

Pennsylvania Migrant Education Program 2021-22 State Evaluation Report

June 2023



COMMONWEALTH OF PENNSYLVANIA
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Introduction

Program Description

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

Children and youth are identified and recruited to PA-MEP based on several eligibility criteria. The term 'migratory child' means a child or youth (ages 3-21) who made a qualifying move in the preceding 36 months— "(A) as a migratory agricultural worker or a migratory fisher;" or "(B) with, or to join/ precede, a parent or spouse who is a migratory agricultural worker or a migratory fisher."

Components of a qualifying move:

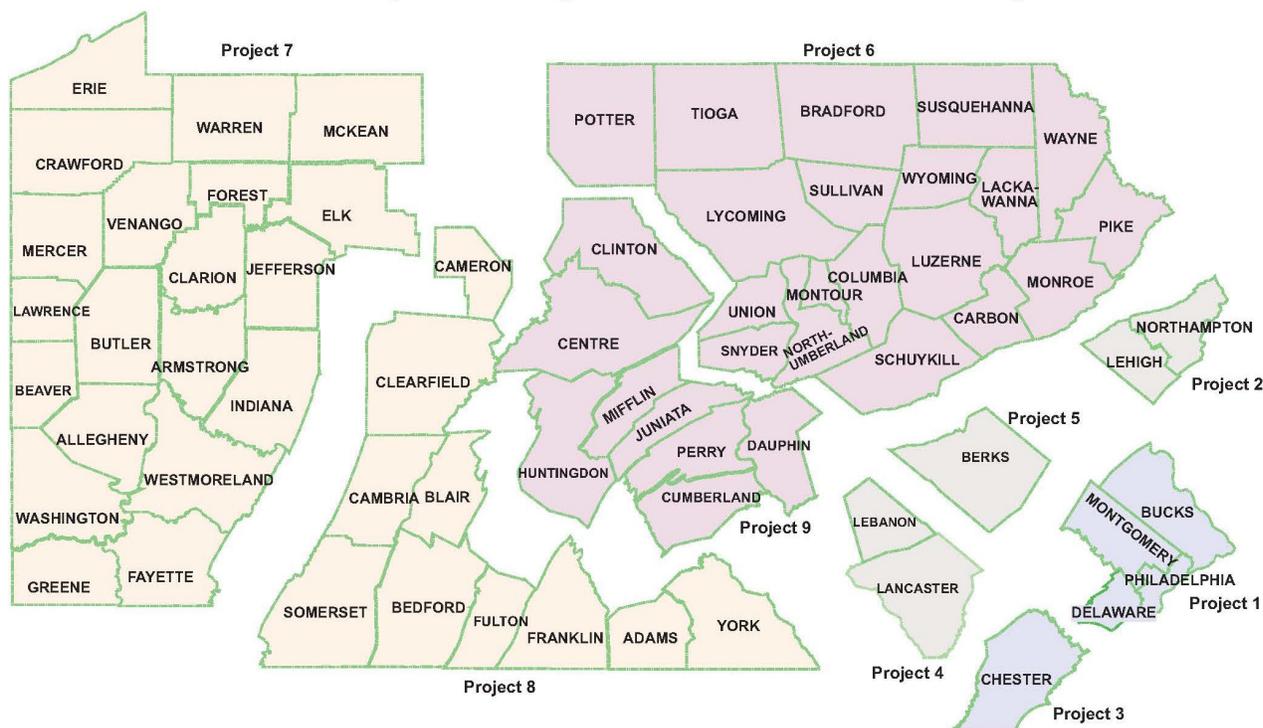
- Across school district lines;
- From one residence to another;
- Due to economic necessity; and
- In the preceding 36 months.

Pennsylvania is divided into nine project areas for the purposes of program implementation and management. Each project area has a manager that oversees operations and reporting responsibilities.

Each project area manager reports to PDE's Bureau of School Supports and has a staff of individuals handling various aspects of program implementation, including recruiters, student support specialists, and data specialists. The following map illustrates the division of Pennsylvania into the nine project areas. Four agencies manage the nine project areas:

- Chester County Intermediate Unit 24 manages project areas 1 and 3;
- Millersville University manages project areas 2, 4, and 5;
- Central Susquehanna Intermediate Unit 16 manages project areas 6 and 9; and
- Tri-County Intermediate Unit 5 manages project areas 7 and 8.

Pennsylvania Migrant Education Counties Map



Evaluation Design

PDE, through Chester County Regional Education Services, contracted with the Allegheny Intermediate Unit (AIU) to conduct a comprehensive external evaluation of PA-MEP for the 2021-22 program year. Pennsylvania is required to evaluate the program to fulfill federal requirements under Title I, Part C, Sections 1301(4); 1303(e); 1304(b)(1) and (2); 1304(c)(5); 1304(d); 1306(a)(1)(C) and (D), as follows:

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

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

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

Identification of current practices and instruments used to collect implementation data was used to examine program implementation. During and prior to the 2021-22 school year, these sources or practices included data/report completion, program enrollment, demographics, service delivery

data, annual monitoring reports, and project area reports. PA-MEP's MIS2000 database is the primary data warehouse that all project areas use to manage, track, and query migrant child and youth information.

Program results pertaining to needs assessment, service delivery, graduate and drop-out status, state academic results, and postsecondary plans were derived from individual child and youth data from PA-MEP's database.

ACCESS for ELLs assessment data was also collected at the state level to examine migrant student academic achievement.

PA-MEP staff at the state and local level receive information and guidance in advance about what data will be collected, forms and methods of submission, and the purpose of the data collection as it relates to state reporting and evaluation. This occurs through annual (or more frequent) training, managers' meetings, and ongoing communication. PA-MEP staff have access to PDE, contracted state evaluators, and the contracted state PA-MEP data team if there are questions. Project areas are also provided local program evaluation findings, guidance on how to use evaluation results locally, and directions for running reports from MIS2000 to examine their progress toward federal outcomes measures and state *Service Delivery Plan* goals.

This report addresses implementation, results, and outcomes of the PA-MEP for the 2021-22 year and includes recommendations for programmatic changes and refinements to the evaluation plan.

Disclaimer: The Migrant Education Program (MEP) is authorized by Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, as amended. This report and all its components were developed with funding from the U.S. Department of Education (ED), Office of Migrant Education (OME). The opinions expressed herein do not necessarily represent the positions or policies of the ED, and no official endorsement by the ED should be inferred. You are hereby notified that any dissemination, distribution, alteration, or copying of this report or its components is strictly prohibited without prior approval from the Pennsylvania Department of Education, specifically the Pennsylvania Migrant Education Program.

Executive Summary

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

Children and youth are identified and recruited to PA-MEP based on several specific criteria related to recent qualifying moves, age, high school completion, and type of temporary/seasonal work.¹

PA-MEP divides Pennsylvania into nine project areas for program implementation and management. Four agencies manage the nine project areas and report to PDE's Bureau of Curriculum, Assessment, and Instruction. Each project area has a staff of individuals handling various aspects of program implementation, including recruiters, student support specialists, and data specialists.

Evaluation Design

The purpose of the PA-MEP state evaluation is to examine program implementation and results and build capacity within project areas to make decisions based on evaluation findings. PDE, through Chester County Regional Education Services, contracted with the Allegheny Intermediate Unit to conduct a comprehensive external evaluation of PA-MEP as required under Title I, Part C, Sections 1301(4); 1303(e); 1304(b)(1) and (2); 1304(c)(5); 13]04(d); 1306(a)(1)(C) and (D):

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

Several data sources were used to evaluate program implementation and outcomes including data extracts from MIS2000 (the PA-MEP database), student results on state academic and English language assessments, student data from the Kindergarten Preparation Inventory, project area monitoring reports, and other data. Data were gathered from state² and local sources and analyzed at the state level, for each project area, and by student category, English fluency, and/or Priority for Service status, as applicable.

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

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

Demographics

A total of 5,268 children and youth were enrolled in PA-MEP for one day or more between September 1, 2021 and August 30, 2022.³ This number increased by 823 students compared to the prior year. School-age children and youth made up 69 percent of the population followed by 18 percent who were not yet school age (birth to age 6, not yet enrolled in a K-12 school), and 13 percent who were out-of-school youth.

A majority of qualifying individuals (81 percent) identify themselves (using federal race categories) as Hispanic. Spanish was the most common home language (73 percent), followed by Nepali (10 percent), Swahili (4 percent), or another language (13 percent).

Program Implementation Results

Each project area conducts a needs assessment for each child and youth to identify risk factors that may influence success. Program staff use a variety of data available to them as well as their professional experience to determine a child's status related to each need indicator. They may also use a data guide that contains definitions and hierarchy for data coding. Needs assessment results are used to link children and youth to services and were available for 4,974 children and youth (94 percent of children and youth).

Based on needs assessment data, 47 percent of 5,268 students in 2021-22 were identified as "Priority for Service" at any time during the program year. The Priority for Service designation indicates individuals who have certain risk factors. PA-MEP staff serve Priority for Service children and youth first or prioritize these individuals for service when resource limitations exist.

Overall, 80 percent of children and youth ages 3 or older were not fluent in English. Based on analysis of service data for nonfluent students ages 3 and older, 92 percent received English-related services or support; 92 percent of nonfluent Priority for Service students received English-related services, and 91 percent of non-Priority for Service students received English services. A majority of nonfluent K-12 students who were enrolled before June 2022 (95 percent) were coded as receiving English services through their school or district's English as a Second Language (ESL) program during the school year.

