



Pennsylvania Migrant Education Program Service Delivery Plan

June 2017

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ACRONYM DESCRIPTIONS

ACRONYM	DESCRIPTION
CNA	Comprehensive Needs Assessment
CAMP	College Assistance Migrant Program
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
PDE	Pennsylvania Department of Education
IEP	Individual Education Plan
LEA	Local Education Agency
LOA	Local Operating Agency
MEP	Migrant Education Program
PAC	Parent Advisory Council
MPO	Measurable Program Outcome
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
NCLB	No Child Left Behind Act of 2001
OME	US Department of Education Office of Migrant Education
OSY	Out-of-School Youth
PFS	Priority for Services
SDP	Service Delivery Plan
SEA	State Education Agency

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A Comprehensive Service Delivery Plan

OVERVIEW

This report describes the Pennsylvania Migrant Education Program (PA MEP) and presents results of the 2016-17 Comprehensive Needs Assessment (CNA) and 2017 Service Delivery Plan (SDP). The plan includes: performance targets, Measurable Program Outcomes (MPOs), Service Delivery Strategies, a definition of Priority for Services (PFS), and plans for parent involvement, identification and recruitment, records transfer and evaluation.

The Education of Migratory Children, Title I, Part C of the Elementary and Secondary Education Act (ESEA), was initially created in 1966 and was amended in 2001 through No Child Left Behind (NCLB), then again through the Every Student Succeeds Act (ESSA), which took effect beginning in Fiscal Year (FY) 2017. The statute establishes important guidelines to ensure that children who move frequently are not penalized by differences in curriculum, graduation requirements, Local Educational Agency (LEA) content, and achievement standards. Funds provided under Title I are intended to provide migratory children with appropriate educational services (including supportive services) that address their unique needs, and are designed to offer them a chance to access the same opportunities as their peers.

Nationwide, migrant education aims to achieve the following (defined in Section 1301 of ESSA):

- (1) To assist States in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children;
- (2) To ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards;
- (3) To ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet;
- (4) To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school; and
- (5) To help migratory children benefit from State and local systemic reforms.

MIGRANT STUDENT ELIGIBILITY

According to Title I, Part C Education of Migratory Children sections 1115(c)(1)(A) (incorporated into the MEP by sections 1304(c)(2), 1115(b), and 1309(3) of the ESEA, and 34 C.F.R. § 200.103(a)), a child is a "migratory child" if:

- the child is not older than 21 years of age
- the child is entitled to a free public education (through grade 12) under State law or is not yet at a grade level at which the LEA provides a free public education, and
- the child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent, guardian or spouse who is a migratory agricultural worker or a migratory fisher, and the child moved due to economic necessity from one residence to another residence, and from one school district to another.¹

A CONTEXT FOR CONTINUOUS IMPROVEMENT

Title I, Part C (Sec. 1306) specifies that state educational agencies (SEAs) must deliver and evaluate MEP-funded services to migratory children based on a state plan that reflects the results of a statewide CNA. To do so, a state's SDP must be viewed within a cycle of continuous improvement (see Figure 1, below) that contextualizes identified needs based on:

- Performance targets
- A CNA
- MPOs
- Service Delivery Strategies
- An Evaluation Plan

Within this continuous improvement cycle, a current CNA forms the basis for drafting MPOs, and service delivery strategies are then developed to organize the MEP's work toward achieving its goals for migrant students and families. Progress toward the attainment of established performance targets and MPOs is assessed via comprehensive evaluation, and results inform the next round of needs assessment. This cycle is generally repeated every three to five years. Prior to this document, the PA MEP last completed a CNA in 2012 and an SDP in 2013. The CNA data is updated annually as part of the statewide evaluation; the SDP has been updated to reflect changes in regulation and state assessments. The prior CNA and SDP as updated inform the work represented in this report.

¹ Or, in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

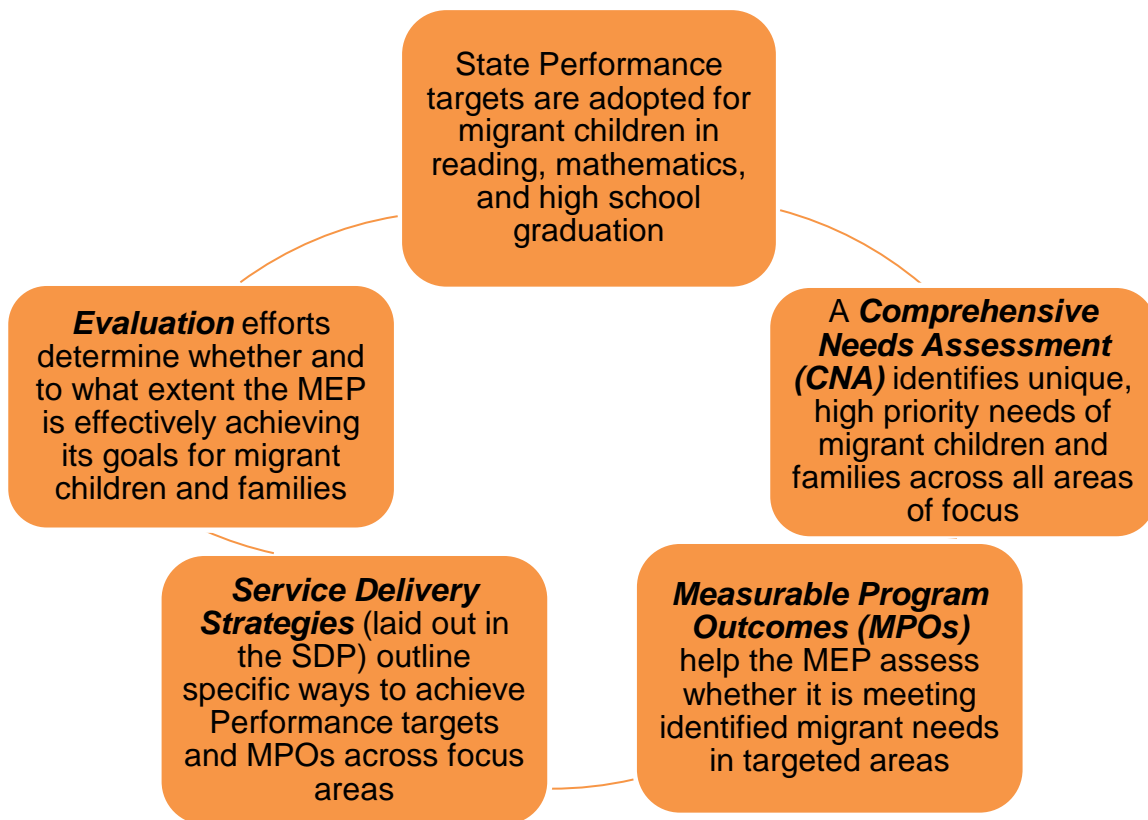


Figure 1. Pennsylvania MEP Continuous Improvement Cycle

THE PENNSYLVANIA MIGRANT EDUCATION PROGRAM

The Pennsylvania MEP (PA MEP) is a program of the Pennsylvania Department of Education (PDE) that assists schools in helping migrant learners meet state expectations for achievement. Within the contexts of eligibility and funding outlined above, the PA MEP identified a total of 5,030 unique eligible migrant students in the 2015-2016 program year, of whom 4,683 were served during the regular school year, and 3,233 were served during the summer program.

This section describes the organization of the PA MEP, and includes a summary of the students it serves.

Structure and Students Served

The 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 four regions throughout the state. Each project area has a project manager to oversee operations and reporting responsibilities (all 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 PDE.

Pennsylvania Migrant Education Counties Map

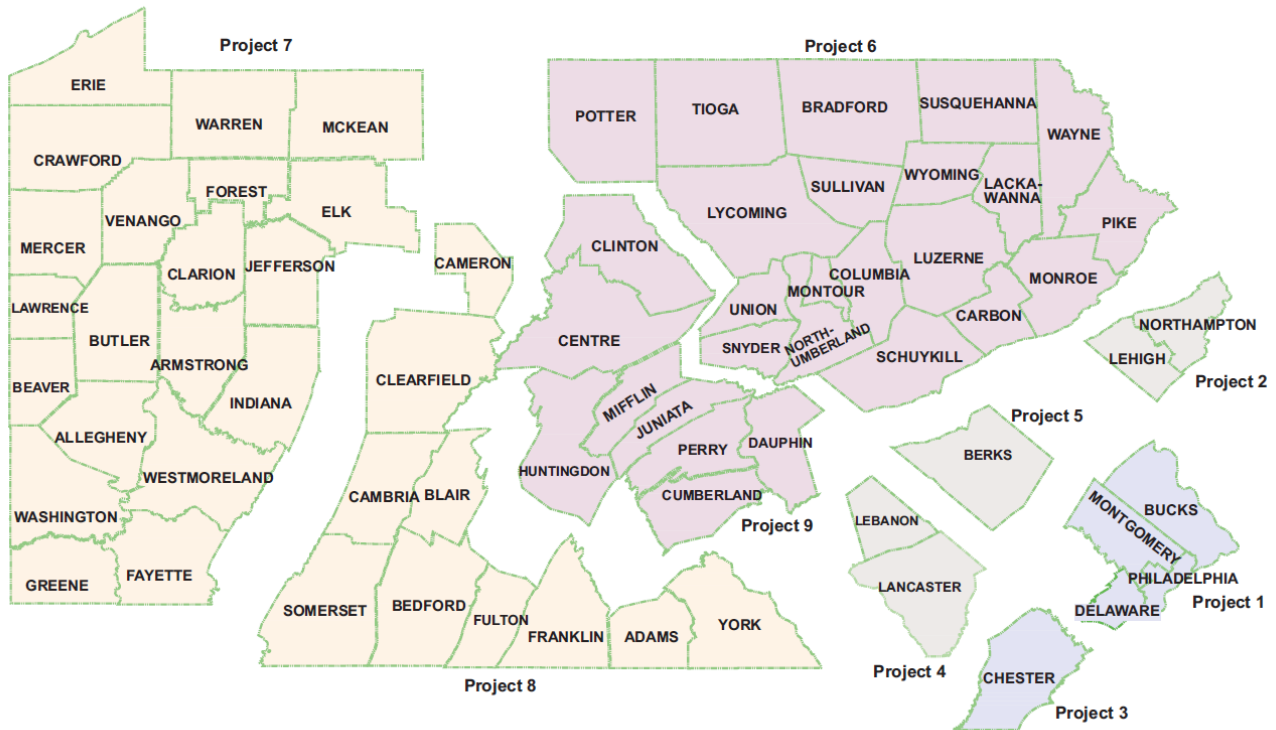


Figure 2. PA MEP Project Areas

To gain a common understanding of the Pennsylvania migrant student population, the Needs Assessment Committee (NAC) and Expert Work Group members reviewed a profile of Pennsylvania migrant students. The charts that summarize the number of migrant students by enrollment period, prior location, qualifying agricultural activity of their family and other basic demographics are included below.

STUDENT PROFILE

Detailed needs assessment and student profile information is provided annually in the PA MEP statewide evaluation report, and was reviewed by the committees while conducting the

need assessment and service delivery planning processes. This section provides summary migrant student information culled from the 2014-2015 statewide evaluation, together with additional data as indicated.

