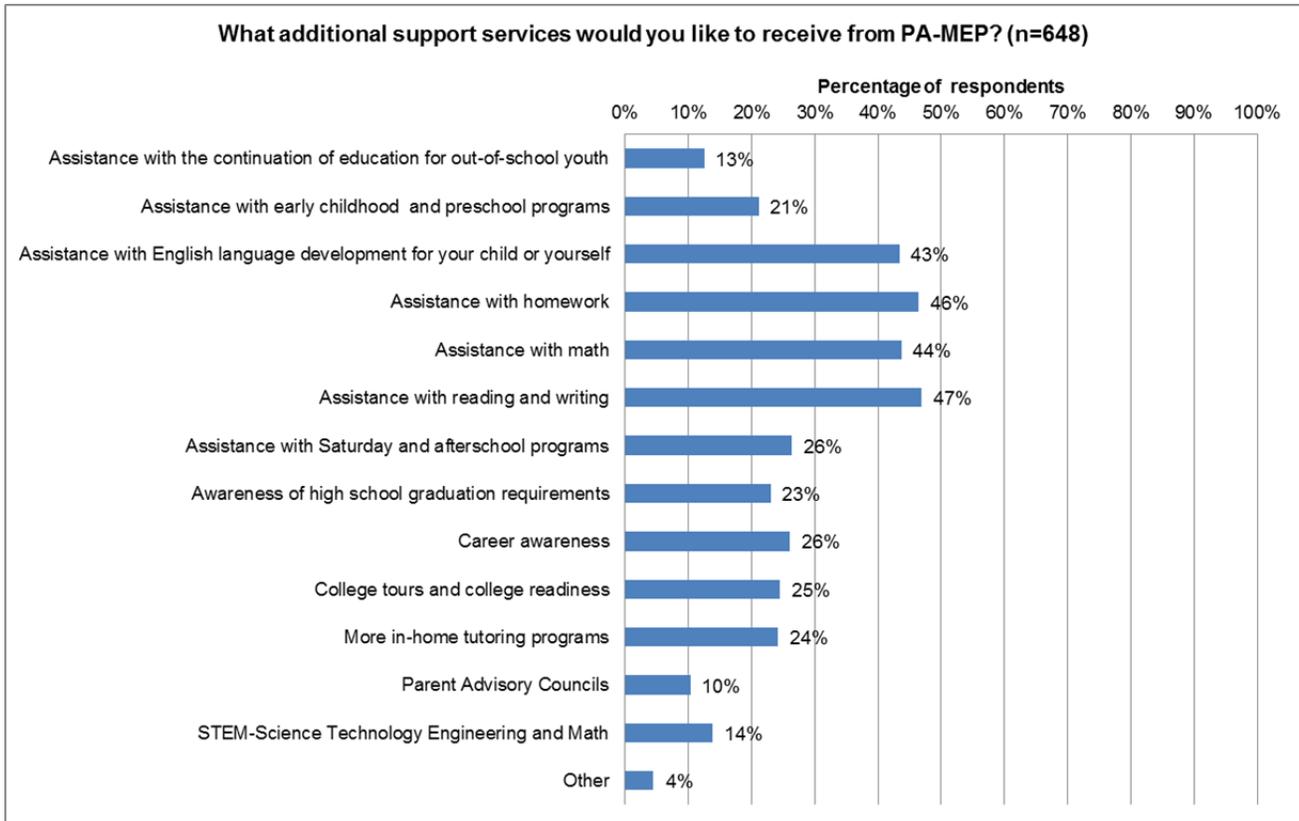


Few respondents had declined PA-MEP services in the past year (nine percent), with the largest portion of those declining services citing their work schedule as their reason for declining.

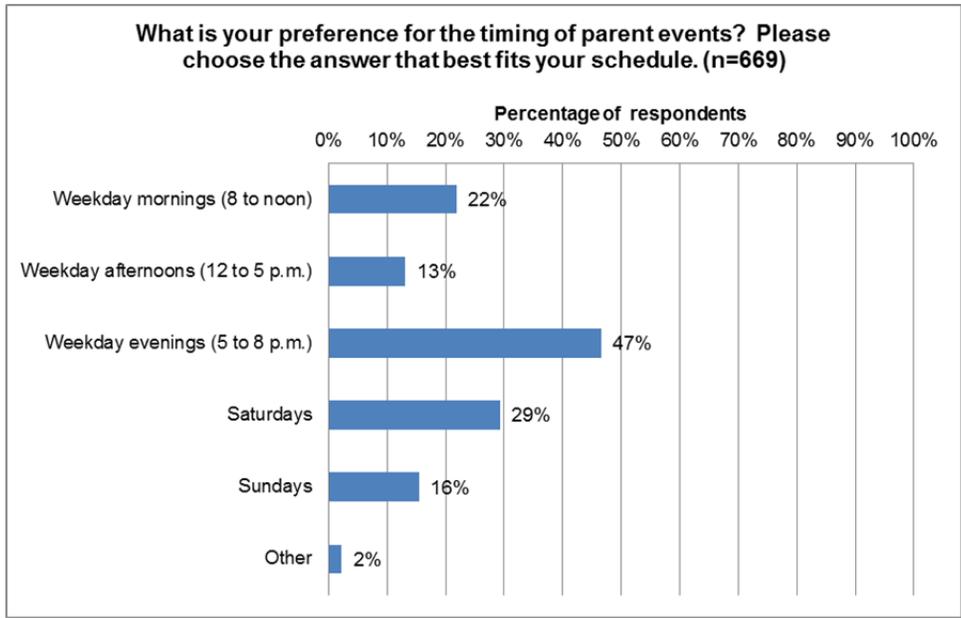


Respondents were mostly likely to communicate with PA-MEP a few times per month (36 percent), monthly (24 percent), weekly (20 percent), or other frequencies (20 percent).

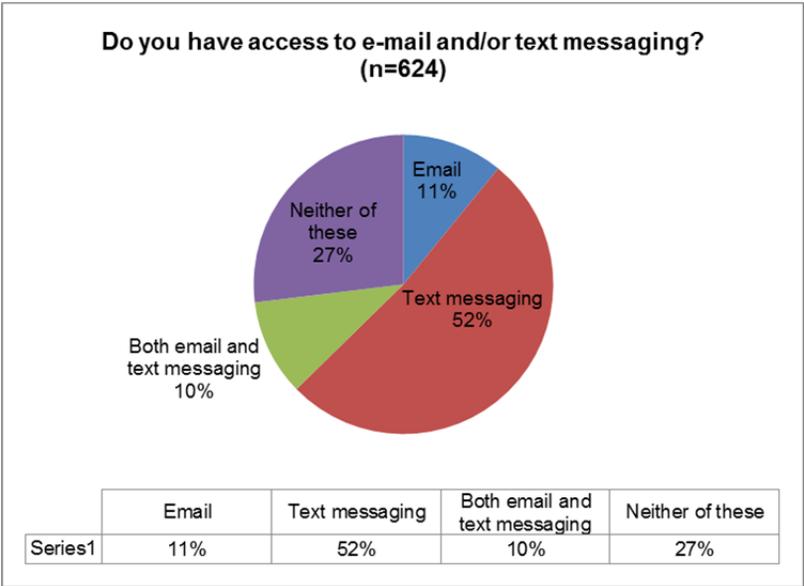
Areas where large numbers of respondents indicated a need or interest for services, overall, included assistance with reading and writing (47 percent), assistance with homework (46 percent), assistance with math (44 percent), and/or assistance with English language development for their child or self (43 percent). Other responses included English classes for parents, sports, and individual-specific needs.



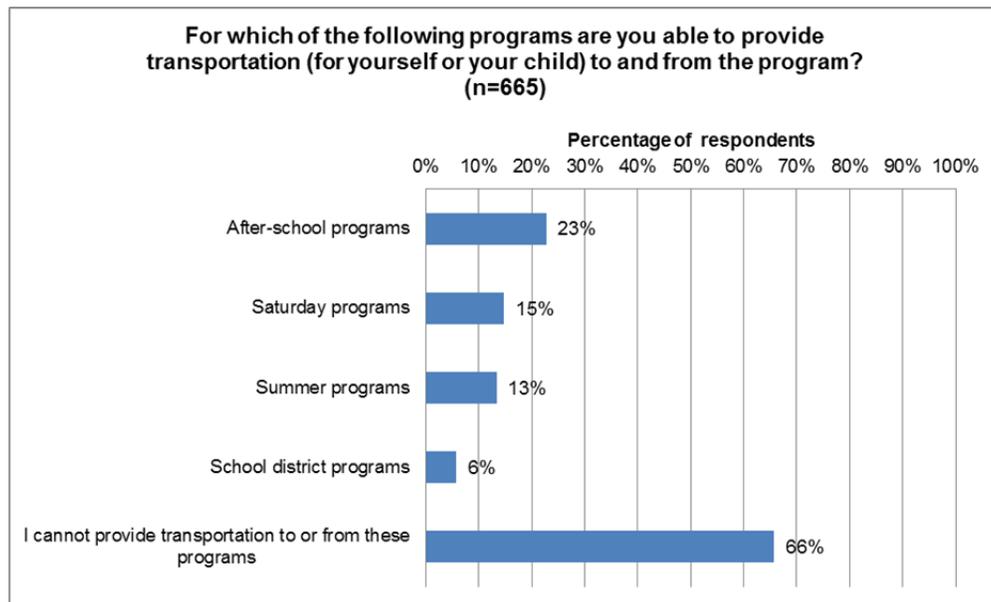
In order to best schedule events, the survey asked respondents to indicate the time option that best fit their schedule. Overall, 43 percent of all respondents indicated weekday evenings were most conducive to their schedule. Saturday was the next popular option (31 percent). The few other responses provided specific days or times that were best, with a few indicating that any time was fine.



In terms of communication modes, text messaging was the most widely available communication mode (alone or with email). More than a quarter of respondents indicated they had neither email nor text messaging as an option.



Many respondents (66 percent) indicated they were not able to provide transportation to and from the questioned programs (respondents could select more than one option). Of those who were able to provide transportation, they were most likely to indicate after-school programs as a possibility. PA-MEP asked this question for planning purposes, not about past history of transportation.



## High School Graduation and Postsecondary Education

For those respondents who indicated that they had one or more children enrolled in grades 8-12,<sup>20</sup> the survey included questions about high school graduation and postsecondary options; 272 respondents answered one or more of the questions in this section of the survey. Survey results indicate that parents do not believe that they know a great deal about school requirements related to high school graduation, as shown by 64 percent indicating that they have 'no idea' or know 'a little' about these requirements. Twenty-four percent (of 247) indicated that they knew about school requirements related to technical or career and post-high school options; 76 percent indicated that they did not know about such requirements. When asked how many credits their child needed for graduation, 50 percent indicated that they did not know. Similarly, when presented with a list of assessments and asked to indicate which of the listed assessments was usually required for college, 67 percent responded that they were not sure; 22 percent selected the SAT or ACT.

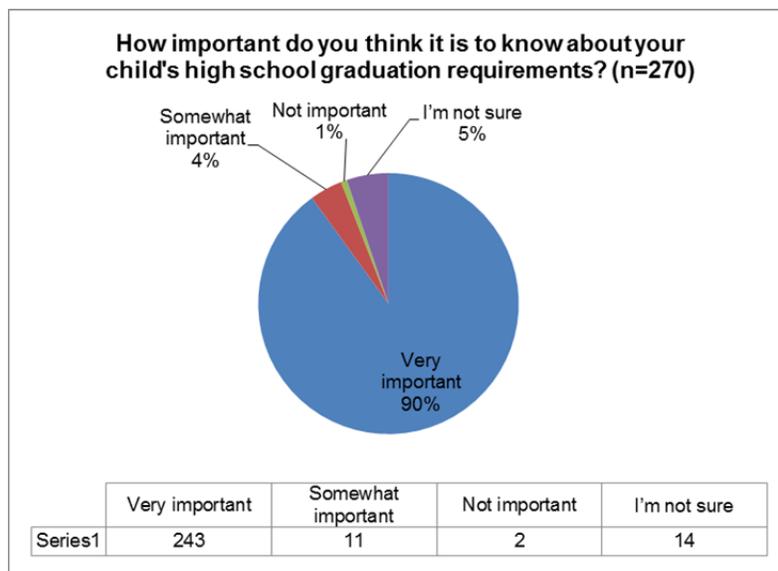
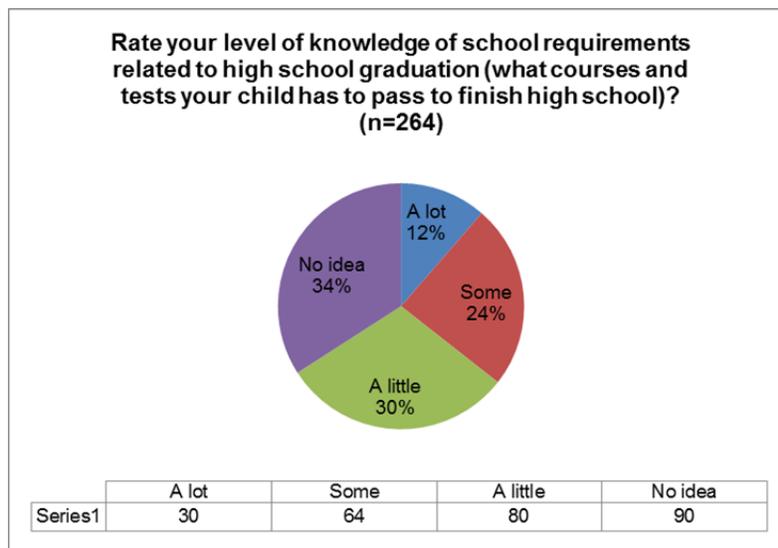
Despite this self-assessed lack of knowledge, responses indicate that parents surveyed value education and educational achievement:

- 90 percent of respondents indicated they believed it was very important to know about these requirements (of 270 respondents)

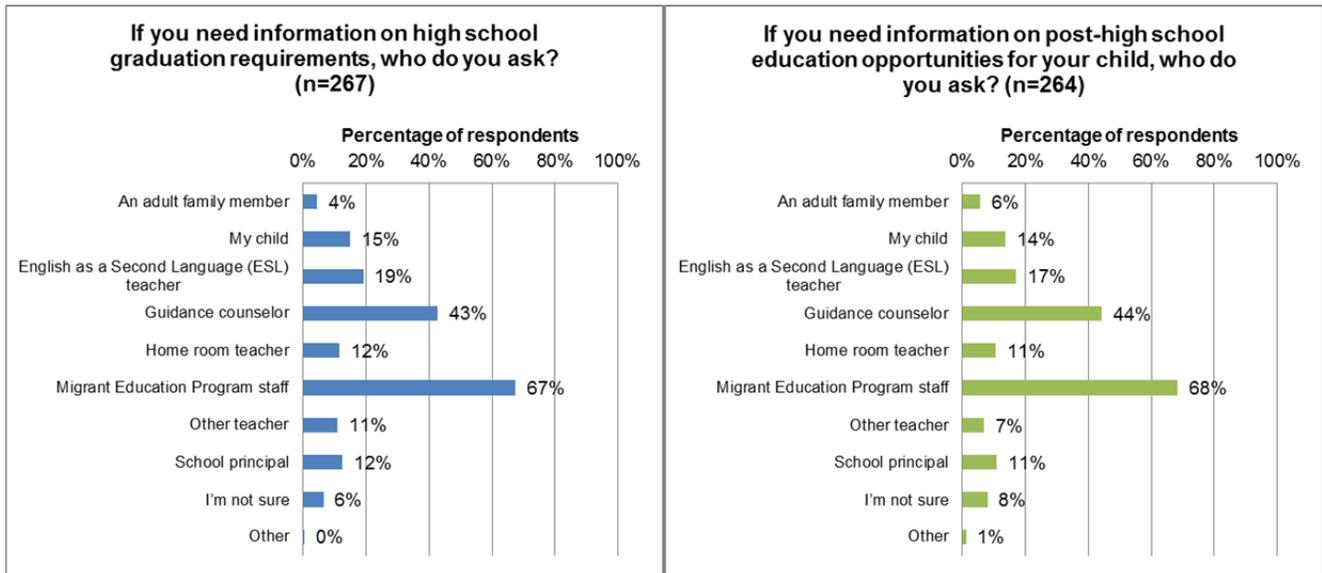
<sup>20</sup> Survey results also include responses for two out-of-school youth.

- 84 percent of respondents indicated that they thought an A was a good grade (of 268 respondents)
- 97 percent indicated that it was “very important” to them that their child graduate from high school (of 257 respondents)
- 94 percent indicated that it was “very important” to them that their child continue their education after high school in college or another school (of 265 respondents)

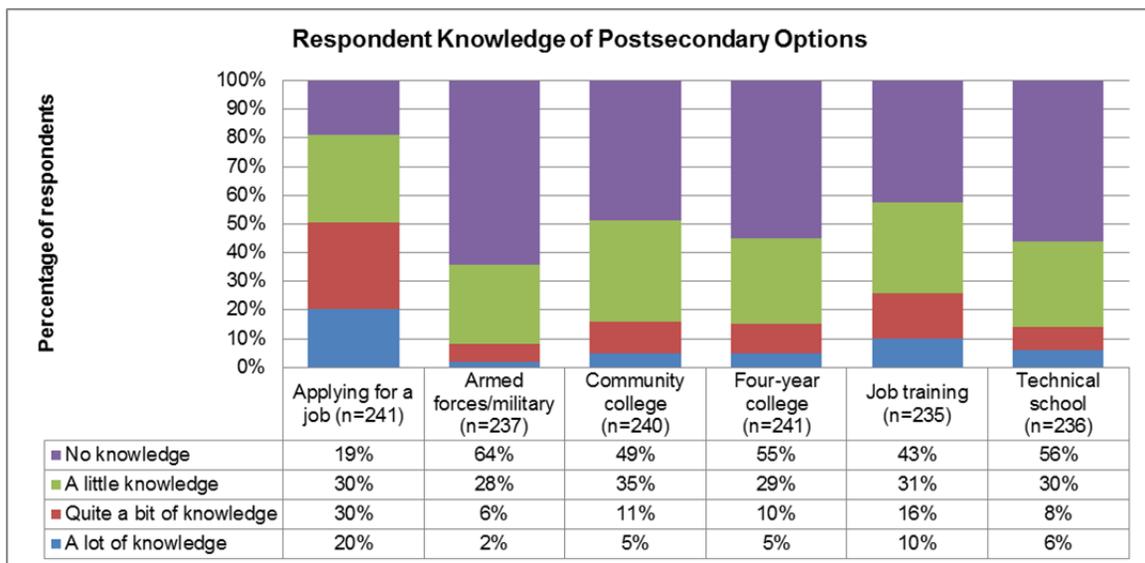
Parent responses on the importance of education may be reflective of their educational circumstances: 44 percent of 270 respondents indicated that no one in their household had completed high school and 73 percent of 267 respondents indicated that no one in their household had attended college.



Parents appear to rely on the PA-MEP as a resource for education information. When asked who they ask when they have questions about high school graduation requirements, 67 percent indicated Migrant Education Program Staff. Likewise, 68 percent indicated that they would ask PA-MEP staff about post-high school education opportunities.

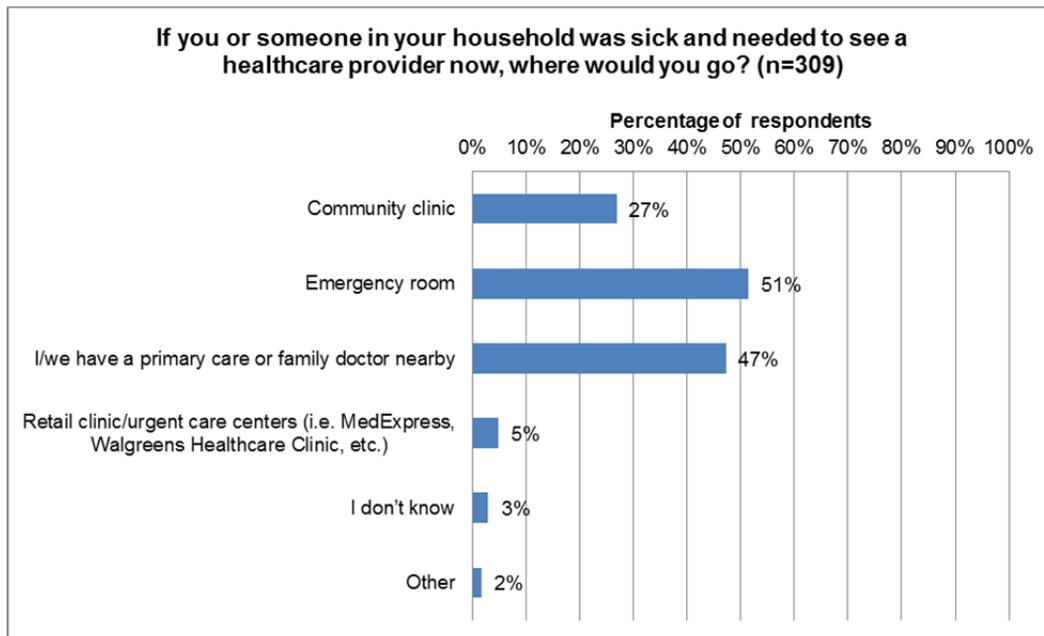


As for specific postsecondary options, respondents indicated knowing the most about applying for jobs and the least about the armed forces/military. Four-year college and technical school were also lesser-known options.

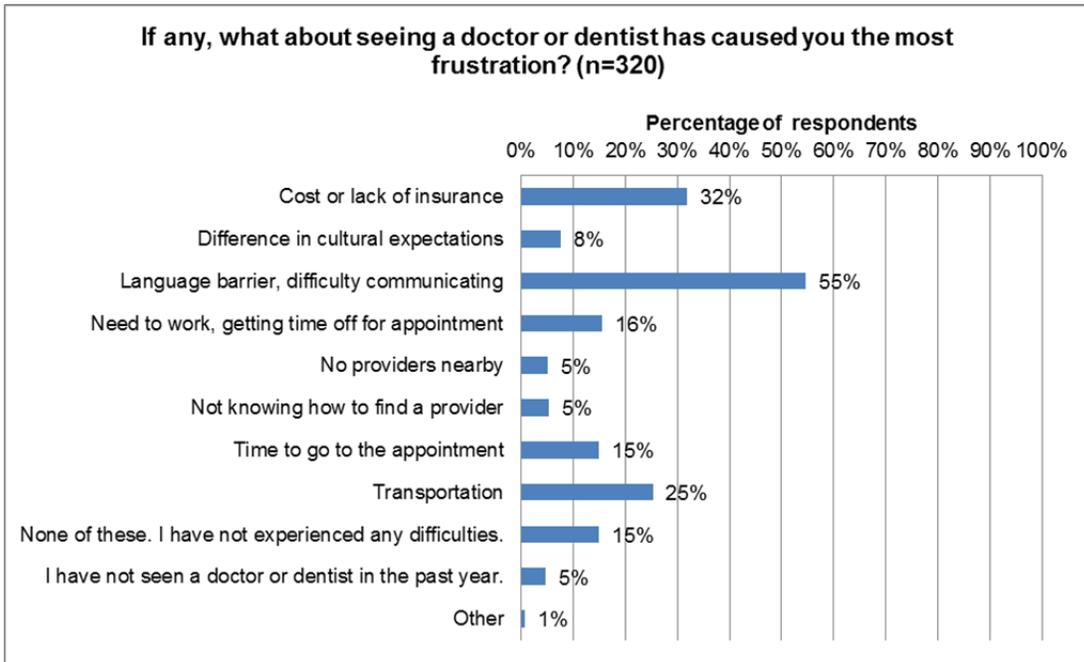


## Wellness

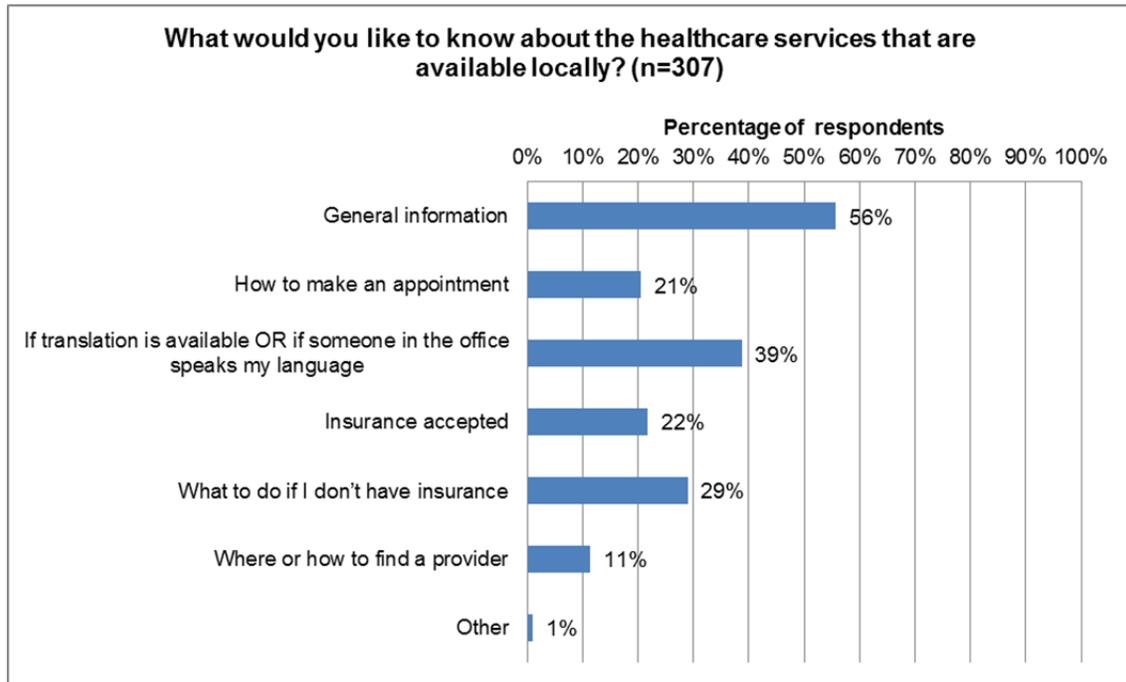
The PA-MEP *Service Delivery Plan* includes health and wellness performance elements. As such, questions were included in the survey relative to these items. The purpose of the wellness component of the survey was to gauge the extent to which newly-settled migrant families and youth have access to healthcare and the barriers they face in utilizing such services. Only individuals or families in their current residence for less than a year were to answer these questions. Approximately 45 percent of all respondents answered questions in the wellness section of the survey. Survey results revealed that half of respondents indicated that they would go to an emergency room if they or someone in their household was sick and needed to see a medical professional. Nearly as many indicated that they had a primary care or family doctor nearby; 15 percent of respondents indicated both emergency room and having a primary care provider. Three percent reported that they did not know where they would go. Other responses provided specific facilities or variations on the provided options. Twenty-four percent of respondents selected two or more of the options provided.