Preschool enrollment has long been a priority of the PA-MEP. Of children ages 3 and older and not yet enrolled in K-12 school, 57 percent were enrolled in a preschool program. This number represents a considerable increase from the 44 percent in the prior year but is also more in line with the pre-pandemic 62 percent enrolled in a preschool program in 2019-20. As data in the prior year indicated, the decline was most likely due to family choice during the pandemic. A return to normal family practices as the pandemic eases is a likely reason for the increase this year.

According to initial needs assessments, 82 percent of K-12 students needed to improve in reading and 80 percent needed to improve in math. To make this determination, staff could use state and local assessments, report card grades, teacher determinations, student records, or their professional observation, if no other data sources were available.

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

Of the K-12 students who were not proficient in reading (2,960), 83 percent received reading-specific supplemental services. Further analysis revealed that 85 percent of Priority for Service students with a reading need received supplemental reading services through at least one category, while 81 percent of non-Priority for Service students received supplemental reading services, providing evidence that Priority for Service students took priority for service delivery.

Of the K-12 students not proficient in math (2,913), 78 percent received math-specific supplemental services. Further analysis indicated that 81 percent of Priority for Service students received supplemental math services, compared to 75 percent of non-Priority for Service students, providing evidence that Priority for Service students took priority for service delivery.

Out-of-school youth have several options for education support. Needs assessment results for these youth reflect interest or participation in ESL programs, Adult Basic Education and/or General Equivalency Diploma (GED) programs, job training, or school entry. Of the 627 nonfluent out-of-school youth, 73 percent attended, enrolled in, were interested in, or had completed an ESL program. Additionally, 18 percent were interested in, enrolled in, attended, or completed a GED program; 17 percent were interested in, enrolled in, attended, or completed job training; and 5 percent were interested in or enrolled in K-12 school.

PA-MEP service delivery was examined as an element of federal Government Performance and Results Act (GPRA) measures. Of the 5,268 students enrolled one day or more during the 2021-22 year, 4,861 (92 percent) were coded as having received services under one or more categories based on service delivery data or action codes indicating delivery of services or materials. Of those individuals not having any service delivery indicated (407), four did not have a reason which could have included being younger than 3 years old,⁴ enrolling at the end of the program year, having a short enrollment or residence, refusing services, or PA-MEP being unable to contact or locate the student after multiple attempts.

Student Outcomes

Kindergarten Preparation Inventory

For the 2018-19 program year, PA-MEP instituted a new pre-kindergarten skill development instrument called the Kindergarten Preparation Inventory. Complementing the Inventory was a toolkit of resources, lessons, and manipulatives that staff could use to support students in developing skills that they would need as they transitioned to kindergarten. The 2021-22 year was the fourth year this resource was used.

Inventory data was available for 223 children, which is 44 percent of the 504 PA-MEP enrolled children who were ages three or older and not yet in kindergarten this year.⁵ Considering a child's result as of their last inventory administration, regardless of the timing of the inventory, 38 percent of all children included in analysis demonstrated skills at the mastery level, 39 percent were in

⁴ Federal funds prioritize services for children ages 3 and older. The program is not required to serve children from birth-age 2 but does so in many cases through state funds to support the general education success of the family.

⁵ PA-MEP staff were instructed to administer the KPI to children 4-years and older who were not yet enrolled in kindergarten. Some three-year-old children completed the KPI, however, and are included in the overall results. Results by age are found in the [Kindergarten Preparation Inventory](#) section of this report.

progress, and 23 percent were considered not yet meeting expectations. The proportion of students at the mastery level increased with age.

There were 114 children with two data points, or a pre and a post administration. Of these 114 children, 87 percent improved the number of skills demonstrated from pre to post. Additionally, one percent of children demonstrated the same number of skills but scored in the mastery level, 11 percent demonstrated the same number of skills but were not at a mastery level, and two percent declined.

State Academic Assessments

Pennsylvania administers several annual assessments in core academic areas to public school students: the Pennsylvania System of School Assessment (PSSA) in grades 3-8, the Pennsylvania Alternate System of Assessment (PASA) to students having significant cognitive disabilities in grades 3-8 and 11, and the Algebra I, biology, and literature Keystone Exams to secondary students, with students re-taking the Keystone Exams until they reach a proficient level. Their score is banked and applied to their grade 11 year, or their grade 11 Keystone Exam is used for accountability if the student had not yet reached a proficient level.

PSSA, PASA, and Keystone Exam data were available at the state level and matched to PA-MEP enrollment data. Consequently, data was available for all migrant students enrolled in a public school who took the applicable assessment. Performance levels (below basic, basic, proficient, or advanced) were used in assessment analysis. In addition to looking at the overall results, state assessment data were disaggregated by grade level, English fluency,⁶ and Priority for Service status. Priority for Service status was further disaggregated by English fluency. The following table provides the state academic results for 2021-22. In each of the three content areas, the largest portion of students scored in the below basic performance level.

Table 1: 2021-22 State Assessment Results.

Content area	Students included	Advanced	Proficient	Basic	Below basic
Math/Algebra I	1,154	3%	8%	18%	70%
Reading/literature	1,042	3%	18%	33%	46%
Science/biology	426	5%	17%	30%	47%

Results for reading, math, and science indicate that English fluency was a factor in students' results as fluent students tended to score in the proficient and advanced levels in greater percentages than nonfluent students. Likewise, students with a Priority for Service designation were less likely to score in the proficient or advanced levels than students who did not meet Priority for Service criteria.

An analysis of state assessment results comparing migrant students to non-migrant students was conducted using summary findings provided by the PDE Assessment Office. However, it is important to keep in mind that the migrant student group that had state assessment results is a small fraction of the non-migrant group: less than 0.2 percent. Comparisons should be made with caution.

In reading/language arts, 20.9 percent of migrant students assessed scored in the proficient or advanced performance levels, which is lower than the non-migrant group (55.1 percent), a gap of

⁶ English fluency was determined by the child's or youth's PA-MEP needs assessment.

34.2 percentage points. In math, 11.7 percent of migrant students scored in the proficient or advanced performance levels, while 36.1 percent of non-migrant students did so, a gap of 24.4 percentage points. In science, 22.3 percent of migrant students scored proficient or advanced compared to 56.7 percent of non-migrant students, a gap of 34.4 percentage points. However, when non-migrant results are compared to the fluent migrant subgroup results, the gap shrinks. Instead of gaps of 24-34 percentage points, the gaps between migrant fluent students and non-migrant students are only 4-15 percentage points, further confirming the influence of language on assessment results.

State English Proficiency Assessment

The ACCESS for ELLs⁷ assessment is a language proficiency assessment for K-12 students and is one component of the World-Class Instructional Design and Assessment (WIDA) Consortium's comprehensive, standards-driven system designed to improve the teaching and learning of English language learners. Pennsylvania is a part of the WIDA Consortium. The purpose of the assessment is to monitor student progress in English language proficiency on a yearly basis and to serve as a criterion to aid in determining when students have attained full language proficiency.

ACCESS for ELLs data was available for all students enrolled in a Pennsylvania public school who took the assessment. For the 2021-22 program year, data was available for 1,654 migrant students in kindergarten through grade 12 (652 Priority for Service, 1,002 non-Priority for Service), which is 69 percent of all K-12 PA-MEP nonfluent students enrolled during the school year (2,391) prior to June 2022. Students only have data if they were enrolled in public school in Pennsylvania at the time the assessment occurred.

Overall results indicate a majority of students (90 percent) scored in the lowest three (of six) performance levels. The largest group, at 42 percent, scored in the first level, Entering. The second and third levels, Emerging and Developing, were 26 and 22 percent, respectively.

Priority for Service status influences results, as 91 percent of Priority for Service students scored in the bottom three levels compared to 89 percent of non-Priority for Service students.

Slightly more than half (55 percent) of non-fluent students with 2021-22 ACCESS for ELLs data also had 2020-21 ACCESS for ELLs data for comparison. Based on a comparison of each student's composite scale score as directed by the ACCESS for ELLs Interpretive Guide, 71 percent of students with two consecutive years of data improved, 9 percent maintained the same level, and 20 percent declined.

Graduation, Promotion, GED, and Dropout

Migrant students have a higher risk of not graduating from high school because of the mobile nature of the migrant lifestyle. One of the areas of focus for the PA-MEP is to keep students in school and ensure that they graduate. A total of 139 students were enrolled in grade 12 during the 2021-22 school year and had graduation information available, of which 89.2 percent (124) graduated. This is higher than the prior year, where 87.2 percent graduated. In addition to grade 12 students graduating, analysis revealed that four students enrolled in grade 11 and one student in grade 10

⁷ While the name of the assessment is an acronym standing for Assessing Comprehension and Communication in English State-to-State for English Language Learners, ACCESS for ELLs is the formal name of the assessment.

successfully graduated in 2021-22 by earning additional credits and meeting requirements. This brings the total 2021-22 graduate count to 129 students.

Overall, 96 percent of the 2,652 K-12 students whose status was known graduated or were promoted. Further, according to promotion information for secondary students (grades 7-12) whose graduation and promotion status could be determined (1,097 students), 91 percent were promoted to the next grade or graduated.