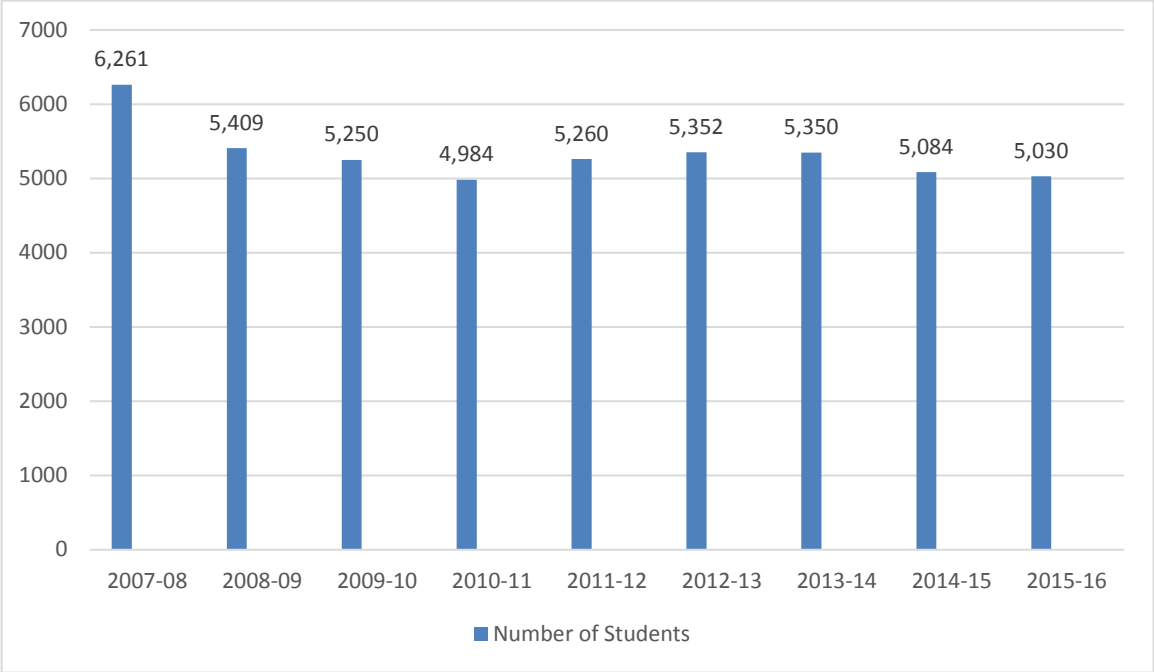


Figure 3. Migrant Student Enrollment Trends 2007 - 2016

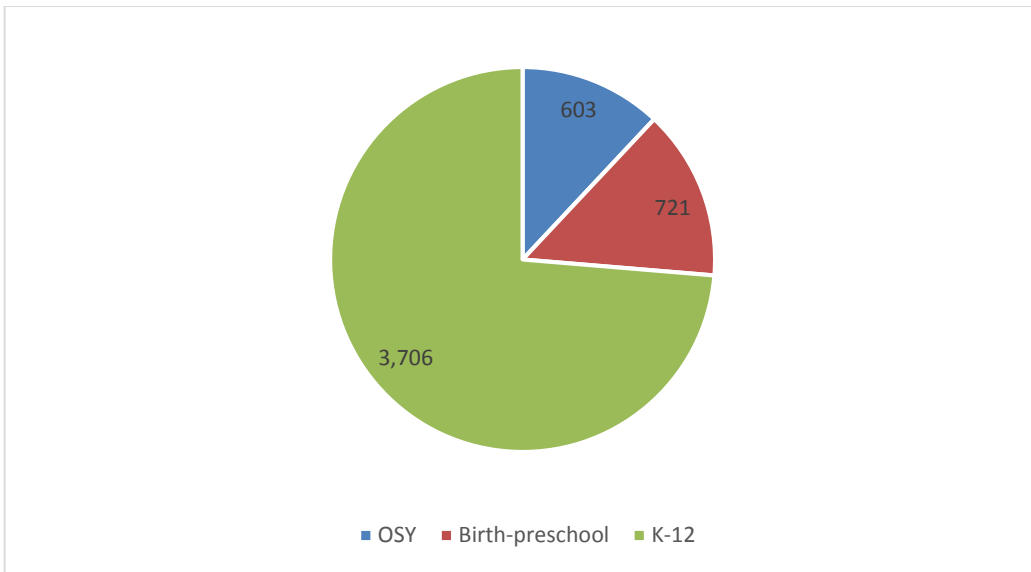


Figure 4. Students by MEP Category, 2015-16

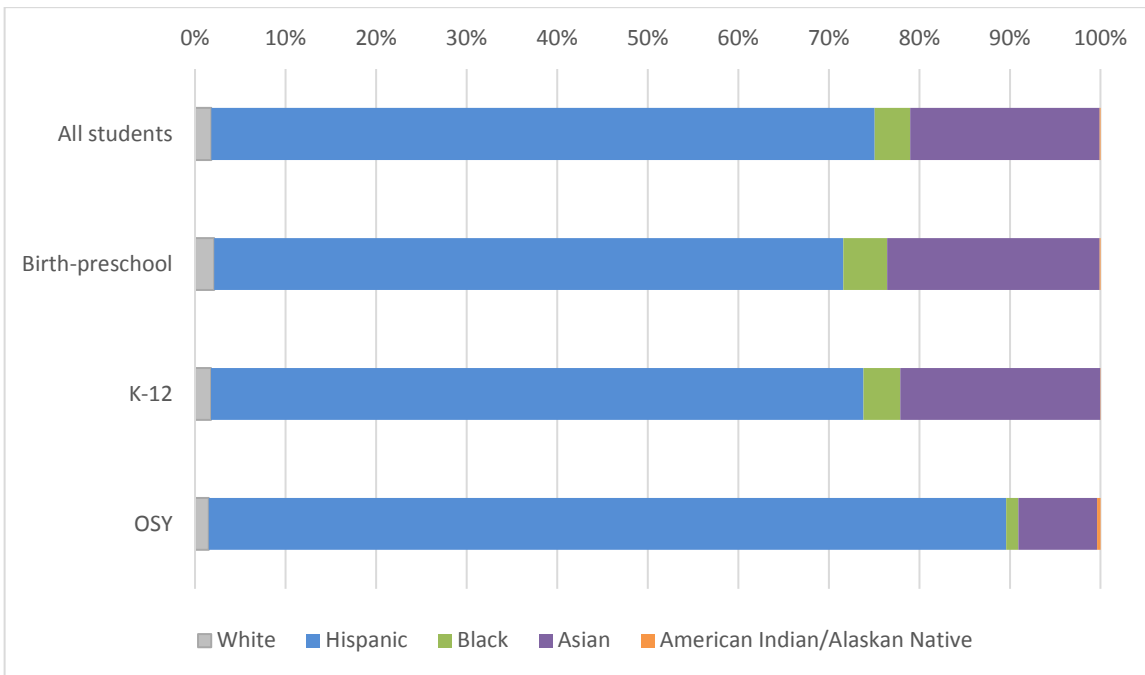


Figure 5. Migrant Students by Race and MEP Category, 2014-2015

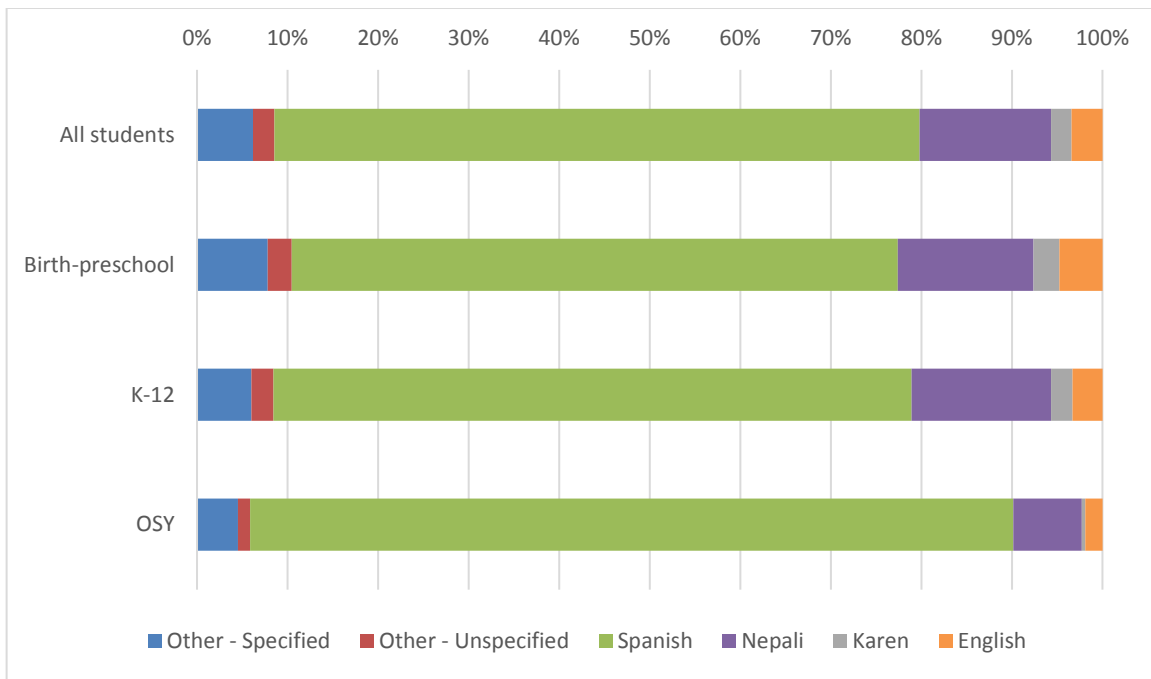


Figure 6. Migrant Student Home Language by MEP Category, 2014-2015

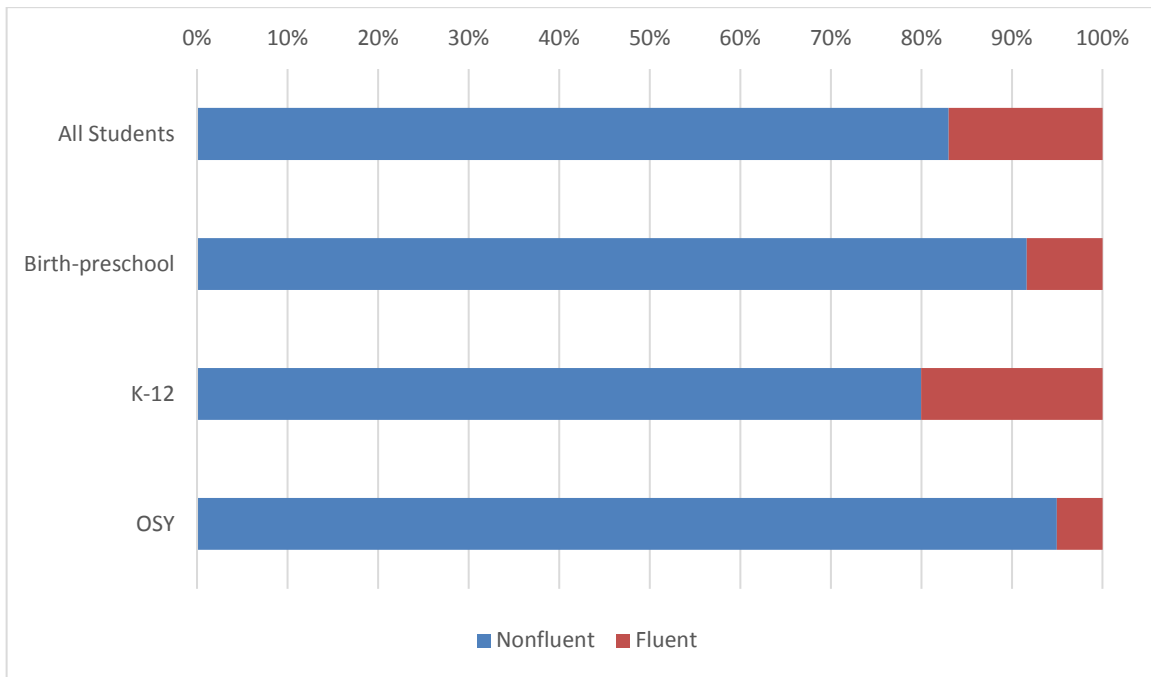


Figure 7. Migrant Student English Language Fluency by MEP Category

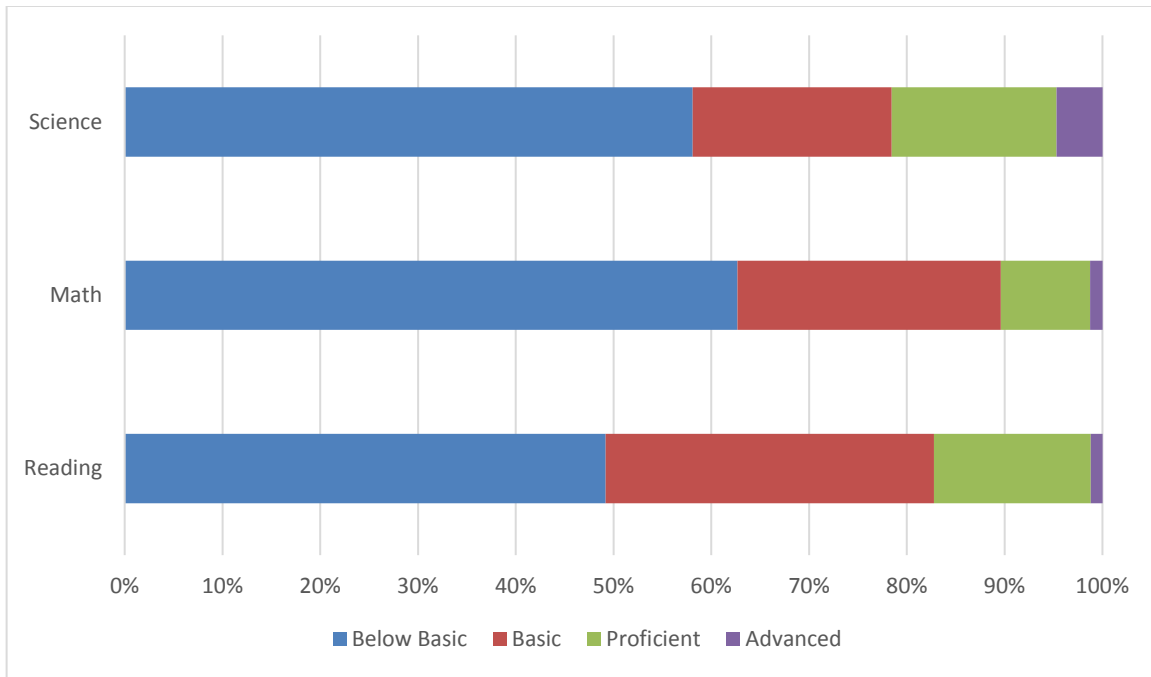


Figure 8. Migrant Student Academic Proficiency by Subject Area, 2014-2015

SERVICE DELIVERY PLANNING AND ORGANIZATION OF THE REPORT

States funded under Title I, Part C are required to develop a comprehensive SDP in consultation with migrant parents, in a language and format they understand, and based on meeting state performance targets as well as the priority needs identified in the CNA.

This plan is intended to update the PA MEP's 2013 SDP in accordance with the 2017 CNA and consultation with the state's migrant Parent Advisory Council (PAC). The new SDP contains all of the elements that build upon one another in a cycle of continuous improvement: performance targets, a summary of the latest CNA, MPOs, service delivery strategies, and an evaluation plan (see Figure 1, above). Also included are plans for:

- Identification, recruitment, and service provision to PFS and other migrant students
- PFS designation
- Parent involvement
- Exchange of student records

PRIORITY CONCERNS AND NEEDS IDENTIFIED BY THE 2016-17 CNA

A CNA was conducted by the PA MEP between October 2016 and March 2017. The CNA process was informed by needs assessment guidance provided the Office of Migrant Education (OME). Broadly, such guidance required a consultative process that included the input of both stakeholders and subject matter experts into the needs and possible solutions for eligible migrant youth and families. It also required that the process be informed by an examination of existing and, where necessary, new data about the migrant youth served by the MEP.

The 2016-17 CNA process was led by a management team headed by the PA MEP State Director, Carmen Medina, and included: Lysandra Alexander, Vaughn Murray, Leslie McConnell, Yolanda Yugar, and Kirk Vandersall. The team consulted with regional migrant directors, PDE personnel, consultants and others to recruit a NAC comprised of a cross-section of individuals knowledgeable about the migrant student population in Pennsylvania (see Appendix A for members). The NAC met in December 2016 to review the state of MEP data, prepare concern statements in each major focus area of the MEP, and provide ideas about data that could inform them about the validity and extent of each concern.

After analysis related to the concerns identified by the NAC, priority concerns were identified and further refined into highest priority needs spanning the areas of MEP focus (see Table 1). The Statewide PAC reviewed and provided input on the CNA (see Appendix B). Details on the priority concerns that derive from these needs and the solutions proposed for addressing them are provided in each section that follows.

Table 1. Highest Priority Needs

Current Status	Desired Status
<p>Reading: Migrant students score below their non-migrant peers in reading achievement, particularly for ELL. In 2015, 17.2 percent of migrant students in grades 3-8 and 11 were proficient in English Language Arts or Literature.</p>	<p>By 2021, 39.3 percent of migrant students in grade 3-8 and 11 should demonstrate proficiency in English Language Arts and Literature, a 3.7 percentage point annual increase over the 2015 baseline.</p>
<p>Mathematics: Migrant students entering 9th grade have not mastered basic math. In 2015 10.4 percent of migrant students in grades 3-8 and 11 were proficient in Mathematics or Algebra I.</p>	<p>By 2021, 26.7 percent of migrant students in grade 3-8 and 11 should demonstrate proficiency in Mathematics or Algebra I, a 2.7 percentage point annual increase over the 2015 baseline.</p>
<p>Graduation: Migrant students are dropping out before reaching grade 12 and are not motivated to complete high school and pursue postsecondary education. In 2016, the migrant student four-year cohort graduation rate was 62.4 percent.</p>	<p>The statewide four-year cohort graduation rate target for all subgroups is 85 percent by 2021.</p>
<p>Graduation: Migrant students are often not motivated to complete high school and pursue postsecondary education; 87 percent of migrant 12 grade students graduated in 2015-16.</p>	<p>The percentage of 12th grade migrant students who graduate will be 92 percent by 2021.</p>

READING

The state performance target in reading was established following the methodology established in the Pennsylvania revised ESEA waiver approved by the U.S. Department of Education in 2015. Although targets and results for migrant students were not reported in the waiver, the methodology for establishing subgroup targets can be applied to the statewide migrant subgroup. Baseline data for the calculation was provided in the 2014-2015 statewide evaluation of the PA MEP.

State Performance Target: Reading²	Close 50 percent of the gap between migrant students and the All Students group by increasing the percent proficient in English Language Arts and Literature to 39.3 percent by 2021, increasing the percent proficient by 3.7 percentage points annually.
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The committee identified priority concerns for reading (see Table 2, below), then proposed ways to address them. Each concern focuses on the gap between migrant students and their peers in reading and language arts performance, and lack of access to services to adequately address that gap.

Table 2. Reading Priority Concerns and Proposed Solutions

Priority Concerns	Proposed Solutions
Migrant students score below their non-migrant peers in reading achievement, particularly for English Language Learners (ELL).	<p>Broadly, the CNA-SDP Committee proposed that the MEP address priority reading concerns by:</p> <ul style="list-style-type: none"> • Providing research-based supplemental instruction in reading, likely outside the academic day; • Offering suggested lessons targeting achievement on PSSA Reading • Defining supplemental programs and clarifying access to related resources; • Building capacity of supplemental instructional staff in implementing pieces of balanced literacy: phonemic awareness, phonics, vocabulary, comprehension, fluency; • Providing guided opportunities to explore and practice various forms of testing accommodations with classroom teachers who serve migrant students; • Offering (and paying for) transportation as needed (e.g., to an after school instructional session); and • Adopting or identifying a non-vendor-specific, statewide approach to ELL instruction for migrant students.

² The baseline year for AMOs as established in the 2015 ESEA waiver request was 2015; target is 50 percent of the gap between migrant students (17.2% proficient for Migrant Students in grades 3-8 and 11) and all students (61.4 percent proficient in grades 3-8 and 11).

