

Pennsylvania's Migrant Education Program Comprehensive Needs Assessment Review and Service Delivery Plan

September 2013



**COMMONWEALTH OF PENNSYLVANIA
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Introduction

The Pennsylvania Migrant Education Program (PA-MEP) assists local school districts in improving the educational outcomes for the children of Pennsylvania's migrant farm workers. The PA-MEP provides supplemental programs designed to increase learning opportunities to help migrant children overcome the challenges of poverty, high mobility, and cultural and linguistic barriers in order to meet the same high standards expected of all children in the state.

The PA-MEP is state administered and locally operated in nine project areas and five regions throughout the state. Each project area has a project manager to oversee operations and reporting responsibilities (three of these managers oversee more than one project area). Each project manager supervises a staff of individuals responsible for program implementation, including student support specialists, data specialists and recruiters. The project managers report to the PA-MEP State director at the Pennsylvania Department of Education (PDE).

The PA-MEP provides a wide range of services during the school day and outside of school hours including in-home support services, language and cultural training, Out-of-School Youth intervention, preschool programming, student leadership opportunities, adult education, summer and extended day programming, postsecondary enrollment support, and family outreach. In the 2010-11 program year (when the Comprehensive Needs Assessment review was initiated), the PA-MEP enrolled 5,436 students identified as migrant into the program. Fifty-eight percent of all migrant students were school age (grades K-12).

Under Title I Part C of the No Child Left Behind Act (NCLB), state education agencies are required to deliver and evaluate the quality of services to migrant children based on a state plan that reflects the results of a Comprehensive Needs Assessment. The PA-MEP conducted its first Comprehensive Needs Assessment in the 2006-07 program year as a means of evaluating the unique educational needs of its migrant student population through data analysis and action planning. The process culminated in a set of program priorities that the PA-MEP used as a platform for program improvement.

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

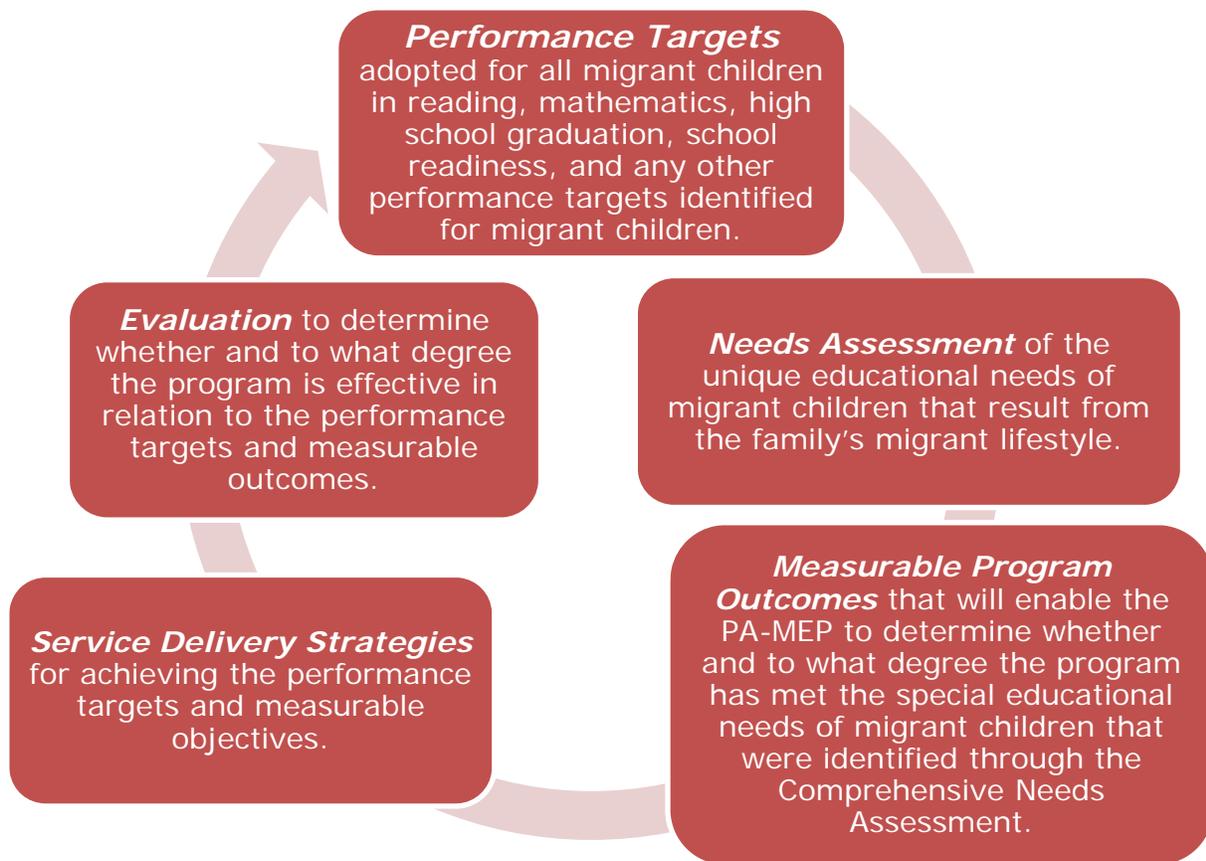
The educational landscape of Pennsylvania has changed since the completion of the original Comprehensive Needs Assessment. The PA-MEP is focused on ensuring that its supplemental programming and advocacy align with the state's efforts to transition to the more rigorous and research-based reforms as set forth in the Pennsylvania Core Standards.

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

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

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

Figure 1. Measures for Monitoring Implementation and Evaluating Outcomes of Success



Migrant Student Profile: What Does the Data Reveal?

This section of the report will highlight the demographics and academic performance of the migrant student population in the 2010-11 program year. The Comprehensive Needs Assessment review committees used this data to assist them in their decision making about critical student needs and which types of supplemental services have led to better student and family outcomes. When appropriate, major demographic changes that have occurred since 2005-06 will be highlighted if they help to illustrate the evolution of PA-MEP program designs and service delivery strategies.

Migrant Student Enrollment

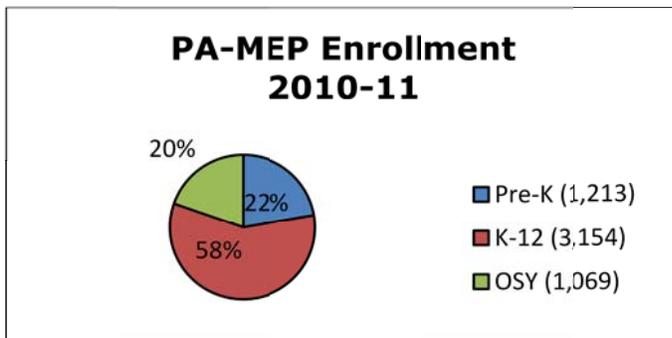
Pennsylvania's migrant student enrollment has dropped by 54 percent since 2005-06. This downward trend has occurred in migrant education programs nationally due to a number of factors which include more restrictive eligibility requirements, urbanization of previously agricultural areas, and less flexible immigration and employment policies.

Figure 2. Pennsylvania Enrollment in the Migrant Education Program

Pennsylvania Enrollment in the Migrant Education Program	
2005-06 School Year	11,896
2010-11 School Year	5,436

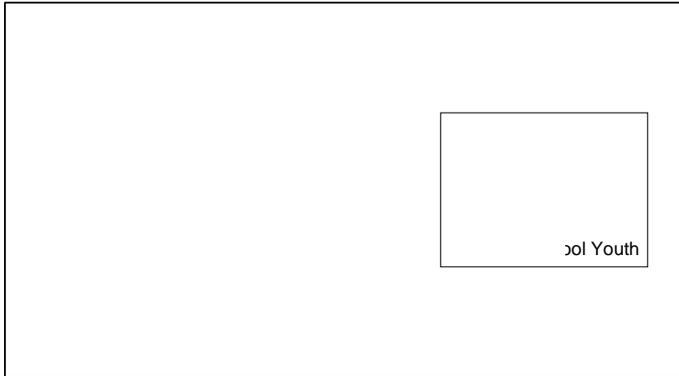
The K-12 and Out-of-School Youth migrant populations have held steady since 2005-06 at about 60 percent and 20 percent of eligible students, respectively, while the Pre-K population has increased proportionately from 16 percent to 22 percent.

Figure 3. Pennsylvania MEP Enrollment¹



¹ All figures from 2010-11 are derived from the Annual *PA-MEP Evaluation Report* from that year.

Figure 4. PA-MEP Enrollment (2005-06)²

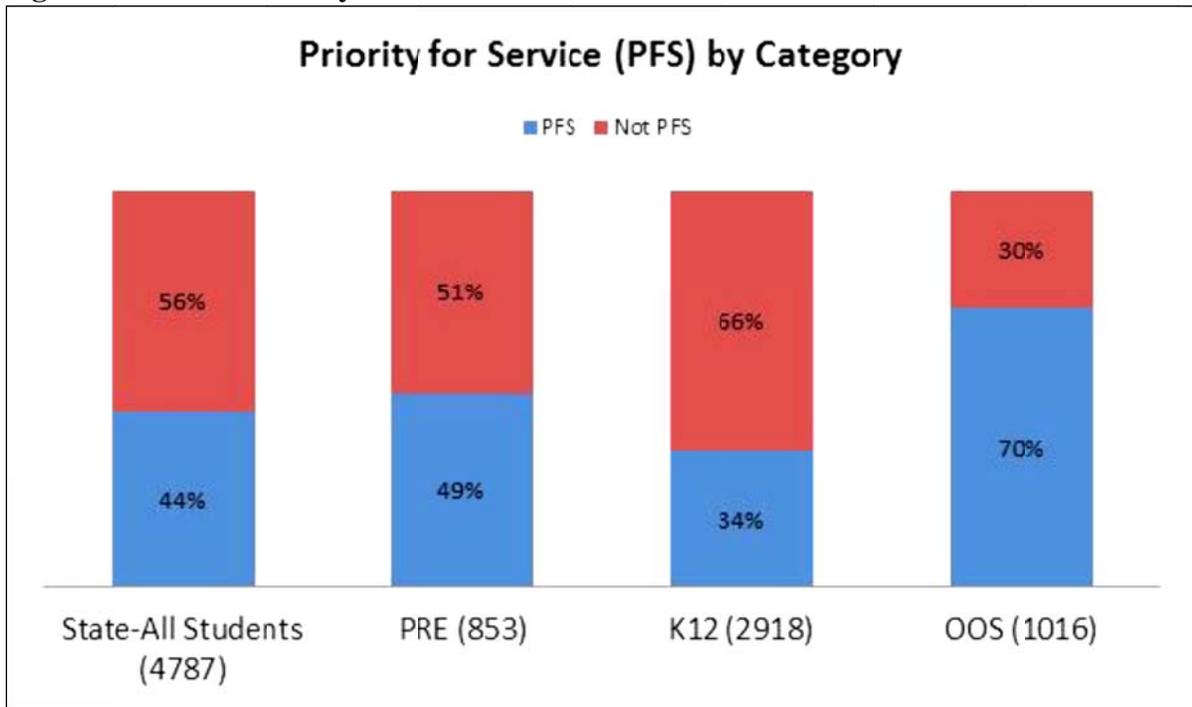


Priority for Service

Even though there are fewer migrant students statewide, there has been a growth in some of the sub-categories. For example in 2005-06, 997 of the 11,896 (8 percent) were classified as Priority for Service.

By 2010-11, 44 percent of migrant students were in the Priority for Service category. In part, this increase can be explained by the fact that Priority for Service is a more familiar and well-defined concept than it was during the first Comprehensive Needs Assessment. As is appropriate, the *2010-11 PA-MEP Evaluation Report* states that, “Priority for Service students are receiving services in greater proportions than non-Priority for Service students.”

Figure 5. 2010-11 Priority for Service



² All figures from before 2008 are derived from the *PA-MEP State Service Delivery Plan* created in 2008.

Home Language

The ethnic mix of the migrant population has remained largely Hispanic with a predominance of Mexicans, Puerto Ricans and Dominicans. In terms of language demographics, since 2005-06 there has been no growth in the English-speaking category, very little growth in the Spanish-speaking population, and an increase in the “other languages” category. The “other language” category often changes with the flow of refugees into the United States. The most recent influx has consisted of predominantly Nepali and Bhutanese students.

Figure 6. 2010-11 Home Language by Category

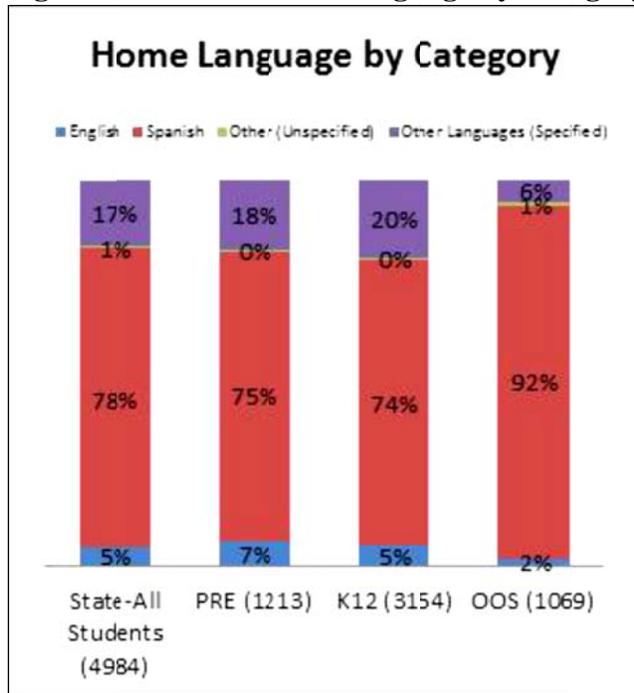


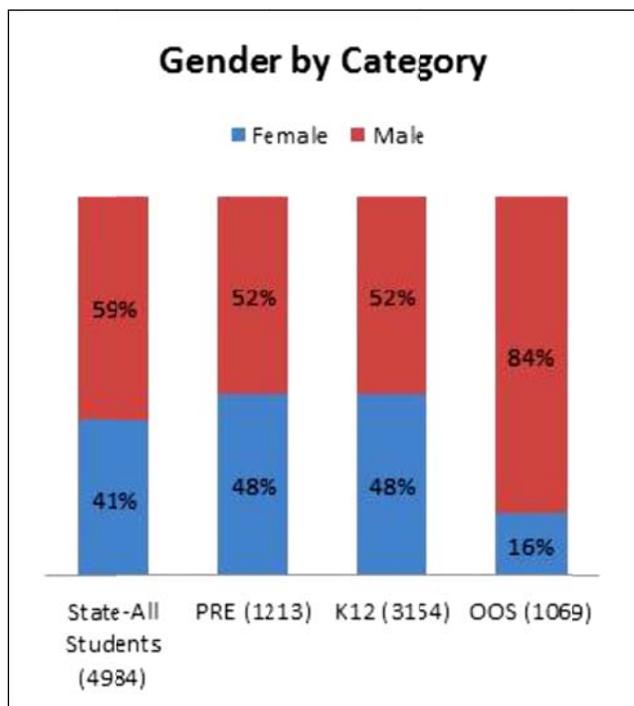
Figure 7. 2005-06 Home Language by Category

Home Language	Active Children	% of Population
Not Reported	100	<1%
Arabic	33	<1%
Cambodian	27	<1%
Chinese	196	2%
Creole	12	<1%
English	538	5%
French	6	<1%
Khmer	141	1%
Laotian	4	<1%
Other	127	1%
Pashtu/Dari	2	<1%
Russian	8	<1%
Serbo-Croatian	29	<1%
Spanish	10,235	88%
Vietnamese	214	2%
TOTAL	11,672	100%

Gender

The gender mix in the age range of Pre-K – 12 is relatively even. However, in the Out-of-School Youth category, there has been, and continues to be, a preponderance of young men (84 percent).

Figure 8. 2010-11 Gender by Category



English Fluency

There is a great deal of evidence that the most important factors dictating student achievement levels are related to whether a student is deemed fluent in English and non-Priority for Service. The yearly evaluations show that, in general, these students are performing at proficient or close to proficient levels. The PA-MEP external evaluators comment in their 2011-12 annual report that, “English language proficiency appears to be a greater factor in academic success than migrancy alone.”

The percentage of migrant students who are in the fluent category has decreased since 2005-06. In 2010-11, 16 percent of migrant students were deemed fluent compared with 24 percent in 2005-06. This may also be due to the progress that has been made in assessing student fluency in more standardized and reliable ways than were available during the earlier Comprehensive Needs Assessment. As might be expected, the level of fluency is particularly low in the Pre-K

(11 percent) and Out-of-School Youth (3 percent) populations. Also, the vast majority of Priority for Service students (95 percent) are in the non-fluent category.

Figure 9. 2010-11 English Fluency by Category

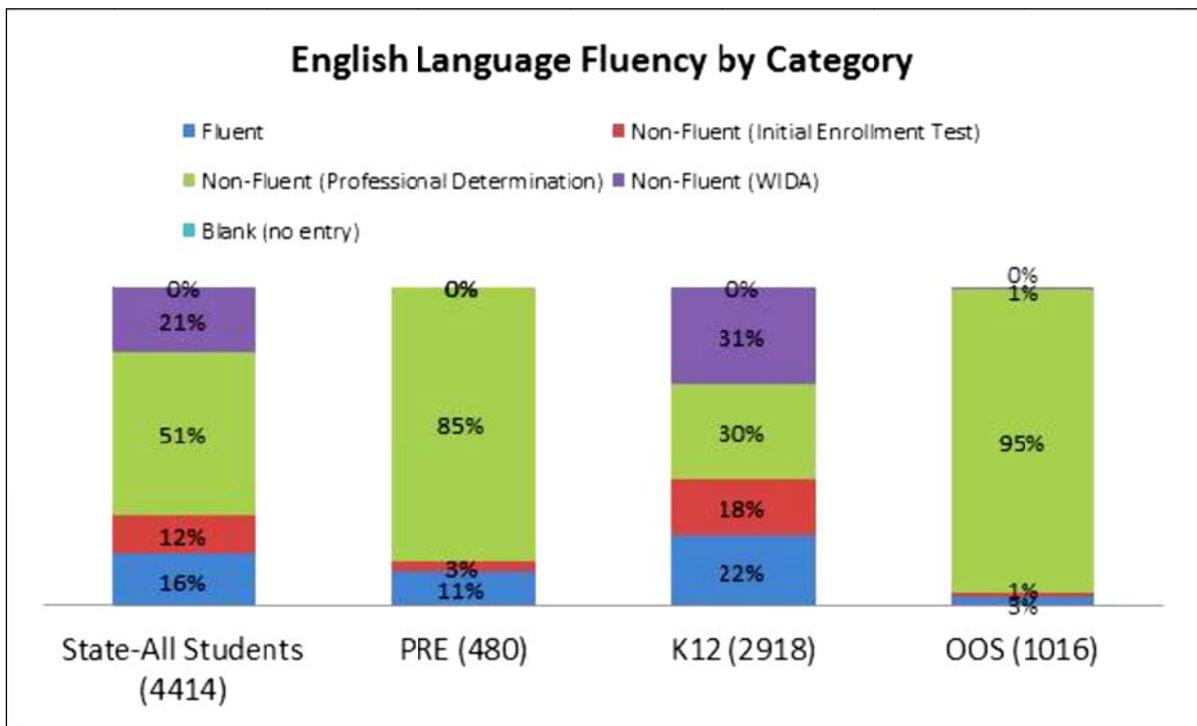
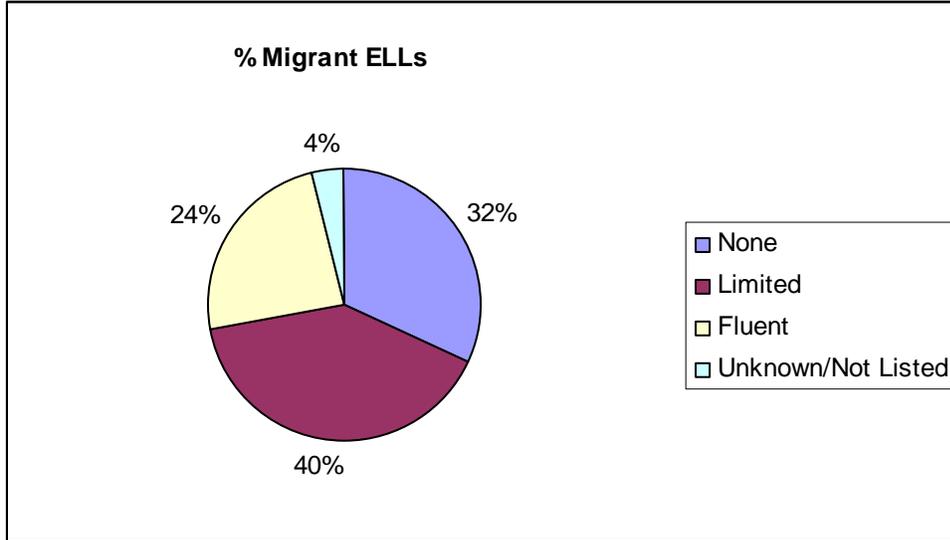


Figure 10. 2005-06 Migrant ELL



Graduation Rates

The graduation rate of migrant students has improved markedly since the completion of the first Comprehensive Needs Assessment. In 2005-06 program year, the graduation rate was at 61 percent. By 2010-11, the number has increased to 89 percent, although the total number of graduates has fallen along with the decrease in statewide enrollment.

The 2010-11 annual progress target for graduation was 85 percent and the 2010-11 state graduation rate was 91 percent, which means that the PA-MEP's rate of 89 percent exceeded the state annual progress target, but is slightly lower than the state rate.

Figure 11. 2010-11 Graduation Rates

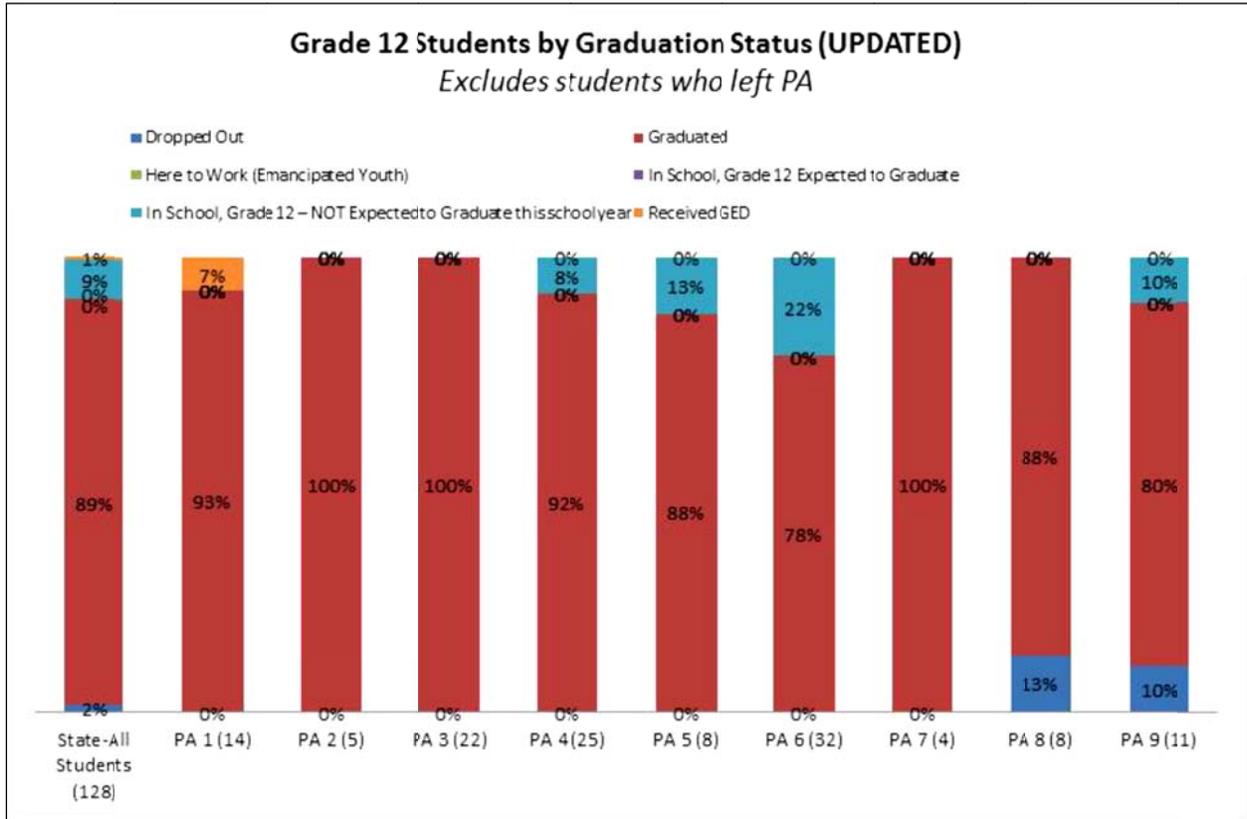


Figure 12. 2004-06 Graduation Rates

Project Area	Total Students Enrolled Grade 12 2004-05	Percent Graduated/high school Equivalency 2004-05	Total Students Enrolled Grade 12 2005-06	Percent Graduated/high school Equivalency 2005-06
1	28	89%	29	76%
2	15	87%	8	25%
3	33	82%	23	52%
4	31	74%	32	76%
5	38	89%	27	56%
6	59	83%	48	67%
7	41	68%	28	50%
8	25	68%	27	70%
9	25	56%	26	62%
Total	295	78%	248	61%
State Rate		87.5%		88%
AYP Target		80%		80%

Migrant Student Reading Achievement

All PA-MEP students who were enrolled and present a reasonable amount of time received services. A total of 1,092 PA-MEP students took the PSSA reading assessment, which is 76 percent of PA-MEP students enrolled in PSSA grades 3-8 and 11 (1,429). Of this sample, 29 percent scored at proficient or advanced levels on the 2011 reading PSSA assessment.