The survey asked respondents to indicate what, if any, challenges or frustrations they had experienced related to seeing a healthcare professional. Language and communication challenges topped the list with more than half of respondents selecting this option. Following in terms of frequency of selection were cost or lack of insurance (32 percent) and transportation (25 percent). Fifteen percent indicated that they did not experience any related challenges. There were only two other options shared, and these included office waiting times and not liking to be checked.



When asked what they wanted to know about local health and wellness services, more than half indicated they wanted general information and 39 percent of respondents wanted to know if translation services were available or if someone in the office speaks their language. The remaining items were selected with less frequency. Other items mentioned included transportation, documents in their language, and an acknowledgement of having received information about local healthcare options.



## STUDENT OUTCOMES

Information in this section answers the evaluation question: “To what extent are migrant students performing at expected levels and/or showing improvement?”

### 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 2014-15 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, and 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 212 students who were four years old or older as of September 1, 2014, which is approximately 76 percent of four- or five-year-old students who were not yet enrolled in kindergarten.<sup>21</sup> These students would be most likely eligible for kindergarten enrollment the following year. More than half (57 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 (82 percent) had their last assessment at the end of the summer, the areas where students appear to be strongest included the following areas:

- Coordinate eye and hand movements to perform a task (string beads, work puzzles, zip / button) (99 percent of students were at the mastery level);

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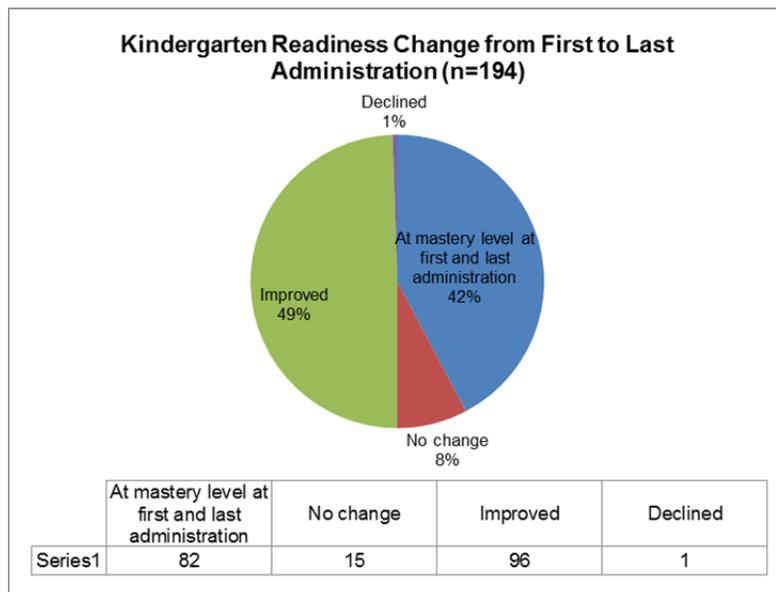
<sup>21</sup> Most students not having kindergarten readiness data can be explained by short enrollments.

- Demonstrate coordination of body movements in active/gross motor play (run, jump, climb) (98 percent of students were at the mastery level);
- Identify and locate body parts (98 percent of students were at the mastery level);
- Count from one to at least 10 (95 percent of students were at the mastery level); and
- Answer questions (95 percent of students were at the mastery level).

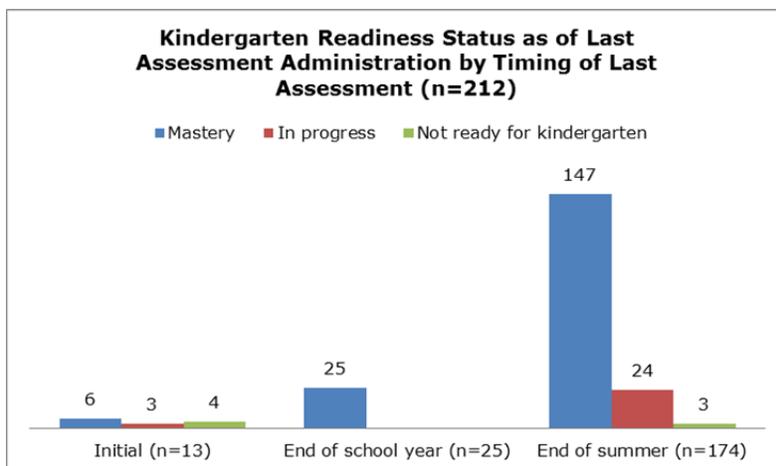
Also based on the end-of-summer administration, the following appear to be the three areas of greatest need for some students (the smallest percentages of students demonstrating mastery):

- Create an illustration and write about it (ex. Draw a picture and write symbols or words that tell about it, kid writing) (66 percent of students were at the mastery level);
- Share information through pictures and dictated words (ex: Create a picture about a nonfiction topic and talk about it with the teacher) (68 percent of students were at the mastery level); and
- Replicate/draw at least four shapes (ex. Square, circle, triangle, rectangle) (72 percent of students were at the mastery level).

Evaluators also examined improvement status for those students having two or more administrations (194 students). Of these students, 42 percent demonstrated sufficient skills to be in the mastery level at both their initial and last checklist administrations, 49 percent improved from their first to last assessment, eight percent scored in the same non-mastery level at both assessments, and one student declined.



Perhaps most important is a student’s performance on their last kindergarten readiness assessment, regardless of its timing. Of the 212 students, 84 percent demonstrated proficiency on at least 16 of the 22 identified skills. The smallest group (three percent) was not yet ready for kindergarten.



## Academic Achievement

For the 2014-15 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 11<sup>th</sup> grade year, or their 11<sup>th</sup> 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 94 public school districts or charter schools identified as having migrant students enrolled before April 2015 in third through eighth and 11<sup>th</sup> grades, which are the grades in which state assessments are used for accountability reporting, with enrollment in these grades totaling 1,703 students.<sup>22</sup>

Reading assessment results include 1,271 migrant students (303 Priority for Service students and 968 non-Priority for Service students), which is 75 percent of third through eighth and 11<sup>th</sup> grade students enrolled during the school year.

Math assessment results include 1,422 migrant students (417 Priority for Service students and 1,005 non-Priority for Service students), which is 83 percent of third through eighth and 11<sup>th</sup> grade migrant students enrolled during the school year.

Science assessment results include 575 migrant students (140 Priority for Service students and 435 non-Priority for Service students), which is 82 percent of fourth, eighth, and 11<sup>th</sup> grade migrant students enrolled during the school year (703 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.

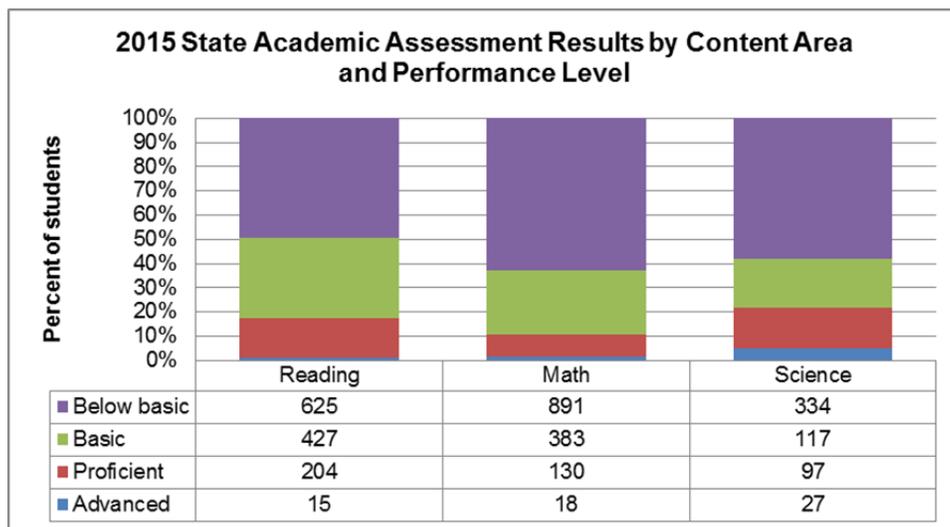
Readers should note that 2014-15 was the first effective year of PSSA changes that increased the rigor of the state assessments and adjusted the scoring rubric. This may

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<sup>22</sup> This figure excludes students in state assessment grades who enrolled after April 2014.

contribute to lower results than prior years. Furthermore, because of these changes, 2014-15 results cannot be compared to 2013-14 or earlier results to determine progress. Accordingly, progress analysis could not be conducted for this year's state evaluation. Progress analysis is expected to resume in 2015-16.

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, 49 percent for reading/literature, 63 percent for math/Algebra I, and 58 percent for science/biology. Each of the three content areas showed similar results, with science having the largest percentage of proficient and advanced students (22 percent).



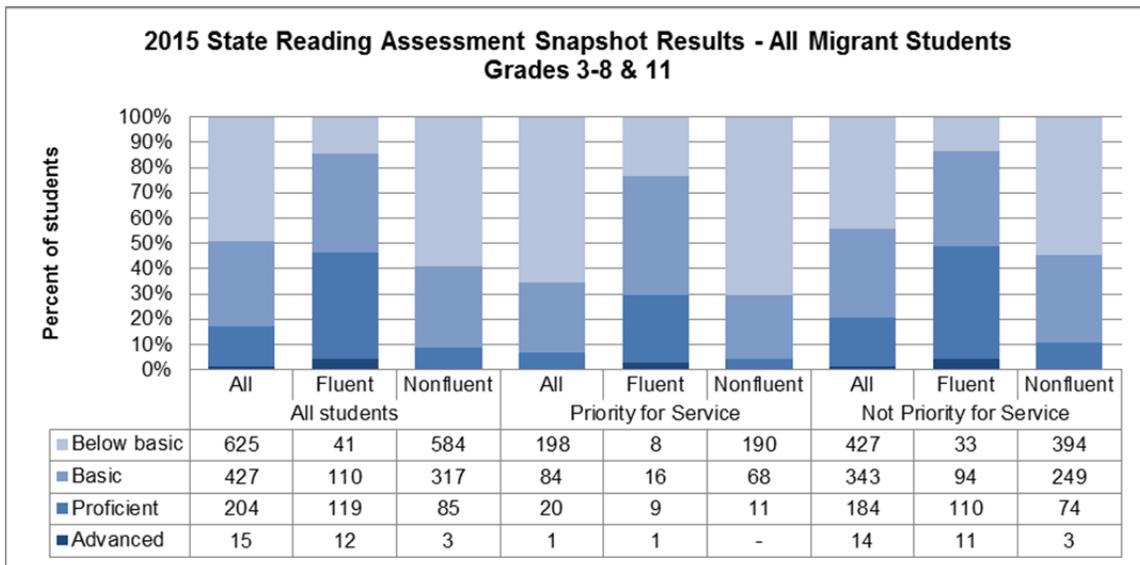
The next set of graphs show state assessment results (PSSA, PASA, or Keystone Exams) disaggregated by English fluency<sup>23</sup> and Priority for Service status, with Priority for Service status further disaggregated by fluency. As a reminder, PSSA is reported for students in grades 3-8, PASA is reported for students in grades 3-8 and 11 with cognitive disabilities,<sup>24</sup> and Keystone Exams results are reported for 11<sup>th</sup> grade. For students in 11<sup>th</sup> 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 nearly half of fluent students (46 percent) scored in the proficient or advanced levels while nine percent of their nonfluent peers scored in these levels. Elements of Priority for Service also appear to influence outcomes, as the percentage of Priority for Service students, overall, who scored in the proficient or advanced levels is lower – seven percent of students – than their non-Priority for Service peers (20 percent of non-Priority for Service students

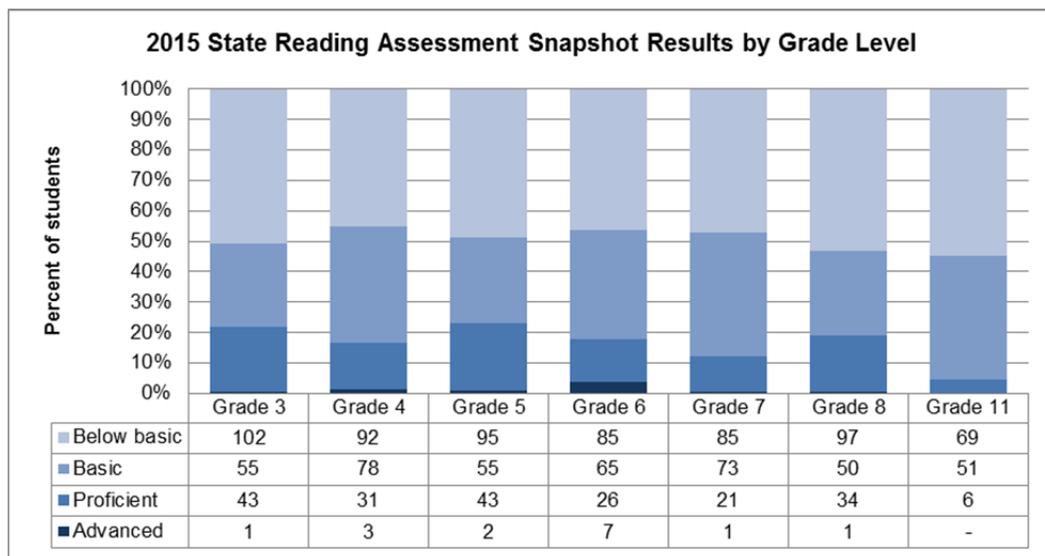
<sup>23</sup> English fluency was determined by the student's PA-MEP needs assessment and ACCESS for ELLs assessment data.