Three out-of-school youth earned their GED credential during 2021-22, which is two more than the prior year. Additionally, four youth were listed as pursuing their GED, which is two fewer than the prior year.

PA-MEP had a net dropout count of 42 students in 2021-22, which is higher than the prior year's net count of 27. Forty-three students dropped out of school during the 2021-22 year. Of these students, 39 dropped out between 2020-21, 3 between 2021-22, and 1 during 2021-22 that re-enrolled before the end of the year. Four students who dropped out were coded as pursuing their GED credential.

Analysis also examined the frequency of school re-enrollments for students who dropped out this or in a prior year. Sixteen students who previously dropped out re-enrolled in school during 2021-22, which is nine more than the prior year.

Conclusion

PA-MEP provides a variety of services to migrant children and youth and most children and youth receive services through PA-MEP or another source in line with their needs. Migrant children and youth face a unique set of challenges, including mobility and limited English fluency, which influence student outcomes. The following recommendations were established based on evaluation findings:

- Continue to focus efforts on: 1) nonfluent and Priority for Service students, 2) any student who is identified as declining on academic measures, and 3) students who may be at risk of dropping out or being retained, particularly at the secondary level. Special focus should be placed on Priority for Service students who are not achieving success in key program areas as identified by performance indicators.
- Although PA-MEP attempts to serve all eligible children to some extent, when resource limitations exist, the program should ensure that children and youth who are Priority for Service, nonfluent, over age 3, and/or have a need in a particular area are served first.
- PA-MEP should continue to focus efforts on preventing secondary students from dropping out.
- Evaluators and PDE should continue to collaborate to review program components and new initiatives to ensure alignment and efficiency.

Program Highlights

Annual program highlights that showcase program success and progress are as follows. Program areas for improvement are addressed in the [Reflections, Implications, and Recommendations](#) section at the end of this report.

- Year to year, **PA-MEP consistently serves most eligible students** who are at least 3 years old.
- The grade 12 graduation rate (89.2 percent) **improved** over the prior year.
- Of graduates, 68 percent indicated that they **planned to attend a two-year or four-year college**.
- Of 1,097 students in grades 7-12, 91 percent were **promoted to the next grade or graduated**. Overall, 96 percent of the 2,652 K-12 students whose status was known graduated or were promoted.
- Three out-of-school youth **earned their GED credential** during 2021-22. Additionally, four youth were listed as pursuing their GED.
- Of students having 2021 and 2022 ACCESS for ELLs data, 71 percent **improved**.
- Of the 894 high school students with information available related to their completion of higher-level math courses, 57 percent had **successfully completed Algebra I or a higher-level math course** as of their earliest needs assessment for the year. Particular to grade 11 [for which the program has a performance indicator] (185 students), 73 percent had successfully completed Algebra I or a higher-level math course as of their earliest needs assessment.
- Comparing 2021 to 2022, both **reading and math state assessment results showed increases** in overall percentages as well as in Priority for Service, non-Priority for Service, fluent, and nonfluent subcategory comparisons. Increases were also consistent within PSSA results for both reading and math, except for grade 7, where percentages remaining the same for both from 2021 to 2022.
- Of students having both 2021 and 2022 state reading assessment data who scored below proficient in 2021 and received reading services in 2022, 25 percent made an **improvement** in the 2022 state reading assessment proficiency. Using the same criteria for math, 16 percent made an **improvement** in the 2022 state math assessment proficiency.

Goal Achievement

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

Measurable Performance Objectives from the *Service Delivery Plan*

Through the Comprehensive Needs Assessment process, PA-MEP established a *Service Delivery Plan* that included measurable performance objectives (MPOs). In 2017, PA-MEP released its updated *Service Delivery Plan*, with new goal areas beginning in the 2019-20 program year. This section highlights the status of these objectives and illustrates PA-MEP’s progress toward these targets as of the end of the 2021-22 year. In the 2022-23 year, PA-MEP began to conduct a Comprehensive Needs Assessment to update the *Service Delivery Plan*. New targets are expected to be implemented in the 2023-24 program year.

Reading Target: 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.

In 2021-22, 20.9 percent of students taking the state reading assessment scored at proficient or advanced levels, which is an **improvement** over the prior year’s 17.4 percent. While PA-MEP did not achieve a 3.7 percentage point increase over the prior year nor did it reach the reading target, the program did see an increase of 3.6 percentage points from 2020-21 to 2021-22.

Reading Objective A: Beginning in spring 2018, 50 percent of Priority for Service 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.

Of the 72 Priority for Service students who both received supplemental reading services and had state reading assessment data, 19 percent **improved** their performance level from the prior year. Although the program did not achieve the objective of 50 percent, this population’s improvement percentage is notable. Further, the overall percentage (22 percent) and the non-Priority for Service group percentage (22 percent) are the same.

Reading Objective B: Beginning in spring 2018, 60 percent of non-Priority for Service 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.

Of the 227 non-Priority for Service students in grades 3-8 who: 1) had both 2021 and 2022 state reading assessment data, 2) received supplemental reading instruction, and 3) were below proficient in 2021, 25 percent **improved** to a higher performance level in 2022.

Mathematics Target: 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.

In 2021-22, 11.7 percent of students taking the state math assessment scored at proficient or advanced levels. This is an **improvement** over the prior year’s 10.0 percent. Although PA-MEP did

not achieve a 2.7 percentage point increase over the prior year nor did it reach the mathematics target, the program did see an increase of 1.7 percentage points from 2020-21 to 2021-22.

Mathematics Objective: Beginning in spring 2018, 50 percent of Priority for Service 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.

Of the 83 Priority for Service students who received supplemental math services and had state math assessment data available, 20 percent **improved** their performance level from the prior year. Although the program did not achieve the objective of 50 percent, this population's improvement percentage is notable. Further, the overall percentage (19 percent) and the non-Priority for Service group percentage (19 percent) are the same.

High School Graduation Target: By 2021, increase the percentage of grade 12 migrant students who graduate by five percentage points from the 2015-16 baseline of 87 percent.

The 2021-22 PA-MEP grade 12 graduation rate was 89.2 percent, which is higher than 2020-21 rate of 87.2 percent (a difference of 2.1 percentage points). PA-MEP's 2021-22 graduation rate represents an **improvement** of 2.2 percentage points over the 2015-16 baseline.

High School Graduation Objective: By the end of 2020-21, 80 percent of migrant students who complete the Diploma Project or other supplemental college readiness activities will graduate after four years of high school.

This measure examined data from students who were in grade 12 for the 2021-22 school year and included 1) their graduation status, 2) participation and completion status for the Diploma Project and college readiness activities, and 3) grade progression to determine their number of years in high school.

Because of changes to the Diploma Project's structure, data are not entirely comparable to prior years. In 2017-18 and prior, the Diploma Project included five student units and five parent units. In 2018-19 and later, the Diploma Project included a total of five units, four student units, and one parent unit.

Graduation status was determined for 139 grade 12 students, with 124 graduates and 15 non-graduates. Of the 124 graduates, 22 completed all units of the Diploma Project in 2021-22 or 2020-21 and another 39 participated in the Diploma Project but did not complete it. Of the remaining 63 graduates, 17 participated in other college preparatory activities in 2021-22 or 2020-21. In total, 78 students completed or participated in the Diploma Project or participated in college readiness activities (63 percent). Of these 78, 55 followed an expected grade progression based on the data available (71 percent), two (3 percent) appeared to have skipped one or more grades in the past four years, six (8 percent) had data indicating a retention at some point during the past four years, and 15 could not be determined.

Of the 15 students who did not graduate, six (40 percent) participated in the Diploma Project or college readiness activities in the most recent two years; one completed the Diploma Project. Also, three students had data indicating an expected grade progression while none appeared to skip a grade in the past four years, four appeared to be retained at some point in the same period, and none could not be determined.

The multiple variables and configurations of graduation, participation in or completion of the Diploma Project, participation in college readiness activities, changes to the Diploma Project structure, grade progression, small numbers of students in grade 12, and missing data for students not present in Pennsylvania for all of the past four years make it impossible to draw conclusions about the potential impact of program efforts on graduation. Further, the small number of non-graduates – while a positive finding in itself – does not provide an appropriate comparison group for graduates. Current data available suggest that graduation may be mostly influenced by presence in Pennsylvania and typical high school grade progression than by participation in a particular service. Additional variable isolation and focus on a single combination of factors might improve the identification of an influential relationship.