EARLY CHILDHOOD AND SCHOOL READINESS

The Commonwealth of Pennsylvania did not establish performance targets for early childhood in the Pennsylvania revised ESEA waiver approved by the U.S. Department of Education in 2015. Therefore, the PA MEP does not have a state performance target or MPOs in this area.

Table 3. Early Childhood and School Readiness Priority Concerns and Proposed Solutions

Priority Concerns	Proposed Solutions
<p>The PA MEP should focus on increasing the percentage of migrant children (ages 3-5) who participate in preschool.</p>	<p>Broadly, the CNA-SDP Committee proposed that the MEP address priority early childhood and school readiness concerns by:</p> <ul style="list-style-type: none"> • Developing a statewide plan to identify preschool programs in all migrant regions and geographical locations and directing families to programs with open slots; • Offering supplemental activities designed to increase school readiness among migrant children entering kindergarten; • Providing service information in a family's home language, or provide an interpreter; • Keeping slots in high-quality preschool programs open to better serve migrant children and families who may miss normal cut-off deadlines; • Improving identification and recruitment among migrant families with young children; • Increasing referrals to services; • Joining school readiness and early childhood committees and advocate for formal agreements with service providers that include migrant students; • Connecting parents and families of children younger than three to programs such as parents as teachers, early intervention, home visits, etc.; and • Including age-appropriate English language proficiency measures in kindergarten readiness assessments.
<p>Migrant families need PA MEP support in helping to prepare their preschool children for kindergarten.</p>	
<p>Sometimes parents who want to enroll their children in a high-quality preschool program cannot do so because there are no open slots or they missed the cut-off for enrollment.</p>	

MATHEMATICS

The state performance target in mathematics was established following the methodology established in the Pennsylvania revised ESEA waiver approved by the U.S. Department of Education in 2015. Although targets and results for migrant students were not reported in the waiver, the methodology for establishing subgroup targets can be applied to the statewide

migrant subgroup. Baseline data for the calculation was provided in the 2014-2015 statewide evaluation of the PA MEP.

State Performance Target: Mathematics³	Close 50 percent of the gap between migrant students and the All Students group by increasing the percent proficient in Mathematics or Algebra I to 26.7 percent by 2021, increasing the percent proficient by 2.7 percentage points annually.
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Table 4. Math Priority Concerns and Proposed Solutions

Priority Concerns	Proposed Solutions
Migrant students entering 9th grade have not mastered basic math.	Broadly, the CNA-SDP Committee proposed that the MEP address priority math concerns by: <ul style="list-style-type: none"> • Focusing on supplemental instructional practices that lead to student growth; • Helping students understand and become more familiar with the state math test format and the language used on the test; • Creating a peer tutoring network using migrant or ELL students who scored proficient or advanced on the PSSA; • Providing migrant staff with ongoing professional development on best practices in teaching math to linguistically and culturally different migrant students and ELL; and • Helping students develop test taking strategies and understand how or when to use approved testing accommodations.
Migrant students' limited English proficiency interferes with the development of their mathematical skills and knowledge of vocabulary.	

HIGH SCHOOL GRADUATION

The state performance target for graduation was established following the methodology established in the Pennsylvania revised ESEA waiver approved by the U.S. Department of Education in 2015. The strategy for setting annual goals was also established in the waiver. Baseline data for the state performance target was provided in the 2015-2016 state report card.

³ Baseline year for AMOs as established in the 2015 ESEA waiver request was 2015; the target is 50 percent of the gap between migrant students (10.4 percent proficient for Migrant Students in grades 3-8 and 11) and all students (43 percent proficient in grades 3-8 and 11).

State Performance Target: Graduation	Reduce the gap between the 85 percent statewide target four-year cohort graduation rate and the 2016 migrant student four-year graduation rate of 62.4 percent by 10 percent annually. ⁴
State Performance Target: Graduation	By 2021, increase the percentage of 12 th grade migrant students who graduate by five percentage points from the 2015-16 baseline of 87 percent.

To overcome these challenges and help migrant students meet the state performance target for graduation, the NAC identified priority concerns as follows in Table 5. Proposed ways to address these concerns are also summarized.

Table 5. Graduation Priority Concerns and Proposed Solutions

Priority Concerns	Proposed Solutions
Migrant students are dropping out before reaching grade 12.	<p>Broadly, the CNA-SDP Committee proposed that the MEP address priority graduation concerns by:</p> <ul style="list-style-type: none"> • Providing migrant high school (HS) students with targeted stay-in-school and graduation support via supplemental programs, likely outside of the academic day; • Revision of Diploma Project modules to meet needs related to migrant students' knowledge of graduation requirements; assessed career or educational goals; social and emotional development; and various forms of literacy (e.g., financial, such as banking, budgeting); • Assessing 10th grade migrant student knowledge of HS graduation requirements and providing supplemental activities to address unmet needs; • Keeping portfolios on all secondary students to help monitor and support students' progress and challenges; • Assessing 11th grade migrant student post-secondary readiness and providing supplemental activities, likely outside the academic day, to address unmet needs; and • Creating a model migrant graduate-migrant student mentor program across all LEAs involving the College Assistance Migrant Program (CAMP) connection.
Migrant students are not motivated to complete high school and pursue postsecondary education.	
Migrant students are unfamiliar with high school graduation requirements and postsecondary options available to them.	
Migrant students and their families need support to help high school students graduate and move on	

⁴ This measure is presented for comparative purposes only due to the wide fluctuation and very low number of high school migrant students who are in Pennsylvania for four years of high school.