<sup>24</sup> Students taking the PASA do not take the PSSA.

scored proficient or advanced). Priority for Service status and English fluency influence reading outcomes on state assessments. Priority for Service nonfluent students have the lowest percentage of proficient or advanced students at four percent.

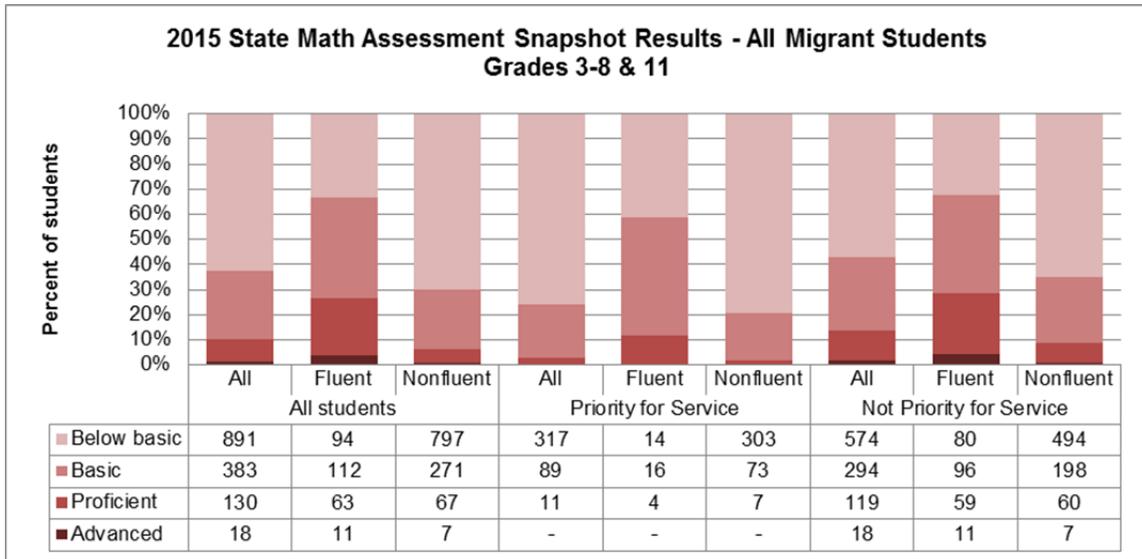


Results by grade level indicate that largest portions of proficient or advanced students in third and fifth grades, though sixth grade had the largest percentage of advanced students.

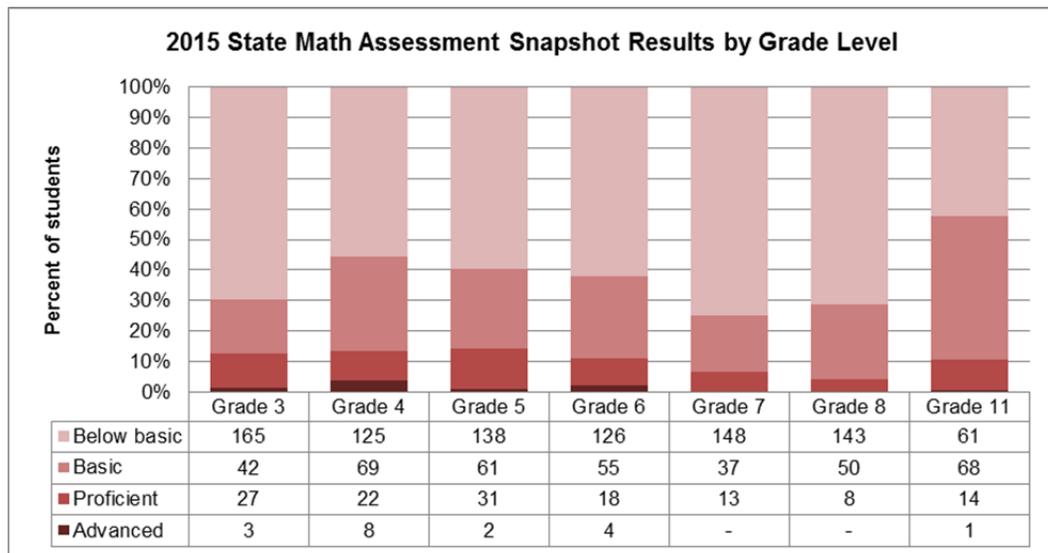


English fluency also influences math results. Of fluent students, 26 percent scored in the proficient or advanced levels on state math assessments, while six percent of their nonfluent peers scored in these levels. Math results show smaller percentages scoring in the proficient or advanced levels in math than reading.

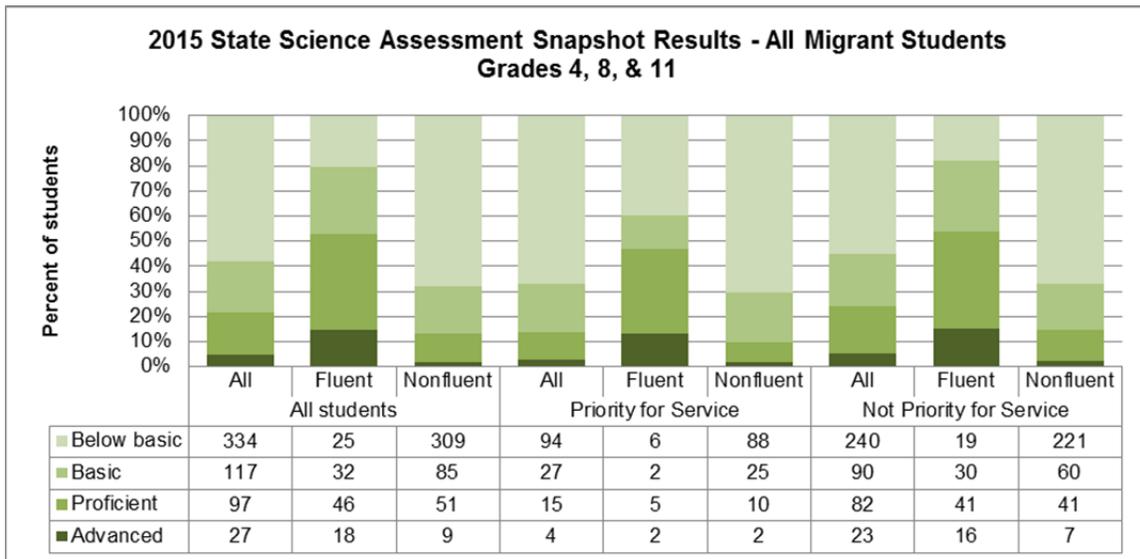
The percentage of Priority for Service students, overall, who scored in the proficient and advanced levels is lower than their non-Priority for Service peers. Again, fluency is more influential on results: 12 percent of fluent Priority for Service students scored in the proficient or advanced levels (compared to nonfluent Priority for Service students at two percent) and 28 percent of non-Priority for Service, fluent students scored in the proficient or advanced levels (compared to nonfluent non-Priority for Service students at nine percent). Priority for Service status and English fluency influenced state math assessment outcomes.



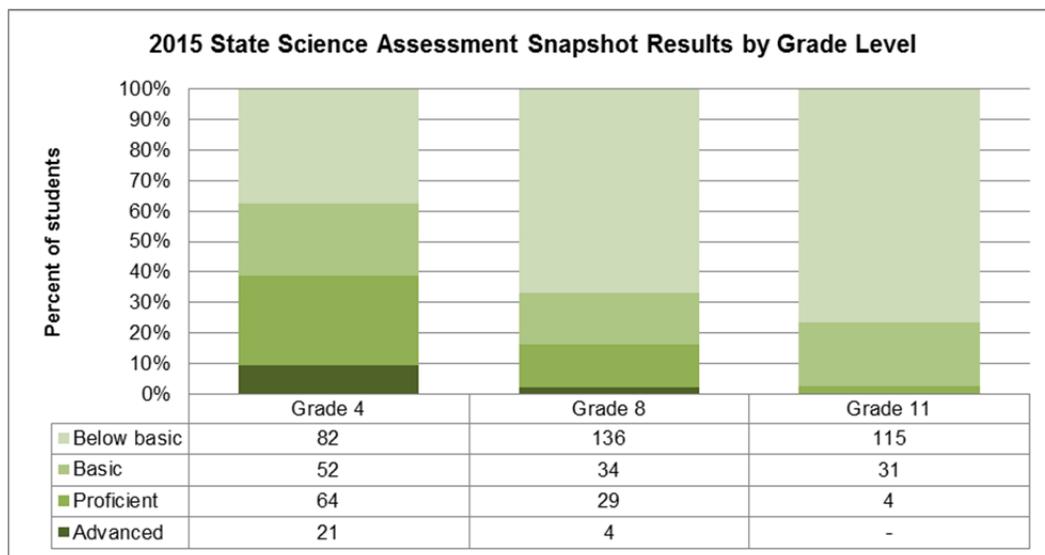
Results by grade level show the greatest percentages of proficient or advanced students in grades three through five.



Science results are similar; fluency appears to be the greatest influence. While 53 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, 10 percent of Priority for Service nonfluent students scored in the proficient or advanced levels compared to 47 percent of fluent Priority for Service students. For non-Priority for Service students, 54 percent of fluent students scored in the proficient or advanced levels and 15 percent of nonfluent students scored as such.



Like reading and math, science results are most positive at the elementary level, with fourth grade having the largest percentage of students scoring at proficient or advanced levels (39 percent).



As previously explained, changes to the state academic assessments (PSSA, specifically) make comparisons to prior years not possible for 2014-15 and PDE has received a waiver from the United States Department of Education to not use 2014-15 results for accountability purposes. As such, achievement of annual state objectives and historical presence are not included in this year's report as they have been in past years. Consideration of state goals and historical presence will resume in 2015-16, as appropriate.

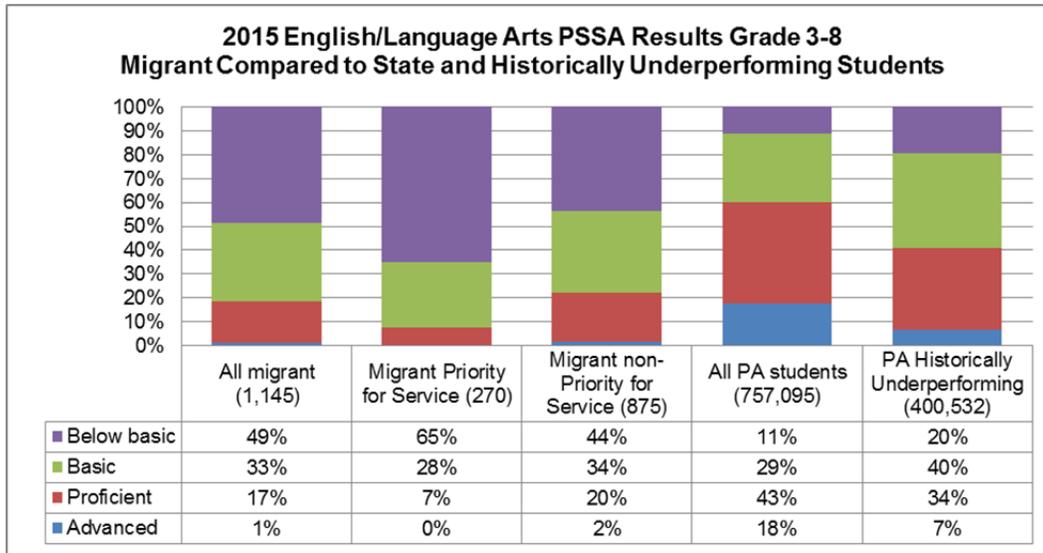
Information was also available to allow evaluators to compare migrant students' results to state assessment results.<sup>25</sup> In this comparison, migrant students are compared to all students in Pennsylvania having assessment data and all historically underperforming students assessed. Migrant students are a subgroup in both of these larger groups, much like comparing one school building to its district where the students in the building are included in the aggregated district results. However, migrant students make up a very small portion of both groups: 0.15 percent of students reported for reading/language arts (0.29 percent of historically underperforming students) and 0.17 percent of students reported for math (0.32 percent for historically underperforming students). A migrant/non-migrant comparison is not possible in Pennsylvania because of how results are made available to the public.

For PSSA, this comparison was possible for third through eighth grades for all Pennsylvania students assessed and also for the historically underperforming subgroup. Overall migrant results and results by Priority for Service status were compared to overall Pennsylvania results and results for the historically underperforming subgroup.