Government Performance and Results Act Measures

The Office of Migrant Education at the U.S. Department of Education (ED) established recommended performance measures for the Migrant Education Program under the Government Performance and Results Act (GPRA).⁸

1. The percentage of PA-MEP students (grades 3-8) proficient or higher on their state's reading/language arts achievement test: Of 964 migrant students taking the 2021-22 state reading assessments in grades 3-8, 21.6 percent scored in the proficient or advanced levels, which is an **improvement** over the prior year's 17.2 percent. By Priority for Service status, 22.0 percent of Priority for Service students scored in the proficient or advanced levels in reading/language arts, while 21.4 percent of students without this designation scored at these levels. This is an **improvement** for both Priority for Service students and students without the Priority for Service designation (2020-21 results showed 18.3 and 16.8 percent, respectively).
2. The percentage of PA-MEP students (grades 3-8) proficient or higher on their state's mathematics achievement test: Of the 1,085 migrant students taking the 2021-22 state math assessments in grades 3-8, 11.9 percent scored in the proficient or advanced levels, which is an **improvement** over the prior year's 9.1 percent. By Priority for Service status, 9.9 percent of Priority for Service students scored in the proficient or advanced levels in math, while 13.0 percent of students without this designation scored at these levels. This is an **improvement** for both Priority for Service students and students without the Priority for Service designation (2020-21 results showed 6.9 and 9.9 percent, respectively).
3. The percentage of PA-MEP students who entered grade 11 and had received full credit for Algebra I or a higher math class: Of 185 grade 11 students enrolled during the 2021-22 school year and having math course data available, 73 percent entered grade 11 having already passed Algebra I or a higher math class based on their earliest needs assessment for the 2021-22 year, which is an **improvement** over the prior year's 72 percent. By Priority for Service status, 60 percent of grade 11 Priority for Service students entered grade 11 having already passed Algebra I or a higher math class, while 80 percent of grade 11 students without this designation entered grade 11 having already passed Algebra I or a higher math class based on their earliest needs assessment for the 2021-22 year.

⁸ Programs are required to report on specified measures under Title 34 of the Code of Federal Regulations, Part 80.40(b): <http://www.ecfr.gov/cgi-bin/searchECFR?idno=34&q1=80&rqn1=PARTNBR&op2=and&q2=&rqn2=Part>

4. The percentage of PA-MEP students who were enrolled in grades 7-12 and graduated or were promoted to the next grade: Of the 1,496 students in grades 7-12 whose graduation or promotion status could be determined, 91 percent (998 students) either graduated or were promoted, which is an **improvement** over the prior year's 86 percent. Priority for Service and students without this designation had promoted or graduation rates of 88 and 93 percent, respectively.

Leading Indicators

The Office of Migrant Education at the ED also established leading indicators.

1. *An increasing percentage of migrant children ages 3-5 will receive instructional services.*⁹ In 2021-22, 84 percent of migrant students in the preschool category who were at least 3 years old as of September 1, 2021 received instructional services. This is an **improvement** over the prior year's 63 percent.
2. *An increasing percentage of Priority for Service migrant children will receive services.* In 2021-22, 97.7 percent of Priority for Service students received services according to service delivery data, which is an **improvement** over the prior year's 93.2 percent.
3. *An increasing percentage of grades 7-12 migrant children will receive instructional services.* In 2021-22, 84 percent of students in grades 7-12 received instructional services, which is an **improvement** from the prior year's 80 percent.
4. *An increasing percentage of grade 8 migrant children will score proficient or higher in mathematics.* In 2021-22, 11.7 percent of migrant students scored in the proficient or advanced performance levels, which is an **improvement** over the prior year's 10.0 percent.

⁹ Instructional services include reading, math, credit recovery, ESL, Diploma Project (student, those with values of instruction or completed), leadership programs, preschool, other instruction, or 21st Century programs from PA-MEP or other sources.

Findings

Demographics

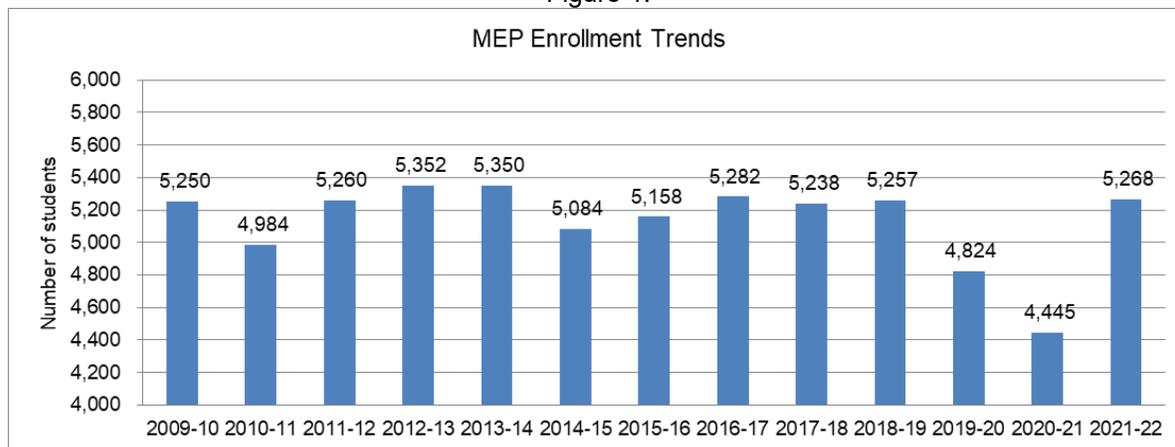
Information in this section answers the evaluation question: “Who are the children and youth that PA-MEP enrolled in the 2021-22 program year?”

In addition to examining outcomes, it is important to look at the demographics of the population to contextualize results. The 2021-22 evaluation included any migrant child or youth eligible and enrolled for at least one day at any time between September 1, 2021 and August 30, 2022.¹⁰ Depending on the type of analysis and data element, results provided in the Findings section may include all children and youth, all individuals within a category, all individuals having data available, or all individuals enrolled within a certain date range. When findings are provided for a sub-set of children and youth, an explanation is provided. Many findings are disaggregated by PA-MEP’s student categories: birth-preschool age, school age (K-12), and out-of-school youth. Throughout the remainder of this report, “student” will be used for individuals in any category, as learning activities occur for all groups.

The culture of the migrant population often includes frequent moves and changes in status. Additionally, students gain and lose eligibility throughout the program year. Demographic analysis is provided for all migrant students in Pennsylvania that have data (a unique and unduplicated count) and also by category and project area. Demographics are reported by the individual’s earliest enrollment record for the school year or the summer record if the student was not enrolled until summer 2022.

A total of 5,268 eligible children and youth were identified as migrant for 2021-22, which is 823 more than the prior year (2020-21). Prior to the COVID-10 pandemic, enrollment was fairly stable. This count shows a return to pre-pandemic levels after a two-year decline.

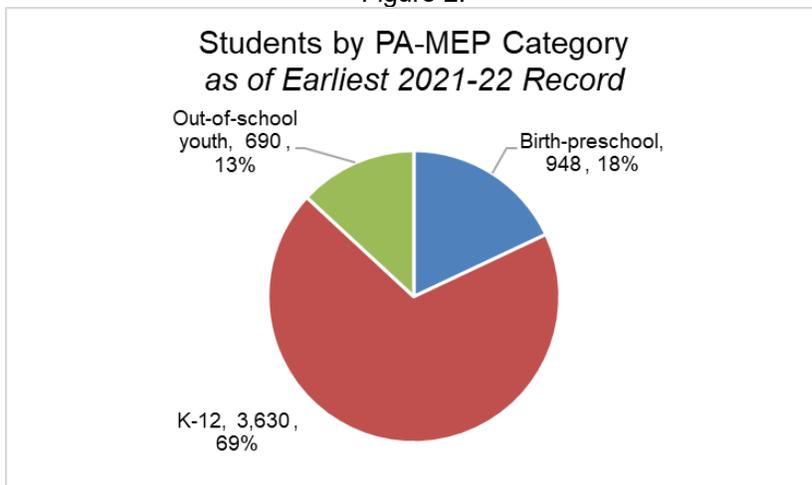
Figure 1.



¹⁰ The PA-MEP fiscal year runs October 1 to September 30. Evaluators use an adjusted period of September 1 to August 30 to capture one full school year and one full summer, as this is how data is typically attributed.

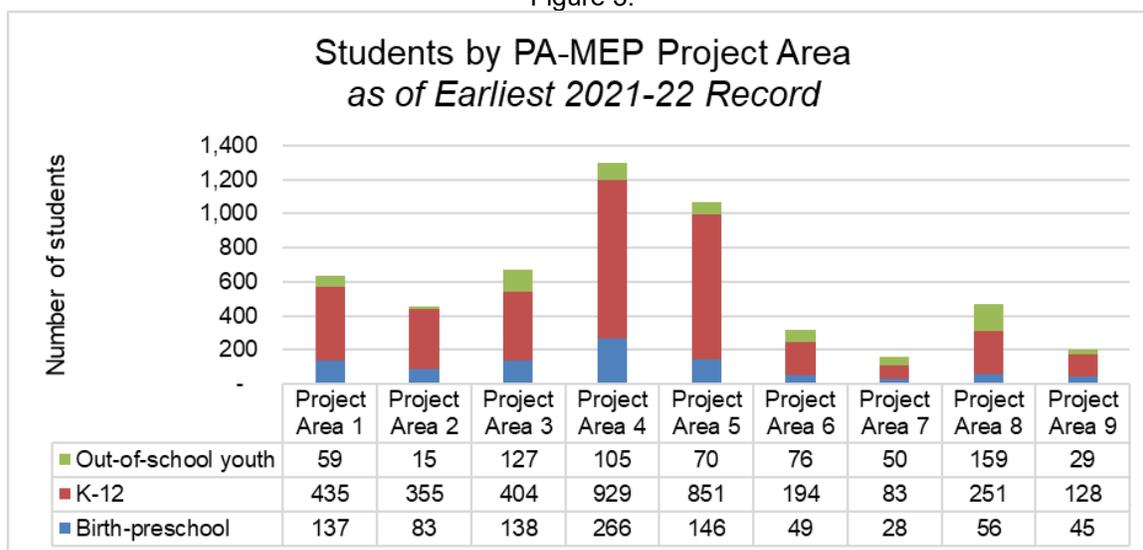
School-age students were the largest group (69 percent) based on students' first 2021-22 enrollment record. Students may change category during the year due to timing of the enrollment record, dropping out of school, enrolling in kindergarten, or out-of-school youth re-enrolling in K-12 school.