Priority Concerns	Proposed Solutions
to postsecondary opportunities.	

The committee further proposed that the Diploma Project modules be updated and leveled by grade, for example, as follows:

- Unit Number 1 (grades 7-9): Goal setting should have elements of social or emotional learning, life problem-solving, and a new assessment to measure progress.
- Unit Number 2 (grades 8-10): HS credit course, should include financial literacy or legal basics, such as how to fill out forms like the Free Application for Federal Student Aid (FAFSA).
- Unit Number 3 (grades 9-10): Assessment should better prepare students to take tests like the ACT, SAT, and TOEFL and include preparation for high school graduation.
- Unit Number 4: English Language Proficiency could be removed, as it mostly contains parent information, and replaced with a Career Exploration module that includes support for extracurricular activities.
- Unit Number 5 (grades 11-12): Preparing and Paying for Post-Secondary should connect students to CAMP, financial aid options, offer an introduction to college life (by peers, ideally), address college application and resume writing, and offer practice for college entrance exams.

PARENT INVOLVEMENT

The Commonwealth of Pennsylvania did not establish performance targets for parent involvement in the Pennsylvania revised ESEA waiver approved by the U.S. Department of Education in 2015, and the PA MEP therefore does not have a state performance target or MPOs in this area.

Table 6. Parent Involvement Priority Concerns and Proposed Solutions

Priority Concerns	Proposed Solutions
Migrant parents are unfamiliar with district requirements or expectations for high school graduation.	Broadly, the CNA-SDP Committee proposed that the MEP address priority parent involvement concerns by: <ul style="list-style-type: none"> • Developing a statewide training manual, curriculum, workshop series that outlines and facilitates the delivery of topics such as understanding K-12 system requirements, the sequence of courses for grades 8-12, and the mechanics of applying and paying for college; • Helping migrant parents develop strategies for understanding specific local graduation requirements, as well as for identifying deficiencies in their student’s graduation trajectory;
Migrant parents are unfamiliar with postsecondary options available to their children.	

Priority Concerns	Proposed Solutions
	<ul style="list-style-type: none"> • Sharing postsecondary options with parents in a language and manner they understand to help them understand the rationale behind different post-secondary options and their and their children's rights within the US educational system; • Showing parents what steps they can take to support students' post-secondary success; and • Giving parents specific tools and strategies for motivating children who are anxious to work to stay in school.

OUT-OF-SCHOOL YOUTH

The Commonwealth of Pennsylvania does not have explicit performance targets for Out-of-School Youth (OSY) in its agreed upon accountability plan with the U.S. Department of Education and therefore does not have a state performance target or MPO in this area.

The NAC identified priority concerns for OSY shown in Table 5. Proposed ways to address these concerns are also summarized.

Table 7. OSY Priority Concerns and Proposed Solutions

Priority Concerns	Proposed Solutions
<p>Migrant OSY are here to work instead of pursuing educational opportunities.</p>	<p>Broadly, the CNA-SDP Committee proposed that the MEP address priority OSY concerns by:</p> <ul style="list-style-type: none"> • Focusing 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; • Providing opportunities for independent learning using technology in between face-to-face sessions; • Developing discrete learning modules adjusted to students' varying levels of academic achievement, yet appropriate for adult learners and not overly time-intensive; • Focusing on real-time OSY needs and problem-solving in real world contexts; • Implementing one-year monitoring (and continued referrals) for students who have reached the end of eligibility (EOE); • Providing formal recognition of achievements (e.g., GED completion) and promotion of student testimonials; and • Designing assessments that identify OSY needs and help determine which lessons or modules are appropriate.
<p>Migrant OSY have significant gaps in their schooling.</p>	
<p>Migrant OSY lack basic competencies to pursue a GED.</p>	

HEALTH AND OTHER

The NAC identified the priority concerns and proposed solutions in the areas of health and other outlined in Table 8.

Table 8. Health and Other Priority Concerns and Proposed Solutions

Priority Concerns	Proposed Solutions
<p>Migrant parents and OSY do not know where to obtain primary care health services for themselves or their children.</p>	<p>Broadly, the CNA-SDP Committee proposed that the MEP address priority health and other concerns by:</p> <ul style="list-style-type: none"> • Ensuring that families are aware of school policies regarding health; • Empowering MEP staff to educate school and community agency staff on the linguistic and cultural needs of migrant children, families and OSY; • Providing (and paying for) transportation as needed. • Providing migrant families and OSY with a list of free, low-cost, and sliding scale dental and vision providers. Include specific information on hours, location, bilingual staff, types of services; • Reinforcing materials in parents' and OSY's own languages with explanatory sessions that are not overly technical, that distill the essence of the information, and that provide or encourage direct feedback or questions from parents; and • Partnering with health care providers to educate parents and OSY about health resources.
<p>Migrant parents and OSY have problems gaining access to health care due to language and cultural issues.</p>	

IMPLICATIONS AND CONCLUSIONS FROM THE 2016-17 CNA

Across the concerns identified by the NAC, three themes emerged. Due to the unique educational needs of migrant students:

1. Pennsylvania migrant students, particularly non-English language fluent students, underperform their peers in reading language arts and mathematics, requiring specific and ongoing attention to their learning needs.
2. To close the achievement gaps, migrant students need more learning time than is available during the regular school day, and PA MEP funds should therefore continue to focus on supplemental academic services.
3. Migrant students and families need support and connection to fully engage in educational and community activities.

The NAC offered multiple specific solutions to each concern across themes. Related implications include the need to address student motivation, to focus on post-secondary

requirements and preparation as a strategy for promoting graduation. The NAC also suggested to clarify resources that should be used statewide to support migrant students.

Addressing the structure and details of MEP services designed to address these needs was the task of the service delivery planning process described below.

SERVICE DELIVERY PLAN

Service delivery planning is intended to start from the priorities identified in the CNA to provide the framework for the PA MEP. Building on existing programs while making modifications, expansions, and deletions will help to meet the evolving needs of eligible migrant students and families in Pennsylvania. The Pennsylvania SDP Committee met in April 2017 to review the SDP process, the MEP structure in Pennsylvania, and the results from both the most recent MEP Evaluation and the 2016-2017 CNA. Participants were asked to focus on key components of an SDP (state performance targets, MPOs, Service Delivery Strategies) and to work toward developing the statewide program strategies for the MEP.

The meeting concluded with planning for the remainder of the SDP process, which included:

- Ad hoc work group meetings
- Further strategy development
- The drafting of performance targets and MPOs
- Review and revision of strategy charts and SDP drafts
- A meeting of the statewide PAC
- Final approval of the SDP

Input was gathered from the statewide PAC convened in May 2017 to ensure parent understanding of the SDP process and buy-in for strategies proposed by the SDP committee. Parent advisors were asked to review and comment on the priority needs identified in the new CNA, as well as the proposed MEP services under development to meet those needs. Parent responses were used to further refine the service delivery strategies outlined below. Final input from the SDP committee was obtained in June 2017.

MEASURABLE PROGRAM OUTCOMES

Where state performance targets are designed to establish target performance for all students, MPOs indicate the specific growth expected from the migrant services provided. They are intended to tie service delivery to growth, and as such form a useful basis for developing service delivery strategies that support state performance targets. The Pennsylvania SDP committee drafted MPOs for four areas of focus (reading, mathematics, high school graduation and OSY) to measure the extent to which the proposed solutions address the state performance targets.

Table 9. Performance Targets and Measurable Program Outcomes

Focus Area:	State Performance Target:	Measurable Program Outcome (MPO):
Reading	Close 50 percent of the gap between migrant students and All Students by increasing the percent proficient in English Language Arts to 39.3 percent by 2021, increasing the percent proficient by 3.7 percentage points annually.	(1a) Beginning in Spring 2018, 50 percent of PFS students in grades 3-8 receiving supplemental academic instruction in reading will make PSSA Reading gains of one proficiency level or more over the prior year PSSA results. (1b) Beginning in Spring 2018, 60 percent of non-PFS students in grades 3-8 who are below proficient in reading and receive supplemental academic instruction in reading will make PSSA Reading gains of one proficiency level or more over the prior year PSSA results.
Mathematics	Close 50 percent of the gap between migrant students and All Students by increasing the percent proficient in Mathematics or Algebra I to 26.7 percent by 2021, increasing the percent proficient by 2.7 percentage points annually.	(2) Beginning in Spring 2018, 50 percent of PFS students in grades 3-8 receiving supplemental academic instruction in mathematics will make PSSA Mathematics gains of one proficiency level or more over the prior year PSSA results.
Graduation	By 2021, increase the percentage of 12 th grade migrant students who graduate by five percentage points from the 2015-16 baseline of 87percent.	(3) By the end of 2020-2021, 80 percent of migrant students who complete the Diploma Project or other supplemental college readiness activities, will graduate after four years of high school.

SERVICE DELIVERY STRATEGIES AND IMPLEMENTATION

To achieve state performance targets and to facilitate adequate progress toward MPOs, the SDP committee identified service delivery strategies across all areas of focus and identified need. The group further outlined the activities designed to achieve the service delivery strategy, as well as data points for measuring implementation. Lastly, the committee suggested additional approaches and resources for meeting the unique needs of migrant students and families related to each overall strategy. Not every cell will contain data. If there are no recommended or measurable indicators, the Implementation Measure cell may be blank. If there are no Other Approaches and Resources recommended by the NAC, that cell may also be blank.

Table 10. Service Delivery Strategies

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches & Resources
Reading			
<p>1.1 Provide research-based supplemental reading instruction to migrant PFS students, likely outside the academic day.</p>	<p>1.1.1 Target advancement on the PSSA. 1.1.2 Ensure and promote access to suggested lessons and available resources. 1.1.3 Provide guided opportunities for migrant students and teachers to explore and practice various forms of testing accommodations related to the PSSA.</p>	<ul style="list-style-type: none"> • Percent of PFS migrant students participating in PSSA-related supplemental reading instruction. • Percent of PFS migrant students served outside the academic day. 	<ul style="list-style-type: none"> • Train staff and utilize technology-based tools, including the SAS portal, where appropriate • Share best practices in teaching reading to linguistically and culturally different students, including the MIRA project. • Ensure that migrant staff, teachers, etc. are made aware of the stages of language acquisition through the CAN DO descriptors and follow up with one ACT 80 day or other professional development on implementation.
<p>1.2 Provide research-based supplemental reading instruction to migrant students in grades K-12, likely outside the academic day.</p>	<p>1.2.1 Ensure and promote access to suggested lessons and available resources, including SAS Portal.</p>	<ul style="list-style-type: none"> • Percent of migrant students served outside the academic day. 	

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches & Resources
1.3 Provide research-based supplemental reading instruction to migrant students identified as below proficient in reading, likely outside the academic day.	1.3.1 Clearly define supplemental services for this population. 1.3.2 Ensure and promote access to suggested lessons and available resources.	<ul style="list-style-type: none"> • Percent of migrant students identified as below proficient in reading participating in supplemental reading instruction. • percent of migrant students identified as below proficient in reading served outside the academic day 	<ul style="list-style-type: none"> • Train supplemental instructional staff and ensure on-time access to needed resources for students. • Consider costs and opt for non-product-specific curricula.
1.4 Create a peer tutoring network.	1.4.1 Establish peer tutor programs that focus on reading.		<ul style="list-style-type: none"> • Include high school students and recent high school graduates from colleges and universities, including CAMP and other special programs, to provide tutors.
Early Childhood			
2.1 Identify preschool programs in all migrant regions and geographical locations and direct families to those with open slots.	2.1.1 Provide service information in a family's home language, or provide an interpreter. 2.1.2 Identify PFS student needs. 2.1.3 Increase referrals to services. 2.1.4 Build partnerships with preschool providers (e.g., community agencies, school districts).	<ul style="list-style-type: none"> • Percent of migrant students (aged 3-5) participating in preschool programming. • Percent of migrant students (aged 3-5) participating in programs such as Head Start, Keystone Stars 3 or 4, Pre-K Counts. • Number of referrals to 	<ul style="list-style-type: none"> • Consider trauma-informed best practices as this is becoming more of an issue for the PA migrant community.