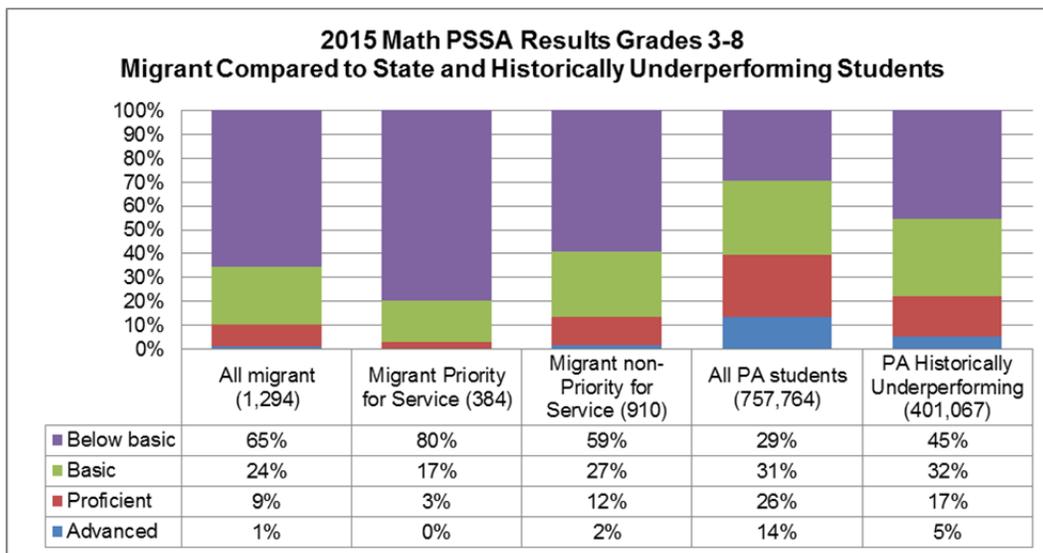
In reading/language arts, 17 percent of students assessed scored in the proficient or advanced performance levels, which is lower than the state (61 percent) and historically underperforming students (41 percent) groups. Migrant students who were not identified as Priority for Service performed similarly to the historically underperforming group, though the percentages scoring proficient and advanced were slightly lower. Migrant Priority for Service students had the smallest percentage of students scoring in the proficient and advanced levels.

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<sup>25</sup> PSSA: [http://www.education.pa.gov/Pages/PSSA-Information.aspx#.VwP\\_tZwrK70](http://www.education.pa.gov/Pages/PSSA-Information.aspx#.VwP_tZwrK70)  
Keystone Exams: [http://www.education.pa.gov/K-12/Assessment%20and%20Accountability/Pages/Keystone-Exams.aspx#.VwP\\_9ZwrK70](http://www.education.pa.gov/K-12/Assessment%20and%20Accountability/Pages/Keystone-Exams.aspx#.VwP_9ZwrK70) – Keystone Exams data could not be combined with PSSA to provide overall state percentages because of the level of detail publicly available. Keystone Exam result comparisons are included in results by grade level. Public PASA results were not available at the time of this report's preparation.



Comparison results for math were similar to reading, though the percentages scoring proficient or advanced were lower in each group.



Tables 3-6 present the comparison of migrant to state reading and math results by grade level.

Table 3. Migrant State Reading PSSA Assessment Results and Comparison to State Results

| All migrant students             | 3                  | 201            | 0.5        | 21.4        | 27.4        | 50.7        |
|----------------------------------|--------------------|----------------|------------|-------------|-------------|-------------|
|                                  | 4                  | 204            | 1.5        | 15.2        | 38.2        | 45.1        |
|                                  | 5                  | 195            | 1.0        | 22.1        | 28.2        | 48.7        |
|                                  | 6                  | 183            | 3.8        | 14.2        | 35.5        | 46.4        |
|                                  | 7                  | 180            | 0.6        | 11.7        | 40.6        | 47.2        |
|                                  | 8                  | 182            | 0.5        | 18.7        | 27.5        | 53.3        |
|                                  | <b>State Total</b> | <b>1,145</b>   | <b>1.3</b> | <b>17.3</b> | <b>32.8</b> | <b>48.6</b> |
|                                  |                    |                | --         |             |             |             |
|                                  |                    |                | --         |             |             |             |
|                                  |                    |                | --         |             |             |             |
|                                  |                    |                | --         |             |             |             |
|                                  |                    |                | --         |             |             |             |
| Migrant non-Priority for Service | 3                  | 148            | 0.7        | 27.7        | 29.7        | 41.9        |
|                                  | 4                  | 153            | 2.0        | 16.3        | 42.5        | 39.2        |
|                                  | 5                  | 152            | 1.3        | 25.7        | 29.6        | 43.4        |
|                                  | 6                  | 137            | 4.4        | 16.1        | 37.2        | 42.3        |
|                                  | 7                  | 132            | 0.8        | 15.2        | 43.2        | 40.9        |
|                                  | 8                  | 153            | 0.7        | 20.9        | 25.5        | 52.9        |
|                                  | <b>State Total</b> | <b>875</b>     | <b>1.6</b> | <b>20.5</b> | <b>34.4</b> | <b>43.5</b> |
|                                  |                    |                |            |             |             |             |
|                                  |                    |                |            |             |             |             |
|                                  |                    |                |            |             |             |             |
|                                  |                    |                |            |             |             |             |
|                                  |                    |                |            |             |             |             |
| PA Historically Underperforming  | 3                  | 69,526         | 5.2        | 39.9        | 32.7        | 22.2        |
|                                  | 4                  | 67,963         | 9.1        | 30.4        | 38.3        | 22.1        |
|                                  | 5                  | 67,808         | 7.0        | 35.6        | 34.0        | 23.3        |
|                                  | 6                  | 65,806         | 8.6        | 31.9        | 41.4        | 18.0        |
|                                  | 7                  | 65,009         | 6.4        | 32.2        | 49.7        | 11.8        |
|                                  | 8                  | 64,420         | 5.0        | 32.4        | 42.6        | 20.0        |
|                                  | <b>State Total</b> | <b>400,532</b> | <b>6.9</b> | <b>33.8</b> | <b>39.7</b> | <b>19.6</b> |

Table 4. Migrant State Literature Keystone Exam Results and Comparison to State Results

| All migrant students             | 11 | 126    | --  | 4.8  | 40.5 | 54.8 |
|----------------------------------|----|--------|-----|------|------|------|
|                                  |    |        | --  |      |      |      |
| Migrant non-Priority for Service | 11 | 93     | --  | 5.4  | 45.2 | 49.5 |
|                                  |    |        |     |      |      |      |
| PA Historically Underperforming  | 11 | 54,180 | 2.5 | 51.1 | 31.5 | 14.8 |

Table 5. Migrant State Math PSSA Assessment Results and Comparison to State Results

| Group                            | Grade              | Number Scored | % Advanced     | % Proficient | % Basic     | % Below Basic |
|----------------------------------|--------------------|---------------|----------------|--------------|-------------|---------------|
| All migrant students             | 3                  | 236           | 1.3            | 11.4         | 17.4        | 69.9          |
|                                  | 4                  | 224           | 3.6            | 9.8          | 30.8        | 55.8          |
|                                  | 5                  | 232           | 0.9            | 13.4         | 26.3        | 59.5          |
|                                  | 6                  | 203           | 2.0            | 8.9          | 27.1        | 62.1          |
|                                  | 7                  | 198           | --             | 6.6          | 18.7        | 74.7          |
|                                  | 8                  | 201           | --             | 4.0          | 24.9        | 71.1          |
|                                  | <b>State Total</b> |               | <b>1,294</b>   | <b>1.3</b>   | <b>9.2</b>  | <b>24.2</b>   |
| Migrant Priority for Service     | 3                  | 80            | --             | 2.5          | 7.5         | 90.0          |
|                                  | 4                  | 66            | --             | 4.5          | 19.7        | 75.8          |
|                                  | 5                  | 72            | --             | 5.6          | 25.0        | 69.4          |
|                                  | 6                  | 61            | --             | 3.3          | 24.6        | 72.1          |
|                                  | 7                  | 64            | --             | 1.6          | 9.4         | 89.1          |
|                                  | 8                  | 41            | --             | --           | 19.5        | 80.5          |
|                                  | <b>State Total</b> |               | <b>384</b>     | <b>--</b>    | <b>3.1</b>  | <b>17.2</b>   |
| Migrant non-Priority for Service | 3                  | 156           | 1.9            | 16.0         | 22.4        | 59.6          |
|                                  | 4                  | 158           | 5.1            | 12.0         | 35.4        | 47.5          |
|                                  | 5                  | 160           | 1.3            | 16.9         | 26.9        | 55.0          |
|                                  | 6                  | 142           | 2.8            | 11.3         | 28.2        | 57.7          |
|                                  | 7                  | 134           | --             | 9.0          | 23.1        | 67.9          |
|                                  | 8                  | 160           | --             | 5.0          | 26.3        | 68.8          |
|                                  | <b>State Total</b> |               | <b>910</b>     | <b>1.9</b>   | <b>11.8</b> | <b>27.1</b>   |
| All students                     | 3                  | 125,309       | 20.0           | 28.5         | 23.5        | 28.0          |
|                                  | 4                  | 124,201       | 16.9           | 27.5         | 30.8        | 24.8          |
|                                  | 5                  | 126,683       | 15.4           | 27.4         | 31.3        | 25.9          |
|                                  | 6                  | 126,413       | 11.3           | 28.4         | 35.1        | 25.2          |
|                                  | 7                  | 126,299       | 9.6            | 23.4         | 33.4        | 33.5          |
|                                  | 8                  | 128,859       | 8.0            | 21.8         | 32.6        | 37.7          |
|                                  | <b>State Total</b> |               | <b>757,764</b> | <b>13.5</b>  | <b>26.1</b> | <b>31.1</b>   |
| Historically Underperforming     | 3                  | 69,656        | 9.3            | 21.9         | 26.3        | 42.5          |
|                                  | 4                  | 68,114        | 7.0            | 19.5         | 34.7        | 38.8          |
|                                  | 5                  | 67,948        | 5.7            | 18.6         | 34.5        | 41.2          |
|                                  | 6                  | 65,863        | 3.6            | 17.4         | 38.0        | 41.0          |
|                                  | 7                  | 65,081        | 3.1            | 12.9         | 32.1        | 51.9          |
|                                  | 8                  | 64,405        | 2.4            | 11.2         | 29.0        | 57.4          |
|                                  | <b>State Total</b> |               | <b>401,067</b> | <b>5.2</b>   | <b>17.0</b> | <b>32.4</b>   |

Table 6. Migrant State Algebra Keystone Exam Results and Comparison to State Results

| Keystone Exam - Group            | Grade | Number Scored | % Advanced | % Proficient | % Basic | % Below Basic |
|----------------------------------|-------|---------------|------------|--------------|---------|---------------|
| All migrant students             | 11    | 144           | 0.7        | 9.7          | 47.2    | 42.4          |
| Migrant Priority for Service     | 11    | 44            | --         | 2.3          | 45.5    | 52.3          |
| Migrant non-Priority for Service | 11    | 100           | 1.0        | 13.0         | 48.0    | 38.0          |
| All PA students                  | 11    | 23,091        | 17.7       | 46.8         | 26.5    | 9.0           |
| PA Historically Underperforming  | 11    | 4,760         | 7.4        | 36.1         | 38.7    | 17.8          |

## State English Proficiency Assessment

The ACCESS for ELLs<sup>26</sup> assessment is a large-scale language proficiency test for kindergarten through 12<sup>th</sup> 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.

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 12<sup>th</sup> 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 insight into current year English language learner status. Additionally, year to year improvement status related to English proficiency is provided for those students with 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 results<sup>27</sup> 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.

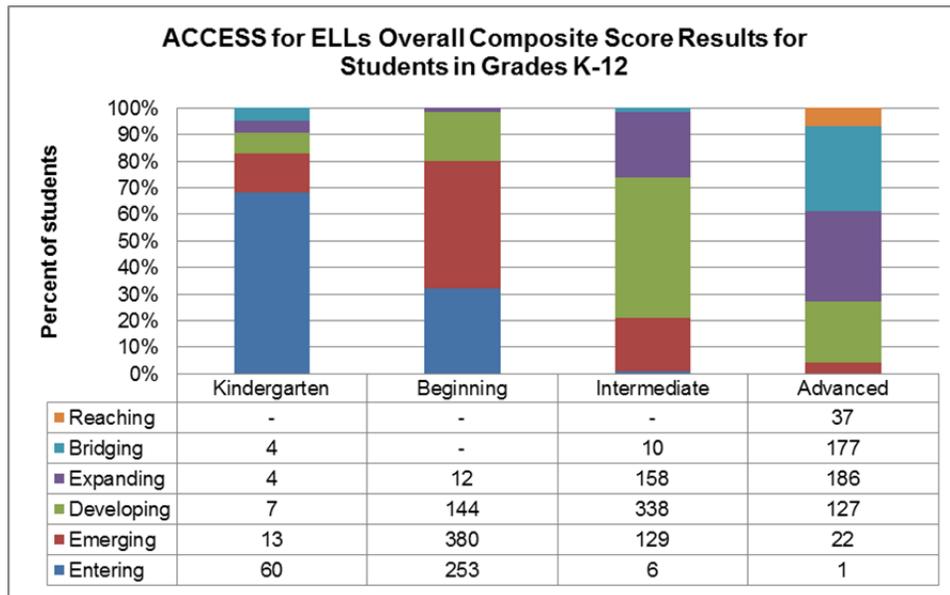
ACCESS for ELLs data was available for all students enrolled in a Pennsylvania public school who took the assessment. For the 2014-15 program year, data was available for 2,068 migrant students in kindergarten through 12<sup>th</sup> grade (706 Priority for Service, 1,362 non-Priority for Service), which is 78 percent of all K-12 PA-MEP nonfluent students enrolled during the school year (2,640). Nonfluent students may not have data if they were not enrolled in public school in Pennsylvania at the time the assessment occurred. Kindergarten student ACCESS for ELLs results are reported separately from grades 1-12 because kindergarten data is not reported by tier.