Figure 2.



Project Area 4 had the largest enrollment, followed by Project Area 5. Project Area 7 had the smallest number, which has been consistent for several years. Like a student's classification, project area can also change during the year. Mobility is a part of the migrant lifestyle and individuals often move. Unless otherwise specified, students are reported based on their earliest project area for the year. The Pennsylvania Migrant Education Counties map illustrates project area geographic location. Overall and in each project area, school-age migrant children and youth were the largest group. Project Areas 8 and 3 had the largest numbers of out-of-school youth. Project Areas 4 and 5 had the largest numbers of students in the preschool category (birth to age 6, not yet in kindergarten).

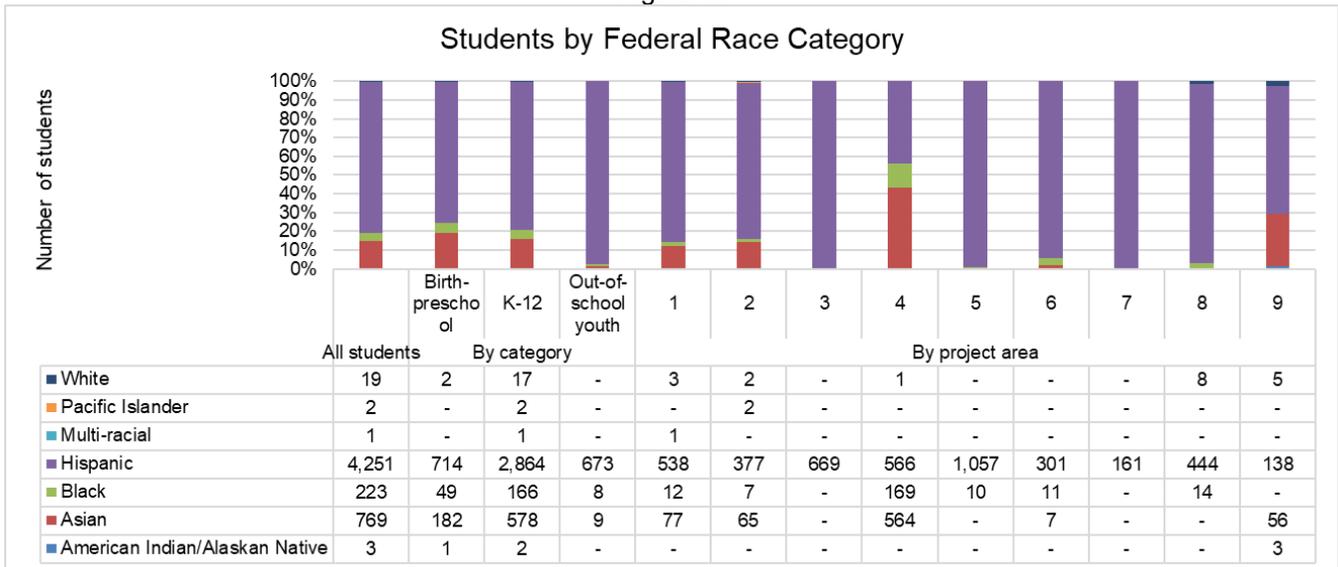
Figure 3.



Of all students in 2021-22, 55 percent of students were male, and 45 percent were female. While the birth-preschool age and K-12 categories were approximately half male (52 and 53 percent, respectively) and half female (48 and 47 percent, respectively), the majority of out-of-school youth were male (72 percent of out-of-school youth).

Most of Pennsylvania’s migrant students identified themselves (using federal race categories) as Hispanic (81 percent of 5,268 students). While the K-12 student category was similar to the state, out-of-school youth had a higher percentage of Hispanic students (98 percent of out-of-school youth) and birth to preschool age had a lower percentage of Hispanic students (75 percent) and a higher percentage of Asian students (19 percent) than the other two categories. Individual project area racial demographics differed from the state, reflecting cultural and ethnic diversity.

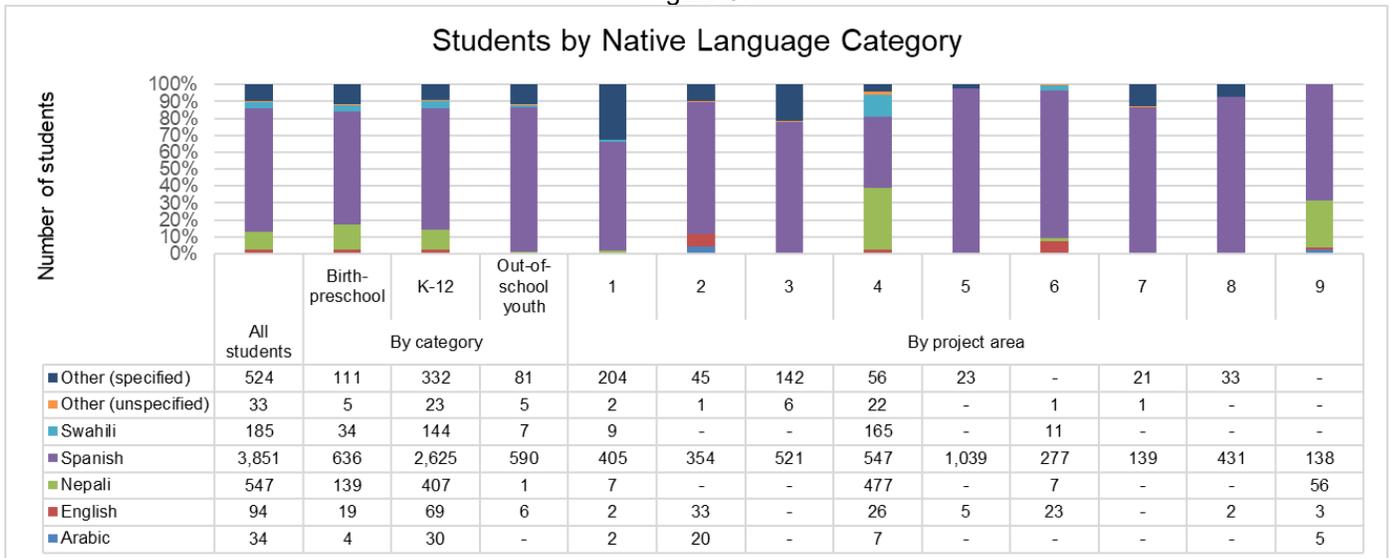
Figure 4.



Spanish was the most common home language spoken (73 percent of 5,268 students), which is nearly the same percentage as the prior year (76 percent of 4,445 students). The next largest groups included students speaking Nepali as their home language (10 percent) or Swahili (4 percent).¹¹ These percentages were similar for all three student categories, though out-of-school youth had a higher percentage for Spanish and the birth-preschool population had a higher percentage of students speaking Nepali. Project area differences in race and ethnicity noted previously were also reflected in home language.

¹¹ Other languages (specified) include Burmese, Chin, Creole, French, Indigenous Guatemalan, Indonesian, Karen, Khmer, Kinyarwanda, Mam, Portuguese, Pushtu/Dari, Ukrainian, and Vietnamese. These languages are coded in PA-MEP’s MIS2000 database but are not broken down in the graph because of the small percentages of each language (less than 2 percent of students each).

Figure 5.



When examining the birth through preschool migrant population, it is important to note that the category includes all children not yet of school age or not yet enrolled in kindergarten. PA-MEP separates these children into two age ranges: birth through age 2 and 3 years or older, but not yet enrolled in kindergarten. For the purposes of needs assessment and service provision, PA-MEP focuses on those children who are at least 3 years old, though all children may be served. Age is calculated based upon the child’s birthdate and September 1, 2021, a common cut-off date for kindergarten enrollment in Pennsylvania. Children aged 3 or older made-up 53 percent of the 948 migrant birth-preschool children.