Figure 13. 2010-11 PSSA Reading Results by Proficiency Category

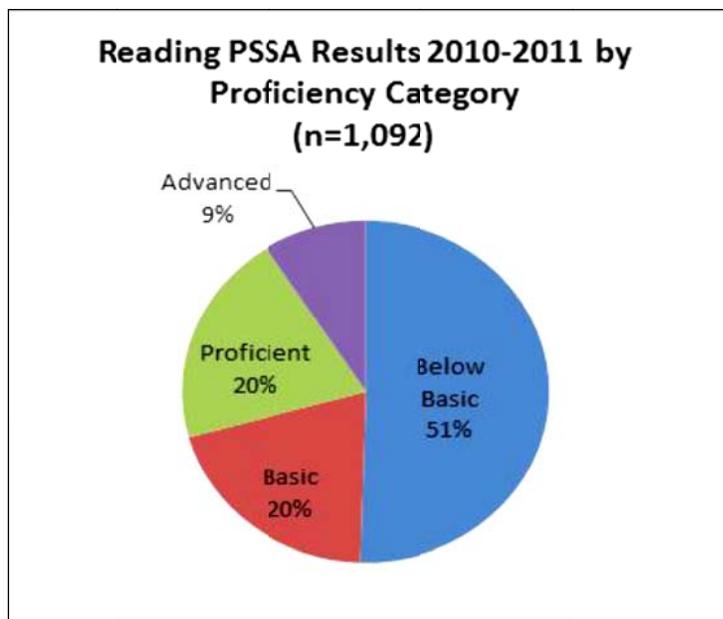
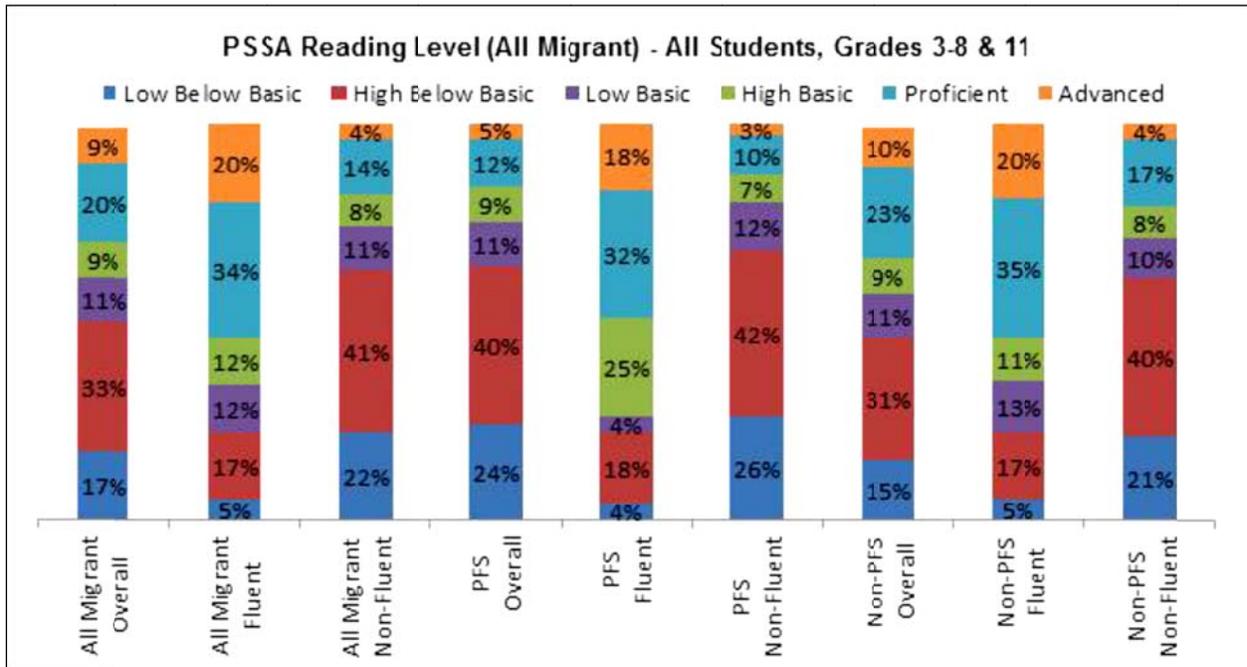


Figure 14. 2010-11 PSSA Reading Levels



The *PA-MEP Evaluation Report* interprets the 2010-11 reading results as follows:

“When looking at all migrant students, the impact of fluency is obvious as more than half of fluent students (54 percent) are scoring proficient or advanced compared to their non-fluent peers (18 percent). Furthermore, the proportion of fluent students scoring proficient or advanced this year (54 percent) is an increase over the prior year (51 percent). For all students, 29 percent scored proficient or advanced, which is a slight increase over the prior year’s 28 percent.

The proportion of Priority for Service students, overall, scoring proficient or advanced is lower – 17 percent – than their non-Priority for Service peers (33 percent proficient or advanced). Again, fluency is more influential on results: 50 percent of fluent Priority for Service students are proficient or advanced (compared to Priority for Service non-fluent students at 13 percent) and 55 percent of non-Priority for Service fluent students scored proficient or advanced (compared to non-Priority for Service non-fluent students at 21 percent). Priority for Service and fluency status influence PSSA outcomes in reading.”

Figure 15. 2004-06 PSSA Reading Results of Percentage Who Scored At or Above Proficient

Year	Grade	Migrant Overall	Migrant Limited English Proficient Only	Migrant Non-Limited English Proficient	State Non-Migrant	State Limited English Proficient Non-Migrant
2004-05	3	31.3	12.4	50.5	68.5	28.4
2005-06	3	36.9	27.7	47.2	69.1	29.2
2004-06	4					
2005-06	4	40.3	24.5	52.7	68.2	26.2
2004-05	5	31.3	12.4	50.5	64.4	26.1
2005-06	5	27.4	18.6	43.1	60.7	21.7
2004-05	6					
2005-06	6	35.5	12.8	61.3	66.0	22.6
2004-05	7					
2005-06	7	28.1	8.2	52.1	68.1	23.5
2004-05	8	25.1	8.2	43.5	64.2	19.5
2005-06	8	32.4	11.2	55.1	70.6	24.9
2004-05	11	23.2	10.7	43.8	65.2	20.3
2005-06	11	29.8	10.2	52.4	65.2	15.9

These PSSA scores corroborate the critical need for a continuing focus on improving migrant students' reading achievement. The average of the migrant students overall who scored proficient or advanced in 2005-06 was 33 percent while the average of the limited English proficient migrant students was 16 percent. These results were in stark contrast to the state non-migrant average of 67 percent.

Migrant Student Math Achievement

In 2010-11, a total of 1,239 PA-MEP students took the PSSA math assessment, which is 87 percent of PA-MEP students enrolled in PSSA grades 3-8 and 11 (1,429). Of these students, 41 percent scored at proficient or advanced levels on the 2011 math PSSA assessment.

Figure 16. 2010-11 PSSA Math Results by Proficiency Category

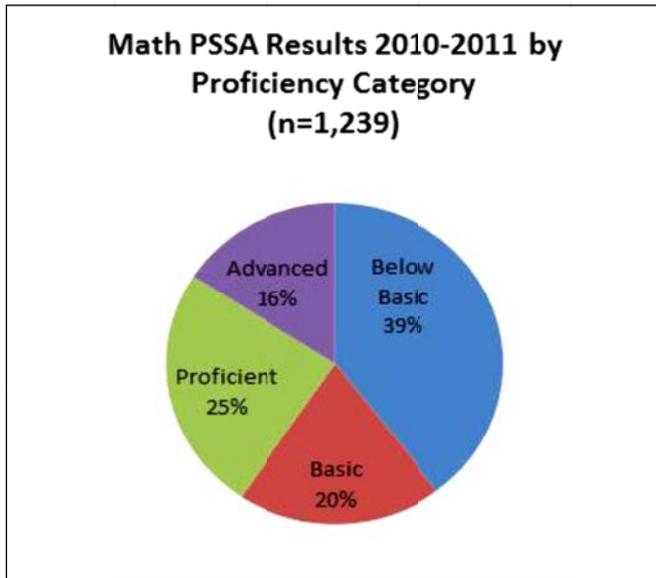
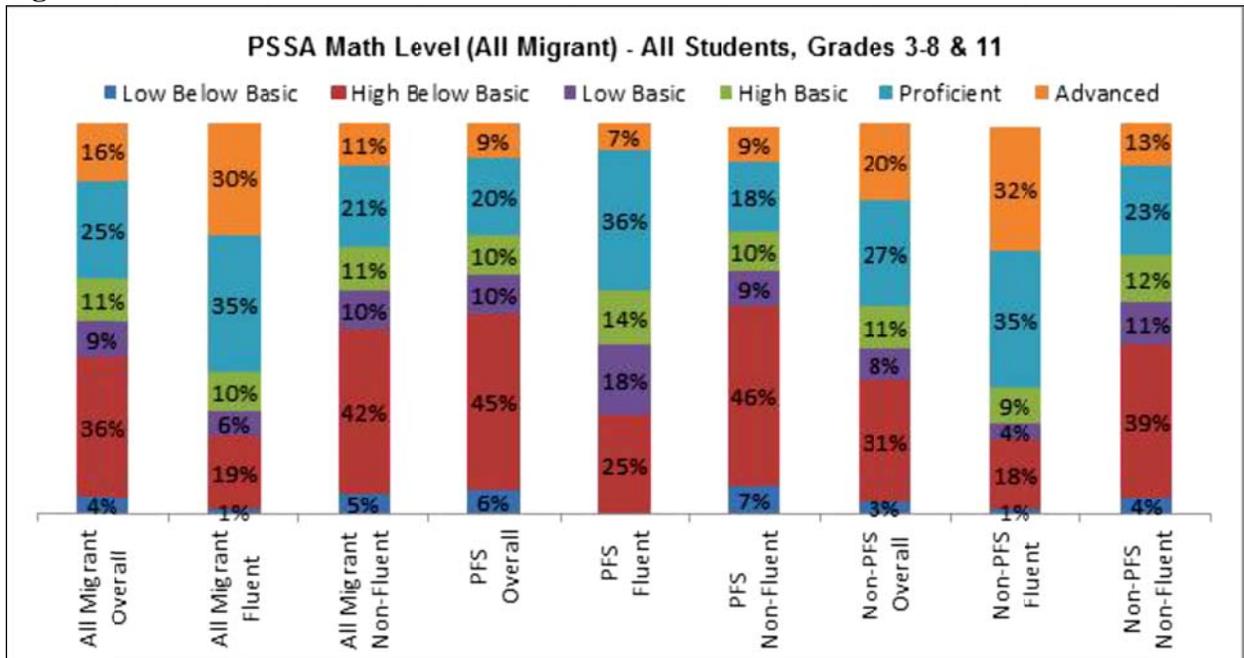


Figure 17. 2010-11 PSSA Math Levels



The *PA-MEP Evaluation Report* interprets the 2010-11 math results as follows:

“Like reading, fluency has an influence on math PSSA results. Sixty-five percent of fluent students scored proficient or advanced on the math PSSA compared to their non-fluent peers (32 percent). Math results indicate higher proportions scoring proficient or advanced in math than reading. The proportion of fluent students scoring proficient or advanced this year (65 percent) is an increase over the prior year (62 percent). For all students, 41 percent scored proficient or advanced, which is the same proportion as the prior year.

The proportion of Priority for Service students, overall, scoring proficient or advanced is lower – 29 percent - than their non-Priority for Service peers (47 percent proficient or advanced). Again, fluency is more influential on results: 43 percent of fluent Priority for Service students are proficient or advanced (compared to non-fluent Priority for Service students at 27 percent) and 67 percent of fluent non-Priority for Service students scored proficient or advanced (compared to non-fluent non-Priority for Service students at 36 percent). Priority for Service and fluency status influence PSSA outcomes in math.”

Figure 18. 2004-06 Math Results of Percentage Who Scored At or Above Proficient

Year	Grade	Migrant Overall	Migrant Limited English Proficient Only	Migrant Non-Limited English Proficient	State Non-Migrant	State Limited English Proficient Non-Migrant
2004-05	3	42.7	24.7	62.4	80.4	53.3
2005-06	3	57.6	49.6	70.4	82.7	56.5
2004-05	4					
2005-06	4	58.9	47.2	69.5	77.3	48.3
2004-05	5	42.7	24.7	72.2	69.1	40.4
2005-06	5	44.3	31.8	61.3	66.9	37.9
2004-06	6					
2005-06	6	39.2	18.6	58.5	68.1	34.9
2004-05	7					
2005-06	7	37.5	21.4	57.4	66.5	35.1
2004-05	8	32.5	19.1	46.8	63	31.1
2005-06	8	30.2	16.4	40.9	62.2	29.8
2004-05	11	23.9	18.5	31.1	50.9	30.4
2005-06	11	32.3	14.9	50	52.0	27.2

This chart corroborates the more recent achievement results. It not only confirms that there remains an ongoing issue of significant gaps in math scores between migrants and their non-migrant peers, but it also confirms that the migrant students who are not proficient in English continue to have the lowest percentages of all of the sub-groups. The concern that migrant students’ limited proficiency in English interferes with the development of their math skills has been cited by both the original Comprehensive Needs Assessment and Comprehensive Needs

Assessment review committees emphasizing the critical nature of this element. In both of the Comprehensive Needs Assessments, migrant students were asked “Does your understanding of English interfere with your ability to do well in math?” In 2006, 62 percent of migrant students answered “Yes” and in 2011, 59 percent of migrant students answered “Yes.”

PA-MEP Program Strengths and Exemplary Practices

This section will highlight the principal accomplishments of the PA-MEP in the areas of data collection and program improvement since the first Comprehensive Needs Assessment was conducted in 2005-06.

PA-MEP Program Strengths and Exemplary Practices

Data Collection

Establish a uniform and coherent system of data collection and analysis at all levels that supports the statewide *Service Delivery Plan* and drives the cycle of continuous improvement.

The Comprehensive Needs Assessment process (in both 2008 and 2012) has been invaluable in helping the state education agency and local education agencies to focus on their data collection and analysis efforts. The state office understood from the start that the design, collection, and analysis of their program data are the keys to improving migrant student and family outcomes, as well as demonstrating which practices are having the desired effects. They have gathered a knowledgeable team of data experts to guide their evaluation efforts from year to year. The data team is made up of PA-MEP state staff and evaluators in partnership with external evaluators from the Allegheny Intermediate Unit 3. The external evaluators provide each of the nine project areas with an annual summary of how their migrant education programs have performed in the different areas targeted for program maintenance and improvement. This data team, working in concert with PA-MEP and project staff, maintains the long view of data-driven program improvement and is constantly striving to refine all aspects of data collection and analysis.

There are three principal data sets that have evolved, in part, as a result of the Comprehensive Needs Assessment/Service Delivery Plan process:

1. **Student Achievement Data:** Over the last several years, the PA-MEP has built a bridge between migrant data and other Pennsylvania data. Previously, districts reported who their migrant students were to the state data system (PIMS). The PA-MEP staff's research and experience revealed that there were many inaccuracies as a result of both over and under reporting. The PA-MEP was able to demonstrate these significant data errors to the data managers and the following improvements have been implemented:
 - a. The PA-MEP implemented the Pennsylvania state ID as another method of identifying students in the MIS2000 (migrant-specific) database, for the purpose of creating a common identification that could be used when communicating with districts and PIMS.
 - b. A system was developed where the PA-MEP, on a monthly basis, provides PIMS with a list of students who are migrant eligible. PIMS then uses this for targeted reporting and flagging of migrant students, especially for any official reporting, including parts of the *Consolidated State Performance Report*.
 - c. Using this relationship with state data stewards, the PA-MEP also obtains a data file of PSSA reporting for migrant students in a format that can be loaded directly into MIS2000.
2. **Needs Assessment Data:** The needs assessment forms, which have been an integral part of the PA-MEP for years, have been refined to better reflect the areas of concern that arose during the Comprehensive Needs Assessment. For example, the Pre-K needs assessment form was modified to track the rate at which migrant parents and PA-MEP staff are helping with key school readiness strategies. In addition, the needs assessment reporting process

has been standardized in order to reduce the variability in the interpretation of the different qualitative elements. The needs assessment forms are essential to the processes of both identifying the needs of each child (including their Priority for Service status) and analyzing demographics for making programming decisions.

An additional tool that has been used to gauge the criticality of migrant student and family needs has been the administration of targeted surveys. A variety of surveys ranging in focus from knowledge of high school requirements and postsecondary options, to awareness of primary health services have been developed for both the original Comprehensive Needs Assessment process and the Comprehensive Needs Assessment review. The qualitative results have been very revealing and have helped the Needs Assessment Committee to identify which areas require the development of targeted educational strategies and resources.

3. **MIS2000 Data:** The migrant database, MIS2000, has many dimensions and is the major tool used by the PA-MEP for generating state performance reports. Since the first Comprehensive Needs Assessment/Service Delivery Plan process, the PA-MEP team consisting of state staff, a data team, and field practitioners have constantly evaluated and re-evaluated how the PA-MEP should track services. MIS2000 enables PA-MEP staff to evaluate the PA-MEP's effectiveness in meeting Service Delivery Plan-defined standards and how the services relate to meeting the needs of those being served.

Other improvements that have been made involve obtaining input from the external evaluators and PA-MEP staff at all levels regarding policies and practices that would lead to a more coherent and detailed picture of the impact of PA-MEP services. The PA-MEP has also invested in furnishing all staff with tablet/laptop computers which enables service providers to enter their services directly into the database. This adds to an increase in efficiency and a reduction of reporting errors.

Professional Development to Enhance Student Achievement

Improve reading and math student achievement through ongoing professional development and research-based quality programming.

PDE collaborated with the Mid-Atlantic Comprehensive Center (MACC) in partnership with ESCORT to design a multi-year staff development project titled MACC Improving Reading Achievement. Regional teams were formed that were made up of PA-MEP staff, student support specialists, and site tutors in order to ensure understanding and appropriate implementation of effective strategies for tutors to use in developing the reading comprehension of migrant students in grades 3-12. Since the evidence is so compelling that students who are not fluent in English lag behind their more fluent peers, the MACC Improving Reading Achievement project focused primarily on the needs of English Language Learners (ELL). This professional development project was delivered over a three year period using a combination of face-to-face meetings and statewide webinars. In addition, the MACC Improving Reading Achievement project provided team members with strategies for improving science, technology, engineering and math (STEM) achievement, which has been such an important focus of instruction nationally.

MACC Improving Reading Achievement **Project Goals:**

1. Increase PA-MEP tutors' knowledge of and use of effective strategies for increasing student reading comprehension, with the goal of increasing the reading achievement of migrant students.
2. Strengthen PA-MEP tutors' understanding and support of reading comprehension.
3. Create a network/system for providing training and ongoing support for PA-MEP tutors focused on the use of effective tutoring strategies for increasing student reading comprehension.
4. This project is linked to the reading and math sections of the PA-MEP Service Delivery Plan which stipulate:
 - Improve the quality and effectiveness of supplemental instructional reading programs.
 - Increase the percentage of migrant students who score proficient or advanced on the reading PSSA.
 - Increase the percentage of migrant students who score proficient or advanced on the math PSSA.

Other improvements that provide incentives for raising migrant student achievement are related to the project application and monthly reports. It is essential that all aspects of a migrant education program be focused on achieving the Service Delivery Plan goals and objectives. For example, the monthly reports are one avenue for encouraging professional development in practices such as “teaching math to culturally and linguistically different students” that appears in the math section of the Service Delivery Plan. In addition, the state office requires that projects applying for state migrant funds report on any research-based models or strategies that they are utilizing to improve their reading and math instruction.

Service Delivery Plan Sub-Committees

Form expert Service Delivery Plan sub-committees to assist with development of new program elements, education of PA-MEP staff on implementation of new initiatives, and reporting requirements.

Once the original Service Delivery Plan was completed in 2008, the PA-MEP convened expert groups in two priority areas of the Service Delivery Plan: school readiness and data-informed supplemental instruction, particularly in reading. The purpose of these groups was to ensure that the Comprehensive Needs Assessment goals and priorities were implemented and evaluated using the best information available regarding exemplary practices in service delivery and accountability. The tasks with which these expert groups were charged are shown in Table 1.

Table 1. Expert Group Tasks for Improving Supplemental Services for Migrant Students

Expert Group	Tasks
School Readiness	<ul style="list-style-type: none"> ▪ Define what constitutes a Pre-K program (e.g., quality and intensity for both site- and home-based programs). ▪ Identify best practices in school readiness. ▪ Research parent training models which are effective with low-literacy, language-minority parents. ▪ Develop/identify a checklist (readiness scale) that tracks family literacy. ▪ Conduct a focused study of parents and children who are trained using recommended parent training approaches (long-term objective).
Data-Informed Supplemental Instruction	<ul style="list-style-type: none"> ▪ Identify key elements of good quality data-informed, supplemental instructional reading programs. ▪ Research creative ways to use needs assessments to efficiently and effectively match migrant students with developmentally appropriate supplementary instruction. ▪ Refine definition of supplemental services (on MIS2000) and devise appropriate codes.

The MACC/ESCORT team managed and supported the work of the expert groups by providing research and best practices for them to consider. As a result, within a few months these groups developed specific guidance on their respective topics.

The school readiness expert group defined quality Pre-K programs, set a standard for the intensity of site- and home-based interventions, made specific recommendations for partnering with school readiness providers and parent training organizations, as well as for setting early learning standards and assessing student progress. This expert group also offered practical tools for service providers including a kindergarten school readiness checklist (aligned with the state Pre-K outcomes), websites, articles, research papers, and guiding questions on providing migrant children and their families with the most effective support and most intensive educational strategies.

Likewise, the data-informed supplemental services expert group identified and described specific tools for assessing individual student academic needs, especially in reading proficiency. This expert group also presented research-based definitions and guidance on data-informed supplementary instruction, compiled a list of professional development opportunities available in Pennsylvania that focus on best practices in teaching literacy and ELL, and developed guiding questions for providers of supplementary reading instruction. The state office posted the findings of both expert groups on its website for easy access by supplemental service providers and local school districts.

Additional examples of these Service Delivery Plan sub-committees are: The Diploma Project, the Health Task Force and Wellness Project, and an Out-of-School Youth advisory group that

was formed after the completion of the Comprehensive Needs Assessment review and will continue to meet periodically to develop guidance, training materials, and resources.

Communication

Improve communication among all PA-MEP stakeholders and develop systems for monitoring program implementation and sharing best practices with other states.

It has already been stated that the PA-MEP engages in a wide variety of professional development activities. The state office does an exemplary job of keeping its staff informed of the key Service Delivery Plan elements as well as sharing evaluation results on an ongoing basis. The state office conducts regular project managers' meetings and statewide webinars on critical topics for student support specialists. All migrant staff attend three job-specific trainings each year.

As previously mentioned, the state encourages the formation of specialized teams to work in an advisory capacity to flesh out practical and realistic strategies, develop evaluation instruments, and establish guidance for implementation of the recommended strategies. The PA-MEP hosts an annual conference that brings all of the project people together to share best practices, engage in skill building, and increase awareness of pertinent topics.

The PA-MEP has also participated actively in many of the Office of Migrant Education interstate consortia. Principal among them is the Strategies and Opportunities for Out-of-School Youth Consortium which has been very successful at devising useful resources, curricula, and tools for all states to use via easy access to their website. In general, the PA-MEP has a national reputation for responsibly developing, implementing, and evaluating best practices in serving migrant students and their families. Further, the PA-MEP has been very generous with their knowledge and resources when attending interstate forums.

Migrant Parents

Encourage migrant parents to support their children's education, from promoting school readiness to actively contributing to school success for their school aged children.

Parent involvement has always been a cornerstone of the PA-MEP; the state and its projects place a great deal of emphasis on educating migrant parents and empowering them to participate in their children's education. The PA-MEP staff understands the key role that parents play in promoting their children's success in school and they work hard to form viable parent advisory councils and parent support networks. The PA-MEP staff also makes frequent home visits in order to communicate in a personal and caring way with parents who often feel alienated from the local language and culture.

In the first Service Delivery Plan there was a particular emphasis on educating the parents of preschool aged children about specific ways that they can help to support their young children's readiness for kindergarten. A preschool checklist was developed using the Pennsylvania Early Childhood Standards as a guide. Through the use of the checklist and informing parents about the importance of early childhood education, the PA-MEP has increased the preschool participation rate from 39 percent (in 2006-07) to 48 percent (in 2011-12) and is able to report

that 80 percent of migrant 4-year-olds demonstrated proficiency on the preschool checklist (in 2010-11).

The PA-MEP strives to align its parent involvement efforts with its Service Delivery Plan whenever possible. Parent surveys have been a routine source of qualitative data for the Comprehensive Needs Assessment needs assessment committees. In addition, the state parent coordinator has initiated an annual parent survey with the goal of measuring both the quantity and quality of the PA-MEP's support services.

The 2011 Comprehensive Needs Assessment review parent survey results played a role in the development of the Diploma Project (see page 48 for a description). For example, 70 percent of migrant parents with students in high school were not able to state how many credits their children needed to graduate, and 86 percent reported that they were unaware of requirements that lead to post-high school education. Yet, the majority of migrant parents (97 percent) think that it is "very important" that their children graduate from high school. Further, when asked how important is it that their child continues his or her education after high school, 94 percent said "very important." This debunks the commonly heard myth that migrant parents do not value their children's education and its potential benefits.

Introduction to the Comprehensive Needs Assessment Review Process (2010-12)

This section of the report is divided into two parts:

- 1) Explanation of the Comprehensive Needs Assessment process and how it was conducted in Pennsylvania; and
- 2) Review of the five principal program improvement items that were contained in the original 2008 Service Delivery Plan. Included in this part are examples of the steady progress that has been made in all areas.

Comprehensive Needs Assessment Review Process (2010-12)

Beginning in December 2010, the PA-MEP conducted a Comprehensive Needs Assessment review following the three phase model recommended by the U.S. Department of Education’s Office of Migrant Education. This model, based on the work of Witkin and Altschuld³, has evolved over time as a result of feedback gained through practical implementation. This section summarizes the 2010-12 Comprehensive Needs Assessment review process which included a consideration of the original findings, the progress that has been made since 2008, and the identification of new elements to add to the state Service Delivery Plan.

The Comprehensive Needs Assessment is a three phase model, overseen by a management team and conducted by a needs assessment committee. (See Appendix, page 79).

Figure 19. Comprehensive Needs Assessment Model



Phase I – Explore What Is

The first step is to investigate what is known about the migrant student population and to identify concerns that will determine the focus and scope of the needs assessment.

The Needs Assessment Committee met in December 2010 to develop a list of concern statements that focused on the seven areas of concern unique to migrant students as identified by the Office of Migrant Education: educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services.

The Needs Assessment Committee generated a list of concern statements and narrowed them to ten concern statements (See Appendix, pages 80-82). These concerns were grouped into three focus areas including: mathematics achievement, high school graduation, and Out-of-School Youth. In addition, the Needs Assessment Committee decided to incorporate two other focus areas: parent involvement and health. The parent involvement focus area was added as a result of parent-specific concerns that emerged in the high school graduation group. Health emerged as a focus area because of the increased awareness and emphasis—both in Pennsylvania and nationally—on the link between good health and academic achievement.

The Needs Assessment Committee then developed data indicators related to the concern statements and evaluated them on the basis of availability of data and highest priority needs.

³ Witkins, B. & Altschuld, J. (1995). *Planning and Conducting a Needs Assessment: A Practical Guide*. SAGE Publications, 1995.

Phase II – Gather and Analyze Data

Once concerns are identified, the next step is to document the magnitude of needs and to reveal gaps between migrant students and their non-migrant peers (if feasible) through data collection and analysis. The main outcome from this phase is a set of need statements in tentative order of priority, based on the criticality of need and its causes.

The data team (See Appendix, page 79, for list of data team members) met in April 2011 to review the concern statements and need indicators in order to develop a data collection plan. The data team consisted of key PA-MEP data staff, state management representatives, and Allegheny Intermediate Unit 3 evaluators who have been working closely with the PA-MEP for many years and writing their yearly evaluation reports. It is essential to the success of any data-driven process such as the Comprehensive Needs Assessment to keep evaluators and data experts integrally involved during every phase of the process.

The team decided to collect data from a wide variety of sources. Quantitative data included information from the MIS2000 database and from the PSSA for mathematics. The data team also considered pertinent results from the extensive needs assessment information that is collected on each student enrolled in the program. When possible, the team considered state statistics on the performance of non-migrant students in order to ascertain the degree of performance difference between them and their migrant peers. Student and parent surveys provided qualitative data that would enable the Comprehensive Needs Assessment committees to gauge to what degree their concerns have merit.

The Needs Assessment Committee developed three surveys in order to validate the concerns generated by the high school graduation and math committees. The first survey queried migrant students (in grades 8-10) on their knowledge of specific high school graduation requirements and postsecondary educational options. The second survey was administered to migrant students in grades 3-8 and attempted to ascertain if their lack of proficiency in English is a major factor in their relatively low math scores both in their classes and on the PSSA. The third survey asked parents (of migrant students in grades 8-10) about their knowledge of high school graduation requirements and postsecondary educational options that their children might pursue.

Surveys were disseminated through each of the nine project areas. The data collection window was scheduled to open on July 5, 2011 and to close on September 30, 2011 in order to allow ample time during the summer and fall terms to complete them. PA-MEP staff selected migrant students and their families who met the survey criteria. Survey results were entered through an online database. Online versions of the student and parent surveys were in English and Spanish. The data team did not set target response rates for parents and teachers. Respondents from each survey population totaled the following: 1,243 students; 843 parents; and 431 teachers. (See Appendix, pages 83-101, for Phase II materials)

Phase III – Make Decisions

The third step is to use the needs assessment findings to review, recommend, and select possible solutions that lay the groundwork for specific service delivery strategies. It is important to note that solutions are prioritized to facilitate action planning. As emphasized by the Office of

Migrant Education model, a needs assessment is not complete unless plans are made to use the information in a practical way to address the unique needs of the migrant student population.