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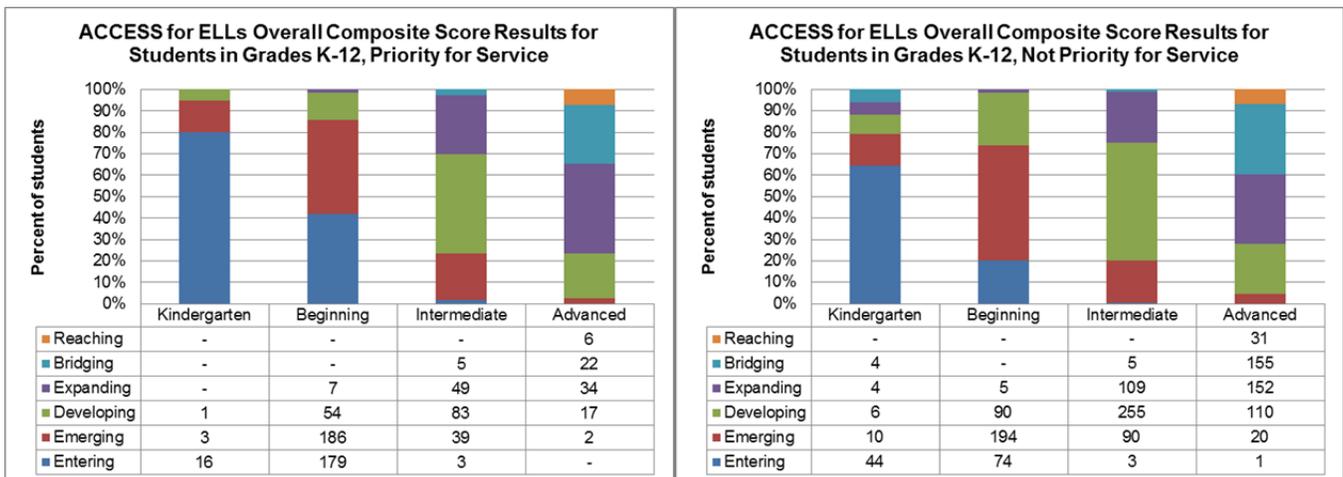
<sup>26</sup> While the name of the assessment is an acronym standing for Assessing Comprehension and Communication in English State-to-State for English Language Learners, ACCESS for ELLs is the formal name of the assessment.

<sup>27</sup> The ACCESS for ELLs *Interpretative Guide* is available from the WIDA Consortium's website: <http://www.wida.us/assessment/ACCESS/index.aspx>.

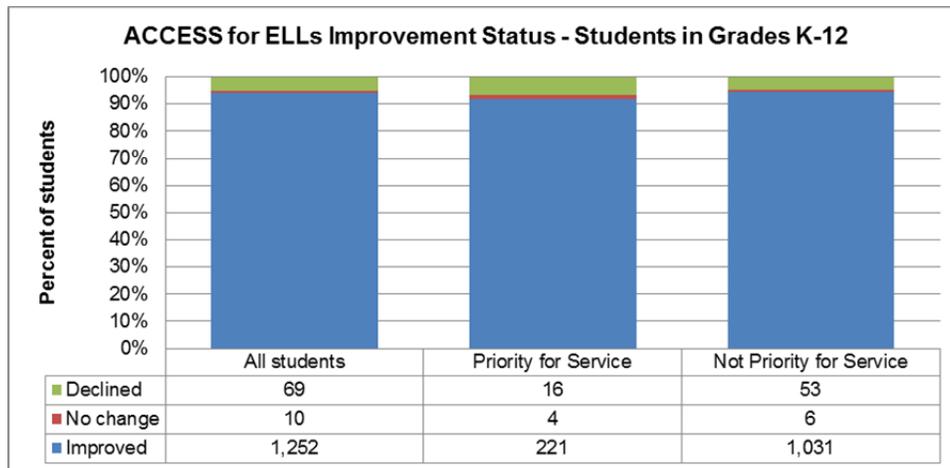
Kindergarten results show that 67 percent of students were in the entering performance level. For grades 1-12, the results show that as students advance in tiers, their chances of scoring in the higher performance categories also increases, with the largest portion of students in the beginning tier scoring in the emerging performance level (49 percent); the largest portion of students in the intermediate tier scored in the developing performance level (52 percent); and the largest portion of advanced tier students scored in the expanding level (35 percent).



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 2013-14 and 2014-15 data (1,331 students, including 241 Priority for Service, 1,090 non-Priority for Service). Composite scale scores are used to show improvement across years, tiers, or clusters.<sup>28</sup> Most students (94 percent) showed scale score improvement from 2013-14 to 2014-15, with non-Priority for Service students performing better, with 95 percent of students improving. Only 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 11<sup>th</sup> grade had previously successfully completed Algebra I or a higher level math course. PA-MEP examines this element for all high school students as well as 11<sup>th</sup> grade specifically.

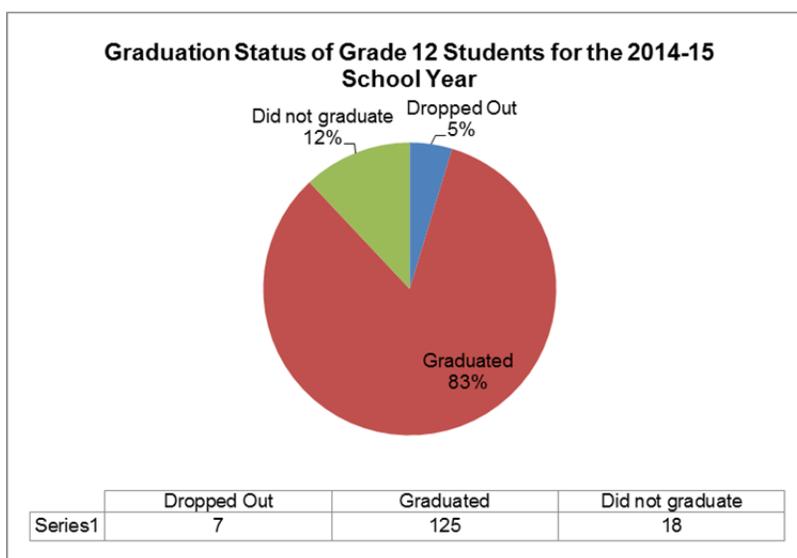
Of the 929 high school students included in needs assessment data who arrived before or during the school year, 52 percent had successfully completed Algebra I or a higher level math course as of the beginning of the school year. Particular to 11<sup>th</sup> grade, of those students who were enrolled prior to or during the school year, 68 percent of 11<sup>th</sup> grade students had successfully completed Algebra I or a higher level math course as of the beginning of the school year. Grade 12 students had a slightly higher percentage (74 percent) and 10<sup>th</sup> grade was somewhat lower (52 percent). Ninth grade had the lowest percentage: 25 percent. These findings exclude students who arrived during summer 2015 for the first time this program year.

<sup>28</sup> Scale scores allow raw scores across grades and tiers to be compared on a single vertical scale from kindergarten to 12<sup>th</sup> 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*.

## Graduation, GED, and Promotion

Migrant students have a higher risk of not graduating from high school because of the 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 167<sup>29</sup> students were enrolled in 12<sup>th</sup> grade during the 2014-15 program year, of which eight<sup>30</sup> were enrolled in PA-MEP in July or August 2015 at the end of the program year and would not have been present or eligible to graduate at the end of the 2014-15 school year and nine students could not be determined because they had left the area before their graduation status could be finalized. A total of 150 students were enrolled in 12<sup>th</sup> grade during the 2014-15 school year and had graduation information available. Of these students, 83 percent graduated (125 of 150 students), which is lower than the prior year, where 85 percent (179 students of 201) graduated. Readers should note that there were 51 fewer 12<sup>th</sup> grade students included in 2014-15 analysis as compared to 2013-14, and as such, each 2014-15 12<sup>th</sup> grade student's year-end status weighs more heavily in the results. Caution should be used in comparing these two years because of the small numbers of students in both years and the difference in total counts for each year.

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 and/or there were language challenges. Of those who did not graduate, 17 were still enrolled in school for the 2015-16 school year (had not dropped out) at the time of state analysis and one left the area after the 2014-15 program year ended and the student's current status is unknown.



<sup>29</sup> Includes one student who initially had been an out-of-school youth but re-enrolled in 12<sup>th</sup> grade and graduated at the end of the year. This student is counted as a graduate in this section.

<sup>30</sup> One student initially enrolled in PA-MEP as a K-12 student in 12<sup>th</sup> grade at the end of summer 2015. However, between the time of identification and enrollment and the start of the school year, the student dropped out of school. Because the student never actually attended public school as a 12<sup>th</sup> grader in Pennsylvania, the student is not being counted as a drop out for 12<sup>th</sup> grade graduation outcomes. The student is counted as dropping out in the drop out section of this report.

Of students graduating, 18 percent had a Priority for Service designation and 82 percent were not Priority for Service students. Of the 18 students who did not graduate, but did not drop out, six students (33 percent) were Priority for Service and 12 students (67 percent) were not. Dropout Priority for Service determinations are addressed in the next section.

In addition to 12<sup>th</sup> grade students graduating, analysis revealed that four students who were not yet enrolled in 12<sup>th</sup> grade (one 10<sup>th</sup> grade student, three 11<sup>th</sup> grade students) at the beginning of the 2014-15 school year successfully graduated in 2014-15, bringing the total 2014-15 graduate count to 129 students.

Because of changes to how graduation rate is calculated at the state level (a cohort method is used) evaluators are unable to compare state and PA-MEP rates using the methodology described above. PDE calculates migrant graduation rate using the cohort method and posts this information to its website. However, at the time of this report's production, 2014-15 cohort graduation rate information was not yet available. For an approximation, 2013-14 graduation rate information was available and indicated that the migrant graduation rate was 74.59 percent, which was lower than the state's graduation rate of 85.45 percent. Again, these are 2013-14 rates and caution should be used in comparing this information for 2014-15.

PA-MEP also collected information on completion of GED programs for those youth who dropped out of school having not yet earned a high school diploma. While no out-of-school youth received their GED credential during 2014-15, 10 out-of-school youth were listed as pursuing their GED.

Grade promotion for students in grades 7-12 was another area of inquiry for the school year 2014-15, 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 graduation and promotion status could be determined (3,090 students), 98 percent were promoted to the next grade or graduated. Promotion or graduation status could not be determined for five percent of students in grades 7-12, as they left the area, their eligibility expired, or there were other circumstances (i.e. late arrival) that prevented PA-MEP staff from making a promotion determination.

Of the 2,888 students who were promoted, 34 percent (969) had a Priority for Service designation and 66 percent did not, which is in line with the overall K-12 group's Priority for Service percentage (32 percent). Of the 73 students who were not promoted, 42 percent (31) had a Priority for Service designation and 58 percent did not.

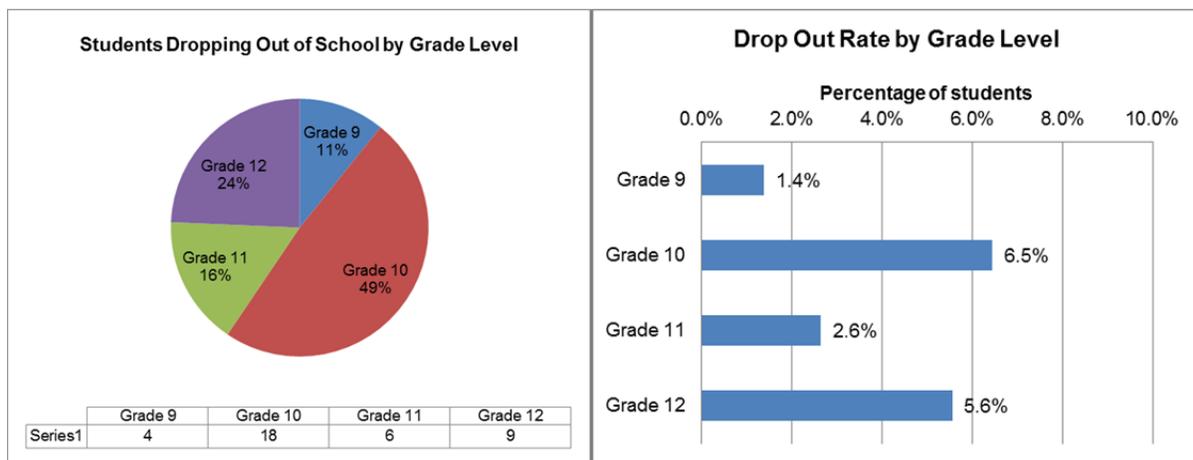
## Dropout Prevention

According to PDE’s website,<sup>31</sup> 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 2014-15 dropout rate by dividing the number of students who dropped out by the number of secondary students enrolled during this program year minus any 2014-15 program year enrollments that occurred after Aug. 25, 2015.<sup>32</sup>

Of students enrolled in PA-MEP during the 2014-15 program year, 39 dropped out. This was determined by identifying students who dropped out during the course of the 2014-15 school year as well as by identifying students were enrolled in K-12 school during the prior year (classified only as a K-12 student in 2013-14) and classified only as an out-of-school youth in 2014-15, meaning that they were determined to have dropped out between the last PA-MEP interaction in 2013-14 and their initial enrollment for the 2014-15 program year and they had not been identified as dropping out in the prior year. Of the 39 students dropping out, 64 percent (25) had a Priority for Service designation. One student who dropped out was known to be pursuing a GED.