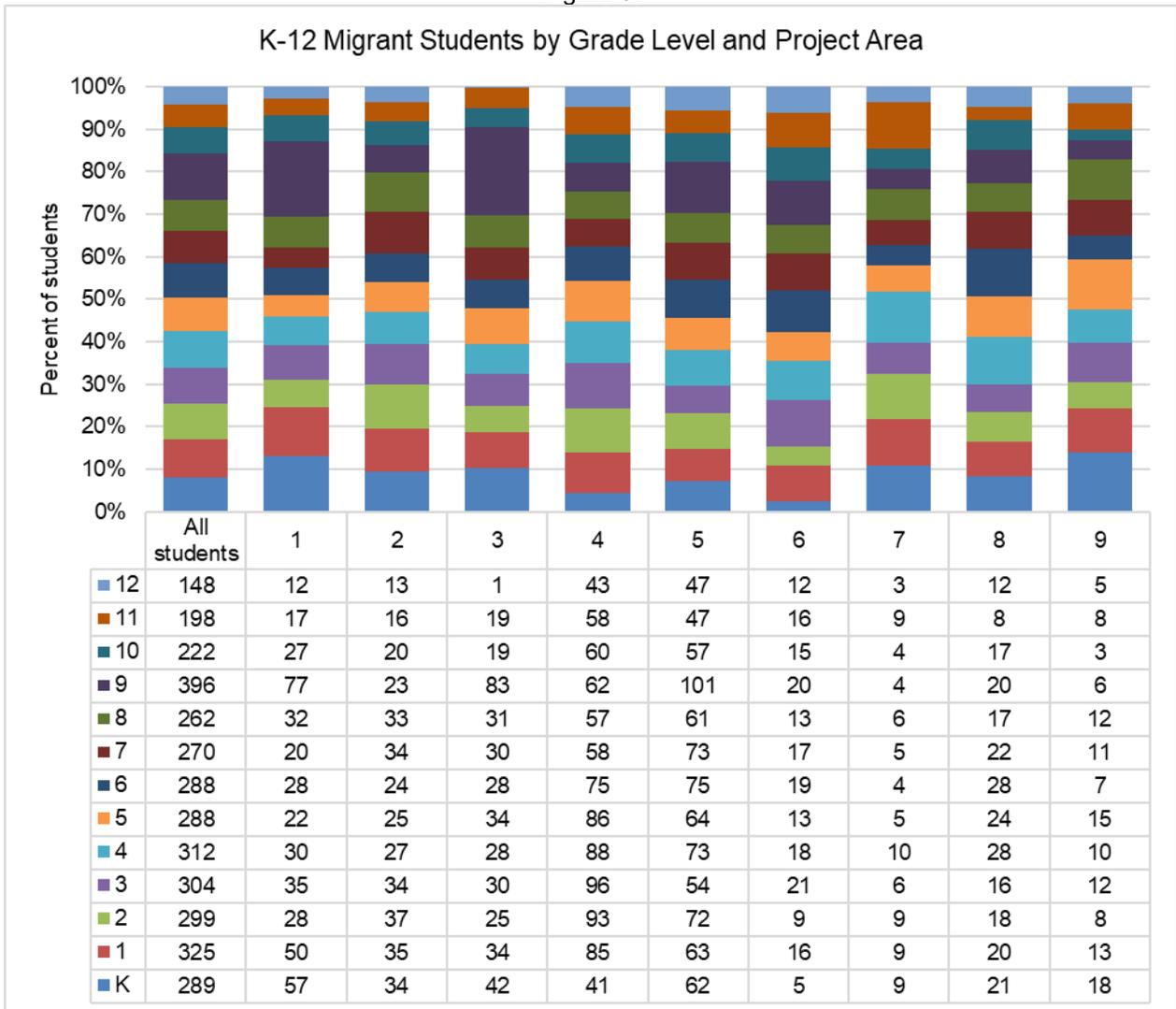
Age is also an important element for out-of-school youth. For the 2021-22 school year, compulsory school attendance was “until age 17 or graduation, whichever occurs first.”¹² However, there are certain exceptions for children under that age (and as young as 14) for work purposes, particularly farm work purposes, with appropriate school permits. Like the preschool category, out-of-school youth age was calculated as of September 1, 2021, including students who were identified as out-of-school youth at the start of the year as well as those students who were initially categorized as K-12 students but later in the year became out-of-school youth (see dropout prevention, page 83).

More than a third of out-of-school youth were 20 years old or older (35 percent) and another 44 percent were 18 or 19 years old; in total, 79 percent were 18 or older and 21 percent were 17 or younger. Although these children may have been engaged in qualifying work as permitted in Pennsylvania law, the extent to which these individuals had such valid exclusions and permits is unknown.

Students within the K-12 category made up the majority of migrant students for the 2021-22 program year, relatively similar grade distributions across grade levels. Similarly, percentages by project area were also evenly distributed.

¹² <https://www.education.pa.gov/Policy-Funding/BECS/Purdons/Pages/Truancy.aspx>

Figure 6.

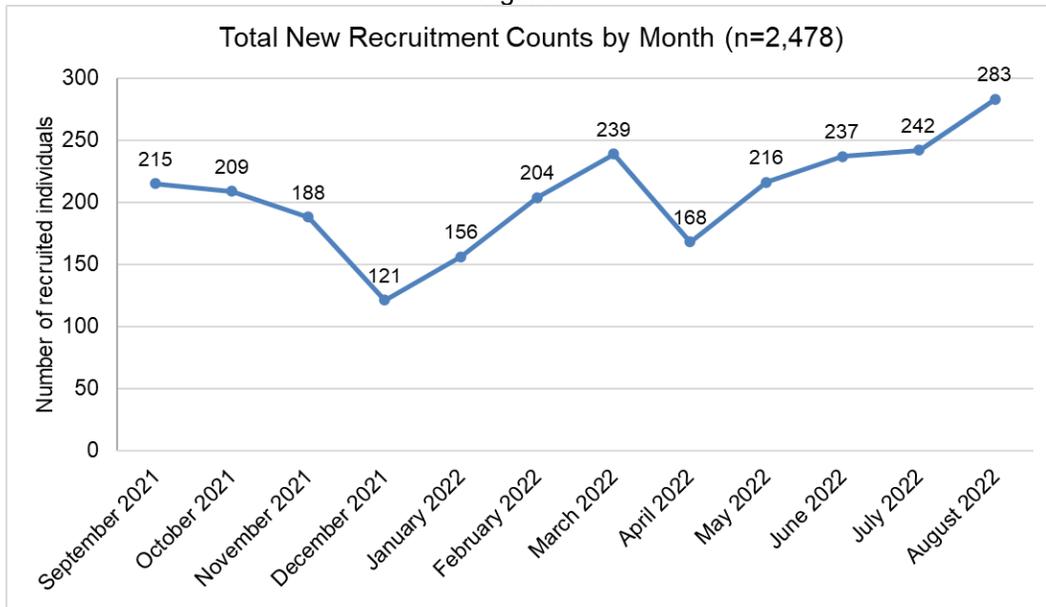


Recruitment

The state data team regularly reports recruitment counts and trends by project area and month to the state and project managers. Figures 7 and 8 provide information about the volume of new identifications and arrivals in a project area received throughout the year. These graphs include any new identification or move into a project area, which may originate from another Pennsylvania project area or from outside Pennsylvania. This means that a family may be duplicated in a graph if they made two or more moves across project area lines during the year. Only moves and new arrivals or identifications are included. Previously identified families who stayed in one project area for the entire year are not shown.

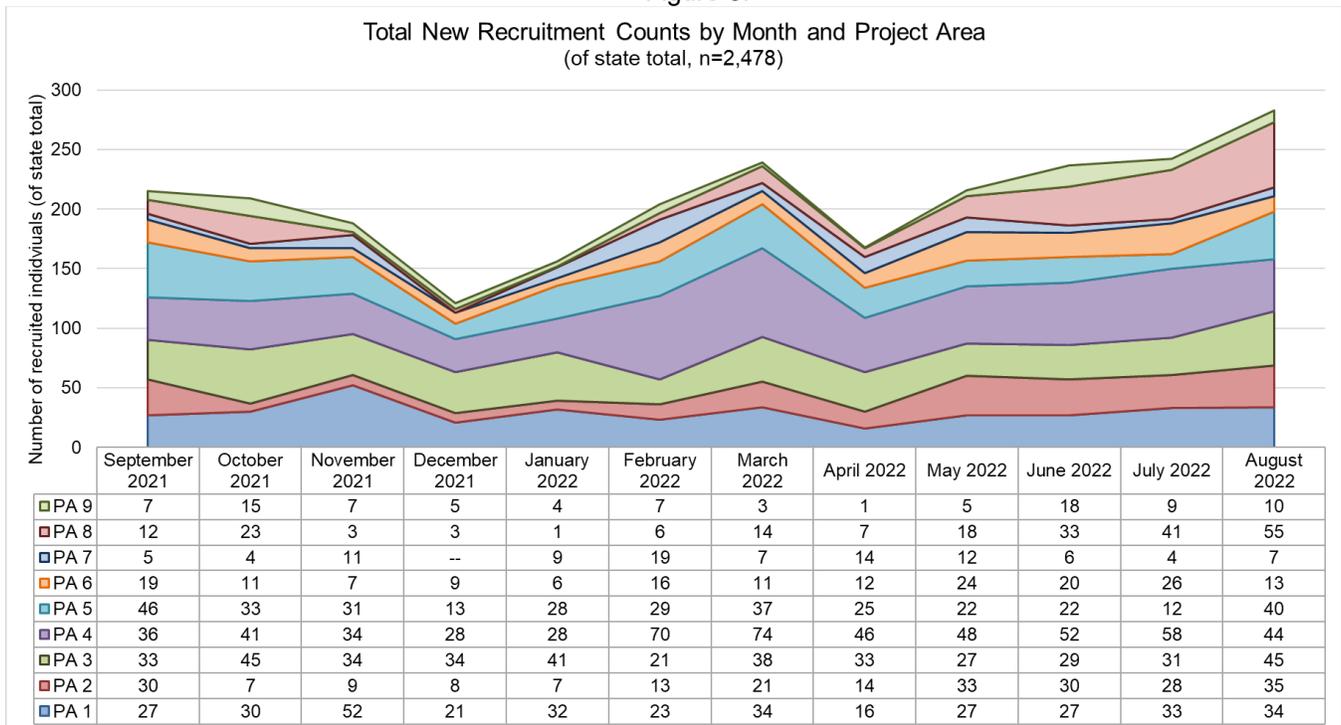
Overall, the greatest numbers of identification and recruitments occurred in summer 2022, with the lowest recruitment count of the year in December 2021. This is consistent with the prior year's recruitment trend.