The Needs Assessment Committee established priority need statements based on a review of the data and using a set of criteria recommended by the Office of Migrant Education. The criteria included: magnitude of the discrepancy between *what is* and *what should be*; cause and consequence analysis; degree of difficulty in addressing needs; effects on other parts of the system; and costs. The Needs Assessment Committee charged work groups in each of the five focus areas of—mathematics, high school graduation, parent involvement, health and Out-of-School Youth—to help identify research and evidence-based service delivery strategies for their consideration. Work group members included outside experts with knowledge of research and best practices in content areas, migrant education, and state and local program administration. (see Appendix, page 102, for full list of Work Group members)

The data team reviewed solutions and added measures of progress and areas of state technical assistance to form the basis for a monitoring and evaluation plan that will inform the Service Delivery Plan process. The Needs Assessment Committee reviewed the work group findings and data team plan and selected the service delivery strategies that the committee thought were most viable. (See Appendix, pages 102-138, for Phase III materials).

What Progress Has Been Made Since 2008?

Approximately three years had elapsed since the original Comprehensive Needs Assessment-Service Delivery Plan process when the PA-MEP embarked on its 2010-12 Comprehensive Needs Assessment review. There had been an ongoing effort over that period to incorporate new practices in the areas of assessment, service delivery, and evaluation. The results are well-documented in all of the areas that received focused attention and effort.

In order to highlight the seamless nature of the state's program improvement approach, this section will list the major findings from the original Comprehensive Needs Assessment and map the steady progress that has been made since then.

There were five principal areas in need of improvement that emerged as a result of the first Comprehensive Needs Assessment completed in 2008. These areas are represented in Figure 20.

Figure 20. Principal Areas in Need of Improvement

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- 1) Migrant students score below their non-migrant peers in reading achievement, particularly for ELL.
 - 2) The PA-MEP needs to improve data collection efforts regarding migrant ELL.
 - 3) The PA-MEP should focus on increasing the percentage of migrant children (ages 3-5) who participate in preschool.
 - 4) Migrant families need PA-MEP support in helping to prepare their preschool children for kindergarten.
 - 5) Migrant students and their families need support to help high school students graduate and move on to postsecondary opportunities.

In this section, each of the targeted areas will be explored in detail. All of the progress that has been made since 2008 will be reviewed. Finally, revised need statements that were developed in 2012 will be presented.

Reading Achievement and ELL

1) Migrant students score below their non-migrant peers in reading achievement, particularly for ELL.

The Needs Assessment Committee examined gaps in mathematics and reading based on percentages of students scoring proficient and advanced on the PSSA in grades 3-8 and 11 (migrants versus non-migrants and ELL sub-populations within each comparison group). ELL migrants had the lowest rates of proficiency. The median gap in reading achievement for the migrant ELL versus the non-migrant ELL was 5.7 percent. This data confirmed concerns that English language development is a barrier to learning core content in school. The Needs Assessment Committee recommended focusing programmatic changes to address the needs of this migrant subpopulation by improving the quality of instruction and increasing supplemental instructional time in reading.

Table 2. PA-MEP Evaluation Results – Percent of Migrant ELL Students Scoring Proficient or Advanced on the Reading PSSA

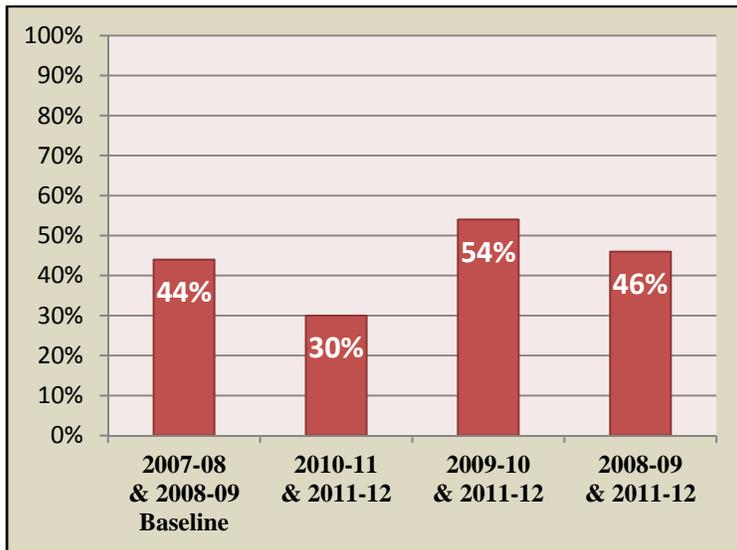
THEN (2008)	2007-08	2008-09	2009-10	2010-11	2011-12	NOW (2012)
Increase the percentage of Migrant ELL students scoring proficient or advanced on the Reading PSSA by 2 percentage points each year.	17% of ELL migrant students scored proficient or advanced on the Reading PSSA	17% of ELL migrant students scored proficient or advanced on the Reading PSSA	20% of ELL migrant students scored proficient or advanced on the Reading PSSA	18% of ELL migrant students scored proficient or advanced on the Reading PSSA	17% of ELL migrant students scored proficient or advanced on the Reading PSSA	By the end of 2016-17, <u>50%</u> of migrant (Priority for Service) students will make gains on the Reading PSSA of half a proficiency level or more.

This multi-year data shows the difficulty of impacting ELL student test performance on the state PSSA test. The first issue is that the annual state scores do not follow the same students from year to year which makes it difficult to ascertain whether the PA-MEP has had a measureable impact on student achievement. The lack of progress since 2007-08 also could imply that ELL students—especially those with limited English proficiency—are being asked to participate in state tests before they have a sufficient knowledge of English to obtain a score of proficient or advanced. The state does not require newly arrived ELL to take the state test during their first year in Pennsylvania schools. However, the research on language acquisition suggests that the majority of second language learners are at a relative disadvantage when taking standardized tests for at least 2-3 years.⁴

⁴ Hakuta, K., Butler, Y.G. & Witt, D. (2000). How Long Does it Take English Learners to Attain Proficiency? Stanford University.

The PA-MEP external evaluators have found a way to measure program impact over time by measuring gains made on the reading tests for those migrant ELL students who took the test multiple times and have benefited from PA-MEP instructional support. This set of migrant students did indeed make substantive gains.

Figure 21. ELL Students with Reading Data – Percentage of Gains



Service Delivery Plan Reading targets (amended in 2012)

1. **By the end of 2016-17, 50 percent of migrant (Priority for Service) students will make gains on the reading PSSA of half a proficiency level or more:** The first change relates to the type of student that the programs will focus on for intensive assistance. The data team suggested that focusing on Priority for Service students (95 percent of whom are non-fluent) would be more appropriate. The team also surmised that it would be better to set a target date for the Service Delivery Plan goal rather than requesting a specific percentage gain from year to year. This would alleviate the issue of short-term data swings that are often misleading and fail to reflect trends.
2. **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 Dynamic Indicators of Basic Early Literacy Skills assessment:** In addition, the Service Delivery Plan will now include reading gains that are documented by PA-MEP summer sites that use the Dynamic Indicators of Basic Early Literacy Skills test. This is another measure that will enable the PA-MEP to show the direct impact of its instructional services.

The Dynamic Indicators of Basic Early Literacy Skills test has been used for a number of years by many PA-MEP project areas although there has been an ongoing challenge of ensuring that the tests are being administered properly. Since this data is already being collected, it should add another source of information for summer programs as to whether their efforts to improve their students’ reading abilities are succeeding.

Steps Taken to Improve the Quality of Reading Instruction (2008-12)

The PA-MEP has focused many of their program improvement efforts since 2008 on building their capacity to provide high quality supplemental reading instruction. They have made changes on a number of fronts including: (1) finding and training well qualified staff, and (2) incorporating a focus on improving reading achievement into every aspect of program planning and evaluation.

The state office collaborated with MACC/ESCORT to provide three years of a train the trainers series of workshops and webinars in order to improve the knowledge and skills of their instructional staff. In the program planning arena, the state stipulated in its annual project application that the grantees specify their intention of using research-based reading practices in their summer and regular term extended day and in-home programming. Finally, the data collection has been refined so that the PA-MEP staff is better able to determine which students are in need of help with reading and whether their efforts are leading to measurable gains.

Data Collection and ELL

2) The PA-MEP needs to improve data collection efforts regarding migrant ELL.

The Comprehensive Needs Assessment process revealed areas in which data collection could be improved at the state level. The PA-MEP definition of an ELL needed to be brought into alignment with the state's definition. In addition, the Needs Assessment Committee suggested setting up MIS2000 to enable PA-MEP staff to readily identify migrant students who score below proficient in mathematics and reading so that these students can be placed in supplemental services quickly. This change in the data system has helped to improve migrant student access to services with the goal of minimizing disruption and increasing educational continuity.

These changes have been implemented as a direct result of the original Comprehensive Needs Assessment process. It is now possible to match students who score below proficient in reading and math with the type of instructional support that will benefit them. The original Comprehensive Needs Assessment committee chose to set a high bar for this particular measure because it is so integral to the mission of the PA-MEP.

Table 3. PA-MEP Evaluation Results – Percent of Migrant Students with Reading Need who Receive Reading-specific Services

THEN (2008)	2007-08	2008-09	2009-10	2010-11	2011-12	NOW (2012)
100% of migrant students (identified as below proficient in reading) will participate in data-informed supplemental instructional reading programs.	75% of students with reading need received reading-specific services	80% of students with reading need received reading-specific services	83% of students with reading need received reading-specific services	85% of students with reading need received reading-specific services	88% of students with reading need received reading-specific services	By the end of 2016-17, 90% of migrant students (identified as below proficient in reading) will participate in data-informed supplemental instructional reading programs.

After analyzing the results from the past five years, the data team decided to re-set the target at 90 percent. They acknowledge that 100 percent was overly optimistic, but they are still very pleased with the steady progress that has been made since 2008. The state fully expects to hold their programs to a uniformly high standard of 90 percent by the end of 2016-17.

Preschool Participation

3) Increase the percentage of migrant children (ages 3-5) who participate in preschool.

In 2006-07, 39 percent of migrant children (ages 3-5) participated in preschool. The Comprehensive Needs Assessment school readiness committee determined that this was an area in great need of improvement. Subsequent to the Comprehensive Needs Assessment process, an early childhood expert group was convened that consisted of representatives from the PA-MEP and state and local agencies. The team considered what constitutes best practices in preschool programming and recommended a minimum of five days of participation in a site-based Pre-K program or an in-home intervention that focuses on school readiness.

Table 4. PA-MEP Evaluation Results – Percent of Migrant Children who Participate in Preschool Programming

THEN (2008)	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	NOW (2012)
Increase by at least five points each year the percentage of migrant children (ages 3-5) who participate in preschool.	39% of students in Pre-K	57% of students in Pre-K	51% of students in Pre-K	50% of students in Pre-K	46% of students in Pre-K	48% of students in Pre-K (almost equal to the state average of 49%)	By the end of 2016-17, 60% of migrant children (ages 3-5) will participate in preschool programming.

This initiative has yielded mixed results with the first year (2007-08) reflecting a large increase that is likely due to two main factors: (1) an increased emphasis on this area of program improvement and (2) improvements made in a more standardized system of record-keeping. The 2011-12 figure of 48 percent is similar to the Pennsylvania statewide percentage of participation (49 percent in 2011). Rather than expect a year-to-year improvement of five percentage points, the data team has amended its target in 2012 to aim for an ambitious 60 percent by the 2016-17 school year.

Preparing for Kindergarten

4) Migrant families need PA-MEP support in helping to prepare their preschool children for kindergarten.

Qualitative data from parents confirmed the need to strengthen educational support in the home. The Needs Assessment Committee recommended examining the research base in early childhood education and drawing on the Pennsylvania Early Learning Standards to create a set of strategies for families to use with their children to develop a range of school readiness skills (e.g., physical and social-emotional development, pre-literacy, health and safety awareness, number concept development, etc.).

Original Service Delivery Plan School Readiness Target (2008)

Increase percentage of migrant children (4 and 5 year olds who will enter kindergarten in the fall) who demonstrate mastery of 24 of 32 skills on the School Readiness Checklist by at least five percentage points each year. Another task performed by the early childhood expert group that was formed after the initial Comprehensive Needs Assessment process was to study the research on the developmental skills that a child needs in order to be successful in kindergarten. This set of skills formed a basis for educating parents and service providers on the fundamentals that young children need to learn to be prepared for their first experience with regular school.

The 2010-11 results show that the PA-MEP is doing an exemplary job of reporting mastery of checklist skills and promoting kindergarten readiness for the majority of their 4-year-olds.

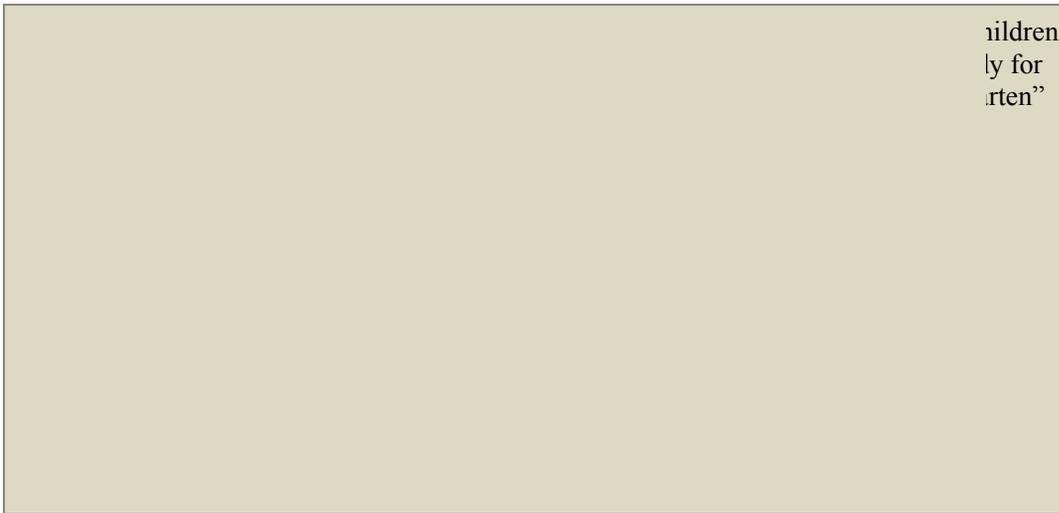


Figure 22. Evaluation Results (2010-11)

Service Delivery Plan School Readiness Target (amended 2012)

By the end of 2016-17, 90 percent of migrant children (4 and 5 year olds who will enter kindergarten in the fall) will demonstrate mastery on the School Readiness Checklist. The School Readiness Checklist was amended in 2012 to better align it with the standards that Pennsylvania has recently adopted for early childhood education. There are now 22 (rather than 32) total items divided into five skill areas. The skill areas are: 1) mathematical thinking and expression, 2) language, 3) reading, 4) writing, and 5) physical development. The checklist will continue to be a valuable tool to guide the instruction of preschool children and to evaluate their knowledge of the skills they will need when they enter kindergarten.

(See Appendix, page 139, to view revised School Readiness Checklist)

Postsecondary Opportunities

5) Migrant students and their families need support to help high school students graduate and move on to postsecondary opportunities.

Migrant student high school graduation rates (61 percent) were well below the state average (88 percent) in 2006-07. The Needs Assessment Committee considered solutions to improve migrant student engagement in classes, particularly social studies and science. Comprehensive Needs Assessment data revealed the need for better communication with parents in order to foster greater educational support in the home. Although migrant parents are familiar with requirements for grade promotion, attendance, and grading systems, they are less familiar with policies and rules related to graduation and educational opportunities available to their children beyond high school.

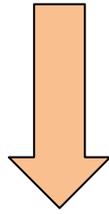
This area was addressed in more diffuse ways, and the main noteworthy improvement since 2008 is a solid increase in the migrant students' graduation rate from a low of 61 percent to 89 percent

in 2010-11. There was also more attention paid to the education of migrant parents about high school graduation requirements and postsecondary educational options.

As the 2010-12 Comprehensive Needs Assessment review was begun, this topic arose again as an area of need after the committee saw the results of a detailed parent survey that was conducted in 2011. In spite of the PA-MEP's best efforts, migrant secondary parents and their children were less knowledgeable about needed courses and what steps lead to graduation and beyond than previously thought. For example, 70 percent of migrant parents with students in high school were not able to state how many credits their children needed to graduate, and an even higher 86 percent reported that they were unaware of requirements that lead to post-high school education. The student survey results will be covered under the new Service Delivery Plan elements in the following section.

This focus area is a good example of the data-driven continuous improvement cycle that is at the heart of the PA-MEP. The newly minted Service Delivery Plan elements include a renewed focus on this parent education topic that was first identified as a concern in 2008. The following section will include the new Comprehensive Needs Assessment findings and the Service Delivery Plan targets and measures that have been added as a result of the Comprehensive Needs Assessment review conducted from 2010-12.

Comprehensive Needs Assessment Review Results



PA-MEP Service Delivery Plan

This section will present the concern statements and supporting data generated by each of the Comprehensive Needs Assessment Committees (Mathematics, High School Graduation, Out-of-School Youth, Parent Involvement and Health).

Each priority area contains a chart that summarizes their respective need statements, service delivery strategies, and implementation and outcome measures.

Comprehensive Needs Assessment Review Results (2010-12) to Service Delivery (2013)

The previous section summarizes the ongoing cycle of continuous improvement which has been a hallmark of the PA-MEP. All of these previous program improvement efforts and policies in the focus areas of Reading, School Readiness, and High School Graduation will continue while new goals, objectives, and growth targets are put into place as a result of the 2010-12 Comprehensive Needs Assessment review. This update of the state's Service Delivery Plan has also provided an opportunity for assessing the feasibility of the 2008 growth measures and targets and amending them as needed for the next cycle.

This 2013 Service Delivery Plan summarizes the findings from the Comprehensive Needs Assessment Review and provides a framework for implementing strategies to address the needs of Pennsylvania's migrant children at this point in time and for the next three to five years. The Service Delivery Plan also outlines measures for monitoring implementation and evaluating outcomes of success.

Unique Educational Needs of Pennsylvania's Migrant Students

The Comprehensive Needs Assessment resulted in a set of prioritized need statements that identify the gaps between migrant students and their non-migrant peers based on data collection and analysis. These need statements are grouped by focus area (Mathematics, High School Graduation, Out-of-School Youth, Parent Involvement, and Health) and align with the Seven Areas of Concern identified by the Office of Migrant Education. These are described by the Office of Migrant Education as the following:

- **Educational continuity:** Migrant students often move during the regular school year, thus students tend to experience differences in curriculum, academic standards, homework policies, and classroom routines as well as inconsistencies in their course placement.
- **Instructional time:** Mobility impacts the amount of time students spend in class and their attendance patterns. Less time spent on learning leads to lower achievement.
- **Access to services:** Newcomer status and home languages other than English often decrease access to educational and educationally-related services to which migrant children and their families are entitled.
- **Educational support in the home:** While many migrant parents value education for their children, they may not always know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally rich home environment.
- **English language development:** For many migrant students English is not their home language. They must learn to use English in content area learning and gain proficiency in academic language in order to be successful in school.
- **School engagement:** Migrant students often experience difficulties adjusting to new school settings. Engagement can be described as three types—behavioral (academic, social, and extracurricular participation), emotional (positive and negative reactions to school) and cognitive (investment in learning).

- **Health:** Good health directly impacts educational achievement. Migrant children are at greater risk than others for developing health problems due to occupational and poverty related issues.

The focus areas of Reading and School Readiness have been described in depth in the previous section. Here is a summary of the 2008 need statements that have been amended in 2010-12:

Table 5. 2008 Service Delivery Plan Need Statements Amended in 2010-12

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

Table 6 summarizes the final set of need statements that serve as the framework for the 2013 Service Delivery Plan. All of the need statements feature quantifiable targets except for Mathematics (3B) which will require an administration cycle in order to set a base line percentage for future growth measures.

Table 6. Highest priority need statements from the PA-MEP's Comprehensive Needs Assessment review (2010-12)

Focus Area	Need Statement	Area(s) of Concern
Mathematics (3A)	By the end of 2016-17, <u>50%</u> of migrant Priority for Service students will make gains on the Math PSSA of half a proficiency level or more.	English language development (as limited proficiency interferes with the development of mathematical skills)
Mathematics (3B)	By the end of 2016-17, <u>to be determined</u>% of migrant students will make gains on the summer Quick Math Assessment (in development). (A baseline percentage needs to be established during the first year of implementation)	English language development (as limited proficiency interferes with the development of mathematical skills) Instructional time
High School Graduation (4A)	By the end of 2016-17, <u>80%</u> of migrant students (in grades 8-12) who participate in the Diploma Project will receive instruction (I) and/or complete (C) at least one Toolkit unit.	Educational continuity School engagement Access to services
High School Graduation (4B)	By the end of 2016-17, <u>60%</u> of migrant students (in grades 8-12) will demonstrate knowledge of high school graduation requirements.	Educational continuity School engagement
High School Graduation (4C)	By the end of 2016-17, <u>60%</u> of migrant students (in grades 8-12) will demonstrate knowledge of postsecondary planning and options.	Educational continuity School engagement
Parent Involvement (5A)	By the end of 2016-17, <u>80%</u> of migrant students (in grades 8-12) whose parents participate in the Diploma Project will have their parents receive instruction (I) and/or complete (C) at least one Toolkit unit.	Educational support in the home
Parent Involvement (5B)	By the end of 2016-17, <u>50%</u> of migrant parents (with children in grades 8-12) will demonstrate knowledge of high school graduation requirements.	Educational support in the home
Parent Involvement (5C)	By the end of 2016-17, <u>30%</u> of migrant parents (with children in grades 8-12) will demonstrate knowledge of postsecondary planning and options.	Educational support in the home
Out-of-School Youth (6)	By the end of 2016-17, <u>25%</u> of Out-of-School Youth (who express an interest) will attend educational opportunities (in-person and/or using technology).	English language development Instructional time Access to services
Health (7A)	By 2016-17, <u>80%</u> of migrant parents and <u>50%</u> of Out-of-School Youth will report that they know where to obtain primary care services.	Health Access to services
Health (7B)	By 2016-17, <u>40%</u> of migrant parents and <u>50%</u> of Out-of-School Youth will report that language and cultural barriers impede their access to health care.	Health Access to services

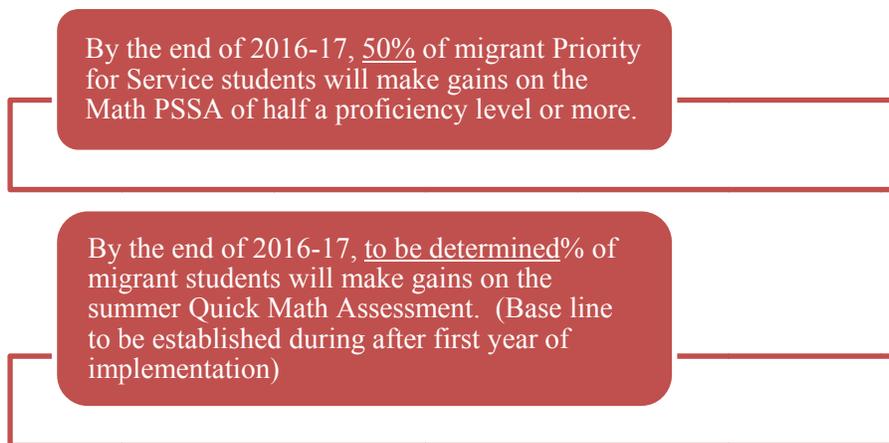
Program Priorities

Mathematics

Math and science are increasingly important in this age of constantly evolving technology. The Needs Assessment Committee looked at the research on the elements of quality supplemental math instruction particularly for ELL. The PSSA testing data verified their concern that migrant non-fluent students were lagging behind their fluent migrant peers.

The principal outcomes developed by the Needs Assessment Committee are illustrated in Figure 23 below:

Figure 23. Principal Math Outcomes Developed by the Needs Assessment Committee



It is a Government Performance and Results Act requirement for states to report on their migrant students' performance on the state assessments annually. After analyzing the PSSA Math data over the past few years, the Needs Assessment Committee decided to focus state improvement efforts on migrant Priority for Service students rather than solely on migrant ELL.

Approximately 95 percent of Priority for Service students are also ELL, and they deemed it appropriate to provide the most intensive instructional support to the students most in need of extra learning opportunities.

An implementation outcome will be:

- **Add the topic of “best practices in teaching math to culturally and linguistically different migrant students” to the professional development menu on the project area Monthly Reports.**

Table 7 contains the math concern statements along with the data that validates the concerns. The third column includes the principal service delivery strategies recommended by the Math Expert Work Group.

Table 7. Math Concern Statements

Concern Statement	Supporting Data	Comprehensive Needs Assessment Service Delivery Strategies
<p>Migrant students entering 9th grade have not mastered basic math.</p>	<p>8th graders scoring Proficient/Advanced on Math PSSA (2010-11): Migrant fluent – 75% Migrant non-fluent – 35% And Migrant non-fluent scoring Below Basic – 51%</p>	<ul style="list-style-type: none"> • Adopt a pre- and post- math assessment (such as is done with reading) that will help to better measure math learning and focus on supplemental instructional practices that lead to student growth. • Utilize technology (e.g. iPad) to help students become proficient in mathematical literacy. • Help students understand and become more familiar with the state math test format and the language used on the test. • Create a peer tutoring network using migrant or ELL students who scored proficient or advanced on the PSSA.
<p>Migrant students’ limited English proficiency interferes with the development of their mathematical skills and knowledge of vocabulary.</p>	<p>Math PSSA results for migrant 3-8 & 11th graders (2008 – 09): Migrant Priority for Service (percent fluent) High Below basic – 24% Proficient/Advanced – 42% Migrant Priority for Service (percent non-fluent) High Below basic – 44% Proficient/Advanced – 27%</p> <p>Student Survey Results (Grades 3 – 8): Do you get help from an English as a second language teacher? Yes – 69% No – 31%</p> <p>Does your understanding of English interfere with your ability to do well in math? Yes – 59% No – 41%</p> <p>Percentage of students who responded to this statement: “I understand the instructions in my math class.” Rarely – 8% Some of the time – 41% Most of the time – 27% Always – 24%</p> <p>Percentage of students who responded to this statement: “I understand the concepts in my math class.” Rarely – 6% Some of the time – 34% Most of the time – 40% Always – 20%</p>	<ul style="list-style-type: none"> • Provide migrant staff with ongoing professional development on best practices in teaching math to linguistically and culturally different migrant students. There is a need for a strong focus on academic mathematics vocabulary and concept development for ELL. • Ensure that the professional development includes a strong focus on common math language involving academic mathematics vocabulary for ELL. • Focus on test taking strategies and approved testing accommodations.

Discussion of Mathematics Service Delivery Strategies

The Needs Assessment Committee Mathematics team discussed and analyzed the PSSA test scores of their migrant students in order to identify the lowest performing sub-populations. Once they determined that Priority for Service and ELL were the lowest performing, they thought that it would be a good idea to develop a quick math assessment that could be used during summer school in the same manner that Dynamic Indicators of Basic Early Literacy Skills has been used by many PA-MEP project areas to gauge migrant reading achievement. They surmised that such a test would provide summer programs with both an incentive to improve and an enhanced ability to measure the efficacy of their math instruction. The state evaluators noted in their 2009-10 evaluation report that, “the longer students are getting supplemental services, the more gains they are making.”