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches & Resources
		services <ul style="list-style-type: none"> • Number of formal partnerships formed. 	
2.2 Offer supplemental activities designed to increase School Readiness among migrant children entering kindergarten.	2.2.1 Use community organizations as a resource to provide more support to parents, children, and staff to help students meet the Checklist indicators. 2.2.2 Connect parents and families of pre-school age children to programs such as parents as teachers, early intervention, home visitors, early Head Start, etc. 2.2.3 Advocate for parent connection to programs for pre-school age children.	<ul style="list-style-type: none"> • Percent of migrant children aged 4-5 who will enter kindergarten in the fall who demonstrate mastery on the school readiness checklist. Target: 90 percent by 2021. 	<ul style="list-style-type: none"> • Separate Birth to 2 years, and 3 to 5 years in the parent involvement data. • Provide training for PA MEP staff and parents that equips them to work together to support the research-based skills on the school readiness checklist. • Ensure the readiness checklist aligns with early learning standards, and that it is regularly revised or revisited. • Add social and emotional standards in the checklist.
Math			
3.1 Provide research-based supplemental math instruction to migrant PFS students, likely outside the academic day.	3.1.1 Target advancement on the PSSA. 3.1.2 Provide guided opportunities for migrant students and teachers to explore and practice various forms of testing accommodations related to the PSSA. 3.1.3 Help students understand and become more familiar with the state math	<ul style="list-style-type: none"> • Percent of migrant PFS students participating in PSSA-related supplemental math instruction. • Percent of PFS migrant students served in 	<ul style="list-style-type: none"> • Train staff and utilize technology-based tools where appropriate • Share best practices in teaching reading to linguistically and culturally different students, including Mid-Atlantic Comprehensive Center (MACC) Improving Reading

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches & Resources
	test format and the language used on the test.	supplemental math instruction outside the academic day.	Achievement(MIRA). <ul style="list-style-type: none"> • Ensure that migrant staff, teachers, etc. are made aware of the stages of language acquisition through the CAN DO descriptors and follow up with one ACT 80 day or other professional development on implementation. • Ensure everyone knows (and understands) who the English as a Second (ESL) teacher is and what he or she does.
3.2 Create a peer tutoring network.	3.2.1 Establish peer tutor programs that focus on mathematics.		<ul style="list-style-type: none"> • Include high school students and recent high school graduates from colleges and universities, including CAMP and other special programs, to provide tutors.
Graduation			
4.1 Provide migrant HS students with targeted stay-in-school and graduation support via supplemental programs, likely	4.1.1 Revise Diploma Project modules to address knowledge of graduation requirements, career and educational goals, social and emotional development, and various forms of literacy (e.g., financial, such as banking, budgeting). 4.1.2 Make resources available in	<ul style="list-style-type: none"> • Number of students who participate in the Diploma Project by grade level and unit. 	<ul style="list-style-type: none"> • Consider assessing for educational goals related to Diploma Project participation; some students only want to learn enough English to get a job. • Trauma-informed best practices should be considered throughout -

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches & Resources
outside of the academic day.	languages other than English. 4.1.3 Develop a step-by-step checklist and assessments aligned to redesign. 4.1.4 Add units that are age-appropriate and align 5-6 modules to the new, differentiated design. See, e.g., the suggestions in the needs section above.		this is becoming more of an issue for the PA migrant community.
4.2 Determine 10th grade migrant student knowledge of HS graduation requirements and provide supplemental activities to address unmet needs.	4.2.1 Keep portfolios on all secondary students to help monitor and support students' progress and challenges. 4.2.2 Share progress with parents in a language and manner they understand.		<ul style="list-style-type: none"> • Consider free resources like "On Track" (www.ontrackpse.com) from the Uncommon Individual Foundation.
4.3 Determine 11th grade migrant student post-secondary readiness and provide supplemental activities, likely outside the academic day, to address unmet needs.	4.3.1 Include preparedness to take college entrance exams; understanding of financial aid options processes and deadlines; knowledge of differences between 2- and 4-year colleges; awareness of vocational training and certification opportunities; language proficiency; career planning. 4.3.2 Provide a "Road to College" checklist for postsecondary training and exploration.	<ul style="list-style-type: none"> • Number or percent of 11th grade migrant students participating in college readiness supplemental activities. 	<ul style="list-style-type: none"> • Collaborate with existing programs like Gear Up, Upward Bound, Communities in Schools, Homeless Youth, and Title I (district personnel).

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches & Resources
	4.3.3 Offer (and pay for) transportation as needed.		
4.4 Create a model migrant graduate - migrant student mentor program across all LEAs.	4.4.1 Develop CAMP connection. 4.4.2 Add computer literacy as needed: a good portion of this population does not know how to use computers (but most use phones). 4.4.3 Create a webinar through PDE for LEAs and communities to help them develop their mentor program.		<ul style="list-style-type: none"> • Maintain good communication channels across all MEP support staff and participants to ensure resources and opportunities are shared. • "Chester County Futures" program is a good example.
Parent Involvement			
5.1 Develop a statewide training manual and curriculum or workshop series that promotes understanding K-12 system requirements, the sequence of courses for grades 8-12, and the mechanics of applying and paying for college.	5.1.1 Create an introductory Diploma Project module for parents that provides rationale for program, informs parents of educational rights, offers a "how-to" for approaching school districts and community agencies for help, handling parent and teacher conferences, accessing health and wellness resources, etc. 5.1.2 Provide written translation of subsequent modules in languages other than English and interpreters for group sessions. 5.1.3 Train parents to assess credit	<ul style="list-style-type: none"> • Percent of migrant parents (with children in grades 8-12) who participate in the Diploma Project who receive instruction or complete at least one toolkit unit. • Percent of migrant parents (with children in grades 8-12) that demonstrate knowledge of high school graduation requirements. 	<ul style="list-style-type: none"> • Assure that PA MEP programs keep up with increasing linguistic diversity in PA. • Offer one-on-one tutorials to avoid making parents uncomfortable within the context of the larger group.

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches & Resources
	<p>accrual, translate transcripts, and interpret grade reports.</p> <p>5.1.4 Provide written translations and subsequent trainings in parent home languages.</p> <p>5.1.5 Take advantage of the family engagement requirements under Titles I and III to coordinate services for parents.</p>		
<p>5.2 Help migrant parents develop strategies for understanding specific local graduation requirements, as well as for identifying deficiencies in their student's graduation trajectory.</p>	<p>5.2.1 Create a timeline for parents (calendar, refrigerator magnet, text, app, etc.) to help them visualize the steps their children should be taking relative to their grade level.</p> <p>5.2.2 Combat low parent literacy levels by providing explanatory sessions that avoid overly technical language, distill the essence of the information and encourage direct feedback and questions from parents.</p>		<ul style="list-style-type: none"> Identify interpreters, partner with them and hire as appropriate.
<p>5.3 Share postsecondary options with parents in a language and manner they understand.</p>	<p>5.3.1 Help parents understand the rationale behind different post-secondary options.</p> <p>5.3.2 Help parents understand their and their children's rights within the US educational system.</p> <p>5.3.3 Show parents steps they can take</p>		

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches & Resources
	<p>to support their child's post-secondary success (e.g., completing financial aid applications, adjusting the family budget, attending college workshops with their students, speaking guidance counselors).</p> <p>5.3.4 Give parents specific tools and strategies for motivating children to stay in school who are anxious to work.</p>		
OSY			
<p>6.1 Motivate OSY to continue to participate in educational opportunities</p>	<p>6.1.1 Focus first contacts on increasing student motivation, e.g. using goal surveys, discussing benefits of education, or brief 10-minute lesson to help students envision their involvement.</p> <p>6.1.2 Formally recognize achievements (e.g., GRE completion) and promote student testimonials.</p>		<ul style="list-style-type: none"> • Collect and record results of the Personal Learning Plan and Goal Setting Workshop materials developed by the OSY Consortium Incentive Grant. • Use technology to motivate and to deliver services, with a focus on smart phone educational apps (e.g., Memorize, DuoLingo, DMV Genius).
<p>6.2 Provide meaningful, flexible real-time educational supports.</p>	<p>6.2.1 Be flexible with schedules and offer transportation to maximize OSY participation.</p> <p>6.2.2 Provide opportunities for independent learning using technology in between face-to-face sessions.</p> <p>6.2.3 Use discrete, limited length learning</p>	<ul style="list-style-type: none"> • Percent of migrant OSY expressing an interest in educational opportunities that participate in an educational program. 	<ul style="list-style-type: none"> • Partner with existing Adult Basic Education (ABE) programs, state education officials, and industry representatives to develop meaningful ABE methodology appropriate to the unique needs of the MEP OSY Population

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches & Resources
	<p>modules appropriate for adult learners appropriate to students' academic level.</p> <p>6.2.4 Focus on real-time OSY needs and problem-solving in real world contexts.</p> <p>6.2.4 Use assessments that identify OSY needs and help determine which lessons or modules are appropriate.</p>	<ul style="list-style-type: none"> • Number of OSY participating in EOE monitoring. 	<ul style="list-style-type: none"> • Identify community-based organizations, especially those that provide transportation, willing to offer free and reduced price educational services to OSY. • Enlist the help of retired professionals to help support OSY. • Include staff assigned to OSY in trainings for Student Support Specialists.
Health and Other			
<p>7.1 Educate families and OSY on how to access local healthcare.</p>	<p>7.1.1 Ensure that families are aware of school policies regarding health.</p> <p>7.1.2 Empower MEP staff to educate school and community agency staff on the linguistic and cultural needs of migrant children, families and OSY.</p> <p>7.1.3 Provide transportation as needed.</p> <p>7.1.4 Offer an orientation to OSY about family planning.</p> <p>7.1.5 Provide migrant families and OSY 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, bilingual staff, types of services, etc.</p>	<ul style="list-style-type: none"> • Percent of migrant parents reporting that they know where to obtain primary care services. • Percent of migrant OSY reporting that they know where to obtain primary care services. 	<ul style="list-style-type: none"> • Conduct a targeted health survey every year to determine whether performance goals for migrant parents and OSY are being met.

Service Delivery Strategy	Specific Activities	Implementation Measures	Other Approaches & Resources
<p>7.2 Help parents and OSY acquire the language skills to understand their healthcare options.</p>	<p>7.2.1 Reinforce materials in parent and OSY native languages with explanatory sessions that are not overly technical, that distill the essence of the information, and that provide and encourage direct feedback or questions from parents.</p> <p>7.2.2 Partner with health care providers to educate parents and OSY about health resources.</p> <p>7.2.3 Direct parents and OSY to clinics and agencies with identified bilingual staff.</p> <p>7.2.4 Professionally train and use MEP interpreters, include cultural competency training.</p>	<ul style="list-style-type: none"> • Percent of migrant parents and OSY reporting linguistic barriers to healthcare access. 	<ul style="list-style-type: none"> • Educate school and community agency staff regarding the linguistic and cultural needs of migrant children, families, and OSY.

IDENTIFICATION AND RECRUITMENT

Identifying and recruiting eligible migrant children to receive services is a cornerstone of the PA MEP. Identification refers to determining the presence and location of migratory children within a state, whereas recruitment means describing the benefits of MEP services to the children and their families, as well as obtaining the necessary information to document a child's eligibility and enroll him or her in the program. Identification and recruitment of migrant children is critical because:

- Children who are most in need of program services are often those who are the most difficult to find.
- Many migrant children would not fully benefit from school, and in some cases, would not attend school at all, if the state educational agencies failed to identify and recruit them into the PA MEP. This is particularly true of the most mobile migrant children who may be more difficult to identify than those who have settled within a community.
- Children cannot receive PA MEP services without a record of eligibility.

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 and guidance that regulate eligibility.

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 OME guidance and are addressed in detail in the Pennsylvania Migrant Education Program Quality Control 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 OME.
- 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 (COEs) that involve more than a single reviewer or signer. A small panel of at least three and maximum of five knowledgeable PA MEP professionals will convene biweekly to consider all COEs submitted for review up to the date and resolve any eligibility concerns prior to COEs 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 COE reviewer or 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, or take action on the matters. Action plan monitoring is conducted by the State Director 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 COEs are eligible.
- Maintain a ratio of one bilingual or 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 enable the PA MEP to assess the extent to which it is maintaining and improving the best possible quality control of the recruitment process.