Students dropped out of 9<sup>th</sup> through 12<sup>th</sup> grades, with 10<sup>th</sup> grade having the greatest number of students dropping out of school. The 2014-15 dropout rate is 4.07 percent (of 959 students in grades 9-12), which is higher than 2013-14, where 3.4 percent (34 of 1,005 students in grades 9-12) dropped out.

Students dropping out were small percentages of students in these grades; 10<sup>th</sup> grade was the highest, where 10<sup>th</sup> grade students dropping out were 6.5 percent of the 2014-15 10<sup>th</sup> grade population.



<sup>31</sup> <http://www.education.pa.gov/Data-and-Statistics/Pages/Dropouts.aspx#.VpVVKbYrK70>

<sup>32</sup> 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. Students enrolling for the first time at the very end of the program year would likely have their 2015-16 grade level assigned and would not have been present for nearly all of the 2014-15 academic term.

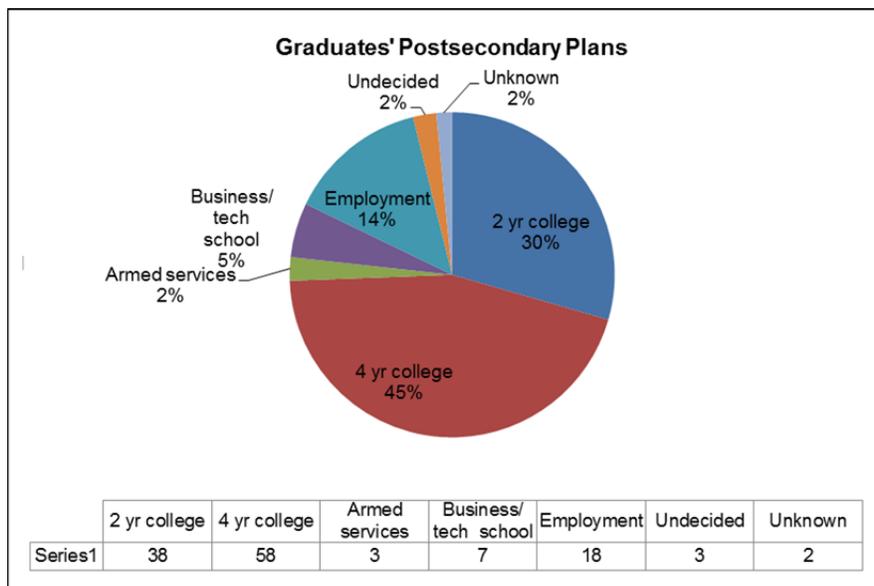
In addition to decreasing the number and rate of students dropping out of school, it is also useful to look at whether the dropout rate of migrant students is in line with the state rate. However, at this report's writing, Pennsylvania's 2014-15 dropout data was not yet available. For an approximation, the 2013-14 state dropout<sup>33</sup> rate was 1.7 percent, which is higher than the 2012-13 state rate of 1.4 percent. It appears that both the migrant and state dropout rates are increasing.

Analysis also examined the frequency with which students who dropped out re-enrolled in school. This revealed that between September 1, 2014 and August 30, 2015, 11 students who had previously dropped out re-enrolled in K-12 school, which is an increase over 2013-14 (10 students re-enrolled).

### Postsecondary Plans

Each year, PA-MEP asks students nearing graduation what they plan to do after high school. Postsecondary plan data was examined for the 2014-15 12<sup>th</sup> grade graduates, secondary students who graduated but were not in 12<sup>th</sup> grade, and out-of-school youth re-enrolling in school and subsequently graduating, a total of 129 individuals. Seventy-five percent of graduates indicated that they planned to attend a two-year (30 percent) or four-year college (45 percent). The third largest percentage indicated that they planned to go to work (14 percent).

It is 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 postsecondary education.



<sup>33</sup> Pennsylvania dropout data was collected from <http://www.portal.state.pa.us/portal/server.pt/community/dropouts/7396>

## 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 to develop the *Diploma Project Toolkit* content to support PA-MEP staff in implementing the initiative and supporting students and their families. The 2014-15 year was the second year of implementation and 596 students had information for one or more of the unit categories.

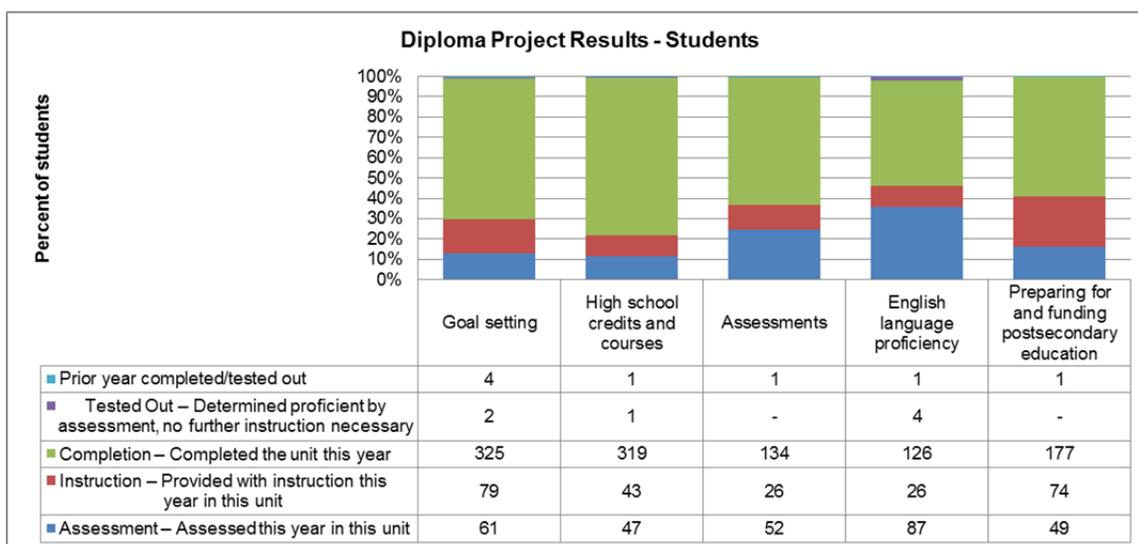
The toolkit, which was to be used with students in grades 8-12 and their families, contains five units with content and guiding student-centered questions:

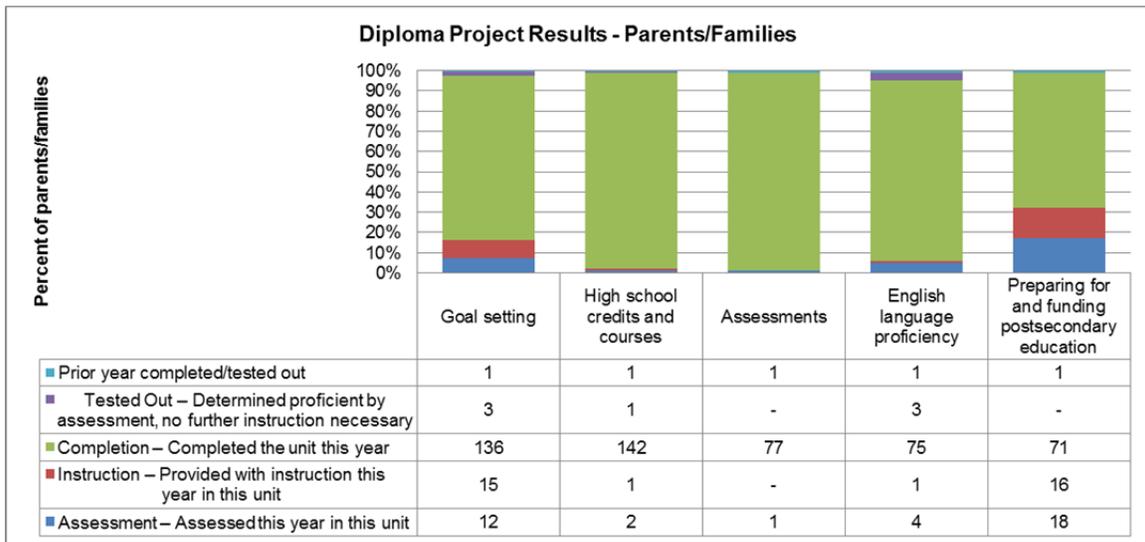
1. Goal setting (self-assessment and self-advocacy);
2. High school credits and courses;
3. Assessments;
4. English language proficiency; and
5. Preparing for and funding postsecondary education.

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 (between 52 and 78 percent). The largest numbers and percentages completed the goal setting and high school credits and courses units.

Of those having parent data, again, the largest numbers and percentages completed each unit (between 68 and 99 percent), though fewer students had parent data for any given unit. Like the student results, the largest numbers and percentages completed the goal setting and high school credits and courses units. This being only the second year of this initiative, it is expected that the initial units would be the largest focus.





## Summer Program Outcomes

### Literacy

The PA-MEP summer programs used DIBELS Benchmark Assessments<sup>34</sup> 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 2014-15 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 level<sup>35</sup> 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

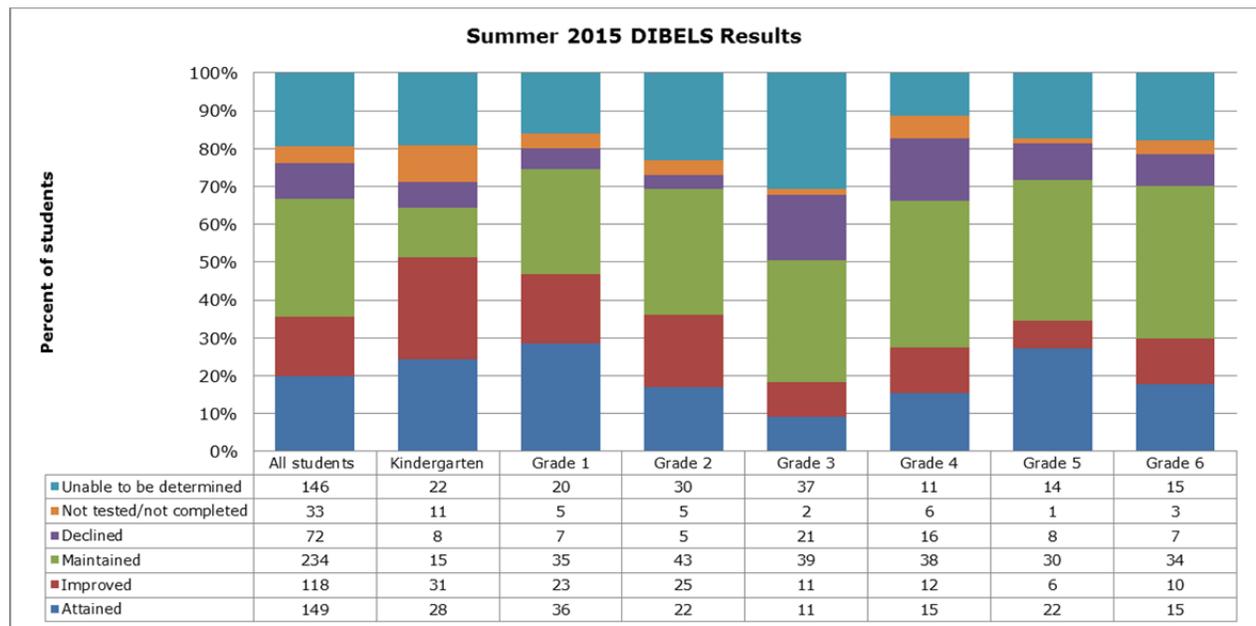
<sup>34</sup> DIBELS is an acronym for Dynamic Indicators of Basic Early Literacy Skills. The acronym is the formal name of the assessment.

<sup>35</sup> Details regarding assessing at the instructional level can be found on the DIBELS website <https://dibels.uoregon.edu/>.

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 755 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 protect learning loss over the summer. Overall, 66 percent of students attained, improved, or maintained their pre-test scores: 20 percent of students were at the grade level benchmark by the end of the summer program, 16 percent of students improved their pre-test scores, and 31 percent maintained their pre-test scores. Of the remaining 33 percent of students, 19 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 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. The summer 2015 program term was the third time this assessment was used.

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 area of greatest need (where instruction was to be focused). However, some students had post-test data for two or more areas. Evaluators examined a student's scores on the post-test as well as change from the pre-test to the post-test.

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.

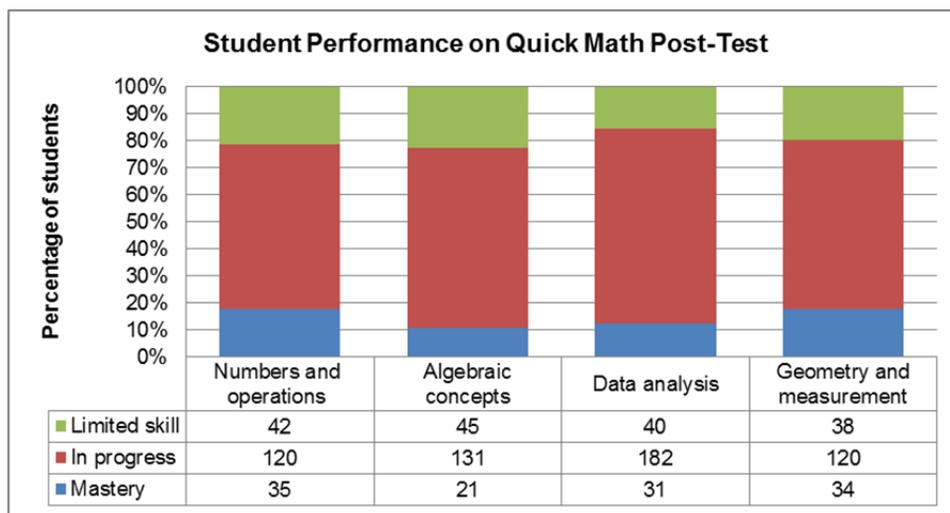
Performance on each question of the post-test was classified as:

- Score of 0 = limited skill
- Score of 1 = in progress
- Score of 2 = mastery

When the student received the same score for all questions assessed at the post-test, the student's overall performance matched that score classification as outlined above, for example, if a student completed three questions and all three questions received a score of two (mastery), the student was classified as mastery. When scores differed across questions (two or three scores per subskill area), the student was classified as in progress. Students received a classification for each subskill area where they had post-test data.