The summer assessment was developed with the assistance of the Pennsylvania Training and Technical Assistance Network. Beginning in the summer of 2013, the Quick Math Assessment will be piloted in four project areas and will be administered to all students in grades 3-8. There are four major areas that will be tested: 1) Algebraic Concepts, 2) Data Analysis, 3) Geometry and Measurement, and 4) Numbers and Operations. The students in the pilot projects will be pre-tested in all four areas and post-tested in two areas that were the focus of instruction. These assessments should provide project staff with more detailed information about their students’ math abilities and enhance their ability to individualize instruction especially for the students most in need. Like the Dynamic Indicators of Basic Early Literacy Skills test that is used during summer programs to measure reading achievement, the new summer math assessment will help summer projects to determine whether their math instruction is succeeding in improving student outcomes. (See Appendix, pages 139-146, to view examples of the Quick Math Assessment)

The other element that the Needs Assessment Committee discussed in depth was the increasing difficulty of state assessments and the unfamiliarity of many migrant students with the testing formats and instructions. For example, it is important to know that the Math PSSA tests include writing as a critical element. The right answer is not enough; students are required to show their work and explain how they have gotten the answer. For many ELL, this can be particularly challenging. Therefore, one of the principal service delivery recommendations is to, “Help students understand and become more familiar with the state math test format and the language used on the test.”

The Needs Assessment Committee decided that the best way to improve the training of the migrant instructional staff in the area of teaching math to culturally and linguistically different children was to provide incentives for including this topic in the state staff development menu. The Project Application already requires that projects applying for state migrant funds report on any research-based models or strategies that they are utilizing to improve their math instruction. In addition, this topic will be added to the monthly report on professional development. The state office will also play an important role in searching out and encouraging math-focused workshops and webinars.

Table 8. Service Delivery Strategies and Evaluation Measures for Improving Student Math Proficiency

Performance Goal	Service Delivery Strategies	Outcome Measures	Implementation Measures and Documentation	State Education Agency Tasks
<p>(3A) By the end of 2016-17, 50% of migrant (Priority for Service) students will make gains on the Math PSSA of half a proficiency level or more.</p>	<p>Select a site-based pre- and post- math assessment tool that measures student growth during migrant summer programs.</p>	<p>PSSA math scores of all migrant students in grades 3-8.</p> <p>PSSA math scores of Priority for Service migrant students in grades 3-8.</p> <p>Measure of migrant student growth (for those who receive instruction for at least 10 days) on pre- and post- math assessment tool.</p>	<p>Use of pre- and post- math assessment in migrant summer programs.</p> <p>Document all practices on monthly reports that are aimed at improving the quality and quantity of supplemental math instruction.</p>	<ul style="list-style-type: none"> ▪ Ensure that the new math assessment is implemented properly statewide. • Sponsor and recommend staff development on Science, Technology, Engineering, Math (STEM) topics.
<p>(3B) By the end of 2016-17, to be <u>determined</u>% of migrant students will make gains on the summer Quick Math Assessment (in pilot phase).</p>	<p>Provide migrant staff with ongoing professional development on “best practices in teaching math to linguistically and culturally different migrant students. There is a need for a strong focus on academic mathematics vocabulary and concept development for ELL.</p>	<p>Add this topic to the Professional Development list on the monthly report.</p>	<p>Conduct student survey every 2-3 years with questions such as:</p> <p>1. Does your understanding of English interfere with your ability to do well in math?</p> <p>2. Please check the box that best describes your response to this statement: “I understand the instructions in my math class.”</p> <p>Rarely – Some of the time – Most of the time – Always –</p> <p>3. Please check the box that best describes your response to this statement: “I understand the concepts in my math class.”</p> <p>Rarely – Some of the time – Most of the time – Always –</p>	<ul style="list-style-type: none"> • Provide information to key PA-MEP staff on trainings on “best practices in teaching math to linguistically and culturally different students.”

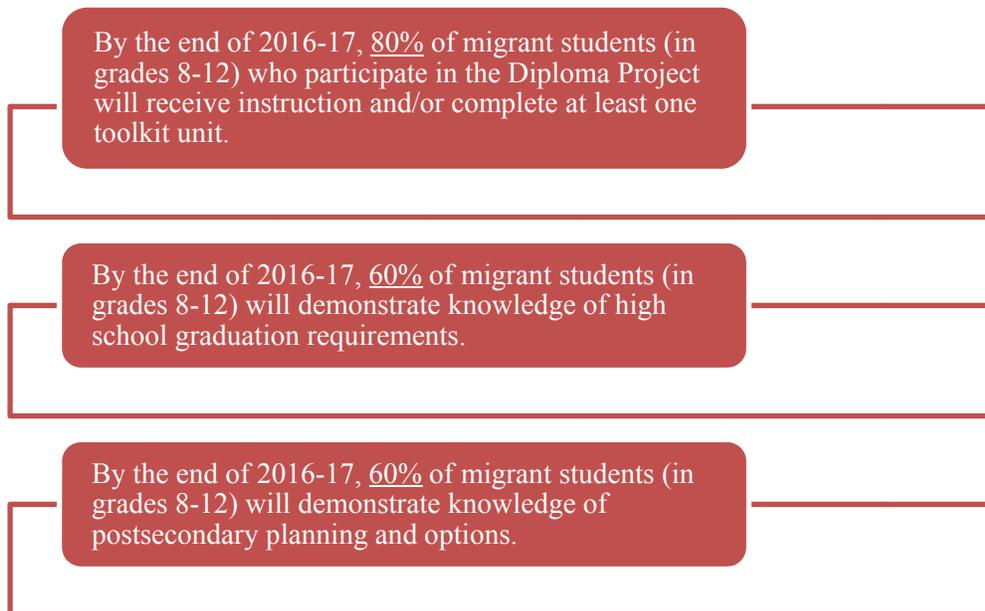
High School Graduation

Improving the graduation rates of at-risk, highly mobile migrant students has been a key component of the PA-MEP since its inception. It is difficult to obtain accurate data nationwide, but the most oft-cited figure for the dropout rate of children of migrant farm workers is approximately 40 percent.

In Pennsylvania, they have made good progress since 2008 on improving their graduation rates. In 2006-07, 61 percent of migrant students graduated from high school or received a high school equivalency certificates. By 2010-11, the rate was up to 89 percent. However, this does not mean that the battle is won. There is a persistent concern that too many migrant students are dropping out, particularly in grades 10-12, after they reach the legal age of 16. It is an ongoing challenge to obtain accurate figures on which students have dropped out versus which students have moved to another state.

The principal outcomes developed by the Needs Assessment Committee are outlined in Figure 24 below:

Figure 24. Principal High School Graduation Outcomes Developed by the Needs Assessment Committee



It is a Government Performance and Results Act requirement for states to report on graduation rates annually. The High School Graduation Needs Assessment Committee compiled and analyzed a wealth of information derived from their state MIS2000 database, needs assessments, and a secondary student survey that was conducted in 2011. While reviewing the survey results, they were surprised to discover that there was a significant gap between the goals that the students have for themselves and what it will take to accomplish them. The state evaluation team shared their observation that these results are not much different from any student whose parents have not attended college. The Needs Assessment Committee came to the conclusion that the best approach for preventing dropouts is to continuously work to improve the students'

knowledge of the specific steps that they will need to take to succeed in high school and of the many post-high school options that are available to them.

A principal implementation outcome will be:

- **Develop and document the use of a user-friendly toolkit (with the title of the Diploma Project) for students with essential high school graduation and continuing education information.**

Table 9 contains the high school graduation concern statements along with the data that validates the concerns. The third column includes the principal service delivery strategies recommended by the High School Graduation Expert Work Group.

Table 9. High School Graduation Concern Statements

Concern Statement	Supporting Data	Comprehensive Needs Assessment Service Delivery Strategies
Migrant students are dropping out before reaching grade 12.	<p>PA-MEP Reporting - Drop outs - 2010-11 9th grade – 22 10th grade – 23 11th grade – 27 12th grade – 5</p> <p>Grades 8 – 10 – On track to graduate: Not on track – Counselor – 19 Not on track – Transcript – 54 On track – 571</p> <p>ELL students have higher dropout rates than non-ELL students – 25% v. 15% (National Center for Research, 2011).</p>	<ul style="list-style-type: none"> • Provide targeted stay in school and graduation support in supplemental programs: after-school, Saturday, and summer. • Preparation of a standardized training program for all PA-MEP Student Support Specialists so that they know what is required for graduation in Pennsylvania and in their local school districts (See description of Diploma Project on page 48).
Migrant students are not motivated to complete high school and pursue postsecondary education.	<p>High school Student Survey Results (2011): 3. Has anyone in your family attended college? Yes – 37% No – 63%</p> <p>5. Are you receiving poor/low grades in any subjects? Yes – 56% No – 44%</p> <p>Why have you not participated in any school-related extra-curricular activities? After-school job – 25% Don't feel welcome – 15% Health reasons – 4% Home or family responsibilities – 50% Language barrier – 31% Lack of transportation – 34% Lack of time – 23% Lack of money – 17%</p>	<ul style="list-style-type: none"> • Assist with placing more migrant students in technical schools and programs that feature authentic work situations. • Keep portfolios on all secondary students to help monitor and support students' progress and challenges.

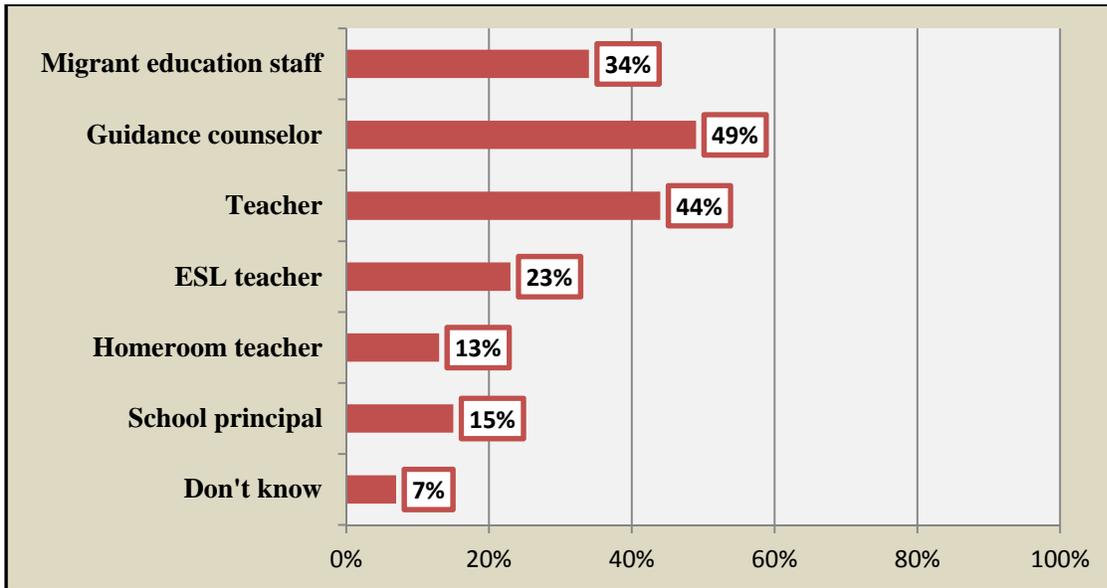
	<p>How important is it to you to graduate from high school? Very – 83% Somewhat – 11% Not important – 0% I’m not sure – 6%</p> <p>What are your plans for after high school? 4-year college – 41% 2-year college – 15% Armed services – 4% Business, technical, trade school – 2% Work – 10% I’m not sure – 28%</p>	
<p>Migrant students are unfamiliar with high school graduation requirements and postsecondary options available to them.</p>	<p>High school Student Survey results (2011): How many total credits do you need to graduate from high school in Pennsylvania? 12 – 7% 24 – 40% 30 – 11% I don’t know – 42%</p> <p>How many English credits do you need to graduate from high school? 2 – 5% 3 – 5% 4 – 44% I don’t know – 45%</p> <p>Rate your knowledge of the following post high school options on a scale of 1 to 4. (1 = no knowledge - 4 = a lot)</p> <p>4-year college – 1 – 21%, 2 – 41%, 3 – 20%, 4 – 18% 2-year college- 1 – 37%, 2 – 39%, 3 – 18%, 4 – 7% Technical school – 1 – 39%, 2 – 32%, 3 – 22%, 4 – 7% Armed forces – 1 – 51%, 2 – 30%, 3 – 16%, 4 – 3% Job training – 1 – 42%, 2 – 39%, 3 – 15%, 4 – 4% Applying for a job – 1 – 36%, 2 – 32%, 3 – 20%, 4 – 12%</p>	<p>The Diploma Project –</p> <ul style="list-style-type: none"> • Develop one toolkit with general high school graduation information and continuing education options. Form sub-committees that focus on parent and student needs. • Provide opportunities and “Road to College” checklist for postsecondary training and exploration in supplemental programs: after-school, Saturday, and summer. <p>Research and collaborate with existing successful programs such as:</p> <ul style="list-style-type: none"> • Gear Up • Upward Bound • Communities in Schools • Homeless Youth • Title I District Personnel

Discussion of High School Graduation Service Delivery Strategies

The High School Graduation Needs Assessment Committee had a lot of important issues on its plate. They were charged with coming up with effective strategies for both decreasing the likelihood of migrant students dropping out and increasing the rate at which they graduate and

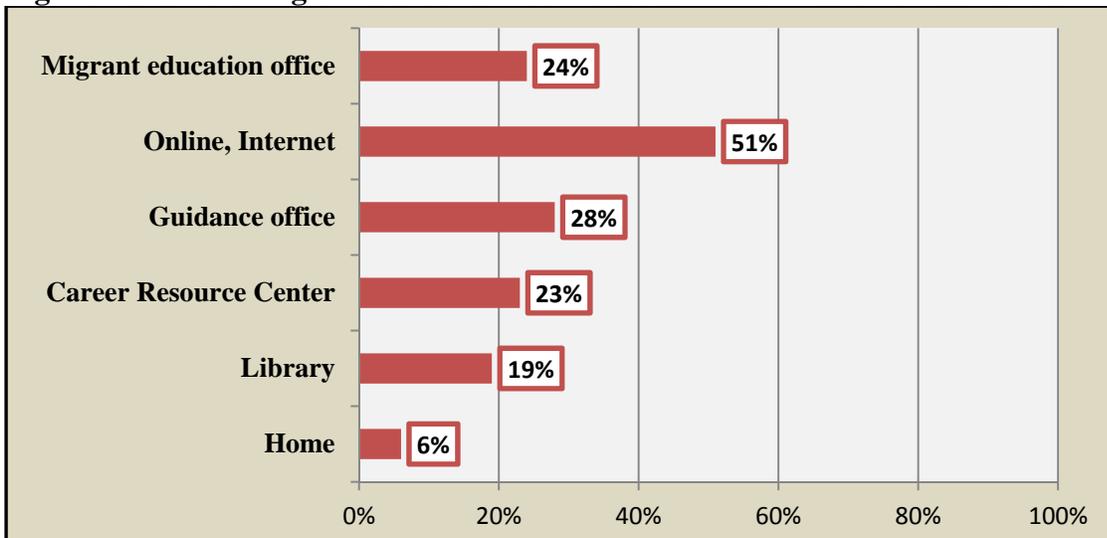
pursue further educational opportunities. There were many interesting findings in the high school student survey that was conducted in 2011. The students were asked where they go if they need information on high school graduation. Their responses are summarized in Figure 25 below.

Figure 25. Where Migrant Students Go if They Need Information on High School Graduation



And when they were asked where they would look to obtain information on careers and jobs they responded as summarized in Figure 26 below.

Figure 26. Where Migrant Students Look to Obtain Information on Careers and Jobs



The Needs Assessment Committee remained particularly concerned by the large gap between the migrant students who said that it was “Very important to graduate from high school” (83

percent) and those who said “I don’t know” (42 percent) when queried about how many credits they need to graduate.

The result of this focus on raising the awareness and knowledge of the secondary students was the development of a toolkit that would serve as an important resource for migrant students, their parents and educators.

What follows is a detailed description of the Migrant Education Program’s Diploma Project.

Figure 27. Migrant Education Diploma Project

Migrant Education Diploma Project Description

- The Migrant Education Diploma Project was developed in response to the following need statements in our statewide Service Delivery Plan:
 - Increase the percentage of migrant parents (with children in grades 8-12) who demonstrate knowledge of high school graduation requirements and postsecondary options.
 - Increase percentage of migrant students (in grades 8-12) who demonstrate knowledge of high school graduation requirements and postsecondary options.
- The Diploma Project consists of a task force of educators (See Appendix, page 135) who have been working in student and parent focused teams to develop a toolkit for use with migrant parents and secondary students. Members of the task force include parents, students, school counselors, the ESL Advisor, Migrant staff, and representatives from higher education, Workforce Investment Board, Upward Bound, and Multilingual Support from the Philadelphia School District.
- The task force will produce one toolkit (available in translated form) with general information on high school graduation requirements and postsecondary options for migrant students. The toolkit will be available in both hard copy and web-based versions by the summer of 2014.
- The toolkit is divided into five chapters: 1) Goal Setting (Self-Assessment and Self-Advocacy); 2) Credits and Courses; 3) Assessments; 4) English Language Proficiency; and 5) Preparing for and Funding Postsecondary Education.
- The toolkit utilizes a question and answer format. The student and parent questions serve as needs assessments. Further, the questions for each segment could also be used for training purposes. There are learning checks and action plans at the end of each chapter to ensure that students and parents have gained new knowledge.
- The toolkit will be completed by September 2013 so that it can be piloted and used statewide with migrant students and parents for the 2013-14 school year.

The Diploma Project toolkit provides a comprehensive platform for discussions with students about what they need to know and prepare for at every stage of high school. The Needs Assessment Committee also recommends that migrant educators keep portfolios on the progress of their secondary students. There is presently an expectation that PA-MEP staff assist all high school seniors with making postsecondary plans. However, the Needs Assessment Committee recommends that this planning should start before senior year. By starting this planning earlier, there may also be a positive impact on the students who may be considering dropping out in earlier grades. The 11th grade dropout figure (5.1 percent) is of particular concern because it is well over the 2010-11 state average of 1.51 percent. However, the 2010-11 state average for Hispanics is 3.71 percent which mirrors the challenge that the PA-MEP service providers face.

Figure 28. Migrant Student Dropout Rates by Grade (2010-11)

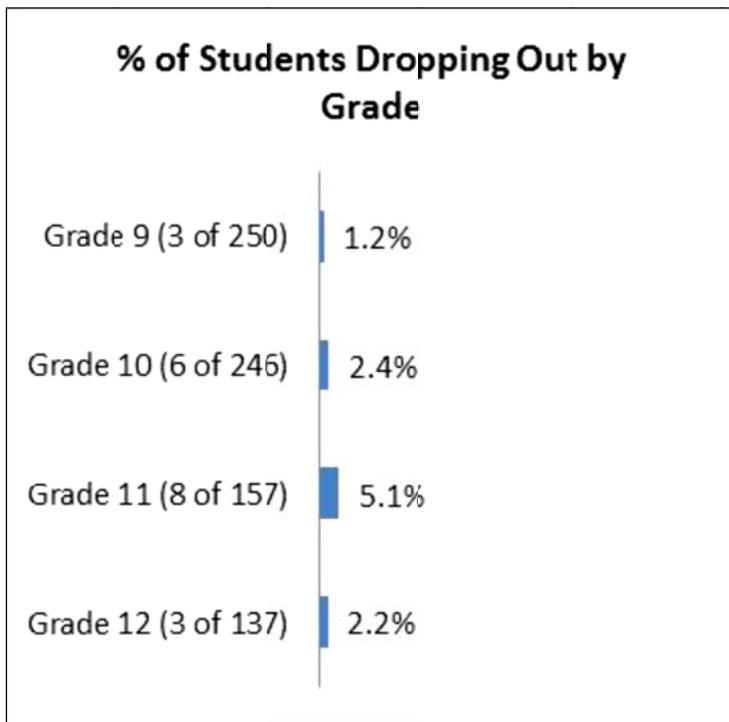


Table 10. Service Delivery Strategies and Evaluation Measures for High School Graduation

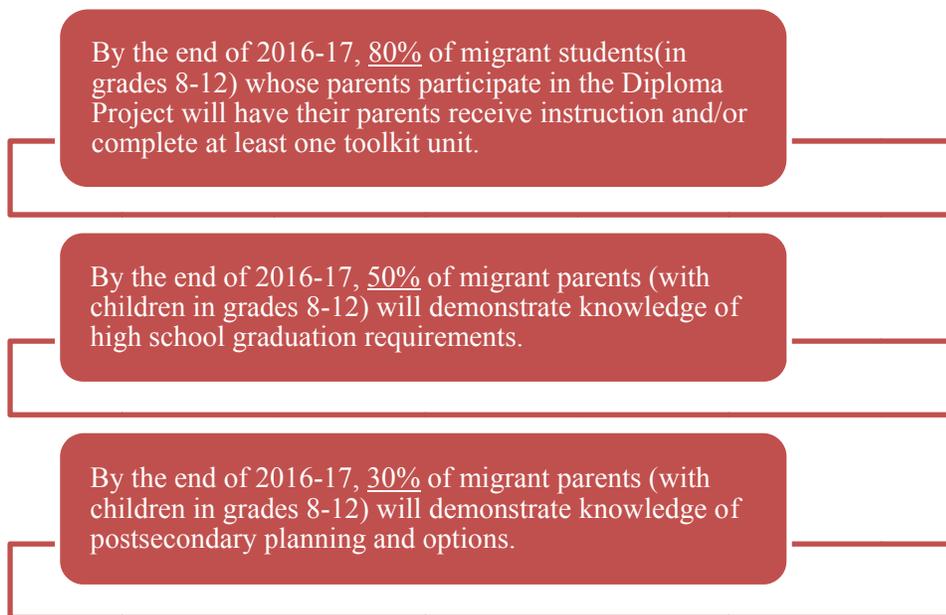
Performance Goal	Service Delivery Strategies	Outcome Measures	Implementation Measures and Documentation	State Education Agency Tasks
<p>(4A) By the end of 2016-17, 80% of migrant students (in grades 8-12) who participate in the Diploma Project will receive instruction and/or complete at least on toolkit unit.</p>	<p>The Diploma Project -</p> <p>Develop a user-friendly toolkit with general high school graduation information and continuing education options.</p> <p>(The toolkit will serve as a needs assessment, a primary resource, and will enable educators to evaluate what has been learned).</p>	<p>Document pre- and post-assessments using Diploma Project units.</p> <p>Check for decrease in dropouts in grades 9-11.</p>	<p>Evidence of routine use of Diploma Project toolkit and materials with high school students.</p> <p>Keep detailed portfolios on all secondary students that chart their path to graduation and beyond.</p>	<ul style="list-style-type: none"> • Produce the Diploma Project toolkit. • Form a committee to write guidance on the use of the toolkit. • Pilot the implementation of the toolkit before disseminating it statewide (in hard copy and on a website).
<p>(4B) By the end of 2016-17, 60% of migrant students (in grades 8-12) will demonstrate knowledge of high school graduation requirements.</p>	<p>Same as above.</p>	<p>Document pre- and post-assessments using Diploma Project units.</p> <p>Conduct a survey of high school students every 2-3 years that asks about their knowledge of high school graduation requirements.</p>	<p>Same as above.</p>	<ul style="list-style-type: none"> • Ensure that standardized reporting forms are developed and used.
<p>(4C) By the end of 2016-17, 60% of migrant students (in grades 8-12) will demonstrate knowledge of postsecondary planning and options.</p>	<p>Same as above.</p>	<p>Document pre- and post-assessments using Diploma Project units.</p> <p>Conduct a survey of high school students every 2-3 years that asks about their knowledge of postsecondary options.</p>	<p>Same as above.</p>	<ul style="list-style-type: none"> • Monitor migrant data sources to look for a decrease in number of dropouts in grades 9-11, particularly among students that participate in the Diploma Project.

Parent Involvement

As previously mentioned, the focus on increasing the levels of commitment and knowledge of migrant parents who have children in middle and high school has been a priority since the original Service Delivery Plan was produced in 2008. In spite of the PA-MEP's best efforts, the 2011 survey of migrant parents revealed that they are less knowledgeable about needed courses and what steps lead to graduation and beyond than previously thought. For example, 70 percent of migrant parents with students in high school were not able to state how many credits their children needed to graduate, and an even higher (86 percent) reported that they were unaware of requirements that lead to post-high school education. And yet, the majority of migrant parents (97 percent) think that it is "very important" that their children graduate from high school. When asked how important it is that their child continues his or her education after high school, 94 percent said "very important."

The principal outcomes developed by the Needs Assessment Committee are summarized in Figure 29 below:

Figure 29. Principal Parent Involvement Outcomes Developed by the Needs Assessment Committee



The Parent Involvement Needs Assessment Committee worked closely with the High School Graduation team once it became clear that the 2011 parent survey results about knowledge of graduation requirements and postsecondary options were similar to the findings in the student surveys. With this in mind, the parent involvement and high school graduation teams began to see the wisdom of designing a toolkit that would serve as a vital resource for both parents and students. (See Diploma Project Toolkit description on page 48).

Table 11 contains the Parent Involvement concern statements along with the data that validates the concerns. The third column includes the principal service delivery strategies recommended by the Parent Involvement Expert Work Group.

Table 11. Parent Involvement Concern Statements

Concern Statement	Supporting Data	Comprehensive Needs Assessment Service Delivery Strategies
<p>Migrant parents are unfamiliar with district requirements/expectations for high school graduation.</p>	<p>Parent Survey Results (2011):</p> <p>Rate your knowledge of school requirements related to high school graduation (what courses and tests your child has to pass to finish high school): A lot – 17% Some – 18% A little – 24% No idea – 42%</p> <p>How important is it to know about your child’s high school graduation requirements? Very – 78% Somewhat – 12% Not important – 8% I’m not sure – 2%</p> <p>How many total credits does your child need to graduate from high school in Pennsylvania? 12 – 3% 24 – 20% 30 – 6% I don’t know – 70%</p>	<p>Develop a statewide training manual/curriculum/workshop series that would outline and facilitate the delivery of topics such as:</p> <ul style="list-style-type: none"> • Understanding K-12 system requirements • High school graduation requirements • Sequence of courses for grades 8-12 • Mechanics of applying for college • Advocacy <p>The Diploma Project - Develop one toolkit with general high school graduation information and continuing education options. Form sub-committees that focus on parent and student needs.</p>
<p>Migrant parents are unfamiliar with postsecondary options available to their children.</p>	<p>Parent Survey Results (2011):</p> <p>If you need information on post-high school educational opportunities for your child, whom do you ask? (Check all that apply): Teacher – 34% Guidance Counselor – 26% English as a second language teacher – 17% Migrant Education staff – 62% School principal – 14% Home room teacher – 8% Don’t know – 10%</p> <p>Do you know about school requirements related to technical career and post-high school options? Yes – 14% No – 86%</p>	<p>Research and collaborate with existing successful programs such as:</p> <ul style="list-style-type: none"> • Gear Up • Upward Bound • Communities in Schools • Homeless Youth • Title 1 District Personnel

Rate your knowledge of the following post high school options on a scale of 1 to 4. (1 = no knowledge, 2 = a little, 3 = quite a bit, 4 = a lot)

4-year college –

1 – 48%, 2 – 31%, 3 – 9%, 4 – 12%

2-year college-

1 – 55%, 2 – 29%, 3 – 10%, 4 – 6%

Technical school –

1 – 56%, 2 – 31%, 3 – 10%, 4 – 3%

Armed forces –

1 – 73%, 2 – 16%, 3 – 9%, 4 – 2%

Job training –

1 – 52%, 2 – 28%, 3 – 11%, 4 – 9%

Applying for a job –

1 – 39%, 2 – 25%, 3 – 16%, 4 – 20%

Discussion of Parent Involvement Service Delivery Strategies

The previously described Diploma Project toolkit and assessments will be the major focus of the PA-MEP's efforts to improve migrant parents' knowledge of specific ways in which they can actively support their children's goals and aspirations. The results from the parent survey conducted in 2011 made it clear that a majority of migrant parents understand the importance to them and their children of both finishing high school and pursuing postsecondary opportunities.

The gap often occurs because parents are simply not aware of how the system in the United States functions because they have no first-hand knowledge or models to guide them. They also may be unfamiliar with the concept that it is beneficial for them to be personally engaged in supporting their children's schooling. As demonstrated in the table above, the parent survey that was conducted in 2011 highlights the need for parent education regarding graduation requirements and post-high school opportunities. Nearly half of migrant parents surveyed (42 percent) stated that they had "no idea" when it came to their knowledge of their child's high school graduation requirements.