Figure 7.



These counts were also available by project area and month and show the variability in migratory patterns and counts across the project areas.

Figure 8.



Student Needs and Service Delivery

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

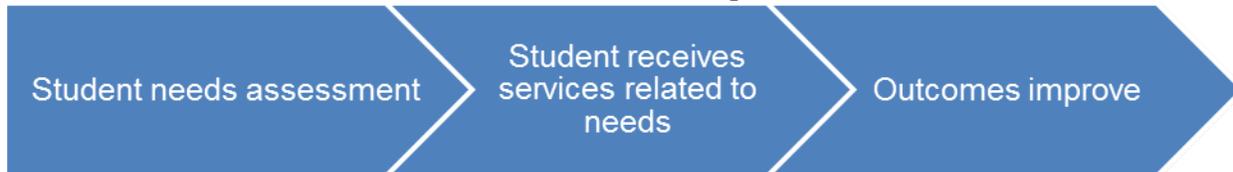
Once confirmed as eligible, PA-MEP conducts a needs assessment for each student. The purpose of this needs assessment is to identify risk factors that may influence student success. Some of these risk factors are unique to the migrant lifestyle. PA-MEP staff use needs assessment results to match students with services related to their individual needs. Additionally, if a student moved from one area of Pennsylvania to another, PA-MEP staff in the new area can review previously documented needs to serve them more efficiently. Further, needs assessment results determine whether a student is identified as Priority for Service. Students are to receive their needs assessment as soon as possible after being identified and recruited: by October 31, or within 10 working days of eligibility verification and enrollment. Student needs assessment may be updated throughout the year.

The needs assessment findings in this report provide information based on student needs during the year. Some needs elements are examined for their status at the beginning of the program year or the start of a student’s enrollment before any services or support were provided during the program year (usually academic-related needs), while others reflect whether a student met certain conditions at any point in the year to determine the prevalence of a condition in the population. For example, reading needs are examined as of the first needs assessment to determine if a student had an initial reading need identified and received related services over the course of the year. Alternatively, all needs records are examined to determine if a student experienced homelessness at any point during the year. In some cases, staff comments and needs element value changes were taken into consideration to determine a student’s status. Students may receive new or updated needs assessments when new information becomes available or when students move or change category. For some elements, both initial and later needs results are considered for need elements. Program staff use a variety of data available to them as well as their professional experience to determine a child’s status related to each need indicator. The program maintains a data guide that contains definitions and coding hierarchy to support staff in identifying the best evidence or source information to determine a child’s or youth’s status on each need indicator.

The information that follows provides an overview of the challenges that migrant students faced during 2021-22 and provides context for the services and support they received as a results of need identification.

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

Figure 9.
Student Outcomes Logic Model



State Outcomes Logic Model



Needs assessment data was available for 4,974 students (94 percent of all students). Of the 294 students not having a needs assessment, 289 (98 percent) had recognized explanations documented such as having a very brief enrollment or eligibility period, refusing services, or being younger than 3 years old. The remaining 2 percent may also have valid exception reasons, but such reasons were not evident in the available data.

Although the evaluation focuses on service delivery about specific need categories, service delivery overall was also examined, as this is part of federal Government Performance and Results Act (GPRA) measures for PA-MEP. Of the 5,268 students enrolled during 2021-22, 4,861 (92 percent) were coded as having received services under one or more categories based on service delivery data or action codes indicating delivery of services or materials. Of those individuals not having any service delivery indicated (407), four could not be explained by being younger than 3 years old, enrolling at the end of the program year, having a short enrollment or residence, refusing services, or the PA-MEP were unable to contact or locate the student after multiple attempts.

Students received services from PA-MEP sources, PA-MEP partner organizations, other organizations/sources, through campus-based and in-home programming, during regular term (school year) and summer term. Students received services through a variety of combinations of these elements under various content areas or program types.

Each project area offers a variety of approaches, programs, activities, and curricula to each category of students that reflects the different and varied population of students from different backgrounds and having different needs.

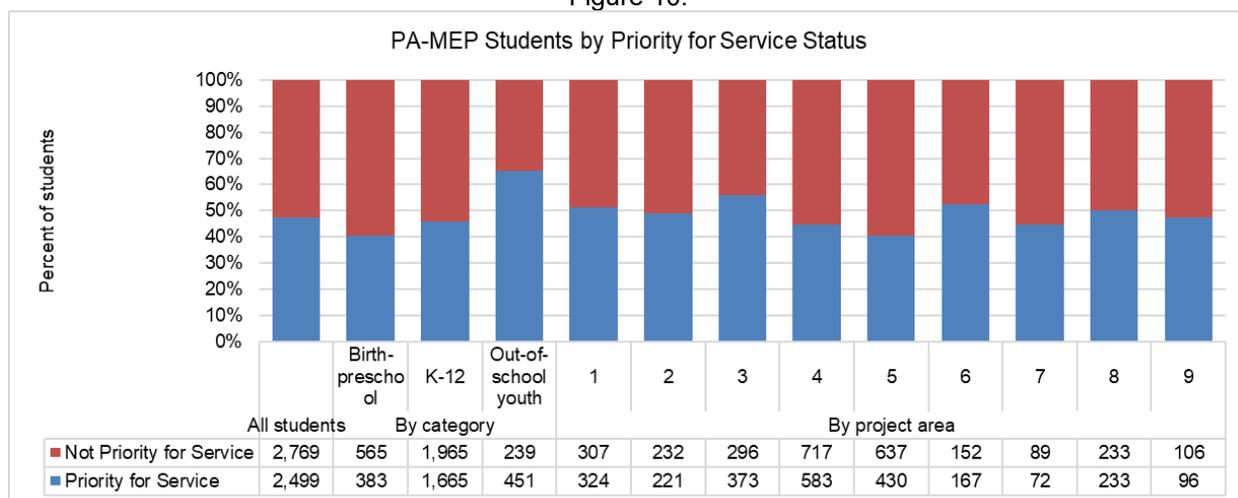
Priority for Service

In addition to identifying risks for each student to facilitate connections with services, risk factors are used to prioritize students for service – a classification called Priority for Service. Criteria exist for each of the student categories and Priority for Service status was determined on an ongoing basis during 2021-22. If a student was not identified as Priority for Service initially and later found to fit the criteria-based needs assessment updates, the student became Priority for Service. If a student was Priority for Service initially and later found to change their status in one or more of the Priority for Service criteria, the student remained Priority for Service for the remainder of the program term.

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

Priority for Service status is determined based on several age and needs assessment criteria. As the name implies, Priority for Service students were to receive priority for services and support over students not having this designation in situations where not all students could be served. A total of 2,499 students (47 percent of 5,268 students) in 2021-22 were identified as meeting Priority for Service criteria at any time during the program year. Out-of-school youth had the highest percentage of students designated as Priority for Service (65 percent). The preschool category had the lowest percentage of students determined to be Priority for Service (40 percent). Project Areas 1, 2, 3, 6, 8, and 9 showed percentages of Priority for Service greater than the state. For the purposes of the state evaluation, any student having a Priority for Service designation at any time during the year was treated as Priority for Service for all analyses. Based on service delivery data, 98 percent of Priority for Service students received services.

Figure 10.

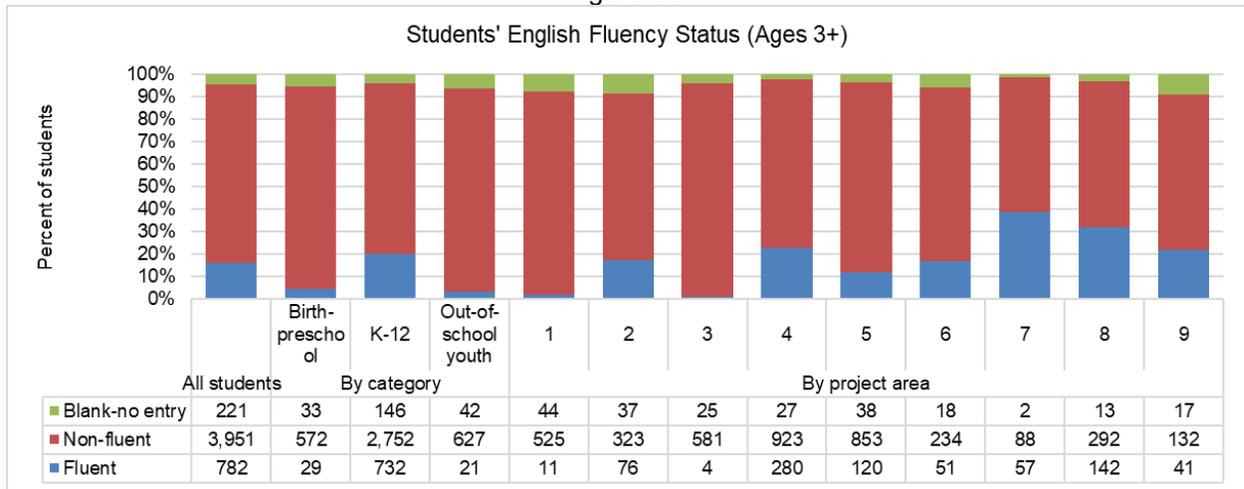


English Language Fluency

Overall, 80 percent of students ages 3 or older were designated as not fluent in English during the program year, which is a factor in determining Priority for Service status. These results exclude children under 3 years old, as they are still developing their language skills. Examining fluency by student category, preschool ages 3 or older had the largest percentage of students not fluent (92 percent), and school-age students had the smallest percentage (76 percent).