PRIORITY FOR SERVICE

Federal law requires that the MEP must provide services first to migrant students who have been identified as PFS. Section 1304(d) of the most recent reauthorization of the ESEA revised the definition of PFS to specifically include students who have dropped out, and to include students who moved at any point during the prior year:

In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet challenging State academic standards or (2) have dropped out of school.

As a result of their even higher mobility and risk for academic failure, PFS students must be targeted for remediation and acceleration efforts, as well as other supports to enable them to access and participate in educational opportunities. Establishing state criteria for identifying PFS students enables local programs to use that same criteria to distinguish these students and address their special needs accordingly.

In Pennsylvania, a system of indicators is used to calculate PFS, and migrant students are reassessed during each enrollment period. It is not uncommon for a student to be identified as PFS at some point during their period of eligibility, while at other times they may not be.

K-12: For migrant eligible students in K-12, it is first determined whether or not a student has made a qualifying move in the past year by reviewing their most recent Qualifying Arrival Date.

In addition to meeting the qualifying move criteria, to be considered PFS, a K-12 student must meet at least one of the following that indicates failing or at risk of failing to meet state

standards in Reading or Mathematics, or has dropped out:

- The child is recorded as being below proficient or advanced on the statewide PSSA test or some other rigorous standard exam approved by PDE. Other non-standard determination of not being math or reading proficient, such as non-standard tests, grades, or teacher observation will not in itself qualify the student for PFS status.
- A grade 8-12 student is indicated as not being on track for graduation based on the determination of a transcript, counselor, Migrant Student Records Exchange (MSIX), or the Pennsylvania Information Management System (PIMS).
- A student is not proficient in English or is not in the age appropriate grade, or is flagged as being special education.

Preschool: School readiness has been identified by the PA MEP CNA as one of the top priorities in Pennsylvania. As such, if a preschool child meets any of the following criteria, he or she is considered PFS:

- 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) and is not fluent in English (or the Home Language is not English).
- The student is at least three years old and has a documented or suspected developmental delay.
- The student is expected to start kindergarten in the upcoming school year and is not meeting generally accepted school readiness targets.

OSY: Graduating from high school or obtaining a GED is also an identified priority for the PA MEP. OSY are considered PFS if they are any of the following:

- Not fluent in English and are enrolled in, interested in, or attending an Adult Basic Education or GED program
- Not fluent in English and enrolled in or show interest in attending ESL courses
- Demonstrate an interest in returning to school
- Has dropped out of a U.S. school

The Student Support Manual Appendix for Data Collection published by the PA MEP includes detailed instructions for calculating and recording PFS status within MIS2000.

PARENT INVOLVEMENT PLAN

The PA MEP has a long history of active parent involvement. Policies for parent involvement and parent advisory council meetings are outlined in the PA MEP document *Parent Involvement Policies: Parent Advisory Council* which is distributed to districts and funded projects. Each LEA must budget one percent of migrant funds for parental involvement

activities that follow the state guidelines in that document. Local committees are elected and migrant parents serve on local and state PA MEP parent advisory boards. PA MEP staff members give parents guidance on the expectations of school districts and what in turn they can expect from their local schools. They also work with parents to help them understand their responsibilities within their children's education. A primary goal is for migrant parents to understand the Pennsylvania school system so they can become active participants in the educational lives of their children.

Each project area is tasked with formulating an annual "Parent Compact" in consultation with their parents, setting specific goals for migrant staff, parents, and students. If a project area operates programs during the regular school term, it is required to consult with parents, form a local PAC 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.

The statewide PAC is composed of representatives from each area and is a vital component of the PA MEP. The PAC advises LEAs and their regional MEP coordinators on the concerns of migrant parents relating to the academic success and performance of migrant children in their region. The PA MEP policy is to hold at least two statewide PAC training meetings per year at locations convenient for families. These are designed to achieve two objectives: (1) to develop leadership among migrant parents; and (2) to educate parents about topics they express interest in or that may impact the academic success of their children. In addition, PA MEP consults with the PAC regarding the identification of priority needs for migrant students as well as the components of each comprehensive SDP.

EXCHANGE OF STUDENT RECORDS

Pennsylvania is a commonwealth with almost 500 school districts, and local control is the predominant factor in all decision making. State 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 ESEA. 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 specialist also searches the state system if he or she believes the child has been served previously in another part of Pennsylvania; if so, that student's data is downloaded directly into the local system.

Data from MIS2000 is uploaded daily to the federal MSIX system. MSIX is a web-based database where authorized users can search and access information on students on a nationwide basis. The purpose of MSIX is to ensure the timely enrollment of migrant students

in school, provide for accurate placement in the proper grade and courses, and assist with accurate credit accrual towards graduation. The system contains a search mechanism for historical information on the students' immunizations, assessments and courses. The most important feature of MSIX is that it shows a trail of where the student has attended school or been served by migrant programs and provides contact information for obtaining additional or confirmation information.

The PA MEP fully participates in the MSIX initiative by supplying all minimum required data elements to the system, training all staff in how to use it, and providing education and assistance to districts with migrant students who do so. Recruiters, data specialists and student support specialists are all required to use MSIX to make sure students are properly identified. In addition to using MSIX for student enrollment, placement and graduation, MSIX is also used as a recruitment tool and to check for duplications. MSIX activity is tracked in the MIS2000 database using Action Codes to document when MSIX activity is performed related to a student.

Bi-national migrant students also benefit from tailored records transfer protocols. A bi-national student is an eligible migrant student who moves between Mexico and the United States with his or her parents or as an emancipated youth at least once in the last 36 months of school. 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.

The PA MEP has also supported and addressed the unique needs of mobile Mexican students by participating in an annual teacher exchange with Mexico during the summer session. Approximately six certified Mexican teachers are placed across the state in MEPs that have migrant summer schools. 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.

EVALUATION PLAN

As an integral component of the Cycle of Continuous Improvement, the PA MEP will evaluate the execution of this SDP with the assistance of an external evaluator with migrant education program experience. The evaluation will systematically collect information to improve the program and to help the state make decisions about program improvement and success. The evaluation will report both implementation and outcome data to determine the extent to which the MPOs identified herein have been addressed and met. It will also seek to build capacity within project areas to examine results and make programming decisions based on data.

Evaluation questions to be answered may include:

Implementation

- Were local projects implemented as described in their approved MEP applications? What worked or didn't work and why?
- What challenges were encountered by the MEP and how were they addressed?
- What adjustments can be made to the MEP to improve instruction, student and family support, and the involvement of migrant parents?

Outcomes

- To what extent did the PA MEP meet the performance targets and MPOs established in this plan?

Data on migrant students and services will be collected by the state from each of its local operating agencies. Data sources include: MIS2000, the Pennsylvania student information system, migrant parents, migrant secondary students, migrant OSY, recruiters, migrant program administrators, and other staff as appropriate.

Data will be collected using surveys, focus groups, structured interviews, and record reviews (including assessment results reported through the state data collection and reporting system). Data analysis procedures will include descriptive statistics based on Pennsylvania migrant student demographics, program implementation, and student and program outcomes. Analyses will include means, frequencies, tests of statistical significance and trend analyses as appropriate to each MPO and indicator.

The PA MEP will annually review implementation indicators and progress toward performance targets and MPOs in order to make mid-course corrections as needed. A full evaluation report will be prepared every three years by an external evaluator. The evaluation report will include review of progress toward each performance target and MPO, and recommendations for improving MEP services.

CONCLUSION AND NEXT STEPS

The PA MEP completed this process through consultation with a broad set of stakeholders including migrant parents, coordinators, and advocates; university researchers, community organizations, and Intermediate Unit staff; and district and state administrators. The resulting MEP plan and structure will achieve a new focus on statewide services, attention to the intensity of services, and expansion of the MEP's attention to high school graduation. Next steps in the process of continuous improvement are expected to include:

- Adjustments to this plan that reflect the final Pennsylvania ESSA plan, including the assessments and targets it includes;
- Revisions to the project area application and reporting processes to reflect the MPOs and services outlined in this 2018 SDP;
- Ongoing technical assistance and training in the specific elements of this SDP;
- Communication about revised procedures for determining and reporting PFS status.
- Implementation beginning in Fiscal Year 2018; and
- Statewide evaluation using the new state performance targets, MPOs, and implementation indicators beginning in the 2018-2019 program year.

As the new plan is implemented, the PA MEP will review implementation progress in spring 2018, review the plan with the migrant PACs and projects throughout the program year, and adjust implementation, monitoring and technical assistance as warranted.

APPENDIX A: NEEDS ASSESSMENT COMMITTEE PARTICIPANTS

Table 11. Needs Assessment Committee Members

Name	Title	Affiliation
Thann Prum	Program Specialist	Chester County IU 24
Liliana Arias	Student Support Specialist	Millersville
Lorena Baeza-Lara	Program Specialist	Chester County IU 24
Yaneth Garcia-Lopez	Student Support Specialist	Chester County IU 24
Eva Howski	Coord of Prog Activities	Chester County IU 24
Dora Navarro	Program Specialist	Chester County IU 24
Mauricio Rebollo	Recruiter	Chester County IU 24
Jose Castro	Student Support Specialist	Millersville
Arlyn Morales	Parent Coordinator	Millersville
Nancy Pontz	Curriculum and Projects	Millersville
Shanta Sharma	Recruiter, OSY	Millersville
Damaris Zimmerman	Team Leader	Millersville
Yasiris Alvarado	Parent Coordinator	Millersville
Luis Beltran	Student Support Specialist	Millersville
Lees Chevere	Team Leader	Millersville
Ivette Aguirre	Recruiter, OSY	Central Susq IU 16
Wendy Bowman	Recruiter	Central Susq IU 16
Anthony DeRemer	Recruitment Coordinator	Central Susq IU 16
Susan Luna	Student Support and Parent Coordinator	Central Susq IU 16
Lori Potutschnig	Recruiter, SSS	Central Susq IU 16
Deke Showman	Recruitment Coordinator	NW Tri-County IU 5
Damaris Henry	SSS, Parent Coordinator	NW Tri-County IU 5
Tina Ortmann	SSS, Recruiter	NW Tri-County IU 5
Maria G Feeser	Parent Coordinator and SSS	Lincoln IU 12
Sharon Kaya	Recruitment Coord	Lincoln IU 12
Elvira Rios	Recruiter	Lincoln IU 12
Maria Romero	Recruiter	Lincoln IU 12
Donelia Rojas	Recruiter, Community Liaison	Lincoln IU 12
Lysandra Alexander	Program Coordinator	PDE
Monica Ulewicz	Senior Education Specialist	ESCORT
Kirk Vandersall	Managing Director	Arroyo Research Services
Ines Vega	Parental Involvement Coordinator	CSC

**Pennsylvania Department of Education
MEP State PAC Officers' Quarterly Meeting
Saturday, March 4, 2017**

Location: Center for Schools and Communities, Commonwealth B
Joined Kirk Vandersall and Crystal Martin-Nelson, Arroyo Research Services, via Zoom
Video Conference Call

List of Participants: Juan Mimbela, Mirella León, Linda Morales, Janira Figueroa, Siham Jalloub, Dora Navarro, Maria G. Fesser, Eh Klu Moo, Janga Bahadur Poudyel, Kedar Kafley, Karna Rai, Marc Ngongo, Thann Prum, Elkhatab Elhassan, Emilio Brito, Susan Luna, Alicia Dominguez, Adrianni Aguero, Sebastian Luca, Lina Rengifo, Skarlin Rivas, Nancy Pontz, Ludy Soderman, Carmen Medina, Eugenia Krimmel and Inés L. Vega.

PAC Meeting- Small Group Needs Activity

What are the highest priority education needs for migrant children?