The High School Graduation and Parent Involvement Needs Assessment Committees understood the multiplying effects of developing a toolkit that could be used by a family, as a group, in addition to being used with parents and students separately. They imagined how much more powerful it would be to have parents and their children discussing career goals together. Gathering the support of a high school student's family would lead to close monitoring of a student's academic performance and to increased support for the student's efforts.

Table 12. Service Delivery Strategies and Evaluation Measures for Parent Involvement

Performance Goal	Service Delivery Strategies	Outcome Measures	Implementation Measures and Documentation	State Education Agency Tasks
<p>(5A) By the end of 2016-17, 80% of migrant students (in grades 8-12) whose parents participate in the Diploma Project will have their parents receive instruction and/or complete at least one toolkit unit.</p>	<p>The Diploma Project -</p> <p>Develop a user-friendly toolkit with general high school graduation information and continuing education options.</p> <p>(The toolkit will serve as a needs assessment, a primary resource, and will enable educators to evaluate what has been learned).</p>	<p>Document pre- and post-assessments using Diploma Project units.</p>	<p>Evidence of routine use of Diploma Project toolkit and materials with parents of high school students.</p>	<ul style="list-style-type: none"> • Produce the Diploma Project toolkit. • Form a committee to write guidance on the use of the toolkit. • Pilot the implementation of the toolkit before disseminating it statewide (in hard copy and on a website).
<p>(5B) By the end of 2016-17, 50% of migrant parents (with children in grades 8-12) will demonstrate knowledge of high school graduation requirements.</p>	<p>Same as above.</p>	<p>Document pre- and post-assessments using Diploma Project units.</p> <p>Conduct a survey of parents of high school students every 2-3 years that asks about their knowledge of high school graduation requirements.</p>	<p>Same as above.</p>	<ul style="list-style-type: none"> • Ensure that standardized reporting forms are developed and used.
<p>(5C) By the end of 2016-17, 30% of migrant parents (with children in grades 8-12) will demonstrate knowledge of postsecondary options.</p>	<p>Same as above.</p>	<p>Document pre- and post-assessments using Diploma Project units.</p> <p>Conduct a survey of parents of high school students every 2-3 years that asks about their knowledge of postsecondary options.</p>	<p>Same as above.</p>	<ul style="list-style-type: none"> • Ensure that standardized reporting forms are developed and used.

Out-of-School Youth

The Out-of-School Youth population remains an ongoing challenge for most migrant education programs nationally. Among growers, there has been an upward trend in the popularity of employing crews of single men rather than families, especially to perform seasonal agricultural tasks. The migrant education program was initially designed to serve school aged children only, but here is an excerpt from a 1995 newsletter that announces the inclusion of Out-of-School Youth into the migrant education program:

“Another revision in the eligibility definition makes eligible a category of older youth who previously did not qualify. Migrant workers and their spouses through the age of 21 will now qualify. Previously, a worker qualified for the program only if he or she had earlier migrated with a parent or guardian, and spouses did not qualify. It is difficult to estimate the number of migrants in the 16-21 age range who will qualify under this provision, but the number could be significant. **Major program adjustments will be necessary if educational and support services are to be provided to a population that is not likely to be enrolled in school.**”⁵

Since 1995, the proportion of Out-of-School Youth has been growing steadily in many states including Pennsylvania. The increasing availability of technology to deliver services has been a bright spot in the PA-MEPs efforts to provide educational opportunities to their Out-of-School Youth. An example of the challenge is made clear by looking at Pennsylvania’s 2012 Out-of-School Youth needs assessment results:

Figure 30. 2012 Out-of-School Youth Needs Assessment Results.



The principal outcome developed by the Out-of-School Youth Needs Assessment Committee is:

By the end of 2016-17, 25% of Out-of-School Youth (who express an interest) will attend educational opportunities (in-person and/or using technology).

⁵ Wright, A. (1995). Reauthorized Migrant Education Program: Old Times and New. ERIC Digest.

Table 13 contains the Out-of-School Youth concern statements along with the data that validates the concerns. The third column includes the principal service delivery strategies recommended by the Out-of-School Youth Expert Work Group.

Table 13. Out-of-School Youth Concern Statements

Concern Statement	Supporting Data	Comprehensive Needs Assessment Service Delivery Strategies
<p>Migrant Out-of-School Youth are here to work instead of pursuing educational opportunities.</p>	<p>Results of 2011 PA-MEP Out-of-School Youth Needs Assessment:</p> <p>Total # of Out-of-School Youth – 1033</p> <p>Interest in public school – No – 1002</p> <p>Interest in ABE/GED – 289 Attending – 9 Completed – 7</p> <p>Interest in ESL – 581 Attending – 100 Completed – 5</p> <p>Interest in Job Training - 394</p>	<ul style="list-style-type: none"> • Design assessments that identify students’ levels and help determine which lessons/modules are appropriate. • Encourage use of the “Educational Outcomes Table” developed by the Strategies and Opportunities for Out-of-School Youth Consortium. • First contacts with Out-of-School Youth should focus on increasing student motivation through such tools as goal surveys, discussions of benefits of education, and a brief 10-minute lesson to help students envision their involvement. • Provide opportunities for independent learning using technology between face-to-face sessions.
<p>Migrant Out-of-School Youth have significant gaps in their schooling.</p>	<p>Results of 2011 PA-MEP Out-of-School Youth Needs Assessment:</p> <p>Fluent – 36 Non-fluent – 979</p> <p>80% of Emancipated Youth have a 9th grade or less education</p> <p>Completed up to Grade 6 – 225</p> <p>Completed up to Grade 9 – 346</p>	<p>Develop discrete learning modules that are:</p> <ul style="list-style-type: none"> • Adjusted to student’s level of academic achievement, yet appropriate for adult learners. • Not overly time-intensive (.5 – 1 hour). • Focused on salient needs of Out-of-School Youth and immediately applicable in their real world contexts.
<p>Migrant Out-of-School Youth lack basic competencies to pursue a GED.</p>	<p>Results of 2011 PA-MEP Out-of-School Youth Needs Assessment:</p> <p>Fluent – 36 Non-fluent – 979</p> <p>80% of Emancipated Youth have a 9th grade or less education</p> <p>Completed up to Grade 6 – 225</p> <p>Completed up to Grade 9 – 346</p>	<ul style="list-style-type: none"> • Partner with existing Adult Basic Education programs, state education officials, and industry representatives to develop meaningful pre-GED certification levels. • Use curriculum focused on immediate applicability of content to real world contexts. • Consider using Spanish version of GED test for Out-of-School Youth with more advanced literacy and subject area knowledge.

Discussion of Out-of-School Youth Service Delivery Strategies

The Out-of-School Youth Needs Assessment Committee considered the sources of data that they have on their Out-of-School Youth and made a number of recommendations on how to better assess and design instruction that meets the educational needs of this hard-to-serve limited English proficient population. There are indications that the Out-of-School Youth service categories in the MIS2000 database need further refinement.

As an example, in 2011, 581 Out-of-School Youth expressed an interest in English as a second language; of those, 100 were reported as “attending”; but only five were reported as “completed.” Attendance is defined as “regular” in the existing guidance which leaves the interpretation up to the service providers. The term “completed” is also inadequately defined. When this reporting is standardized, it will assist the PA-MEP projects with determining whether their programming is meeting the stated needs of its Out-of-School Youth and having the desired impact.

- Other promising sources for tracking the services provided to Out-of-School Youth are in the service delivery section where the number of hours of instruction received in areas such as English as a Second Language (ESL), General Educational Development (GED), High School Equivalency Program or Job Training can be recorded. Also, some new supplemental service codes should help to flesh out the kinds of technology-based services such as iPods and MP3 players that Out-of-School Youth receive. Since Out-of-School Youth are included in the Health section of the Service Delivery Plan, there have been new codes created to track how often they are being referred for health-related services as well as how often they are being educated about primary care options in their communities.

The PA-MEP has been active in the Strategies and Opportunities for Out-of-School Youth national consortium from its inception. The team members have developed many useful and innovative tools and they have populated their website with a wide variety of practical resources and strategies. The Strategies and Opportunities for Out-of-School Youth goal statement provides the best description of its mission: “The goal of Strategies and Opportunities for Out-of-School Youth is to design, develop, and disseminate a system to identify and recruit, assess, and develop/deliver services to migrant Out-of-School Youth, provide professional development to support these activities, and institutionalize Strategies and Opportunities for Out-of-School Youth services into Pennsylvania’s plans to elevate the quantity and quality of services to this large, underserved population.”

An Out-of-School Youth Advisory Group consisting of state and local PA-MEP staff has been formed to focus on a number of fronts in their efforts to improve both the quantity and quality of the PA-MEP’s Out-of-School Youth services. Their main initiatives are:

- 1) Selection of a quick English oral proficiency assessment for use with Out-of-School Youth interested in educational offerings. This would enable programs to more effectively choose lessons that are tailored to the basic proficiency level of an Out-of-School Youth who has shown an interest in educational programming. Too often, youth who desire English instruction are provided with lessons that are either too easy or too difficult for them. To paraphrase a common

complaint heard from mobile students who have signed up for English instruction, “Every new class I enroll in seems to start from the beginning, and I lose interest because I already know the material.”

2) Encourage use of the Strategies and Opportunities for Out-of-School Youth “Educational Outcomes Table” that enables service providers to match an Out-of-School Youth student’s abilities and interests with a comprehensive list of available services.

3) Devise alternatives for youth who are interested in furthering their education, but are unable to attend classes. This is an area that may be best addressed through the increasing use of technology-based learning.

The most innovative idea that the Out-of-School Youth Needs Assessment Committee came up with relates to the idea of creating a “Pre-GED” option for the Out-of-School Youth who would like to pursue a GED, but do not presently have the requisite skills to succeed (in either English or Spanish). This initiative would require a rethinking of established systems in the field of GED instruction. However, as the GED becomes more challenging, it may be a necessary step in aiding all students who struggle with low literacy.

Table 14. Service Delivery Strategies and Evaluation Measures for Out-of-School Youth

Performance Goal	Service Delivery Strategies	Outcome Measures	Implementation Measures and Documentation	State Education Agency Tasks
<p>(6) By the end of 2016-17, 25% of Out-of-School Youth (who express an interest) will attend educational opportunities (in-person and/or using technology).</p>	<p>Design assessments that identify students’ English proficiency levels and help determine which modules are appropriate.</p> <p>Provide opportunities for independent learning using technology between face-to-face sessions.</p> <p>Develop discrete learning modules that are:</p> <ul style="list-style-type: none"> • Adjusted to student’s level of academic achievement yet appropriate for adult learners. • Not overly time-intensive (.5 – 1 hour) • Focused on salient needs of Out-of-School Youth and immediately applicable in their real world contexts. 	<p>Develop guidance that establishes more specific guidance on what “attending” and “completed” mean.</p> <p>Analysis of 2012-13 Out-of-School Youth data in order to develop a framework that more accurately reflects the instructional services that are being provided.</p> <p>To the extent possible, devise ways to be sure whether the Out-of-School Youth are benefitting from the services.</p>	<p>Use of quick English oral proficiency assessment with Out-of-School Youth interested in educational offerings.</p> <p>Document use of Strategies and Opportunities for Out-of-School Youth “Educational Outcomes Table”.</p> <p>Encourage use of innovative technology through program documentation such as project applications and monthly reports.</p>	<ul style="list-style-type: none"> • Convene an Out-of-School Youth Advisory Group to work on developing resources and tools recommended by the Out-of-School Youth Needs Assessment Committee. • Adjust reporting requirements and definitions as needed to better capture Out-of-School Youth services provided statewide.

Health

Even though the focus of the migrant education program is primarily on the supplementary services that eligible migrant students require in order to succeed in school, all migrant educators understand that health is a key component of a child's ability to learn and thrive.

In 2010, the PA-MEP collaborated with the Pennsylvania Department of Health to conduct an in-depth survey of the health needs of the state's migrant population. Four surveys were conducted: 1) Health professionals, 2) PA-MEP staff, 3) Out-of-School Youth, and 4) Parents of migrant children. The group, facilitated by a member of MACC/ESCORT, generated a wealth of information on the health needs of Pennsylvania's migrant population.

The Health Needs Assessment Committee Health was able to utilize these findings in order to devise what they considered to be the most pressing needs without stepping beyond the PA-MEP's programmatic boundaries. The PA-MEP may help migrant families and children primarily by providing information and referrals to available services. In addition, PA-MEP staff members sometimes offer assistance with educating health providers about the cultural, linguistic, and lifestyle needs of the migrant population.

Figure 31. The Principal Outcomes Developed by the Needs Assessment Committee

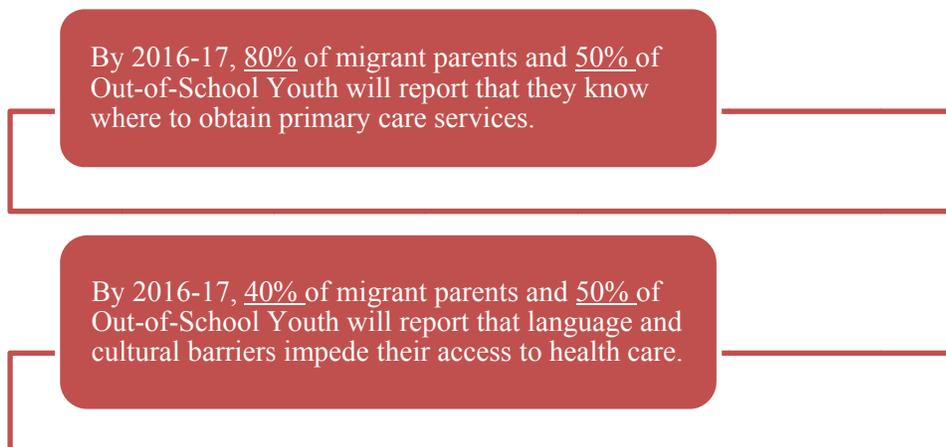


Table 15 contains the health concern statements along with the data that validates the concerns. The third column includes the principal service delivery strategies recommended by the Health Expert Work Group.

Table 15. Health Concern Statements

Concern Statement	Supporting Data	Comprehensive Needs Assessment Service Delivery Strategies
<p>Migrant Parents and Out-of-School Youth do not know where to obtain primary care health services for themselves or their children.</p>	<p>2010 Health Survey Results:</p> <p><u>66%</u> of migrant parents and <u>31%</u> of Out-of-School Youth report that they know where to obtain primary care services.</p> <p><u>57%</u> of migrant parents report that they “sometimes” (26%) or “usually” (31%) take their children to the emergency room for non-emergency care.</p> <p><u>59%</u> of migrant parents and <u>16%</u> of Out-of-School Youth report that they know where to obtain vision services.</p> <p><u>68%</u> of migrant parents and <u>24%</u> of Out-of-School Youth youth report that they know where to obtain dental services.</p> <p><u>54%</u> of migrant parents and <u>37%</u> of Out-of-School Youth report that they cannot afford to pay for doctor visits.</p> <p><u>39%</u> of migrant parents and <u>40%</u> of Out-of-School Youth report that they lack transportation to health clinics/appointments.</p>	<ul style="list-style-type: none"> • The Wellness Project – convene a task force of health and PA-MEP educators to develop strategies and resources that will improve the health outcomes of migrant families and their children. <p>The objectives of the task force include:</p> <ol style="list-style-type: none"> 1) Educate families and Out-of-School Youth on how the health system works in their areas. 2) Ensure that families are aware of school policies regarding health. 3) Provide PA-MEP staff with tools to help them educate school and community agency staff on the linguistic and cultural needs of migrant children, families, and Out-of-School Youth. 4) Improve collaboration between PA-MEP and health care providers to identify clinics/agencies that have bilingual staff; <ul style="list-style-type: none"> • Provide migrant families and Out-of-School Youth with a list of free (e.g. Lion’s Club), low-cost, and sliding scale dental and vision providers. Include specific information on hours, location, types of services etc. of the identified clinics/agencies.
<p>Migrant parents and Out-of-School Youth have problems gaining access to health care due to language and cultural issues.</p>	<p>2010 Health Survey Results:</p> <p><u>61%</u> of migrant parents and <u>66%</u> of Out-of-School Youth report that language and cultural barriers impede their access to health care.</p>	<ul style="list-style-type: none"> • PA-MEP should partner with health care providers to educate parent and Out-of-School Youth regarding availability of health resources. • PA-MEP staff should assist with educating school and community agency staff on the linguistic and cultural needs of migrant children, families, and Out-of-School Youth. • PA-MEP should collaborate with health care providers to identify clinics/agencies that have bilingual staff.

Discussion of Health Service Delivery Strategies

The Health Needs Assessment Committee decided that the most effective way to improve migrant families' knowledge of and access to health care would be to create a task force (titled the Wellness Project) that would bring a select group of PA-MEP and health service providers together for two principal reasons. The first reason is to create a statewide list of resources that are viable options for migrant families. This could include developing a web-based template that would be filled out by all migrant projects reflecting the true range of primary care health options in each of their regions.

The second reason undertaken by the Wellness Project task force is to devise a quick set of questions (called a "Checkup") that will enable migrant staff to readily identify any health-related needs when they talk with parents. Here are the draft questions:

Basic Health-Knowledge "Checkup"

1. When was the last time you or someone in your family visited a doctor? If no or never seen, why not?
2. What was the reason you went to the doctor?
3. How did you find out about the doctor?
4. Did you need someone to translate for you? How do you know them?
5. Are you familiar with local health providers? Which ones?
6. What would you like to know about medical services that are provided locally?
7. Do you know what the school requires if your child is sick?
8. When was the last time you or someone in your family saw the dentist?
9. When was the last time you or someone in your family had your vision checked?
10. Did you understand the paperwork that you received?

These questions can be used as a quick needs assessment as well as a learning check once the PA-MEP service provider gives the family or Out-of-School Youth the information they need to access local services. Compiling the question results statewide will also help the PA-MEP to identify the areas that are the most critical relative to this Service Delivery Plan need statement.

The other major service delivery recommendation involves advocating for more culturally and linguistically sensitive health services. PA-MEP service providers can help to identify which clinics and health providers have bilingual staff and refer migrant families and Out-of-School Youth to them. Only 31 percent of Out-of-School Youth reported that they knew where to go to obtain primary care services. PA-MEP staff can also educate their local health providers on the

cultural and linguistic needs of their migrant families and Out-of-School Youth and work in concert with them to improve communication and access.

The health survey revealed that fully 57 percent of migrant parents reported that they either “sometimes” or “usually” go to the emergency room when they have a health problem. This is evidence that a majority of them are only seeking out health care when something dire occurs, rather than visiting doctors for preventative purposes. The many health risk factors associated with migrant housing and lifestyle (e.g. exposure to pesticides, diabetes and baby bottle tooth decay) are well documented. The PA-MEP is committed to doing what it can to partner with health providers and better educate parents and Out-of-School Youth with the aim of increasing and improving the availability and accessibility of health care.

Table 16. Service Delivery Strategies and Evaluation Measures for Health

Performance Goal	Service Delivery Strategies	Outcome Measures	Implementation Measures and Documentation	State Education Agency Tasks
<p>(7A) By 2016-17, <u>80%</u> of migrant parents and <u>50%</u> of Out-of-School Youth will report that they know where to obtain primary care services.</p>	<p>The Wellness Project – convene a task force of health and PA-MEP educators to develop strategies and resources that will improve the health outcomes of migrant families and their children.</p> <p>Among the objectives of the task force are:</p> <ul style="list-style-type: none"> • Educate families and Out-of-School Youth on how the health system works in their areas. • Ensure that families are aware of school policies regarding health. • Provide PA-MEP staff with tools to help them educate school and community agency staff on the linguistic and cultural needs of migrant children, families and Out-of-School Youth. • Improve collaboration between PA-MEP and health care providers to identify clinics/agencies that have bilingual staff. 	<p>Conduct a targeted Health Survey every 2-3 years in order to determine if the performance goals for migrant parents and Out-of-School Youth are being met.</p>	<p>Evidence of completed local list of all available health care options.</p> <p>Documentation that shows that PA-MEP staff is utilizing the Health Knowledge “Checkup” with their families.</p>	<ul style="list-style-type: none"> • Convene Wellness Project task force. • Prepare template for a web-based local resource list. • Pilot the use of the “Checkup” questions before disseminating them statewide.
<p>(7B) By 2016-17, <u>40%</u> of migrant parents and <u>50%</u> of Out-of-School Youth will report that language and cultural barriers impede their access to health care.</p>	<p>PA-MEP should partner with health care providers to educate parents and Out-of-School Youth regarding availability of health resources.</p> <p>PA-MEP staff should assist with educating school and community agency staff on the linguistic and cultural needs of migrant children, families, and Out-of-School Youth.</p> <p>PA-MEP should collaborate with health care providers to identify clinics/agencies that have bilingual staff.</p>	<p>Conduct a targeted Health Survey every 2-3 years in order to determine if the performance goals for migrant parents and Out-of-School Youth are being met.</p>	<p>Documentation of collaborations with health care providers and/or other forms of networking (e.g. attending health-related forums).</p>	<ul style="list-style-type: none"> • Collaborate with health care providers to improve access of health care for migrant families. • Invite health professionals to present at migrant forums, and (when appropriate) encourage PA-MEP staff to attend health forums to inform providers of the needs of migrant children and families.

ALIGNMENT ACROSS PA-MEP SERVICES

The comprehensive state *Service Delivery Plan* provides a framework for improving programs with the primary goal of increasing the academic achievement and graduation rates of Pennsylvania's migrant students.

The *Service Delivery Plan* also serves to align all PA-MEP services to ensure consistency and efficiency. To that end, this section provides a brief description of the PA-MEP program's plans and policies for:

- 1) Priority for Service Students,
- 2) Parent Involvement,
- 3) Identification and Recruitment, and
- 4) Student Records Transfer.

Alignment across PA-MEP Services

Priority for Services

Pennsylvania has recently revised its definition of Priority for Service to cover all ages of students and to more closely align to federal standards and the recent Comprehensive Needs Assessment. A system of indicators will be used to calculate this designation and the calculated value of Priority for Service will be associated with each enrollment period for a child. The following definitions apply.⁶

K-12 Priority for Service—For K-12 students, the basic criteria starts with identifying if a student has a school year interrupted. School year interrupted will be indicated in one of three manners and it will be distinctly tracked indicating which of the three criteria qualifies the student for school year interrupted.

- 1) A student moved during the school year, interrupting the education process;
- 2) The student missed 10 consecutive days during the school year due to the migrant lifestyle or
- 3) The student moved during the summer; however, if it was determined that the continuity of summer education as a part of that child’s education is critical to his/her success, and as such s/he requires summer instruction/intervention, and if the move interrupted his/her ability to receive the summer instruction, that would also be considered school year interrupted.

In addition to meeting the school year interrupted criteria above, to be considered Priority for Service, a K-12 student must meet at least one of the following criteria that indicate failing or at risk of failing to meet state standards in reading or mathematics.

- 1) The child is recorded as being below proficient or advanced on the statewide PSSA testing or some other rigorous standard exam such as Dynamic Indicators of Basic Early Literacy Skills, etc. Other determinations of not being proficient in reading or mathematics, such as non-standard tests, grades or teacher observation, will not in itself qualify the student for Priority for Service status.
- 2) A student in grades 8-12 is indicated as not being on track for graduation based on the determination of a transcript, counselor determination, Migrant Student Records Exchange Initiative or state PIMS database.
- 3) A student is not proficient in English or is not in the age appropriate grade or is flagged as being “special education”. Analysis of state assessment data for Comprehensive Needs Assessment and external evaluation show that when assessment results are disaggregated by English language proficiency, migrant students who are “Not proficient in English” perform much poorer than their “English proficient” migrant peers.

Preschool Priority for Service—School readiness was identified in the Comprehensive Needs Assessment as one of the top and focused priorities in Pennsylvania. As such, if a preschool child meets any of the following criteria, they are determined to qualify as Priority for Service.

- 1) The student is at least three years old, not currently enrolled in an approved academically rigorous preschool program (or had not been enrolled in such program for at least three of the previous 12 months), is not fluent in English or their parents have limited English proficiency.
- 2) The student is at least three years old and has a suspected developmental delay that is documented.
- 3) The student is expected to start kindergarten in the upcoming school year and is not meeting generally accepted school readiness targets.

⁶ PA MEP policy document entitled “Priority for Services (PFS) Definition” dated April 2008.

Out-of-School Youth Priority for Service—An Out-of-School Youth who is not fluent in English and shows interest in either an Adult Basic Education/GED program or attending ESL courses would be considered Priority for Service. An Out-of-School Youth who demonstrates interest in returning to school would also be considered Priority for Service. Pennsylvania’s Comprehensive Needs Assessment indicated that achieving high school graduation or obtaining a GED is a priority and a student who shows interest in improving their educational status should have equal access to achieving a diploma or GED regardless of school enrollment status.

Based on findings from the Comprehensive Needs Assessment process, the PA-MEP is working on improving data collection systems to better track Priority for Service students. The PA-MEP monitoring and evaluation framework includes several indicators related to Priority for Service. Measures include the following:

- All Priority for Service-designated students receive services matching their needs assessment (target: 100 percent).
- All Priority for Service-designated students will receive services first (target: 100 percent).
- Percentage of Priority for Service students will receive services within 14 days of identification (target to be determined).

The measures examine the total number of Priority for Service students, the number of Priority for Service students with completed needs assessment, areas of need and service records including dates of services. The PA-MEP continues to develop strategies for ensuring that the needs of Priority for Service students are given highest priority. The PA-MEP is also striving to develop evaluative methods for understanding the impact of high mobility and how this factor affects student outcomes.

Identification and Recruitment

According to the National Identification and Recruitment manual, a “recruiter is primarily hired to find and recruit migrant children and youth so they can benefit from the migrant education program in the area.” The recruiter determines eligibility of each family or individual according to the information discussed during the interview. It is very important that recruiters be knowledgeable about the federal requirements written in the Non-Regulatory Guidance of October 2010 and the new regulations that took effect in August, 2008.

The PA-MEP has established trainings, reviews, formal processes for resolving eligibility questions, monitoring, and re-interviews to ensure quality control. These components of the quality control system are in accordance with the Draft Non-Regulatory Guidance, Chapter III, Section A, Paragraph A13 through A17 and the new 2008 regulations. These components are addressed in great detail in the June 2011 version of Pennsylvania Migrant Education Quality Control Procedures manual.

Quality control begins with the initial and continuing training given to all recruiters statewide.

New Recruiter’s Training

- The new or seasonal recruiters must visit families, agencies and businesses to observe the interview process and presentation of the program with an experienced recruiter for a minimum of four interviews.
- New or seasonal recruiters must conduct a minimum of seven interviews in consultation with an experienced recruiter before recruiting alone.

- New recruiters (those with less than two years of experience) must receive a minimum of six trainings conducted by experienced recruiters per year: four at the state level and two at the local level.

On-Going Recruiter's Training

- Veteran recruiters must receive a minimum of six trainings per year: four at the state level and two at the local level.
- Veteran recruiters must also help train new recruiters.
- Recruitment Coordinators must attend one national Identification and Recruitment Forum annually.

Mandatory Trainings

- Each project area must have a minimum of two recruitment training meetings per year at the local level. All personnel performing recruitment duties must attend these training meetings. The topics must include child eligibility and identification and recruitment as outlined in sections II and III of the Non-Regulatory Guidance from the Office of Migrant Education.
- Part-time and seasonal recruiters must attend all recruiter trainings. This will be a hiring requirement.
- Recruitment coordinators must attend four state-sponsored trainings.

Optional Trainings

- Recruiters are encouraged to attend any other relevant professional training offered by community agencies, schools, or any other institutions to improve recruitment techniques and professional growth.
- Recruiters are encouraged to participate annually in any national Identification and Recruitment Forum.

Additional steps in quality control have been set in motion in order to assure the high standard set for recruitment in the PA-MEP.