A total of 366 students were included in analysis, meaning they had at least one post-test value. Of these 366 students, 53 percent had one subskill area post-tested, which was the direction given to programs; three percent had two areas post-tested, five percent had three areas post-tested, and 39 percent had all four subskill areas post-tested. Of this group, 27 percent were in third grade, 20 percent were in fourth grade, 20 percent were in fifth grade, 16 percent were in sixth grade, nine percent were in seventh grade, and eight percent were in eighth grade.

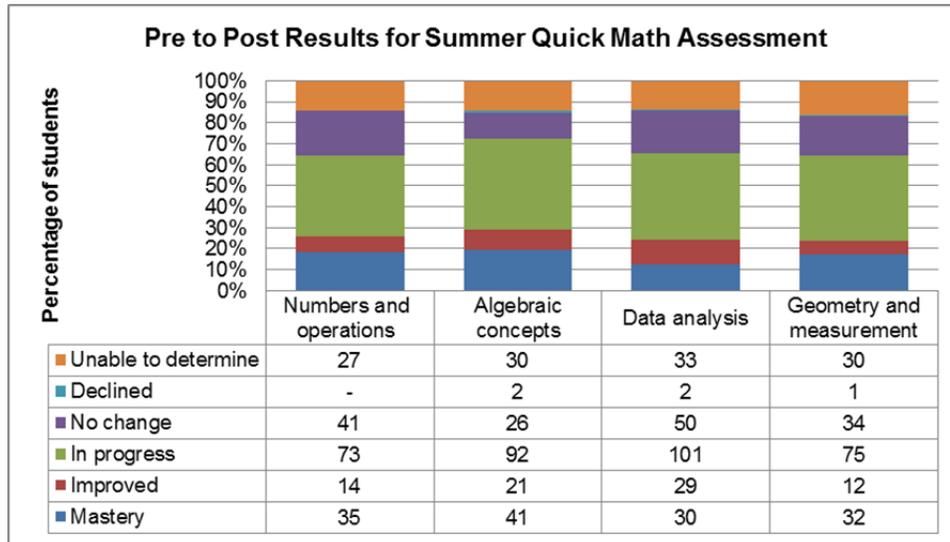
Based on the ending (post-test) status of the 366 students included in analysis, the majority of students tested in each subskill area fell into the in progress classification, meaning the majority of students assessed were not yet performing at grade level for the grade they had just exited. The largest groups of students in the mastery category were in numbers and operations and geometry and measurement (both 18 percent of students in each category). The largest limited skill percentages were in algebraic concepts (23 percent) and numbers and operations (21 percent).



In order to look at gains from pre-test to post-test, evaluators looked at the pre- and post-test scores for those students having both a pre-test and post-test (356 students).

- If a student scored at mastery on both the pre- and post-test OR if the student improved to mastery on the post-test, the student was classified as mastery.
- If a student received all the same scores on pre- and post-test, the student was classified as no change.
- If the student received a higher score on all questions of the post-test than they had on the pre-test, the student was classified as improved.
- If the student received a lower score on all questions of the post-test than they had on the pre-test, the student was classified as declined.
- If a student had values of mastery, improved, and/or no change, the student was classified as in progress.
- If a student had values of declined along with other values, and did not fall into any of the above classifications, the student was unable to determine.

The assessment was designed to measure a student's skill based on where they should have performed at the end of the school year for the grade the student just completed. The largest group of students were in the in progress category (38-43 percent per category), meaning that they had a mix of mastery, improved, and/or no change values from pre-test to post-test. Between 21 and 34 percent of students per category scored at the mastery level on both assessments or improved to mastery from pre-test to post-test.



### Out-of-School Youth Assessment

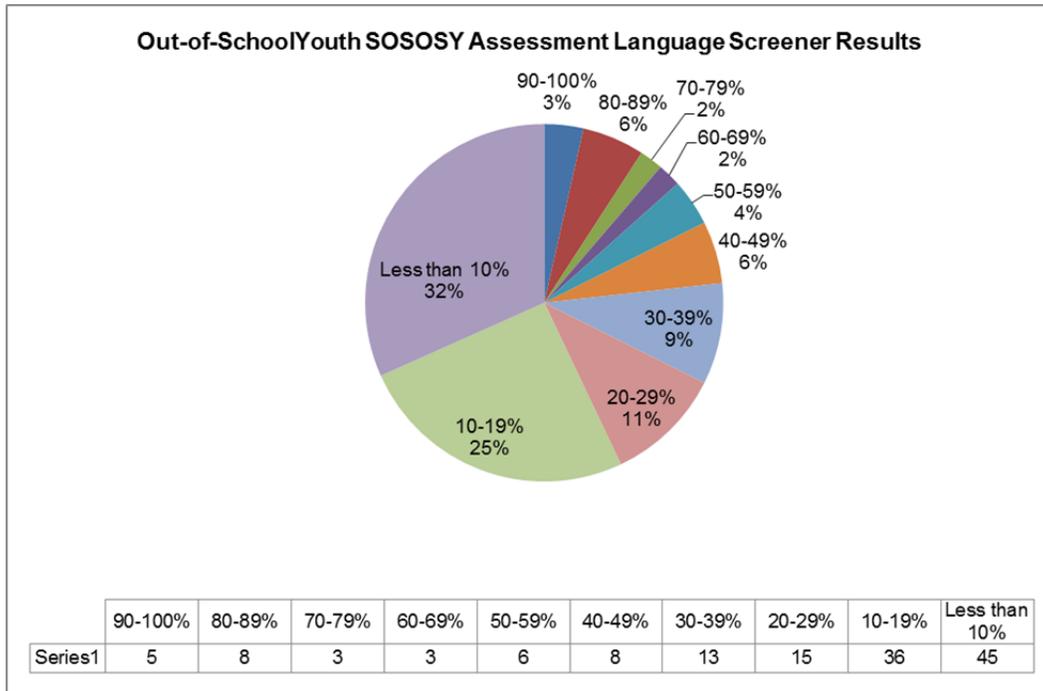
As part of PA-MEP's participation in the SOSOSY Consortium<sup>36</sup> PA-MEP is annually asked to provide certain information about its efforts and outcomes in supporting the out-of-school youth population. In the past, PA-MEP had limited options for documenting the outcomes of out-of-school youth. 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 2014-15 program year was the second year this tool was used and was to cover students served May through August 2015. The 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*.

A total of 252 out-of-school youth (48 percent of all out-of-school youth) participated in the initiative, of which 29 youth (11 percent of 252) completed a pre-test indicating that they did not need to improve, essentially testing out of the lessons and post-test. A total of 134 youth had both a pre-test and post-test that could be analyzed. Of these 134, 128 made gains according to the assessment results (96 percent). The most-assessed lessons were *Finanza Toolbox* and *Vermont Mini-Lessons*. *Parenting* and *Math for Living* were assessed least.

Additionally, youth completed a language screener that included six components: beginning listening, beginning speaking, intermediate/advanced speaking, beginning literacy, reading, and intermediate/advanced writing. Students received a total score (out of 50 possible points) and percentage based on these components. A total of 142 out-of-school youth had a score for the language screener. Results were broken down

<sup>36</sup> The SOSOSY Consortium is known by its acronym. However, SOSOSY stands for Strategies, Opportunities, and Services for Out-of-School Youth.

into 10 percentage point categories. Based on the language screener, more than half of the out-of-school youth assessed scored below 20 percent, which is consistent with the prior year's results.



## 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 need factors 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. All programs, initiatives, special projects, and program implementation in general should be intentionally connected to and supportive of the state Service Delivery Plan's MPOs, GPRA measures, and Pennsylvania's Annual Measurable Objectives.

2. Fluent students and those who were not Priority for Service performed 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.

Recommendation: Ensuring all nonfluent students are connected to English services in the district or through PA-MEP is as critical as ensuring that Priority for Service students are being serviced first. Nonfluent students and Priority for Service students should receive extra academic focus. Furthermore, PDE should continue to advocate for nonfluent students' English instructional services with state-level Title III program staff.

3. More than 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 Act<sup>37</sup> definition of homelessness.

Recommendations: Where applicable, the PA-MEP project area staff should continue to 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.

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<sup>37</sup> Title X, Part C of the Elementary and Secondary Education Act, <http://www2.ed.gov/legislation/FedRegister/other/2002-1/030802a.html>

4. Students dropping out of school continues to be a concern, as the 2014-15 dropout rate and count was higher than the prior year. This is especially a concern for 12<sup>th</sup> grade students who are close to completing school. Analysis revealed that 64 percent of students dropping out had a Priority for Service designation, confirming that students with the risk factors indicated in Priority for Service criteria are at greater risk of negative outcomes.

Recommendation: Project areas should review or consider 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. PA-MEP should consider further emphasis on reasons for students dropping out and implement strategies to address those reasons and/or plan dropout prevention strategies accordingly.

5. PA-MEP collects a great deal of data on 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.

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, PA-MEP's 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. Data should only be collected if it contributes useful and necessary information.

6. There was a decline in the numbers of students pursuing and earning a GED from 2013-14 (three out-of-school youth earned a GED and 18 were pursuing the credential, 3.7 percent of 575 out-of-school youth) compared to 2014-15 (none earned a GED and 10 were pursuing, 1.9 percent of 529 out-of-school youth).

Recommendation: PA-MEP staff should increase efforts intended to engage out-of-school youth in GED programs and provide services to these individuals to support their completion of such programs.

7. While still a positive result at 63 percent, preschool enrollment percentages (of those three years old and older) appear to be reaching a plateau.

Recommendation: Given findings that non-enrollment is largely a matter of circumstances and not interest, PDE and project areas should consider whether the current *Service Delivery Plan* targets are reasonable and, if necessary, revise accordingly. Additionally, project areas should consider, identify, and implement

strategies to focus preschool enrollment advocacy on those individuals and families whose non-enrollment is not related to their circumstances as well as strategies to mitigate circumstances that prevent migrant preschool enrollment.

8. Data currently collected do not align closely enough with some *Service Delivery Plan* objectives to allow accurate examination of change. Furthermore, improvements and adjustments to data collection over the past few years have improved data accuracy. As such, apparent declines may not be declines at all, but may be a product of improved data accuracy and completeness.

Recommendation: PDE and state evaluators should examine goals and program focus areas to establish current priority areas and appropriate new measures.

9. Summer program survey responses indicate some areas of need and opportunity for improvement.

Recommendation: Based on summer program survey responses, project areas should consider options for:

- Increasing the volume of information about students that teachers have at the beginning of the program so that they can more appropriately plan instruction.
- Examining the level and type of communication and feedback between summer program administrators and staff.
- Improving food options and resources (i.e. food warming).
- Improving the organization of summer programs, if this is not addressed through improved communication.
- Increased training for staff.
- Continuing to incorporate student interests and requests into program planning, as appropriate.

10. The parent and out-of-school youth comprehensive survey administered in late summer/early fall 2015 yielded useful information about the needs of those surveyed. Taking into consideration the limitations of the survey – especially that individuals and families included are those who could be located, and individuals and families that are more mobile and/or could not be located may have differing needs – state and regional staff can find helpful information for future planning purposes.

Recommendation:

- Given that a majority of respondents indicated that they believed it was important to know about high school graduation requirements, but more than half of respondents indicated not knowing much about these requirements, PA-MEP should identify strategies to facilitate parent access to this information.
- As it appears that parents seek out assistance from PA-MEP staff for information about high school graduation and postsecondary options, PA-MEP should ensure that its staff members are familiar with their region's schools' requirements and education options so they are prepared for parents who ask

questions. Also, PA-MEP staff members should know who at the school or district can effectively answer such questions in the event that the PA-MEP staff member does not know the answer.

- Project areas should consider strategies for disseminating general information about local health and wellness services within its region.
- While access to email and text messaging is widely available, there is still a portion of individuals or families that do not have access to either of these communication modes. PA-MEP should identify alternative communication options for each family in the event that electronic means are not available.
- Wellness service efforts should focus on supporting families and youth to be aware of emergency room-alternative sources of health care for non-emergency situations as well as services and options for overcoming language and insurance barriers.

11. Three of five monitoring reports indicated one or more areas that needed improvement or did not meet program requirements.

Recommendation: All project managers should review monitoring findings and preliminary recommendations to identify areas where programming can be strengthened. For areas with items rated as needs improvement and not meeting program requirements, project managers should identify, develop, and implement strategies designed to improve programming in line with requirements. PDE should continue to provide support and guidance to project areas in implementing PDE recommendations.

12. Risk factors that place students in the Priority for Service category may be a factor in outcomes, at least for the K-12 population.

Recommendation: In areas where the percentage of Priority for Service students not achieving or performing as expected is disproportionate to the overall group, program staff should examine service delivery options and increase service levels to Priority for Service students related to that outcome area.

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.