- English barrier
- Poor involvement of parents in children's education due to language barrier
- Mode of registration: the way children are registered in school as per age category, the level might be high than adapted to the student level. A child who is 10 years old should be in 4th or 5th grade. But if she or he didn't attend any class in the refugee camp where she or he is coming from, 4th or 5th grade might be very high to them.
- Language and learning English is a great need.
- Children need a lot of academic support in other core subject areas such as Math, Science, and Social Studies.
- Migrant children must be given or offered the opportunity to go to college upon their high school graduation. In our community a lot of high school students do not continue their education after high school because they are unaware of their options. Parents are not aware or understand what is required from students in order to be college ready. Students that do not have the potential or the appropriate grades should be offered realistic options.
- Help with interpreting services when needed. Guidance on how to and what to ask school counselors. Provide guidance on how to become a better advocate for my child. Youth need a lot of guidance with understanding the curriculum, writing and grammar. ESL isn't enough for them during the regular school hour. Especially for those non-English middle school and high school English Speakers-Comments were written in Spanish.
- Help with homework, academic enrichment programs, social services, interpretation and access to available tutoring programs that will truly address the skills that are

being taught in the classroom. Sometimes the techniques on how to resolve a math equation are not necessarily the same steps that that are being taught at school (tutor). This can be very confusing and frustrating for students that have limited English proficiency and struggle with writing an explanation for their math problems.

- More speakers of other languages represented among the MEP staff during afterschool and summer programs.
- Parents are unable to communicate or connect with school counselors. Advocacy is highly needed.
- Inappropriate placement of students due to age. Placing students on a grade according to age. There are many academic gaps for many migrant students. Maybe developing a special language or academic plan for them. Proving older students that only have one or two years in the US with job skills that are in high demand.
- Provide training sessions for youth as well. Develop and guide youth groups or clubs. This will help students become familiar with MEP and meet students that are going through the same struggles and academic challenges. Develop student study groups without fearing that upon the conclusion of their homework club or afterschool program they will be victims of aggression or bullying. Collaborate with local authorities. Families should not fear local officers.
- Fluent speaking English. Overall emotional development. Improve their act and confidence. Conduct Cultural Programs.

What other needs for migrant children and families should the Migrant Education Program consider?

- A lot of youth are working because they want money. Therefore, they lose focus on their education. At this age, working in factories it's not a guaranty for their future.
- They need a strong motivation from both parents and Migrant Education Officers
- Poor involvement of parents in local meeting due to lack of transportation and language barrier.
- Emphasize more on the importance of the education: it helps improve lives.
- Migrant children need emotional and social support from other peers, staff, counselors and teachers. Making a transition to a new country, social and government systems at times is extremely challenging for both students and parents. Families need to gain confidence and become aware of the systems that surround them. This includes all the services that are and are not provided by MEP. Gaining confidence and becoming familiar with their environment will add to their role in society and create awareness of what is expected from them.
- Transportation is crucial for the participation of afterschool programs. This is the main reason many students may not participate in the afterschool programs. Also, develop an afterschool program where siblings can attend and be provided with the same academic support. It's really hard to have two children at two different schools participating from their afterschool programs. -Comments were written in Spanish.

- Offer adult literacy classes, connect to social services, doctor, immigration office, interpretation, etc. Motivate them to improve their living and further their education. Many parents cannot effectively be involved in their child's education when they too are lacking many academic and English skills.
- On-going home visits to both parents and students. Students should be integrated into the dynamics of the programs. Help with language.
- More interpreters.
- Parents need to learn the most important labels and positions that are present their schools. They are not aware of the importance of the school board, PTA meetings, Parent Teacher Conference, Home Coming Dance, Open Night, Family Literacy Events, etc.

What might the Migrant Education Program do to address those needs?

- Migrant Education can continue to support children in their learning environment whether is at home, school, afterschool programs or other programs offered to them. Children need a lot of help with written communication skills. Most children gain their verbal skills rapidly but lack with the vocabulary, grammar and writing formats that are required from them in school.
- Migrant Education can continue to support families by referring them to free of cost community agencies that have provide support with their mental health and other emotional issues that impede them to progress in school. There is a lot of harassment, bullying and discrimination towards Muslim children. Others perceive them as a threat to society and are not welcoming. Maybe have MEP collaborate with neighboring school districts. Schools, staff and other MEP families should be respectful of others belief system and family values.
- Access to interpreting services is key. Many schools do not provide this service or are not quick enough when needed. Parent rely on MEP because the program is mindful of the need.
- I would like to ask MEP to provide more advocacy or services that would help migrant children further their education after graduation from high school. Guidance on available scholarships and post-secondary options.
- MEP staff must establish a better relationship with migrant youth. I shouldn't ask my mom to go to school knowing that she is unable to speak English and help me with my Math skills. Access to migrant staff would be helpful for me- Comments were written in Spanish.
- Provide more funding to MEP support services. Re-evaluate staff positions and assignments. Hire more staff that are able to speak the languages and cultures represented in the program-ethnicity.
- Seek for partnerships with external institutions that can help parents with learning the language.

- Help with interpreting and transportation services to programs.

PAC Meeting- Small Group Activity-Mathematics Goals and Strategies

What has been most helpful in Mathematics for your children?

- Saturday and Summer Programs.
- In-home tutoring practice
- Any MEP related after-school or weekend programs are extremely helpful. Hiring staff that are aware of the skills the children need by age or grade level.
- Good practice in mathematics has been the most helpful for my children. For example: completing their homework assignments', special projects, online math programs and practice, practice.
- Hiring staff that is knowledgeable of the concepts that are being taught in school is a plus.

What else might the Migrant Education Program do to help with Mathematics?

- Extend the learning opportunities and tutoring programs. Tutoring math programs are extremely helpful and one of the most difficult subjects for children. Many problems require a higher thinking level and a lot of writing. Math academic language is a must have. Transferring the information learned from their native language to English can be difficult at times because the concept or steps may not mean the same in English.
- To help parents and children to know the school curriculum and the concepts that are being taught in school. Understanding academic language is very hard for both students and parents. The Saturday Programs, Summer Programs, and extended periods in school for more than three years can be extremely helpful.

PAC Meeting- Small Group Activity-Graduation Goals and Strategies

What needs do migrant high school students have that affect their ability to graduate?

- Lack of motivation
- English barrier
- Poverty: parents use children as source of income to pay bills
- Intimidation: parents or students are intimidated about the high cost of college or university. Therefore, students lose interest of college.
- Sometimes accrual of credits or validating credits from foreign countries can be difficult for newcomers. Credit transfers are also difficult for schools to understand if a description is not provided in English.
- Having an illegal status in the US for many high school students is a hopeless feeling. Many of them do not see themselves pursuing a career without being the top of their class or having excellent grades vs. being an average student that attends school every day. Many newcomers just don't have the grammar and writing skills.

Conversational English is more easy to apply and learn. Learning specific trade or vocational skills may seem like the only options for these students.

- Students don't understand the purpose of taking many courses they don't foresee themselves using or applying in the future. Lack of skills, knowledge and learning disabilities in their native language may be one of their biggest challenges in addition to emerging themselves into a new culture and educational system.
- Not having a clear understanding or reasoning of school policies and environment. Feeling intimidated to ask for help or not know what to ask for. Teachers at the higher levels seems to have less time during afterschool hours. Student Counselors never have time for students who are not meeting the school testing, standards or for ESL students.
- ESL needs surpass the core content expectations.
- Students are not motivated to participate in afterschool programs.

What else might the Migrant Education Program do to help with Graduation?

- Talk about Diploma Project
- Scholarship Program
- Motivational activities
- Change the MEP Graduation Ceremony date to a later date. School finals and other required testing are delivered that same week.
- More fun tutoring and ESL programs for students.
- Youth Support Groups
- Collaboration with high school teachers and counselors.
- Learn about realistic post-secondary options.
- Develop a plan or timeline

PAC Meeting- Small Group Activity-Health Goals and Strategies

What health needs should be addressed by the Migrant Education Program?

- For new comers, to be able to obtain insurance services for low cost or based on household income.
- Template Hygiene Checklist for Migrant Families-Newcomers.
- To be able to find rural clinics in town that give a discount to the MEP families and not travel long distances for available preventive or urgent care services.

What else might the Migrant Education Program do to help with Health?

- Access to United Way Booklet-Where to Get Help?
- Access to mobile clinics for migrant families and OSY.
- Collaboration with the Department of Human Services.

- Access to free vaccinations, physicals, dental and vision services for migrant children.
- Routine physicals to monitor or check student's health at least twice a year.
- If possible, access to a bilingual psychologist for specifically for PA6.
- Rotate the health needs of families among all staff members, not just the assigned Parent Coordinator.

PAC Meeting- Small Group Activity-OSY Goals and Strategies

Are there significant OSY needs that can be addressed by the Migrant Education Program?

- Provide life skills workshop monthly meetings.
- Provide resources, computer classes, resume building, birth control, youth leadership.
- Access to job training and GED enrollment.
- Access to clinics
- Workers are too busy working and do not pursue higher education.
- Teen pregnancy and young fathers.
- Not many OSY enroll into GED, HEP or ESL classes unless these are offered on-site.

What else might the Migrant Education Program do to help Out of School Youth?

- More bilingual staff.
- Provide direct services.
- Provide job educational training and survival ESL mini-courses.
- Collaborations with Planned Parenthood for STD Testing and mini on-site educational workshop sessions.
- Access to GED, HEP, ESL and Adult Literacy Programs.
- Access to mental health services.
- Access to labor rights for all migrant workers with H-2A visas.
- Assistance with renewals of Labor Certification.
- Collaborate with growers and farm proprietary.

APPENDIX C: SDP COMMITTEE MEMBERS

Table 12. SDP Committee Members

Name	Title	Affiliation
Ivette Aguirre	Recruiter	Central Susquehanna IU
Damaso Albino	Project Manager	Millersville University
Lysandra Alexander	Program Coordinator	PDE
Wil Del Pilar	Deputy Secretary	Post-Secondary & Higher Education, PDE
Holly Ferrolisha	ESL Director Assistant	Reading School District
Tasha Geibel	Teacher	Juniata County School District
Tim Haas	Recruiter Coordinator	Chester County IU
Damaris Henry	Migrant Education Coordinator	Northwest Tri-County IU
Manuel Ibarra-Gomez	Director	Millersville University
Eugenia Krimmel	ESL and Bilingual Education Advisor	Bureau of Curriculum, Assessment and Instruction, PDE
Crystal Martin-Nelson	Senior Associate	Arroyo Research Services
Leslie McConnell	Evaluation, Grant and Data Coordinator	Allegheny IU
Carmen Media	Division Chief	PDE
Vaughn Murray	Technology Coordinator	Central Susquehanna IU
Iris Perez	Center Director	Pathstone
Christina Pulman	Project Coordinator	Central Susquehanna IU
Ann Scoufalos	ESL Technical Assistance Coordinator	Center for Schools and Communities
Cheryl Slattery	Associate Professor, Teacher Ed	Shippensburg University
Ludy Soderman	Director	School District of Philadelphia
Kirk Vandersall	Managing Director	Arroyo Research Services
Ines Vega	Statewide Parent Coordinator	Center for School and Communities
Barry Wiestling	Early Childhood Education Advisor	Office of Child Development and Early Learning
Yolanda Yugar	Evaluation Specialist	Allegheny IU

**Pennsylvania Migrant Education Program
Needs Assessment Committee Meeting
December 2, 2016
Camp Hill, PA**

Meeting Objectives

- Review the Migrant Education Program (MEP) continuous improvement cycle
- Identify group concerns about migrant students and families
- Propose updates to the Comprehensive Needs Assessment (CNA)
- Digest findings from the Summer Parent and Out-of-School Youth (OSY) Survey
- Identify existing and needed data to validate priority concerns

Continuous Improvement Cycle

Participants worked in small groups to discuss the following guiding questions related to existing the measurable program outcomes (MPOs) of the Service Delivery Plan (SDP) currently in place. Given the composition of the team, the focus was on OSY and parents.

OSY:

- 1) What MEP services and activities are addressing progress toward the MPO?
 - English language screener
 - **GOSOSY lessons**
 - **Life** skills lessons
 - **ESL lessons** (e.g., instruction at camps, farms, field trips)
 - **Technology, Web-based services** (Khan Academy, Department of Motor Vehicles, GED practice testing)
 - Robotics
 - **Diploma Project** packets
 - **GED classes**
 - Transportation (to some)
 - Ask more interesting topics to learn
 - Hygiene travel kits
 - Winter coats
 - Food Bank donations
 - Re-engagement Center (work and GED classes)
 - Welcome Packets (including community resources and health information)
 - **Health** fairs (MEP partners with local health facility)
 - Motivation, better career or job (e.g., Job Corps)
- 2) Approximately what types and amount of services are being provided?
 - **Life skills, Basic ESL** (1 hour)

- Basic math
- **iPad, technology**
- ESLgames.com
- Machinery training partnership
- Pesticide training
- Post-secondary options e.g., College Day, CAMP
- GED classes (2 hours twice a week); also help with 'physically taking' OSY to GED service provider to enroll
- Follow-up motivation between face-to-face sessions (e.g., texting OSY to check in about homework assignments)

Frequency: 1 time per week; 1 time every 2 weeks; visits on a quarterly basis; more than 25 percent of OSY are attending educational programs

3) How likely is that level of service to lead to progress on the MPO?