This policy requires that Project Areas institute a process for reviewing all Certificates of Eligibility that involve more than a single reviewer/signer. A small panel of at least three and maximum of five knowledgeable PA-MEP professionals will convene biweekly to consider all Certificates of Eligibility submitted for review up to the date and resolve any eligibility concerns prior to Certificates of Eligibility submission in the database. This process is intended to create a consensus around eligibility determinations made by individual recruiters in the field and to confirm the validity of those decisions by receiving additional feedback from more than a single Certificate of Eligibility reviewer/signer.

In addition, monitoring is performed annually in each project area. The monitoring will typically be done in four days. A final report with findings, commendations, and recommendations is generated and sent to the project area where the monitoring was performed. If there are issues to be addressed or improvements to be made, an action plan is developed with an appropriate time frame given to implement, plan, and/or take action on the matters. Action plan monitoring is conducted by the State Director and/or the State Recruitment Coordinator. Technical assistance is given on an as-needed basis.

The monitoring and evaluation framework includes several performance indicators under consideration related to identification and recruitment:

- Ensure that 100 percent of students enrolled on the Certificates of Eligibility are eligible.
- Maintain a ratio of one bilingual/bicultural recruiter for every 500 children.
- Ensure that recruitment staff has not more than 10 percent of duties outside of recruitment.
- PA-MEP will conduct a quality assurance review of 20 percent of new student recruits each month.

These indicators will enable the PA-MEP to assess the extent to which it is maintaining and improving the best possible quality control of the recruitment process.

Parent Involvement Plan

Parent involvement has been an important component for the PA-MEP. The policies for parent involvement and parent advisory council meetings are outlined in a policy paper disseminated to districts.⁷ Each local education agency has to budget one percent toward parental involvement activities that follow the state guidelines in that policy document. This section of the Service Delivery Plan highlights the PA-MEP guidelines and goals for parental involvement.

The PA-MEP involves parents in the planning, operation, and evaluation of PA-MEP projects through its statewide and local parent advisory councils. Each project area is tasked with formulating an annual “Parent Compact” in consultation with their parents. The state parent advisory council is made up of representatives from each project area. These compacts include setting specific goals for migrant staff, parents, and students.

The PA-MEP policy is to hold at least two statewide parent advisory council training meetings per year at locations convenient for families. If a project area operates programs during the regular school term, it is required to consult with parents, form a local parent advisory council and schedule at least three meetings per year. In addition, a State Parent Coordinator is responsible for providing training to local parent coordinators who serve as liaisons in the districts to facilitate communication between parents, staff, and the PA-MEP.

State and local parent advisory councils are an important mechanism for conducting outreach related to these goals. Revisions to the state parent advisory council plan reflect alignment with new program priorities such as the Diploma Project.

In addition, the PA-MEP will develop its Service Delivery Plan in consultation with the state parent advisory council. The parent advisory council members have been briefed on the Comprehensive Needs Assessment Review findings and their feedback has been incorporated into the Parent Involvement Needs Assessment Committee’s deliberations. The 2013 Service Delivery Plan will be made available to state and local parent advisory councils beginning in the fall of 2013.

⁷ PA MEP document entitled “Parent Involvement Policies: Parent Advisory Council” updated April 2013.

Figure 32. Statewide MEP Parental Involvement Annual Work Plan-2013/2014

Goal/Performance Measure 1: Increase Knowledge of Graduation Requirements and Postsecondary Options for Students					
Objective/Performance Indicator	Strategy, Activity, or Action Plan	Population Served	Data Source(s) or Evaluation Methods	Evaluation Timeline	Results
<p>100% of PA-MEP Parents with children in grades 8-12 will demonstrate knowledge of high school graduation requirements and postsecondary options.</p> <p>80% of PA-MEP migrant students (in grades 8-12) whose parents participate in the Diploma Project will have their parents demonstrate knowledge of high school graduation requirements and postsecondary options.</p>	<p>Provide parents with Diploma Project toolkit, resources, and handouts (checklists) that assist them in promoting success in school and high school graduation.</p> <p>Inform parents about the high school graduation requirements that may be required at their local districts. Make them aware of the different types of courses that may be available in their region (e.g. AP, honors, dual enrollment, etc.).</p>	Parents with children in grades 8-12.	Data Specialist will assign a supplemental code that will be entered in the PA-MEP Data System.	June of 2014.	To be completed by September of 2014.
<p>90% of PA-MEP parents with secondary school age children will participate in local and statewide workshop sessions related to postsecondary options.</p>	<p>Include a two-hour workshop regarding high school graduation requirements and postsecondary options at the PA-MEP statewide parent advisory council meeting.</p> <p>Local MEP offices will deliver at least two workshop per year related to high school graduation requirements of their local districts and invite neighboring higher education institutes to present at their local parent advisory council events.</p>	Parents with secondary school age children.	<p>Sign-In Sheets.</p> <p>Invites.</p> <p>Agendas.</p>	June of 2014.	To be completed by September of 2014.

Goal/Performance Measure 2: Create a PA-MEP State Parent Advisory Council Facebook Page with a Link to Resources

Objective/Performance Indicator	Strategy, Activity, or Action Plan	Population Served	Data Source(s) or Evaluation Methods	Evaluation Timeline	Results
A PA-MEP State Parent Advisory Council Facebook web page will be developed by Sept 1, 2013.	Request input from staff throughout the development of the PA-MEP State Parent Advisory Council Facebook web page. Register and create web page. Receive approval from PDE	All PA-MEP families.	Total amount of informal responses from PA-MEP families to the postings and available resources on the web page. Parent/student survey.	September 1, 2013.	To be completed by September of 2014.
Related educational resources will be posted on a quarterly basis to the PA-MEP State Parent Advisory Council Facebook web page.	PA-MEP staff and families will be able to post educational resources on the web page. Attached links suggested by external evaluators and PA-MEP local education agencies.	All PA-MEP families.	Parent/student survey.	On-going on a quarterly basis.	To be completed by September of 2014.
Calendar of upcoming PA-MEP Events will be posted on the Facebook web page.	Create and attach calendar of upcoming PA-MEP events	All PA-MEP families.	Parent/student survey.	On-going on a quarterly basis.	To be completed by September of 2014.

Goal/Performance Measure 3: Increase Parent Awareness of Keystone Exams for Students

Objective/Performance Indicator	Strategy, Activity, or Action Plan	Population Served	Data Source(s) or Evaluation Methods	Evaluation Timeline	Results
90% of PA-MEP parents will become aware of Keystone Exams	Provide parents with Keystone Level Descriptors. SAS website, sample questions, and handouts.	PA-MEP parents.	Sign-in Sheet. Handouts. SAS resources.	On-going from fall of 2013 to spring of 2014.	To be completed by September of 2014.
100% of the State Parent Advisory	Inform parents about	State Parent	Sign-in Sheet.	On-going from fall of	To be completed by

<p>Council officers and 90% of PA-MEP parents of students who will take the Keystone Exam will be able to assist their children with preparing for the test.</p>	<p>Keystone Exams. Prepare parents by providing them with test samples and providing them with testing dates and test-taking tip sheet.</p>	<p>Advisory Council officers and parents that will be participating from PA-MEP statewide parent advisory council meetings.</p>	<p>Handouts. SAS resources.</p>	<p>2013 to spring of 2014.</p>	<p>September of 2014.</p>
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Goal/Performance Measure 4: Make Parents aware of the Rights and Regulations under NCLB

Objective/Performance Indicator	Strategy, Activity, or Action Plan	Population Served	Data Source(s) or Evaluation Methods	Evaluation Timeline	Results
<p>To help parents realize they have the right to speak on behalf of their children’s education.</p> <p>Parents will be able to advocate for their children by becoming aware of the rights and regulations under NCLB.</p>	<p>Promote involvement through workshops and speakers at the state and local level.</p> <p>Encourage parents to be involved in their children’s education.</p> <p>Provide professional development to parent coordinators.</p> <p>Collaborate with the Education Law Center.</p>	<p>PA-MEP Families.</p>	<p>Sign-in Sheet.</p> <p>Handouts.</p> <p>Copy of Agenda.</p> <p>Action codes assigned by Data Specialist.</p> <p>Federal ed.gov resources</p>	<p>On-going May of 2014.</p>	<p>To be completed by September of 2014.</p>

Goal/Performance Measure 5: Disseminate Parent Survey and Student Survey to Evaluate Annual Support Services

Objective/Performance Indicator	Strategy, Activity, or Action Plan	Population Served	Data Source(s) or Evaluation Methods	Evaluation Timeline	Results
<p>Identify support services provided to at least 40% of PA-MEP families.</p> <p>40% of PA-MEP parents will complete the parent survey by August 31, 2013.</p>	Revise and disseminate PA-MEP parent survey.	40 % of PA-MEP parents.	Final count of parent survey provided by the PA-MEP external evaluator's summary report.	August 31, 2013.	To be completed by September of 2014.
<p>Develop and disseminate PA-MEP student survey to identify support services provided to at least 40% of secondary school age students.</p>	Develop draft student survey by January 31, 2014.	8-12 Grade secondary school age students.	Final count of student survey provided by the PA-MEP external evaluator's summary report.	May 30, 2014.	To be completed by September of 2014

Goal/Performance Measure 6: Maintain Parental Involvement to Statewide Parent Advisory Council Meetings and Statewide Parent Advisory Council Officers Quarterly Meetings

Objective/Performance Indicator	Strategy, Activity, or Action Plan	Population Served	Data Source(s) or Evaluation Methods	Evaluation Timeline	Results
<p>95% of State Parent Advisory Council officers will participate in quarterly meetings.</p>	<p>Invite letters/memos, phone calls and e-mail reminders.</p> <p>Follow up with local parent coordinators.</p>	State Parent Advisory Council officers and assigned PA-MEP parent coordinators.	<p>Sign-in sheet and agenda.</p> <p>Final registration list.</p>	May 30, 2014.	To be completed by September of 2014.
<p>95% of the parents that are enrolled in the PA-MEP statewide meeting will attend.</p>	<p>Invite letters/memos, phone calls and e-mail reminders.</p> <p>Provide registration lists to parent coordinators.</p> <p>Follow up with local parent coordinators.</p>	State Parent Advisory Council officers and eligible PA-MEP parents.	<p>Sign-in sheet and agenda.</p> <p>Final registration list.</p>	May 30, 2014.	To be completed by September of 2014.

Student Records Transfer

This section of the Service Delivery Plan describes the state's plan for requesting, using, and transferring migrant student records to schools and projects in which migrant students enroll. This description is a summary of the official guidance provided by the PA-MEP on records transfer.⁸ It is included in the Service Delivery Plan as part of the program's comprehensive services to ensure the proper education of Pennsylvania's migrant students.

Pennsylvania law requires that school districts transfer student records and many districts will only accept records directly from the former educating school. The PA-MEP provides assistance to local school districts in records transfer as required in Section 1304(b) (3) of No Child Left Behind. However, the PA-MEP is careful not to supplant the responsibilities of school districts.

The PA-MEP uses MIS2000 as its records system. When a child moves into an area, a data specialist searches the local system to see if the child exists in the database. The data specialist can also search the state system if he or she believes the child has been served previously in another part of Pennsylvania; if so, he or she can download the information on the child directly into the local system. In addition, he or she will contact the data specialist at the last site where the child was shown to be served to verify it is the same child and exchange information as appropriate. The data specialist will also use Migrant Student Records Exchange Initiative to obtain any available information.

In terms of outbound records transfer, Pennsylvania receives very few requests from other states. If a request for records comes into the state office, it is immediately referred to a local project area that will provide the information or facilitate getting the requestor in touch with the appropriate stakeholders, including referral to Migrant Student Records Exchange Initiative if necessary. In terms of inbound records transfer, schools in the state want records directly from the sending school and not the PA-MEP. The PA-MEP facilitates this records transfer mechanism to the extent possible by encouraging the use of Migrant Student Records Exchange Initiative and providing Migrant Student Records Exchange Initiative consolidated records. The PA-MEP has implemented some electronic tracking, requiring staff to document when and how they use Migrant Student Records Exchange Initiative. This may eventually provide some useful statistics.

With the advent of Migrant Student Records Exchange Initiative, all PA-MEP staff has been trained and is required to use Migrant Student Records Exchange Initiative to the fullest extent possible. Various follow-up trainings have been provided and the PA-MEP staff has embraced the usage of Migrant Student Records Exchange Initiative. Training has also been provided to non-PA-MEP staff. The PA-MEP fully participates in the Migrant Student Records Exchange Initiative and provides all minimum data elements on a daily basis to the system. PA-MEP staff also must search Migrant Student Records Exchange Initiative when new students arrive and use the system to the fullest extent possible, including providing and responding to move notifications. However, the PA-MEP cannot control what data other states provide to Migrant Student Records Exchange Initiative, nor can we control what information from Migrant Student Records Exchange Initiative local districts will accept in Pennsylvania.

A category of migrant child who can particularly benefit from record transfer initiatives is the "bi-national" student. A bi-national student is an eligible migrant student who moves between Mexico and the United

⁸ PA MEP documents entitled "Records Transfer Guidance" updated March 6, 2007 and "PA-MEP and Migrant Student Information eXchange (MSIX) Update" dated July 18, 2007.

States with his or her parents or as an emancipated youth at least once in the last 36 months of school. During the 2011-12 school year, 19 percent of Pennsylvania migrant students were categorized as bi-national. Of a total of 1,016 bi-national students, 565 (55 percent) were in the K-12 age range and 382 (38 percent) were Out-of-School Youth.

If a student transfers to Mexico with the knowledge of the PA-MEP, efforts are made to take the “Documento de Transferencia” (Transfer Document) to the school and ask for its completion and then presentation to the family. Pennsylvania is a member of an Office of Migrant Education interstate consortium titled Innovative Educational Technologies which is tasked with using technology to support educational continuity and achievement of eligible bi-national students “whose education is disrupted due to frequent moves across state and international borders.”

Another way that the PA-MEP has supported and addressed the unique needs of these mobile Mexican students is to participate in an annual teacher exchange with Mexico during the summer session. Approximately six certified Mexican teachers are placed across the state in migrant education programs that have migrant summer schools. It is a true win-win arrangement because these teachers not only help the Mexican students to feel at home in a bilingual setting, but they also share their first-hand knowledge with other PA-MEP staff of cultural and linguistic issues that may enable them to better relate to and teach their recently arrived Mexican students.

Recommendations for Continuous Improvement

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

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

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

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

The recent Comprehensive Needs Assessment generated a number of concerns related to the key mission of the PA-MEP—ensuring that migrant students graduate and realize their potentials. The Diploma Project Toolkit should enable PA-MEP staff, migrant families, and their children to have focused conversations

and to work together as a team to not only keep high school students on track academically, but to also begin as early as possible to identify their talents and interests.

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

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

There are a number of initiatives that have been generated to address key issues identified during the Comprehensive Needs Assessment review process. The principal ones are the Diploma Project, the Wellness Project, the summer Quick Math Assessment, and the Out-of-School Youth Oral Assessment. They are all scheduled to be piloted during 2013-14 in order to ensure that all of the different elements are operating efficiently and are having the intended effect.

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

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

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

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

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

Conclusion

This Service Delivery Plan has been the result of a genuine team effort to responsibly assess and address the unique needs of Pennsylvania’s migrant students and their families. Many dedicated educators have contributed significant time and energy to this multi-year data rich process. In a climate of increasing

educational demands on students and teachers, this PA-MEP Service Delivery Plan provides a detailed road map for serving its migrant population with intensive, targeted and innovative supplementary services for years to come.

APPENDIX

PHASE I DOCUMENTS

Core Needs Assessment Committee Team Members

First Name	Last Name	Organization
Jane	Hershberger	CCIU
Lysandra	Lopez-Medina	PDE
Tracy	Malick	PDE
Leslie	McConnell	AIU3
Carmen	Medina	PDE
Vaughn	Murray	CSIU
Juan Pablo	Palomares	Millersville University
Danilo	Perez	CCIU
Lyneice	Parker-Hunter	PDE
Elaine	Raffucci	Millersville University
Pamela	Wrigley	ESCORT
Yolanda	Yugar	AIU3

Data Team Members

First Name	Last Name	Organization
Lysandra	Lopez-Medina	PDE
Tracy	Malick	PDE
Leslie	McConnell	AIU3
Carmen	Medina	PDE
Vaughn	Murray	CSIU
Pamela	Wrigley	ESCORT
Yolanda	Yugar	AIU3

Comprehensive Needs Assessment Review Schedule of Meetings

Meeting Date	Type of Meeting
12/14/10	Needs Assessment Committee
2/16/11	Needs Assessment Committee
3/2/11	Data Team
DATA COLLECTION WINDOW	7/5/11 – 9/30/11
12/5/11	Data Team
1/31/12	Needs Assessment Committee and Expert Group
3/20/12	Needs Assessment Committee
9/27/12	Needs Assessment Committee
2/12/13	Data Team
4/10/13	Data Team
9/30/13	Completion of Comprehensive Needs Assessment review and Service Delivery Plan report

Comprehensive Needs Assessment Review Concern Statements

HIGH SCHOOL GRADUATION Concern Statements

We are concerned that:

- 1. Migrant students are unfamiliar with high school graduation requirements and postsecondary options available to them.**

Data source: Student survey questions

- 2. Migrant parents are unfamiliar with district requirements/expectations for high school graduation and postsecondary options available to their children.**

Data source: Parent survey questions. The committee thought that it might be interesting to conduct this survey with families (e.g. ask students and parents the same questions). Notable fact related to migrant parents' background knowledge: in Mexico, high school is optional and often unavailable in rural areas.

- 2A. Migrant parents are not actively involved in ensuring that their children complete their homework and/or study for exams.**

Data Source: Parent survey questions

- 3. Migrant students are not motivated to complete high school and pursue postsecondary education.**

Data source: Student survey questions. It might be interesting to ask these questions of a sampling of students in elementary, middle and high school. There is some recent research that supports the notion of including talk of college from an early age (as is done in more affluent families).

- 4. Migrant students are dropping out before reaching grade 12.**

Data source: MIS 2000

- 5. Migrant students feel obligated to put work above education.**

Data source: Student survey question

- 5A. Migrant high school students are working rather than attending after school or supplemental programming.**

Data sources: Needs Assessment, student survey question

- 6. Migrant students lack the English literacy/skills to succeed in high school.**

Data source: PSSA data, ACCESS proficiency scores

- 7. Migrant students do not receive the academic support for literacy development they need to succeed in high school.**

Data source: Needs Assessment data give a picture of supplemental academic support by funding source.

- 8. Migrant students lack access at home to computers and internet to complete their homework and project assignments.**

Data source: Student survey questions

- 9. Migrant students do not feel safe or welcome in school.**

Data source: Student survey questions. Note: all schools have to publish discipline and violence reports. It might be interesting to correlate migrant student responses with the "official" story of whether a school is safe.

- 10. Migrant students do not receive needed support and services from high school guidance counselors.**

Data source: Student survey questions. This is a problematic area because counselors have a lot to do and are responsible for hundreds of students. They are typically not able to focus on any one student. In some

ways, this is a big area where the PA-MEP secondary specialists strive to fill the gap. If we develop survey questions around this, we will have to be very specific about our minimum expectations of the counselors.

11. Migrant students are joining gangs and exhibiting attendance and discipline problems.

Data source: Student survey questions. This might be a problematic area as well. Perhaps we could survey PA-MEP secondary specialists to at least get a picture of whether this is a major concern across the state or applies only to certain areas?

12. Migrant students do not participate in extra-curricular activities.

Data source: Student survey questions. We have a survey that was developed for North Carolina which may be of use here.

13. Migrant students are discouraged from completing their high school education because they do not believe that they will pass the core subjects.

Data source: Student survey question. Some committee members commented that as schools introduce the increasingly rigorous requirements for graduation (e.g. Keystone tests) that migrant students are becoming more demoralized about their prospects for obtaining a diploma.

MATHEMATICS Concern Statements

We are concerned that:

1. Migrant students who enroll in Pennsylvania schools after grade 10 have gaps in their knowledge of algebra and geometry.

Data source: Possibly Migrant Student Records Exchange Initiative, since projects will be required to enter subject-specific information on each student.

2. Migrant students who have attended school in another country have been taught different procedures.

Data source: Unknown

3. Migrant students' limited English proficiency interferes with the development of their mathematical skills and knowledge of vocabulary.

Data sources: PSSA Math data, possibly student survey question

3A. Migrant students' are not enrolling in advanced math courses because of their lack of English language proficiency.

Data source: Student survey questions

4. Migrant students are not passing Algebra I by the end of 10th grade.

Data source: Possibly Migrant Student Records Exchange Initiative, since projects will be required to report on which students are taking and passing Algebra I.

5. Migrant students entering 9th grade have not mastered basic math.

Data source: PSSA 8th grade Math data

6. Migrant students are not provided with the hands-on learning opportunities that they need to acquire mathematical concepts.

Data source: Student survey questions—it will be essential to be specific when we ask them about what type of learning activities they engage in (e.g. visual aids, cooperative learning, use of manipulatives). We should

avoid jargon and perhaps differentiate between what they experience in their regular term classes versus extended day and summer instruction. We also need to think about what grade levels we would like to target.

7. Migrant parents need tools and understanding of concepts to support the math education of their children.

Data source: Parent survey questions—again, we need to be as specific as possible. Possibly we could ask them about whether math has been a topic of any of the workshops that they have attended. The committee also talked about the difference between encouraging parents to support early elementary math education versus math in the upper grades. All parents become less able to help their children as they move up the grades even though they can still play a vital role in influencing their child’s motivation and interests.

OUT-OF-SCHOOL YOUTH Concern Statements

We are concerned that:

1. Migrant Out-of-School Youth are here to work instead of pursuing educational opportunities.

Data source: Needs Assessment data on Out-of-School Youth.

2. Migrant Out-of-School Youth have significant gaps in their schooling.

Data source: Needs Assessment question on last grade completed.

3. Migrant Out-of-School Youth lack basic competencies to pursue a GED.

Data source: Unknown

4. Migrant Out-of-School Youth have unaddressed health and dental needs.

Data source: Health Task Force survey results

5. Migrant Out-of-School Youth do not communicate their health needs.

Data source: Unknown

6. Migrant Out-of-School Youth have work schedules that impede their participation in schooling.

Data source: Needs Assessment questions focusing on availability

7. Migrant Out-of-School Youth lack transportation to site-based educational opportunities.

Data source: Needs Assessment

8. Migrant Out-of-School Youth lack healthy recreational options.

Data source: Health Task Force survey results

9. Migrant Out-of-School Youth have limited access to community support services.

Data source: Health Task Force survey results. Also, it was suggested that we could ask project managers the extent to which their Out-of-School Youth population has access to non-PA-MEP support services.

PHASE II DOCUMENTS

Data Team Grid and Survey Results

Need Indicators	What Does the Data Tell Us? (MIS-2000/NA)	What Does the Data Tell Us? (Surveys)	What Data Do We Still Need?	Is a Comparison Group Appropriate?
High School Graduation				
1) Percentage of students who are not fluent and not proficient who enter high school.	2010-11 7 th grade – 238 8 th grade – 234 Non-fluent WIDA – 174 Non-fluent – Initial enrollment – 72 Non-fluent – Other (non-school yr. arrivals) – 94 Priority for service students must have been tested for language proficiency for them to qualify on this basis. SP code results are not as accurate as Needs Assessment items. Inappropriate grade placement (7 th & 8 th) – 49 Inappropriate grade placement (K-12) - 417		PSSA data for 8 th graders WIDA ACCESS scores for 8 th graders	

Need Indicators	What Does the Data Tell Us? (MIS-2000/NA)	What Does the Data Tell Us? (Surveys)	What Data Do We Still Need?	Is a Comparison Group Appropriate?
<p>2) Percentage of migrant students who drop out before grade 12</p> <p>(Pennsylvania law - 17 on your own and 16 with parent permission)</p>	<p>Drop outs - 2010-11 9th grade – 11 10th grade – 14 11th grade – 9 12th grade – 4</p> <p>Grades 8 – 10 – On track to graduate: Not on track – Counselor – 19 Not on track – Transcript – 54 Number of Emancipated Youth – 948 total with largest numbers in grades 6 (225) and 9 (346)</p> <p>Primary reasons for leaving school – Dislike school/Classes – 37 Unmotivated/No family support – 31 Needed to work - 880</p>			

Need Indicators	What Does the Data Tell Us? (MIS-2000/NA)	What Does the Data Tell Us? (Surveys)	What Data Do We Still Need?	Is a Comparison Group Appropriate?
<p>2A) Percentage of migrant students (in grades 8-10) who demonstrate interest in completing high school (student survey plus multiple measures of student behaviors/ attributes)</p> <p>(Survey questions: 1-8 & 12)</p> <p>Percentage of migrant students (in grades 8-10) who demonstrate interest in pursuing postsecondary education (student survey plus multiple measures of student behaviors/ attributes)</p>	<p>8th grade – 228 9th grade – 244 10th grade – 242</p> <p>Multiple concerns – 70 Other concerns – 60 (Check file of specific comments on student concerns)</p> <p>Students with lots of participation – 124 Students without any participation – 231 Students with some participation – 341 (Relate these findings to student survey results)</p> <p>Grade 12 – 138 students Postsecondary plans are in the low numbers. Applied for admission to 4-yr. college – 11 Enrolled in 4 yr. college – 6 Should this kind of postsecondary planning be an integral part of middle school and high school efforts?</p> <p>Grade 8 – Postsecondary info. Presented – 152 College visits - 152</p>	<p>How was representation? The number of surveys was respectable.</p> <p>#5 56 say that they are getting low grades.</p> <p>#6 Surprising that they say that math and science are their worst subjects.</p> <p>This could be a consequence of lack of English fluency.</p> <p>Language barrier may be due to a confidence and/or cultural factor.</p>		

Need Indicators	What Does the Data Tell Us? (MIS-2000/NA)	What Does the Data Tell Us? (Surveys)	What Data Do We Still Need?	Is a Comparison Group Appropriate?
<p>3) Percentage of students (in grades 8-10) who demonstrate knowledge of high school graduation requirements and postsecondary options (Survey questions: 9-11 & 13-17)</p> <p>3A) Percentage of parents (with children in grades 8-10) who demonstrate knowledge of high school graduation requirements and postsecondary options</p>		<p>Huge gap between what I want to do and what it will take to accomplish it.</p> <p>LEARN has a graduation planning tool on their website.</p> <p>These results are not much different from that of students whose parents have not attended college.</p> <p>Typically, 33% of students drop out of college in their first year (check national statistics)</p> <p>PA-MEP staff should be educated about what to share with families relative to essential requirements.</p>		

Need Indicators	What Does the Data Tell Us? (MIS-2000/NA)	What Does the Data Tell Us? (Surveys)	What Data Do We Still Need?	Is a Comparison Group Appropriate?
Mathematics				
1) Percentage of migrant students who score proficient or advanced on the 8 th grade PSSA math assessment compared with their non-migrant peers	8 th grade – Not proficient (staff judgment) – 27 Not proficient (PSSA) – 27 Not proficient – Teacher assessment – 52 PA-MEP teacher provided math assistance - 111		Math PSSA data for 8 th graders. AIU3 team states that “the longer students are getting services, the more gains they are making.”	
2) Percentage of migrant ELL students (in grades 3-8) who score proficient or advanced on the state mathematics assessment compared with their non-migrant peers (TBD).		Math PSSA has writing as a critical part of the assessment Elementary school kids are answering the too easy, too hard question. Instructions are often given short shrift.	Percentage of migrant ELL in grades 3-8 who score proficient or advanced on state math assessment.	

Need Indicators	What Does the Data Tell Us? (MIS-2000/NA)	What Does the Data Tell Us? (Surveys)	What Data Do We Still Need?	Is a Comparison Group Appropriate?
Out-of-School Youth				
1) Percentage of Out-of-School Youth who report they are interested in pursuing educational opportunities while working	<p>Total Out-of-School Youth – 1033</p> <p>English non-fluent – 979</p> <p>Household status – Independent – 428 With crew – 390</p> <p>Interest in public school – No – 1002</p> <p>Interest in ABE/GED – 289 Attending – 9 Completed – 7</p> <p>Interest in ESL – 581 Attending – 100 Completed – 5 (What is meant by “completed”?)</p> <p>These reports are broken down by project areas.</p> <p>Reasons for leaving school: Needed to work – 880 Disliked school – 37 Other – 49 (check on obtaining comments)</p>			
2) Percentage of Out-of-School Youth who report that they have less than a 9 th grade education.	Check Out-of-School Youth needs assessment			
3) Percentage of migrant Out-of-School Youth who report that they wish to pursue a GED in English or Spanish	<p>Tally of number interested in GED by Project areas.</p> <p>Enrolled in GED Interested in GED</p>			

PA-MEP Student Survey – Math

Please answer the following questions to the best of your ability. We are not asking for your name and no one will know who you are. Your answers will help improve educational support and programming that migrant students receive in Pennsylvania.

1. What grade were you in for the 2010-11 school year?

Grade 3	119	22%
Grade 4	105	19%
Grade 5	104	19%
Grade 6	86	16%
Grade 7	69	13%
Grade 8	69	13%
Total	552	100%

2. Do you get help from an English as a Second Language (ESL) teacher?

Yes	382	69%
No	174	31%
Total	556	100%

3. Does your understanding of English interfere with your ability to do well in math?

Yes	222	59%
No	156	41%
Total	378	100%

4. What math course did you take last year (Fall 2010- Spring 2011)? (Please select the course category that most closely matches.)

Math with your regular teacher	356	66%
Math with your resource teacher	42	8%
General Math	76	14%
Pre-Algebra	37	7%
Algebra I	15	3%
Other, please specify	16	3%
Total	542	100%

5. Was your math course:

Too easy?	127	23%
Too hard?	94	17%
About right?	329	60%
Total	550	100%

6. Please check the box that best describes your response to this statement: "I understand the instructions in my math class."

Rarely	46	8%
Some of the time	221	41%
Most of the time	146	27%
Always	131	24%
Total	544	100%

7. Please check the box that best describes your response to this statement: "I understand the concepts in my math class."

Rarely	32	6%
Some of the time	184	34%
Most of the time	215	40%
Always	111	20%
Total	542	100%

8. Which ethnicity best describes you?

African-American (Non-Hispanic)	4	1%
American Indian/Alaskan	7	1%
Asian/Pacific Islander	21	4%
Burmese	21	4%
Cambodian	1	0%
Haitian	4	1%
Hispanic (Non-Specified)	108	20%
Khmer	0	0%
Laotian	0	0%
Mexican	261	48%
Nepali	49	9%
Puerto Rican	29	5%
Vietnamese	3	1%
White (Non-Specified)	13	2%
Other	28	5%
Total	549	100%

9. I am:

Male	296	54%
Female	249	46%
Total	545	100%

PA-MEP Student Survey – High School Graduation

Please answer the following questions to the best of your ability. We are not asking for your name and no one will know who you are. Your answers will help improve educational support and programming that migrant students receive in Pennsylvania.

1. What grade were you in for the 2010-2011 school year?		
Grade 8	73	27%
Grade 9	97	36%
Grade 10	96	36%
Total	266	100%

2. Has anyone in your family completed high school?		
Yes	134	51%
No	128	49%
Total	262	100%

3. Has anyone in your family attended college?		
Yes	97	37%
No	168	63%
Total	265	100%

4. What grade do you consider to be a good grade for you?		
A	170	64%
B	81	31%
C	14	5%
Total	265	100%

5. Are you receiving poor/low grades in any subjects?		
Yes	146	56%
No	117	44%
Total	263	100%

6. If yes, which one(s)?		
English language arts	36	25%
English as a second language (ESL)	35	24%
Mathematics	66	45%
Social Studies	43	29%
Science	57	39%

7. What clubs, sports, groups, have you participated in during middle school and high school? Please check all that apply:		
Sports teams	90	33%
Clubs	40	15%
Band or other musical group	23	9%
Student government	4	1%
Community service	23	9%

Other	42	16%
None	108	40%

8. Why have you not participated in any school-related extra-curricular activities? Select all that apply. (Answer only if you answered 'None' to #7)

After-school job	27	25%
Don't feel welcome	16	15%
Health reasons	4	4%
Home or family responsibilities	54	50%
Language barrier	33	31%
Lack of transportation	37	34%
Lack of time	25	23%
Lack of money	18	17%
Other, please specify	30	28%

9. How many total credits do you need to graduate from high school in Pennsylvania?

	12	18	7%
	24	106	40%
	30	29	11%
I don't know		109	42%
Total		262	100%

10. How many high school English credits do you need to graduate in Pennsylvania?

	2	14	5%
	3	14	5%
	4	114	44%
I don't know		118	45%
Total		260	100%

11. Which of these tests are usually required in order to apply to college?

PSSA	120	45%
SAT or ACT	148	55%
DIBELS	5	2%
ASVAB	2	1%

12. How important is it to you to graduate from high school?

Very important	219	83%
Somewhat important	29	11%
Not important	1	0%
I'm not sure	16	6%
Total	265	100%

13. If you need information on high school graduation, whom do you ask? (You may check more than one)

Teacher	119	44%
Guidance Counselor	131	49%
English as a second language (ESL) teacher	62	23%
Migrant Education Program (MEP) staff	92	34%
School principal	40	15%
Home room teacher	35	13%
Don't know	19	7%
Other, please specify	17	6%

14. What are your plans for after high school?

2-year college	40	15%
4-year college	108	41%
Armed services or military	10	4%
Business, technical or trade school	4	2%
Work	26	10%
Other	4	2%
I'm not sure	73	28%
Total	265	100%

15. If you need information on educational opportunities after you graduate from high school, whom do you ask? (You may check more than one)

Teacher	102	38%
Guidance Counselor	118	44%
English as a second language (ESL) teacher	57	21%
Migrant Education Program (MEP) staff	96	36%
School principal	35	13%
Home room teacher	20	7%
Don't know	36	13%

16. Rate your knowledge of the following post-high school options on a scale of 1 to 4. (1 = no knowledge, 2 = a little, 3 = quite a bit, 4 = a lot)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	No knowledge	A little	Quite a bit	A lot
Four – year college	50 21%	95 41%	47 20%	41 18%
Technical school	81 39%	65 32%	45 22%	15 7%
Community college	77 37%	81 39%	38 18%	14 7%
Armed forces	108 51%	63 30%	33 16%	6 3%
Job training	88 42%	82 39%	31 15%	9 4%

Applying for a job	74	67	42	24
	36%	32%	20%	12%

17. If you are searching for information on careers and jobs, where would you look? (You may check more than one)

Library	50	19%
On-line, On the internet	138	51%
Career Resource Center	63	23%
Guidance office	74	28%
Migrant education office	64	24%
Home	15	6%
Don't know	51	19%
Other, please specify	11	4%

18. Which ethnicity best describes you?

African-American (Non-Hispanic)	4	2%
American Indian/Alaskan	3	1%
Asian/Pacific Islander	12	5%
Burmese	9	3%
Cambodian	1	0%
Haitian	3	1%
Hispanic (Non-Specified)	61	23%
Khmer	0	0%
Laotian	0	0%
Mexican	99	37%
Nepali	50	19%
Puerto Rican	14	5%
Vietnamese	1	0%
White (Non-Specified)	3	1%
Other	6	2%
Total	266	100%

19. I am:

Male	133	50%
Female	131	50%
Total	264	100%

PA-MEP Parent Survey – High School Graduation

Please answer the following questions to the best of your ability. We are not asking for your name and no one will know who you are. Your answers will help improve educational support and programming that migrant students receive in Pennsylvania.

1. What grade did your child attend for the 2010-2011 school year?

Grade 8	60	26%
Grade 9	82	35%
Grade 10	91	39%
Total	233	100%

2. Rate your knowledge of school requirements related to high school graduation (what courses and tests your child has to pass to finish high school)?

A lot	41	17%
Some	42	18%
A little	56	24%
No idea	99	42%
Total	238	100%

3. How important is it to know about your child's high school graduation requirements?

Very important	185	78%
Somewhat important	29	12%
Not important	20	8%
I'm not sure	4	2%
Total	238	100%

4. What grade do you consider to be a good grade for your child?

A	191	80%
B	29	12%
C	5	2%
Not sure	15	6%
Total	240	100%

5. How many total credits does your child need to graduate from high school in Pennsylvania?

	12	7	3%
	24	48	20%
	30	15	6%
I don't know		167	70%
Total		237	100%

6. Which of these tests is your child usually required to take in order to apply to college?

PSSA	76	31%
SAT or ACT	63	26%
DIBELS	9	4%
ASVAB	7	3%

7. Has anyone in your family completed high school?

Yes	87	37%
No	150	63%
Total	237	100%

8. Has anyone in your family attended college?

Yes	59	25%
No	177	75%
Total	236	100%

9. If you need information on high school graduation requirements, whom do you ask? (You may check more than one)		
Teacher	85	35%
Guidance Counselor	69	29%
English as a second language (ESL) teacher	39	16%
Migrant Education Program (MEP) staff	147	61%
School principal	39	16%
Home room teacher	21	9%
Don't know	19	8%
Other, please specify	12	5%

10. If you need information on post-high school educational opportunities for your child, whom do you ask? (You may check more than one)		
Teacher	82	34%
Guidance Counselor	62	26%
English as a second language (ESL) teacher	40	17%
Migrant education program (MEP) staff	150	62%
School principal	34	14%
Home room teacher	20	8%
Don't know	24	10%
Other, please specify	6	2%

11. Do you know about school requirements related to technical career and post-high school options?		
Yes	34	14%
No	201	86%
Total	235	100%

12. Rate your knowledge of the following options on a scale of 1 - 4. (1 = no knowledge, 2 = a little, 3 = quite a bit, 4 = a lot)				
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	No knowledge	A little	Quite a bit	A lot
Four – year college	103 48%	68 31%	20 9%	25 12%
Technical school	116 56%	65 31%	21 10%	6 3%
Community college	116 55%	61 29%	21 10%	12 6%
Armed forces	148 73%	33 16%	18 9%	5 2%
Job training	105 52%	57 28%	23 11%	18 9%
Applying for a job	78 39%	50 25%	32 16%	39 20%

13. How important is it to you that your child graduates from high school?

Very important	232	97%
Somewhat important	5	2%
Not important	0	0%
I'm not sure	1	0%
Total	238	100%

14. How important is it to you that your child continues his or her education after high school (in college or other school)?

Very important	224	94%
Somewhat important	12	5%
Not important	0	0%
I'm not sure	3	1%
Total	239	100%

15. Which ethnicity best describes you?

African-American (Non-Hispanic)	2	1%
American Indian/Alaskan	0	0%
Asian/Pacific Islander	10	4%
Burmese	16	7%
Cambodian	4	2%
Haitian	1	0%
Hispanic (Non-Specified)	38	16%
Khmer	1	0%
Laotian	0	0%
Mexican	67	28%
Nepali	78	33%
Puerto Rican	10	4%
Vietnamese	2	1%
White (Non-Specified)	2	1%
Other	7	3%
Total	238	100%

16. I am:

Mother	145	61%
Father	70	30%
Guardian	21	9%
Total	236	100%

PHASE III DOCUMENTS

Comprehensive Needs Assessment Expert Work Group Members

EXPERT IN	FIRST NAME	LAST NAME	ORGANIZATION	
Health	Suzanne	Benchhoff	LIU	
	Karen	Carman	Department of Health	
	Mary	Englert	Keystone Farmworker Health	
	Edwin	Fana	Keystone Farmworker Health	
	Yeimi	Gagliardi	Wellspan	
	Tom	Hanley	ESCORT	
	Joan	Holliday	Department of Health	
	Fred	Oberholzer	Department of Health	
	Lyneice	Parker-Hunter	PDE	
	Selina	Zygmunt	Keystone Farmworker Health	
	High School Graduation	Lorena	Baeza	CCIU
		Wil	Del Pilar	PDE
Timothy		Foley	PDE	
Jane		Hershberger	CCIU	
Manuel		Ibarra-Gomez	CCIU	
Jose		Luiggi	NWTCIU	
Eduin		Medina	CSIU	
Ruth		Nilan	Avon Grove SD	
Michael		Westover	PDE	
Math	Damaso	Albino	Millersville	
	Alejandro	Gallardo	CSIU	
	Jennifer	Himmel	Center for Applied Linguistics	
	Connie	Logan	Kennett Consolidated SD	
	Eric	Mandell	LUI	
	Kevin	Mauro	PDE	
Out-of-School Youth	Timothy	Haas	Millersville	
	Danilo	Perez-Ortiz	CCIU	
	Grogan	Ullah	HEP	
Parent Involvement	Joe	Leaf	Norristown SD	
	Sarai	Martinez	Millersville	
	Karen	Shanoski	CSC	
	Ines	Vega	CSC	
	Cirilo	Ventura	Millersville	
	Lysandra	Lopez-Medina	PDE	
	Vaughn	Murray	CSIU	
Pamela	Wrigley	MACC/ESCORT		

Pennsylvania Comprehensive Needs Assessment Review Expert Group Work Sheet - Mathematics

Concern Statements	WHAT IS?	NEED	WHAT SHOULD BE?
<p align="center">Mathematics</p> <p>1) Migrant students entering 9th grade have not mastered basic math. (Educational Continuity, English Language Development)</p>	<p>Percentage of migrant students who score proficient or advanced on the 8th grade PSSA math assessment compared with their non-migrant peers</p> <p>2011 PSSA 8th grade math results for Hispanics: Advanced – 29.2% Proficient – 28.7% Basic – 17.8% Below Basic – 24.4%</p> <p>2011 PSSA 8th grade math results for ELL: Advanced – 13.9% Proficient – 21.1% Basic – 21.0% Below Basic – 43.9%</p>	<p>Increase percentage of 8th grade migrant students who score proficient or advanced on the PSSA math assessment</p>	<p>2011 PSSA 8th grade math results for All Students: Advanced – 47.6% Proficient – 29.5% Basic – 12.3% Below Basic – 10.6%</p> <p>2011 PSSA 8th grade math results for Whites: Advanced – 56.3% Proficient – 26.5% Basic – 9.8% Below Basic – 7.3%</p> <p>Percent of 8th grade public school students scoring “proficient” on the NAEP assessment: 38.9%</p> <p>Allegheny Intermediate Unit 3 evaluators state that “the longer students are getting services, the more gains they are making.”</p>

Concern Statements	WHAT IS?	NEED	WHAT SHOULD BE?
<p>Mathematics</p> <p>2) Migrant students’ limited English proficiency interferes with the development of their mathematical skills and knowledge of vocabulary. (English Language Development)</p>	<p>Percentage of migrant ELL (in grades 3-8) who score proficient or advanced on the state mathematics assessment compared with their non-migrant peers (TBD).</p> <p>Math PSSA results for migrant 3-8 & 11th graders (2008 – 09):</p> <p>Migrant Priority for Service (fluent) – High Below basic – 24% Proficient/Advanced – 42%</p> <p>Migrant Priority for Service (non-fluent) - High Below basic – 44% Proficient/Advanced – 27%</p>	<p>Increase percentage of migrant ELL (in grades 3-7) who score proficient or advanced on the PSSA math assessment</p>	<p>2011 PSSA math results for All Students: Advanced – 47.6% Proficient – 29.5% Basic – 12.3% Below Basic – 10.6%</p> <p>2011 PSSA math results for Whites: Advanced – 53.3% Proficient – 29.2% Basic – 10.4% Below Basic – 7.1%</p> <p>2011 PSSA math results for Hispanics: Advanced – 29.3% Proficient – 31.7% Basic – 18.3% Below Basic – 20.7%</p> <p>Allegheny Intermediate Unit 3 evaluators state that “the longer students are getting services, the more gains they are making.”</p>
<p>2) (cont.) Migrant students’ limited English proficiency interferes with the development of their mathematical skills and knowledge of vocabulary. (English Language Development)</p>	<p>Percentage of migrant ELL (in grades 3-8) who score proficient or advanced on the state mathematics assessment.</p> <p>Math PSSA results for migrant 3-8 & 11th graders (2008 – 09):</p> <p>Migrant Non-Priority for Service (fluent) – High Below basic – 16% Proficient/Advanced – 66%</p> <p>Migrant Non-Priority for Service (non-fluent) - Below basic – 34% Proficient/Advanced – 35%</p>	<p>Increase percentage of migrant ELL (in grades 3-8) who score proficient or advanced on the PSSA math assessment</p>	<p>AYP state target is 56% scoring Advanced/Proficient</p>

Comments and notes to Mathematics Expert Group members:

1) Migrant fluent 8th graders score 75 percent proficient/advanced compared with migrant non-fluent 8th graders (35 percent) with 51 percent of non-fluent 8th graders scoring below basic. It is also interesting to compare migrant 8th grade non-fluent scores (51 percent below basic) with 8th grade ELL (44 percent below basic).

Please share some student-centered strategies that are likely to lead to better preparation for high school math courses. The Allegheny Intermediate Unit 3 Evaluation Report (2009-10) reports that “the longer students are getting supplemental services, the more gains they are making”.

2) This is similar to the first concern statement; however, the focus is on limited English proficiency as a primary factor. Also, the students surveyed were in grades 3 – 8.

Of note:

59 percent of students surveyed said that their understanding of English “interferes with their ability to do well in math”.

41 percent of students said that they understand the instructions in their math class only “some of the time”.

It is important to know that the Math PSSA tests include writing as a critical element. The right answer is not enough--students are required to show their work and explain how they have gotten the answer.

Pennsylvania Comprehensive Needs Assessment Review Expert Group Work Sheet – High School Graduation

Concern Statements	WHAT IS?	NEED	WHAT SHOULD BE?	Data Collected
High School Graduation				

Concern Statements	WHAT IS?	NEED	WHAT SHOULD BE?	Data Collected
<p>1) Migrant students lack English fluency and literacy skills to succeed in high school. (English Language Development)</p>	<p>Percentage of students who are not fluent and not proficient who enter HS.</p> <p>PSSA Reading Results (2009-10): Migrant 7th graders – Below Basic – 44% Basic – 29% Proficient/Advanced -27%</p> <p>PSSA Reading Results (2009-10): Migrant 8th graders – Below Basic – 40% Basic – 15% Proficient/Advanced -46%</p>	<p>Increase percentage of migrant students who enter high school scoring above “Below Basic” on the Reading and Math PSSA assessments.</p>		<p>2010-11 student enrollment: 7th grade – 238 8th grade – 234 = 472</p> <p>Non-fluent WIDA – 174 Non-fluent – Initial enrollment – 72 Non-fluent – Other (non-school yr. arrivals) – 94</p> <p>ESL as part of regularly scheduled day – 117</p> <p>Appropriate grade placement – No – 49 Yes - 415</p> <p>Priority for Service students must have been tested for language proficiency for them to qualify on this basis.</p> <p>PSSA Science Results (2009-10): Migrant 8th graders – Below Basic – 66% Basic – 18% Proficient/Advanced - 16%</p> <p>PSSA Math Results (2009-10): Migrant 8th graders – Below Basic – 41% Basic – 14% Proficient/Advanced - 45%</p>

Concern Statements	WHAT IS?	NEED	WHAT SHOULD BE?	Data Collected
High School Graduation				
<p>2) Migrant students are dropping out before reaching grade 12. (Educational Continuity, School Engagement)</p>	<p>Percentage of migrant students who drop out before grade 12.</p> <p>(Pennsylvania law - 17 on your own and 16 with parent permission)</p> <p>Pennsylvania estimated 4-year graduation rate: White – 84% Hispanic – 50%</p> <p>National Center for Research results imply that ELL students drop out more due to lower academic achievement rather than behavioral or other issues when compared to non-ELL students.</p>	<p>Decrease percentage of migrant students who drop out in grades 9 - 11.</p>	<p>Pennsylvania dropout rate for grades 7-12 (2009-10):</p> <p>White – 1.05% Hispanic – 3.71%</p>	<p>Drop outs - 2010-11 9th grade – 22 10th grade – 23 11th grade – 27 12th grade – 5</p> <p>Grades 8 – 10 – On track to graduate: Not on track – Counselor – 19 Not on track – Transcript – 54 On track - 571</p> <p>Number of Emancipated Youth – 948 total with largest numbers in grades 6 (225) and 9 (346)</p> <p>Primary reasons for leaving school – Dislike school/Classes – 37 Unmotivated/No family support – 31 Needed to work – 880 (includes Out-of-School Youth)</p> <p>ELL have higher dropout rates than non-ELL students – 25% v. 15%</p> <p>ELL exiting ESL later have higher dropout rates – Those re-classified in grade 5 – 22% Those re-classified in high school – 33% (National Center for Research, 2011)</p>

Concern Statements	WHAT IS?	NEED	WHAT SHOULD BE?	Data Collected
<p>2A) Migrant students are not motivated to complete high school and pursue postsecondary education. (School Engagement)</p> <p>8th grade – 228 9th grade – 244 10th grade – 242</p> <p>Student concern data:</p> <p>8th grade – 29 referrals 9th grade – 55 referrals 10th grade – 53 referrals</p> <p>Typical comments:</p> <ul style="list-style-type: none"> • Not interested in after-school program • Not motivated academically • Poor behavior/attitude • Minimum parental control 	<p>Percentage of migrant students (in grades 8-10) who demonstrate interest in completing high school (student survey plus multiple measures of student behaviors/ attributes)</p> <p>Percentage of migrant students (in grades 8-10) who demonstrate interest in pursuing postsecondary education (student survey plus multiple measures of student behaviors/ attributes)</p>	<p>Increase percentage of migrant students (in grades 8-10) who complete high school (related to #2 Concern Statement)</p> <p>Increase percentage of migrant students (in grades 8-10) who receive assistance with planning for postsecondary education</p>		<p>2010 – 11 student enrollment Grade 8 – 234 Grade 9 – 244 Grade 10 – 242 = 720</p> <p>Multiple concerns – 70 Other concerns – 60 (Check file of specific comments on student concerns)</p> <p>Students with lots of participation – 124 Students without any participation – 231 Students with some participation – 341 (Relate these findings to student survey results)</p> <p>Grade 12 – 138 students Postsecondary plans are in the low numbers. Applied for admission to 4-yr. college – 11 Enrolled in 4 yr. college – 6 Applied for admission to 2-yr. college – 11 Enrolled in 2-yr. college - 15</p> <p>Grade 8 – Postsecondary info. Presented – 152 College visits – 152</p>

Concern Statements	WHAT IS?	NEED	WHAT SHOULD BE?	Data Collected
<p>2A) (cont.) Migrant students are not motivated to complete high school and pursue postsecondary education. (School Engagement)</p> <p>8th grade – 228 9th grade – 244 10th grade – 242</p>	<p>Percentage of migrant students (in grades 8-10) who demonstrate interest in completing high school (student survey plus multiple measures of student behaviors/ attributes)</p> <p>Percentage of migrant students (in grades 8-10) who demonstrate interest in pursuing postsecondary education (student survey plus multiple measures of student behaviors/ attributes)</p>	<p>Increase percentage of migrant students (in grades 8-10) who complete high school (related to #2 Concern Statement)</p> <p>Increase percentage of migrant students (in grades 8-10) who receive assistance with planning for postsecondary education</p>		<p>Student Survey Results:</p> <p>2. Has anyone in your family completed high school? Yes – 51% No – 49%</p> <p>3. Has anyone in your family attended college? Yes – 37% No – 63%</p> <p>5. Are you receiving poor/low grades in any subjects? Yes – 56% No – 44%</p> <p>6. If Yes, which ones: English – 25% ESL – 24% Math – 45% Social Studies – 29% Science – 39%</p> <p>7. What clubs, sports, groups have you participated in during middle and high school? Sports teams – 33% Clubs – 15% Band or music groups – 9% Student government – 1% Community service – 9% Other – 16% None – 40%</p>

Concern Statements	WHAT IS?	NEED	WHAT SHOULD BE?	Data Collected
<p>3) Migrant students are unfamiliar with high school graduation requirements and postsecondary options available to them. (School Engagement, Educational Support in the Home, Access to Services)</p>	<p>Percentage of students (in grades 8-10) who demonstrate knowledge of high school graduation requirements and postsecondary options</p>	<p>Increase percentage of students (in grades 8-10) who demonstrate knowledge of high school graduation requirements and postsecondary options</p>		<p>9. How many total credits do you need to graduate from HS in Pennsylvania? 12 – 7% 24 – 40% 30 – 11% I don't know – 42%</p> <p>10. How many English credits do you need to graduate from HS? 2 – 5% 3 – 5% 4 – 44% I don't know – 45%</p> <p>11. Which of these tests are usually required in order to apply to college? PSSA – 45% SAT or ACT – 55% Dynamic Indicators of Basic Early Literacy Skills– 2%</p> <p>13. If you need information on HS graduation, whom do you ask? (Check all that apply) Teacher – 44% Guidance Counselor – 49% ESL teacher – 23% Migrant Education staff – 34% School principal – 15% Home room teacher – 13% Don't know – 7%</p>

Concern Statements	WHAT IS?	NEED	WHAT SHOULD BE?	Data Collected
<p>3) (cont.) Migrant students are unfamiliar with high school graduation requirements and postsecondary options available to them. (School Engagement, Educational Support in the Home, Access to Services)</p>	<p>Percentage of students (in grades 8-10) who demonstrate knowledge of high school graduation requirements and postsecondary options</p>	<p>Increase percentage of students (in grades 8-10) who demonstrate knowledge of high school graduation requirements and postsecondary options</p>		<p>15. If you need information on educational opportunities after you graduate from HS, whom do you ask? (Check all that apply) Teacher – 38% Guidance Counselor – 44% ESL teacher – 21% Migrant Education staff – 36% School principal – 13% Home room teacher – 7% Don't know – 13%</p> <p>16. Rate your knowledge of the following post HS options on a scale of 1 to 4. (1 = no knowledge, 2 = a little, 3 = quite a bit, 4 = a lot)</p> <p>4-year college – 1 – 21%, 2 – 41%, 3 – 20%, 4 – 18%</p> <p>2-year college- 1 – 37%, 2 – 39%, 3 – 18%, 4 – 7%</p> <p>Technical school – 1 – 39%, 2 – 32%, 3 – 22%, 4 – 7%</p> <p>Armed forces – 1 – 51%, 2 – 30%, 3 – 16%, 4 – 3%</p> <p>Job training – 1 – 42%, 2 – 39%, 3 – 15%, 4 – 4%</p> <p>Applying for a job – 1 – 36%, 2 – 32%, 3 – 20%, 4 – 12%</p>

Concern Statements	WHAT IS?	NEED	WHAT SHOULD BE?	Data Collected
<p>3) (cont.) Migrant students are unfamiliar with high school graduation requirements and postsecondary options available to them. (School Engagement, Educational Support in the Home, Access to Services)</p>	<p>Percentage of students (in grades 8-10) who demonstrate knowledge of high school graduation requirements and postsecondary options</p>	<p>Increase percentage of students (in grades 8-10) who demonstrate knowledge of high school graduation requirements and postsecondary options</p>		<p>17. If you are searching for information on careers and jobs, where would you look? (Check all that apply) Library – 19% On-line, internet – 51% Career Resource Center – 23% Guidance office – 28% Migrant education office – 24% Home – 6% Don't know – 19%</p>

Comments and notes to High School Graduation Expert Group members:

1) What might be some effective strategies that will help to ensure that migrant students enter 9th grade better prepared for high school course work?

2) Please share some proven dropout prevention strategies that have been effective with Hispanic and/or migrant youth.

2A) Survey data show a mixed picture of student motivation. Notice that there is a bump in referrals in grades 9 and 10. However, 83 percent of migrant students surveyed said that graduating from high school is “very important”. Fully 41 percent said that they plan to attend a 4-year college.

Also of note are the low number of postsecondary plans – 11, and low number of students who applied to a 2-year (11) or 4-year (11) college. Present practice is to only work with 12th graders on these plans. Might this kind of postsecondary planning be more effective as an integral part of middle school and high school efforts?

3) It is clear that migrant students are lacking in basic knowledge about graduation requirements since nearly half said “I don’t know” when queried about credits and course work.