Depends on:

- Student commitment
- Populations
- Lessons
- Accuracy of data
- Enrollment verification
- Follow-up (MSIX, certificate of completion from referral agencies, community program coordinator to follow up on completion rates)

4) What additional data are available that would speak to progress toward the MPO?

- GOSOSY lessons
- GED test
- Pre and post tests
- GED prep testing
- Continuation of follow-ups of the initial needs assessment
- Attendance data from programs
- OSY spreadsheet records progress
- Graduation rates (Diploma Project)

PARENTS:

1) What MEP services and activities are addressing progress toward the MPO?

- In-home
- Parent Café
- Strengthening Families
- Adult literacy
- **Family center**
- PAC meetings

- Enrichment trips
 - **Community resources** (e.g., Food Bank, YMCA, CCFB, LCH, other agencies and speakers) *varies across the State – in rural areas, community agencies are overwhelmed with influx of populations
 - Toys for Tots
 - Christmas Party
 - Project Warm (winter coats)
 - Immigration presentation Mexican Consulate
 - College representatives
 - Diploma Project (parent and student participation; parents become knowledgeable with school requirements and students with graduation)
 - **Health resources**
- 2) Approximately what types and amount of services are being provided?
- **Parent involvement:** PAC Meetings (once per month for 2 hours)
 - Modified programs based on interest and education level
- 3) How likely is that level of service to lead to progress on the MPO?
- Motivation
- 4) What additional data are available that would speak to progress toward the MPO?
- Parent coordinator documentation

Challenges:

- Agencies schedule programs and activities at times inconvenient to parent and OSY work schedules. If and when they don't show up, agency does not want to continue those services
- Scheduling MEP staff, interpreter, and OSY at the same times;
- MEP staff have multiple roles, so percentage of time is limited, e.g., in summer, population of emancipated youth increases and so does recruitment
- Variation in demographics across the State and within regions (Reading city vs. county in terms of H2A workers)

Review of Summer Parent and OSY Survey Results

Participants worked in small groups to peruse the findings from the latest survey. The following feedback was provided to help with future data collection and changes to MEP services.

Language: The survey instrument needs to be in more simplistic language so that respondents comprehend the items more fully. Some parents could not understand the questions even in their home language.

- Might want to ask about the level of education of the person responding to the survey (e.g., students sometimes help parents fill it in). Note that 'highest grade

level' completed in home country might have different meanings for different countries.

- Translation of instrument into other languages has been helpful in the past.

Separate Instruments: Create distinct survey instruments for OSY and for parents.

At the end of the meeting, teams brainstormed service areas for OSY and parents that would be helpful for the MEP to consider offering:

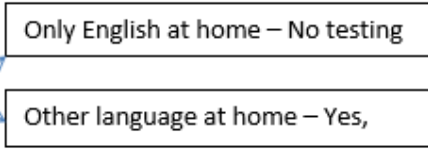
- Transportation
- ESL for parents
- Translation and Interpretation
- Language line
- OSY entrance to public schools
- Professional development and job training
- GED books
- Staffing
- Citizenship classes
- Medical services
- Supplies
- Books and dictionaries
- How to use a computer
- New student enrollment process
- Accommodations for ELLs, IEPs
- Students Education Rights, know how to access it
- Student needs not being met
- Transportation safety and security, e.g. car seats
- Disciplinary training for parents, parenting
- Homeless knowledge
- How to access medical interpreters (through insurance) etc.
- Cultural difference awareness re: corporal punishment, domestic violence, age of consent, truancy
- Rights and laws
- Transferring utilities, etc. (How to's)
- Responsibilities as tenants (and rights)
- Bed bugs, rodents, pest control
- Protecting important documents (Info shared through workshops, factsheets, case scenarios, videos, in home communication)

APPENDIX E: ESL PARENT STAKEHOLDER MEETING INPUT

1. EL Identification Process Federal Law requires all potential English Learners (ELs) to be tested for English language assistance programs and services.

Process Used Now

Home Language Survey completed by ALL parents.



Proposed New Process 2-Part Process

Part 1

Home Language Survey completed by ALL parents

Other language used in home

English only used in home

Part 2

Parent Interview completed with the **Language Use Survey** questions

No Parent Interview or EL Identification Testing

Child uses other language 50% or more of the time at home

Child does NOT use other language 50% of the time at home

YES – test for EL identification as required by federal law

NO EL identification testing required

- The new proposed process allows schools to know more about the home language use by the child and the family in general before testing the student as a potential EL.

Parent questions –

1. Do you think this new proposed process will better identify children who may need ESL programs and services? Why or why not? *Parent agrees with what is being proposed. The school will know more about the student and will identify them properly.*

2. Do you have any questions or concerns about this 2-part process?

Parents that do not know English, when they go to register their children they get scared. Many times parents are turned away for various reasons. Unable to pass the person at the window at the Administration building that only speaks English. School should have personnel that speak the family's language.

2. Exit Criteria and the Reclassification of ELs to former ELs

Reclassification = Student is former EL; no more ESL program need

Process NOW –

Student will exit or reclassify with this criteria:

1. The score on the ACCESS for ELLs®
2. The score on the PSSA English Language Arts and Mathematics assessments
3. Good Grades
4. Other tests that are used at the local school district

***Academic tests can no longer be used to measure English language proficiency! –
ESSA law***

New Proposed Process

1. The score on the ACCESS for ELLs® (required by federal law)
2. ESL teacher recommendation using the Classroom Language Observation Tool score
3. Content teacher recommendation using the Classroom Language Observation Tool score
(Math, Science, Social Studies or Language Arts teachers are content teachers)
4. District level reading and writing tests for all students – good score

These scores will be combined to give educators the exit criteria.

Parent Questions –

1. Should teacher recommendations be included in the exit criteria?

It depends, due to the interest and performance from the teacher and the student.

2. Do you have any concerns about teacher recommendations as part of the exit criteria?
Teacher should do an evaluation to assure the student can dominate the English language in reading, writing and conversation.
3. Should other tests be included such as district reading and writing tests?
Yes, a writing test that includes grammar.

3. EL Parent and Family Outreach Programs

ESSA Title 1 requires schools to:

1. Plan educational activities for the school-aged children with parent and family members' involvement and consultation.
2. Conduct regular outreach to parents and family members of children in the school.

- ESSA Section 1112(e)(3)(c)

Parent Questions – ?

1. What do you want to know from your child's school?

Name some topics:

What programs and activities does the school offer? Ex. sports (process for sign up, requirements, etc.)

2. What is the best way for the school to communicate with you regularly?

Notes that are sent in student's folders.

3. How can you easily and regularly communicate with your child's school?

Parent meetings every 2 months to see the evaluation, growth and behavior of the student.

4. What concerns or problems do you have now with home-school communication? Do you have any solutions or ideas?

Have a committee of parents of each grade level. The committee should have meetings with other parents to discuss topics and share experiences with one another in order to improve the education of our children.



PAC Meeting Small Group Activity – Mathematics Goals and Strategies

In its current SDP, the PA Migrant Education Program identifies the following Performance Goals and Service Delivery Strategies for Mathematics. Please spend the next 10 minutes discussing the questions below, writing your answers in English or Spanish. We will collect these worksheets at the end of this session. Thank you for your input!

Performance Goals	Service Delivery Strategies
(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.	Select a site-based pre- and post- math assessment tool that measures student growth during migrant summer programs.
(3B) By the end of 2016-17, to be determined % of migrant students will make gains on the summer Quick Math Assessment (in pilot phase).	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.

► **What has been most helpful in Mathematics for your children?**

Practice and exercises that school can give the students to take home. Repetition will make the student retain the information.

► **What else might the Migrant Education Program do to help with Mathematics?**

Students need to constantly attend the after school program. Being constant is important so students do not lose interest in attending the program. Student to get assistance with homework. Those practices help students at school too.



PAC Meeting Small Group Activity – Health Goals and Strategies

In its current SDP, the PA Migrant Education Program identifies the following Performance Goals and Service Delivery Strategies for Health. Please spend the next 10 minutes discussing the questions below, writing your answers in English or Spanish. We will collect these worksheets at the end of this session. Thank you for your input!

Performance Goals	Service Delivery Strategies
(7A) By 2016-17, 80% of migrant parents and 50% of Out-of-School Youth will report that they know where to obtain primary care services.	<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. To:</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.
(7B) By 2016-17, 40% of migrant parents and 50% of Out-of-School Youth will report that language and cultural barriers impede their access to health care.	<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>

- ▶ **What health needs should be addressed by the Migrant Education Program?**
 Know where the health clinics are located, informed parents about health insurance, tell parents the requirements or options for individuals with no health insurance, and what to expect of an emergency/hospital visit such as a high bill.

- ▶ **What else might the Migrant Education Program do to help with Health?**
 Provide meetings related to health care, and information of the services that are offered at the different health care centers that take the government health insurance.
 Ex. check up, vision, dental, etc.
 Provide orientation to the youth about family planning.



PAC Meeting Small Group Activity – Graduation Goals and Strategies

In its current SDP, the PA Migrant Education Program identifies the following Performance Goals and Service Delivery Strategies for Graduation. Please spend the next 10 minutes discussing the questions below, writing your answers in English or Spanish. We will collect these worksheets at the end of this session. Thank you for your input!

Performance Goals	Service Delivery Strategies
(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.	The Diploma Project - Develop a user-friendly toolkit with general high school graduation information and continuing education options. (The toolkit will serve as a needs assessment, a primary resource, and will enable educators to evaluate what has been learned).
(4B) By the end of 2016-17, 60% of migrant students (in grades 8-12) will demonstrate knowledge of high school graduation requirements.	
(4C) By the end of 2016-17, 60% of migrant students (in grades 8-12) will demonstrate knowledge of postsecondary planning and options.	

► **What needs do migrant high school students have that affect their ability to graduate?**

- Students need motivation.
- Not knowing about the credit requirements.
- Low abilities in math. Need reinforcement in math.
- Create activities to maintain the students in High School, many students are dropping out of school.
- Develop knowledge for students to know what is going to happen after High School graduation.

► **What else might the Migrant Education Program do to help with Graduation?**

Follow up with students since the beginning of the school year to be aware of their abilities and weaknesses. Meet with students to explain about motivation for graduation. The importance to graduate for their future and work requirements. Ex. work at a factory.



PAC Meeting Small Group Activity – OSY Goals and Strategies

In its current SDP, the PA Migrant Education Program identifies the following Performance Goals and Service Delivery Strategies for Out of School Youth. Please spend the next 10 minutes discussing the questions below, writing your answers in English or Spanish. We will collect these worksheets at the end of this session. Thank you for your input!

Performance Goal	Service Delivery Strategies
(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>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.

► **Are there significant OSY needs that can be addressed by the Migrant Education Program?**

There is a need of more technical programs. There is one at the school district but spaces are limited.
 Help students learn or know about a job after graduating.
 Keep students motivated to go on to college.

► **What else might the Migrant Education Program do to help Out of School Youth?**

Develop awareness of the students' necessities and the importance of graduating from High School



PAC Meeting – Small Group Needs Activity

For the next 10 minutes, please discuss the following questions with your group and write your answers below (in English or Spanish). We will collect these worksheets at the end of this session. Thank you for your input!

- ▶ **What are the highest priority education needs for migrant children?**
Knowledge of the English Language.
Language limits the students.
Students do not understand the teachers and that demotivate the student to not continue attending school.
Teachers in the school districts should not prohibit student to speak their home language because that interferes with the communication between students and parents.

- ▶ **What other needs for migrant children and families should the Migrant Education Program consider?**
Create motivational activities that enables children to assist the program. Help parents that do not speak English in obtaining knowledge of the emotional development of the child. The English language is separating the parents and students. It changes the students.

- ▶ **What might the Migrant Education Program do to address those needs?**
Evaluate the needs and confront those needs. Try to find solutions.
Communicate it to the schools and other parents.