There seems to be a significant gap between what the students want to do and their knowledge of what it will take to accomplish their goals. Allegheny Intermediate Unit 3 evaluators shared that these results are not much different from that of students whose parents have not attended college.

When crafting solutions, please study the student survey results closely to ascertain where the major knowledge gaps exist and which resources they tend to depend on for information.

WHAT IS?	NEED	WHAT SHOULD BE?	Data Collected
<p>Health 3) 57% of migrant parents report that they “sometimes” (26%) or “usually” (31%) take their children to the emergency room for non-emergency care.</p> <p>(Related item: Primary reasons cited for this practice: <u>22%</u> - Faster and easier <u>10%</u> - No family doctor <u>6%</u> - Doctor or clinic hours not convenient to work schedule <u>6%</u> - Don't have insurance and they will see my children)</p>	<p>Decrease percentage of migrant parents who report that they “usually” take their children to the emergency room for non-emergency care.</p>		<p>According to a 2004 Center for Rural Pennsylvania study of migrant workers:</p> <p>This population tends to request medical care only when it is experiencing a problem.</p>

Concern Statements	WHAT IS?	NEED	WHAT SHOULD BE?	Data Collected and Notes to Expert Group Members
<p>High School Graduation 4) Migrant parents are unfamiliar with district requirements/expectations for high school graduation and postsecondary options available to their children. (Educational Support in the Home)</p>	<p>Percentage of parents (with children in grades 8-10) who demonstrate knowledge of high school graduation requirements and postsecondary options</p>	<p>Increase percentage of parents (with children in grades 8-10) who demonstrate knowledge of high school graduation requirements and postsecondary options</p>		<p>Parent Survey Results:</p> <p>2. Rate your knowledge of school requirements related to high school graduation (what courses and tests your child has to pass to finish high school)</p> <p>A lot – 17% Some – 18% A little – 24% No idea – 42%</p> <p>3. How important is it to know about your child’s high school graduation requirements?</p> <p>Very – 78% Somewhat – 12% Not important – 8% I’m not sure – 2%</p> <p>5. How many total credits does your child need to graduate from high school in Pennsylvania?</p> <p>12 – 3% 24 – 20% 30 – 6% I don’t know – 70%</p> <p>6. Which of these tests is your child usually required to take in order to apply to college?</p> <p>PSSA – 31% SAT or ACT – 26% Dynamic Indicators of Basic Early Literacy Skills – 4%</p>

Concern Statements	WHAT IS?	NEED	WHAT SHOULD BE?	Data Collected and Notes to Expert Group Members
<p>High School Graduation 4) (cont.) Migrant parents are unfamiliar with district requirements/expectations for high school graduation and postsecondary options available to their children. (Educational Support in the Home)</p>	<p>Percentage of parents (with children in grades 8-10) who demonstrate knowledge of high school graduation requirements and postsecondary options</p>	<p>Increase percentage of parents (with children in grades 8-10) who demonstrate knowledge of high school graduation requirements and postsecondary options</p>		<p>7. Has anyone in your family completed high school? Yes – 37% No – 63%</p> <p>8. Has anyone in your family attended college? Yes – 25% No – 75%</p> <p>9. If you need information on high school graduation requirements, whom do you ask? (Check all that apply) Teacher – 35% Guidance Counselor – 29% ESL teacher – 16% Migrant Education staff – 61% School principal – 16% Home room teacher – 9% Don't know – 8%</p>

Concern Statements	WHAT IS?	NEED	WHAT SHOULD BE?	Data Collected and Notes to Expert Group Members
<p>High School Graduation 4) (cont.) Migrant parents are unfamiliar with district requirements/expectations for high school graduation and postsecondary options available to their children. (Educational Support in the Home)</p>	<p>Percentage of parents (with children in grades 8-10) who demonstrate knowledge of high school graduation requirements and postsecondary options</p>	<p>Increase percentage of parents (with children in grades 8-10) who demonstrate knowledge of high school graduation requirements and postsecondary options</p>		<p>10. If you need information on post-high school educational opportunities for your child, whom do you ask? (Check all that apply) Teacher – 34% Guidance Counselor – 26% ESL teacher – 17% Migrant Education staff – 62% School principal – 14% Home room teacher – 8% Don't know – 10%</p> <p>11. Do you know about school requirements related to technical career and post-high school options? Yes – 14% No – 86%</p> <p>13. How important is it to you that your child graduates from high school? Very – 97% Somewhat – 2%</p> <p>14. How important is it to you that your child continues his or her education after high school (in college or other school)? Very – 94% Somewhat – 5%</p>

Concern Statements	WHAT IS?	NEED	WHAT SHOULD BE?	Data Collected and Notes to Expert Group Members
<p>High School Graduation 4) (cont.) Migrant parents are unfamiliar with district requirements/expectations for HS graduation and postsecondary options available to their children. (Educational Support in the Home)</p>	<p>Percentage of parents (with children in grades 8-10) who demonstrate knowledge of high school graduation requirements and postsecondary options</p>	<p>Increase percentage of parents (with children in grades 8-10) who demonstrate knowledge of high school graduation requirements and postsecondary options</p>		<p>16. Rate your knowledge of the following post high school options on a scale of 1 to 4. (1 = no knowledge, 2 = a little, 3 = quite a bit, 4 = a lot)</p> <p>4-year college – 1 – 48%, 2 – 31%, 3 – 9%, 4 – 12%</p> <p>2-year college- 1 – 55%, 2 – 29%, 3 – 10%, 4 – 6%</p> <p>Technical school – 1 – 56%, 2 – 31%, 3 – 10%, 4 – 3%</p> <p>Armed forces – 1 – 73%, 2 – 16%, 3 – 9%, 4 – 2%</p> <p>Job training – 1 – 52%, 2 – 28%, 3 – 11%, 4 – 9%</p> <p>Applying for a job – 1 – 39%, 2 – 25%, 3 – 16%, 4 – 20%</p>

Comments and notes to Parent Involvement Expert Group members:

Health

1) The group is charged with devising strategies that will lead to better knowledge of good family nutrition as well as improved access to affordable health foods. Please refer to the 2004 *Center for Rural Pennsylvania Study* for some interesting findings. The Health group will also be working on this concern, if they have time. Feel free to consult with them at any point.

2) The issue here is also related to educating parents about both the importance of dental care and where they might be able to obtain dental services for their children. Note that baby bottle tooth decay is a big issue for migrant children—according to a Washington state study, 30 percent of migrant babies had baby bottle tooth decay which is a rate that is five times higher than the general population. The Health group will also be working on this concern, if they have time. Feel free to consult with them at any point.

3) The focus of this health concern is to devise ways to reduce the rate of migrant families who “usually” (31 percent) take their children to the emergency room for non-emergency care. The Health group will also be working on this concern, if they have time. Feel free to consult with them at any point.

High School Graduation

4) Migrant parents were surveyed regarding their knowledge of graduation requirements and postsecondary options for their children. The majority of migrant parents (97 percent) think that it is “very important” that their children graduate from high school. The survey data shows a general lack of knowledge about what it takes for their child to graduate from high school (“no idea” – 42 percent), and pursue postsecondary education (“no idea” – 86 percent).

Pennsylvania Comprehensive Needs Assessment Review Expert Group Work Sheet – Out-of-School Youth

Concern Statements	WHAT IS?	NEED	WHAT SHOULD BE?	Data Collected
<p>Out-of-School Youth 1) Migrant Out-of-School Youth are here to work instead of pursuing educational opportunities. (Instructional Time, School Engagement)</p>	<p>1) Percentage of Out-of-School Youth who report they are interested in pursuing educational opportunities while working.</p> <p>Interest in Public School – Yes – 0 No – 1002</p> <p>When available for instruction – Day – 93 Evening – 848 Weekend – 89</p> <p>Principal qualifying activities: Fruit harvesting – 127 Mushrooms harvesting – 276 Dairy milking – 65 Vegetables harvesting - 54</p>	<p>Increase percentage of Out-of-School Youth who attend educational opportunities while working.</p>		<p>Home English – Yes – 18 No - 1013 English non-fluent – 979 Household status – Independent – 428 With crew – 390 Interest in public school – No – 1002</p> <p>Interest in Adult Basic Education/GED – 289 Attending – 9 Completed – 7</p> <p>Interest in ESL– 581 Attending – 100 Completed – 5 (What is meant by “completed”?)</p> <p>Interest in Job Training - 394</p> <p>These reports are broken down by project areas.</p> <p>Reasons for leaving school: Needed to work – 880 Disliked school – 37 Other – 49 (check on obtaining comments)</p>

Concern Statements	WHAT IS?	NEED	WHAT SHOULD BE?	Data Collected
<p>Out-of-School Youth 1) (cont.) Migrant Out-of-School Youth are here to work instead of pursuing educational opportunities. (Instructional Time, School Engagement)</p>	<p>1) Percentage of Out-of-School Youth who are participating in educational opportunities while working.</p>	<p>Increase percentage of Out-of-School Youth who attend educational opportunities while working.</p>		<p>Interested in ESL classes:</p> <p>By Project Area: 1 – 10 enrolled – 2 completed - 3 2 – 1 3 – 32 enrolled – 20 completed - 1 4 – 18 enrolled - 16 5 – 42 enrolled - 10 6 – 98 enrolled - 3 7 – 36 completed - 1 8 – 281 enrolled - 17 9 – 65 enrolled - 4</p> <p>Interested in Job Training:</p> <p>By Project Area: 1 – 13 enrolled – 2 completed - 3 2 – 1 3 – 10 enrolled – 3 completed - 13 4 – 37 attending - 2 5 – 16 6 – 15 enrolled - 2 7 – 22 8 – 229 enrolled - 4 9 – 51</p>

Concern Statements	WHAT IS?	NEED	WHAT SHOULD BE?	Data Collected
<p>Out-of-School Youth 2) Migrant Out-of-School Youth have significant gaps in their schooling. (Educational Continuity)</p>	<p>2) Percentage of Out-of-School Youth who report that they have less than a 9th grade education</p>	<p>(Combine with item number 3)</p>		<p>Fluent – 36 Non-fluent – 979</p> <p>80% of Emancipated Youth have a 9th grade or less education</p> <p>Grade 6 – 225 and Grade 9 – 346 have the highest numbers</p>

Concern Statements	WHAT IS?	NEED	WHAT SHOULD BE?	Data Collected
<p>Out-of-School Youth 3) Migrant Out-of-School Youth lack basic competencies to pursue a GED. (Educational Continuity, English Language Development)</p>	<p>3) Percentage of migrant Out-of-School Youth who pursue a GED in English or Spanish</p>	<p>Increase percentage of migrant Out-of-School Youth who pursue a GED in English or Spanish</p>		<p>Interested in GED classes:</p> <p>By Project Area: 1 – 9 2 – 1 3 – 5 enrolled - 9 4 – 37 enrolled - 1 5 – 13 enrolled - 1 6 – 47 enrolled - 1 7 – 4 8 – 117 enrolled - 3 9 – 56 enrolled - 2</p>

Comments and notes to Out-of-School Youth Expert Group members:

1) There is no interest among Out-of-School Youth in enrolling in public school. 289 (of 1033) express an interest in Adult Basic Education/GED. Five hundred and fifty-one (of 1,033) express an interest in ESL. Three hundred and ninety-four (of 1,033) are interested in job training. By far the majority say that they are most available evenings for classes and/or assigned tasks.

The data show a small number of Out-of-School Youth who are “enrolled” and even fewer have “completed” ESL, GED and job training compared with the number who express an interest. Your group is charged with devising some strategies that would increase the number of Out-of-School Youth who check both the “interested” and “completed” boxes.

2) and 3)

These items should be considered together. The challenge is to come up with strategies that could lead to better results for Out-of-School Youth who express an interest in pursuing a GED (in English or Spanish). The fact that about 80 percent of Out-of-School Youth have less than a 9th grade education remains problematic when we know that the GED requires more than basic literacy and a good deal of subject area knowledge.

Pennsylvania Comprehensive Needs Assessment Expert Group Work Sheet - Health

WHAT IS?	NEED	WHAT SHOULD BE?	Data Collected and Notes to Expert Group Members
Health			
<p>1) 61% of migrant parents and 66% of Out-of-School Youth report that language and cultural barriers impede their access to health care.</p>	<p>Decrease percentage of migrant parents and Out-of-School Youth who report that language and cultural barriers impede their access to health care.</p>		<p>According to a 2004 Center for Rural Pennsylvania study of migrant workers: Language remains a significant barrier to obtaining health care because many migrants do not speak English and many primary care offices do not have bilingual staff. Culture clash – the relatively impersonal nature of typical U.S. health care is so foreign to some that they avoid it completely.</p>
<p>2) 54% of migrant parents and 37% of Out-of-School Youth report that they cannot afford to pay for doctor visits.</p>	<p>Increase percentage of migrant parents and Out-of-School Youth who report that they do not have to pay more than they can afford for doctor visits.</p>		<p>According to a 2004 Center for Rural Pennsylvania study of migrant workers: 85% of migrants have no health insurance. Uninsured individuals are unable to afford care and are often unwilling to spend money for an expensive doctor visit because they need every dollar to survive.</p>
<p>3) 39% of migrant parents and 40% of Out-of-School Youth report that they lack transportation to health clinics/appointments.</p>	<p>Decrease percentage of migrant parents and Out-of-School Youth who report that they lack transportation to health clinics/appointments.</p>		<p>According to a 2004 Center for Rural Pennsylvania study of migrant workers: If farm workers do not own a vehicle, they must rely on other means of transportation such as a friend or co-worker. There is limited availability of public transportation in rural counties.</p>

WHAT IS?	NEED	WHAT SHOULD BE?	Data Collected and Notes to Expert Group Members
<p>6) <u>66%</u> of migrant parents and <u>31%</u> of Out-of-School Youth report that they know where to obtain primary care services.</p> <p>(Related items: <u>25%</u> of health professionals and PA-MEP staff surveyed listed primary care as a top need.</p> <p><u>75%</u> of health professionals and PA-MEP staff reported availability of primary care services as “fair” to “poor”.)</p>	<p>Increase percentage of migrant parents and Out-of-School Youth who report that they know where to obtain primary care services.</p>		<p>According to a 2004 Center for Rural Pennsylvania study of migrant workers: This population tends to request medical care only when it is experiencing a problem.</p>
<p>7) <u>59%</u> of migrant parents and <u>16%</u> of Out-of-School Youth report that they know where to obtain vision services.</p> <p>(Related items: <u>20%</u> of health professionals and PA-MEP staff surveyed listed vision as a top need.</p> <p><u>60%</u> of health professionals and PA-MEP staff reported availability of vision services as “poor” to “non-existent”.)</p>	<p>Increase percentage of migrant parents and Out-of-School Youth who report that they know where to obtain vision services.</p>		

WHAT IS?	NEED	WHAT SHOULD BE?	Data Collected and Notes to Expert Group Members
<p>8) 57% of migrant parents report that they “sometimes” (26%) or “usually” (31%) take their children to the emergency room for non-emergency care.</p> <p>(Related item: Primary reasons cited for this practice: 22% - Faster and easier 10% - No family doctor 6% - Doctor or clinic hours not convenient to work schedule 6% - Don’t have insurance and they will see my children)</p>	<p>Decrease percentage of migrant parents who report that they “usually” take their children to the emergency room for non-emergency care.</p>		<p>According to a 2004 Center for Rural Pennsylvania study of migrant workers:</p> <p>This population tends to request medical care only when it is experiencing a problem.</p>

Comments and notes to Health Expert Group members:

General Comments:

You will note that most of your survey data shows results for both migrant parents and Out-of-School Youth. As a group, you should decide how to best address the needs of these different migrant populations. Your options include: 1) Considering solutions for parents and Out-of-School Youth separately, as a whole group, 2) Considering solutions for parents and Out-of-School Youth as separate groups, and then sharing your thoughts with the whole group to obtain feedback. You may also wish to confer with the Parent Involvement and/or Out-of-School Youth Expert Groups if you wish to tap their expertise.

FYI: Health need statements 4, 5, and 8 are also being considered by the Parent Involvement Expert Group. You may want to begin addressing items 1 – 3, and 6, 7 to ensure that you have enough time to cover your many assignments.

A Note regarding mental health needs:

You will see that you have not been asked to address the very important topic of mental health at this time. The survey results were very mixed and this topic is always fraught with cultural complications. For example, service providers often place this issue very high on their list of needs, while migrant parents have placed it last on their list of concerns they have for their children. In order to give this topic the attention it deserves, we are hoping to convene a panel of “experts” to devise some preliminary strategies.

Diploma Project Team Members

Name	Last Name	Title	Organization
Maria	Adame	Parent	Millersville University
Mickey	Bellet	Director	Upward Bound
Marilyn	Calderon	Former Parent	CSIU 16
Stephanie	Clark	Student Support Specialist	NWTCIU 5
Marla	Doddo	Youth Services Manager	Workforce Investment Board
Marizol	Fotopoulos	Specialist, Enrollment Services	HACC
Jenny	Hernandez	GEAR Up Project Specialist	School District of Lancaster
Linda	Long	Bilingual Education Advisor	PDE
Lysandra	Lopez-Medina	Program Coordinator	PDE
Jodie	Madueño	Team Leader	Millersville University
Marisol	Martinez	Parent	LIU 12
Sandra	Medina-Lopez	SSS/Parent Coordinator	CSIU 16
Mario	Nieves	Counselor	School District of Lancaster
Jose	Reyes	SSSA	LIU 12
Ludy	Soderman	Director, Multilingual Family Support	Philadelphia School District
Julie	Stapleton-Carroll	Executive Director, Student Services	Foundations, Inc
Ines	Vega	Statewide Parent Involvement Coordinator	CSC

Name	Last Name	Title	Organization
Pamela	Wrigley	Senior Education Specialist	ESCORT
David	Baird	ID&R Coordinator	CSC

Diploma Project Meeting Schedule

Meeting Date	Type of Meeting
1/8/13	Face-to-Face
1/29/13	Webinar
2/26/13	Webinar
3/2/13	Conference Call
3/19/13	Face-to-Face
8/16/13	Conference Call
9/15/13	Completion of Diploma Project Toolkit and User's Manual

Pre-K Checklist (Revised 2013)



pennsylvania
DEPARTMENT OF EDUCATION

Pennsylvania Migrant Education Program
Preschool/Kindergarten Readiness Checklist

MIS2000 ID: PA _____ - _____ Student Name: _____ D.O.B: _____

Initial Date	EOSY Date	EOSum Date	
			Mathematical Thinking and Expression:
			Can child count from 1 to at least 20?
			Does child recognize numbers 1 to 10?
			Can child identify at least 4 shapes (ex: Square, circle, triangle, rectangle...)
			Can child replicate/draw at least 4 shapes (ex: Square, circle, triangle, rectangle)
			Can child sort, compare, classify at least 10 objects by attributes such as size, quantity, shape, or color?
			Language:
			Does child speak in simple sentences?
			Does child answer questions?
			Does child share experiences when asked?
			Does child recite rhymes, songs, and familiar text?
			Does child speak clearly and in sentences so they can be understood?
			Reading:
			Does child recognize letters in his/her name?
			Does child associate some letters with their name and sound?
			Can child differentiate letters from numbers?
			Can child describe pictures in books using detail?
			Does child connect story events with personal experiences?
			Writing:
			Does child experiment with a variety of writing tools and surfaces? (ex: crayons, pencils, markers, etc...)
			Can child print name using letter-like forms or conventional print? (At least first name)
			Does child share information through pictures and dictated words? Ex: Create a picture about a topic and talk about it with the teacher. (Write the child's words on the picture)
			Can child create an illustration and write about it? Ex: Draw a picture and write symbols or words that tell about it. (Kid Writing)

Initial Date	EOSY Date	EOSum Date	
			Physical Development:
			Does / Can child use writing and drawing implements with correct, functional grip?
			Does / Can child demonstrate coordination of body movements in active / gross motor

			play (run, jump, climb)?
			Does / Can child use scissors with control and intention?
			Does / Can child identify and locate body parts?
			Does / Can child coordinate eye and hand movements to perform a task (string beads, work puzzles, zip / button)?
			Total Number of Skills Achieved (Spreadsheet may be used to calculate)

Name of Staff Completing: _____

Mastery – Proficient in 16 of 22 skills. There are three checklist ratings described below to be entered into the Needs Assessments:

- (Y) = Yes, 16 of 22 skills mastered
- (I) = In Progress, (8 to 15 of the 22 skills mastered)
- (N) = Not Yet, (0-7 skills mastered)
- Unknown = Not yet determined or other reason not yet assessed

Notes/Concerns/Recommendations: _____

Grade 3 Math Assessment

Algebra
Grade 3

Name _____

Algebraic Concepts

Story: The teacher asked her third grade students to make a pattern with numbers.

1. Mason made this pattern:

7, 11, 15, 19

What is the rule for Mason's pattern?

Show or explain why the number 25 will **not** be in Mason's pattern.

2. Tina wanted to make a pattern with a rule of subtracting 7. Complete her pattern. The first number is given to you.

36, _____, _____, _____, _____

Scoring Guide

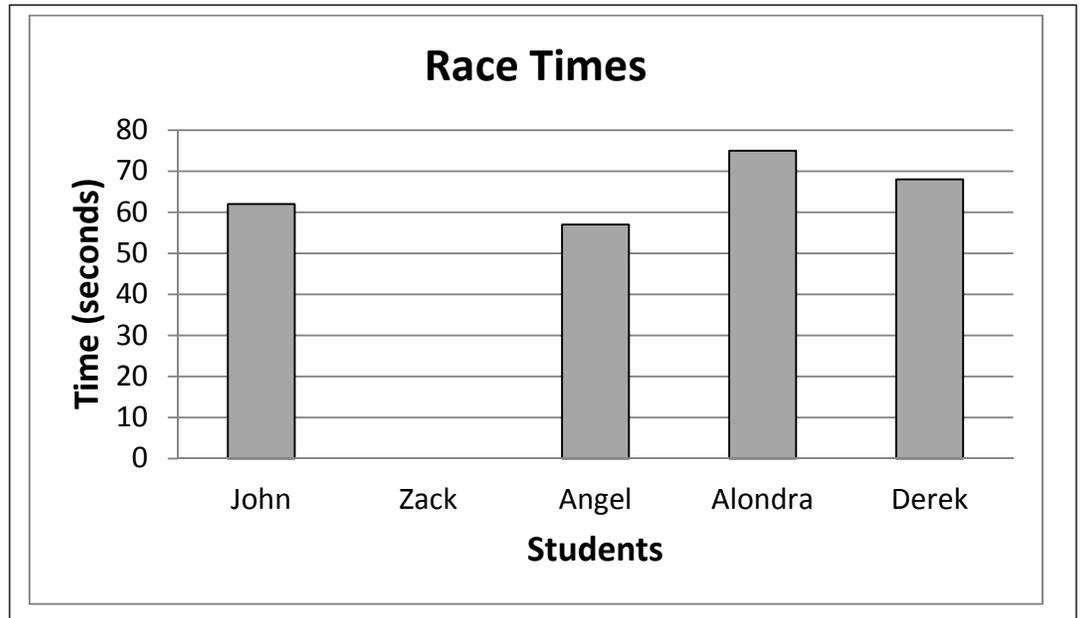
	0	1	2
Question 1 - Rule	<ul style="list-style-type: none"> • Student cannot connect pattern to addition 	<ul style="list-style-type: none"> • Student knows the pattern is addition, but has the wrong value 	<ul style="list-style-type: none"> • Student finds a pattern of +4.
Explanation	<ul style="list-style-type: none"> • Student does not attempt to show/explain their work. • Not connected to math. 	<ul style="list-style-type: none"> • Student tries to show/explain but it is not complete. 	<ul style="list-style-type: none"> • Student shows/explains why 25 is not in the pattern.
Question 2	<ul style="list-style-type: none"> • Student did not use subtraction. • Student did not use 7. 	<ul style="list-style-type: none"> • Student subtracted 7 and was correct for at least one iteration. 	<ul style="list-style-type: none"> • Student completed the pattern accurately.

Data Analysis

Story: There was a race in gym class to find the fastest person. The gym teacher recorded their times. The table and bar graph below show the results.

Race Times

Student	Time
John	62
Zack	64
Angel	57
Alondra	75
Derek	



3. Fill in the missing value on the table and put the missing bar on the graph.

4. Who took more than 1 minute to complete the race?

Who is the fastest student? How do you know for sure that they won the race?

Scoring Guide

	0	1	2
Question 1	<ul style="list-style-type: none"> • Student does not, completes table and graph correctly. 	<ul style="list-style-type: none"> • Student correctly completes the table <u>or</u> the graph. 	<ul style="list-style-type: none"> • Student completes both the table <u>and</u> the graph correctly.
Question 2	<ul style="list-style-type: none"> • Student does not identify participants over one minute and does not identify winner. 	<ul style="list-style-type: none"> • Student is able to identify some of the participants over 1 minute or the winner. 	<ul style="list-style-type: none"> • Student identifies the winner and all participants over 1 minute correctly.
Explanation	<ul style="list-style-type: none"> • No or poorly written explanation. • Explanation not connected to math. 	<ul style="list-style-type: none"> • The fastest student is identified correctly. • Explanation is written well, but not connected to math. 	<ul style="list-style-type: none"> • The fastest student is identified correctly. • Explanation is well written and connected to math.

Geometry & Measurement

Story: Tyler bought Cheetos at the store. The price was \$0.76. He gave the cashier \$1.

5. Circle the coins that represent the amount for the price of Cheetos.



6. Draw a circle around the coins that the cashier could have given Lucy?



Explain the steps you used to choose the coins for the correct change.

Scoring Guide

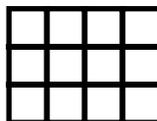
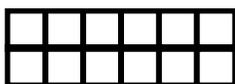
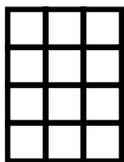
	0	1	2
Question 1	<ul style="list-style-type: none"> • Student circles coins that value less than 65¢ or more than 85¢. 	<ul style="list-style-type: none"> • Student circle coins that value between 65¢ and 85¢. 	<ul style="list-style-type: none"> • Student circle exact amount.
Question 2	<ul style="list-style-type: none"> • Student did not use subtraction. • Student did not circle the correct coins. 	<ul style="list-style-type: none"> • Student used subtraction, but calculated incorrectly. • Student had correct calculation, but circled the wrong coins. 	<ul style="list-style-type: none"> • Student subtracts to find the correct change. • Student circles the correct coins.
Explanation	<ul style="list-style-type: none"> • No or poorly written explanation. • Student does not attempt to explain their work. 	<ul style="list-style-type: none"> • Explanation is written well, but not connected to math. • Student tries to explain their work, but their explanation does not match their work. 	<ul style="list-style-type: none"> • Student explains the process they used. • Explanation is well written and connected to math.

Numbers & Operations

Story: There are three clowns marching in the parade. Each clown is carrying four balloons.

7. Draw a picture that represents this story. How many balloons are the clowns carrying all together?

8. Circle the rectangular array(s) that represents the clowns and their balloons?



Explain why you chose your answer.

Scoring Guide

	0	1	2
Question 1	<ul style="list-style-type: none"> • Student’s picture does not resemble the problem. • No answer given • Student does not appear to understand the story. 	<ul style="list-style-type: none"> • Student’s picture resembles problem, but is inaccurate. • Student attempts to use computation to find the answer, but is incorrect. 	<ul style="list-style-type: none"> • Student’s picture exactly models the problem. • Answer given is correct.
Part 2 – Math Concept	<ul style="list-style-type: none"> • Student selects a 2x6 or 6x2 array. 	<ul style="list-style-type: none"> • Student selects either the 3x4 or 4x3 array, but not both. 	<ul style="list-style-type: none"> • Student selects both the 3x4 and 4x3 arrays.
Part 2 - Writing	<ul style="list-style-type: none"> • No or poorly written explanation. 	<ul style="list-style-type: none"> • Explanation is written well, but not connected to math. 	<ul style="list-style-type: none"> • Explanation is well written and connected to math.