Project area percentages varied considerably. Project Areas 3 and 1 had the highest percentages of students who were not fluent (95 and 91 percent, respectively). Project Area 7 had the largest percentage of fluent students (40 percent).

Figure 11.



Of the 2,752 nonfluent K-12 students enrolled during the 2021-22 program year; 2,594 (94 percent) either received school year English services through their district’s ESL program or they were summer enrollments where school-based ESL would not be available.

Because past findings indicated that English fluency is a known influence on student outcomes, service delivery data for nonfluent students was examined. Findings indicate that 92 percent of nonfluent students 3 years old or older received English-related services in some form, with 92 percent of Priority for Service students receiving services compared to 92 percent for students without the Priority for Service designation. The high percentage of non-Priority for Service students served may be a result of nonfluent students participating in school-based ESL programming in school, receipt of which is not a factor of Priority for Service status, as enrollment in such instruction is determined by students’ schools. Regardless, it is a positive result that nearly all nonfluent students over age three across categories received English support.

Special Needs

Overall, 6.0 percent of students were designated as having special needs (not gifted). School-age students had the highest percentage of students with this designation (7.4 percent of 3,630 K-12 students having needs data), possibly due to formal protocols available for this population related to special needs.

Homeless and Unaccompanied Youth

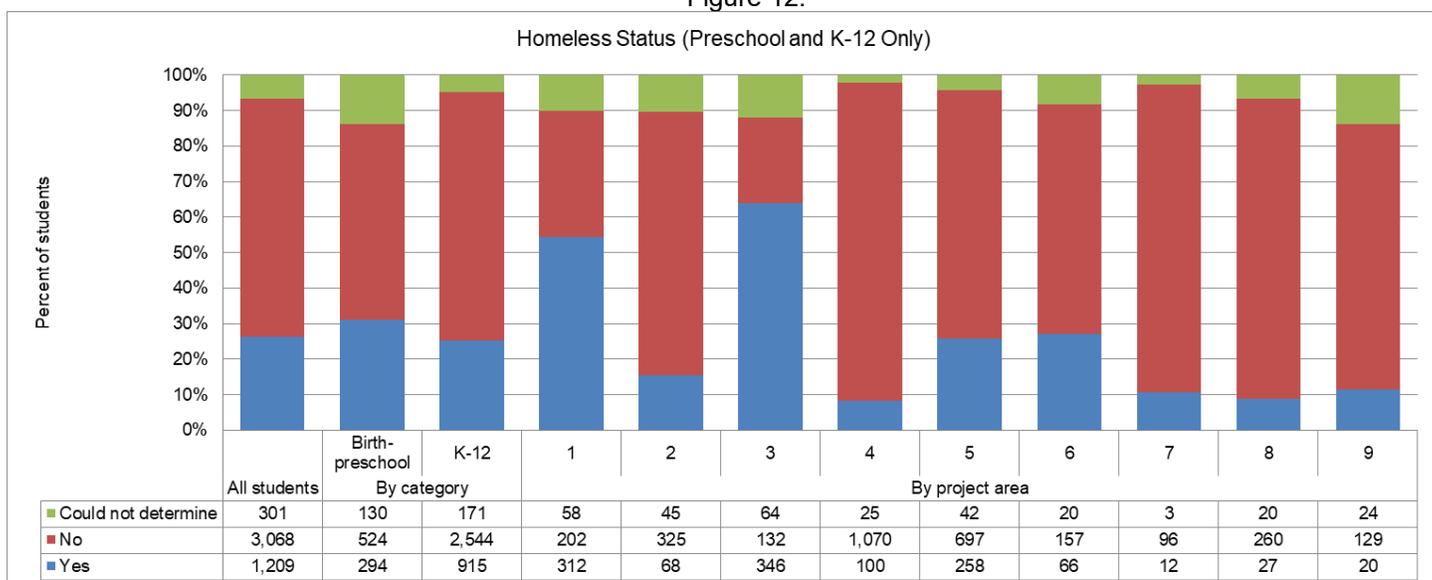
About one quarter (26 percent) of PA-MEP students in the birth-preschool and K-12 categories were identified as homeless at any point during 2021-22 based on the definition of homelessness included in the McKinney-Vento Homeless Assistance Act.¹³ Out-of-school youth were not considered homeless and eligible for McKinney-Vento Act-supported programming for the 2021-22 year due to a change in the official definition in 2017.

Project Area 3 had the largest percentage (64 percent) of students experiencing homelessness, followed by Project Area 1 (55 percent). Project Area 4 had the smallest percentage (8 percent).

¹³ Other programs may use a different definition or criteria to determine homelessness.

Differing numbers of migrant children and youth in each area contribute to variability in the percentages of individuals identified as experiencing homelessness.

Figure 12.



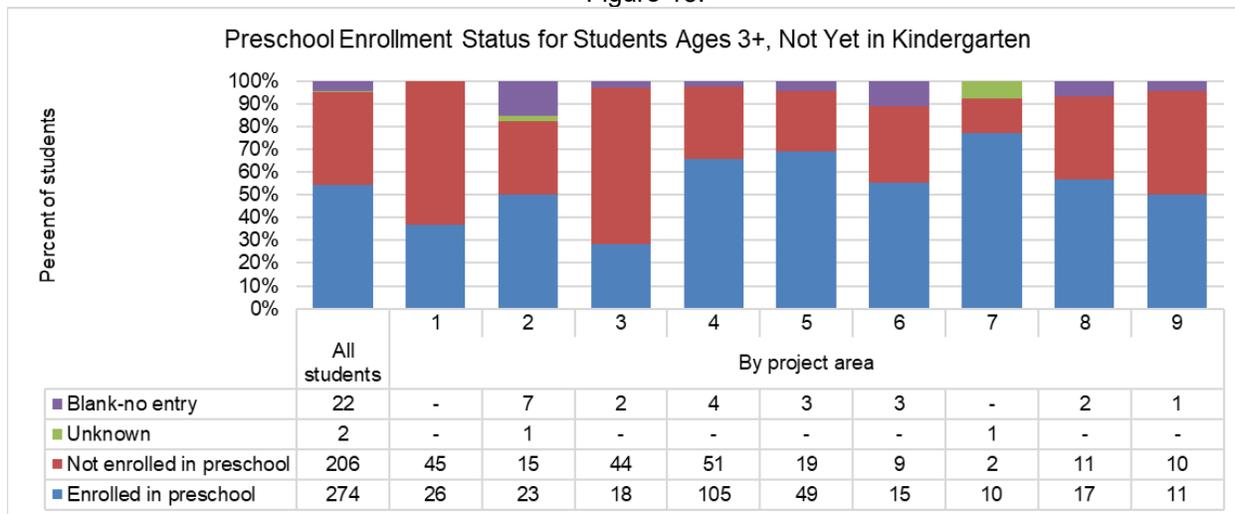
Related to homeless status, PA-MEP also collected information about whether students were unaccompanied youth – students who were not in the physical custody of their parent or legal guardian. Less than 5 percent of birth-preschool and K-12 individuals were designated as unaccompanied youth.

Preschool Enrollment

Preschool enrollment is an area of priority for the PA-MEP. Of all students in the birth through preschool-age category, 36 percent were enrolled in a preschool program for at least part of the program year. However, of those students most likely to enroll in preschool (students ages 3 or older and not yet enrolled in kindergarten), 54 percent were enrolled in a preschool program for at least part of the year.

Factors related to Priority for Service status may also influence preschool enrollment, as 39 percent of Priority for Service preschool students ages 3 or older were enrolled in preschool, compared to 76 percent for students without this designation.

Figure 13.



Information was also collected on the reasons that preschool-age students were not enrolled in preschool programs. This data helps the program determine whether non-participation in preschool programs was a choice or a factor of external influences. Non-participation appeared to be related mostly to program availability. For 46 percent of non-enrolled students, the recorded reason for not being enrolled in preschool was lack of programs in the area, no open slots, or transportation barriers that kept them from participating. Thirty-four percent of non-enrolled children had data indicating that their family chose not to enroll them in preschool.

Data about the types of preschool programs students attended was also collected. Of the 274 students over 3 years old who were enrolled in preschool, 173 had preschool data available. Of these 173, the largest portion was enrolled in Head Start (38 percent). Another 18 percent were enrolled in a Pre-K Counts program. Seventeen percent were enrolled in a district preschool program; 5 percent were enrolled in a formal Migrant Education preschool program; 5 percent were enrolled in a Keystone Stars Program (3 or 4 stars), and the remaining 18 percent were in another type of program. Priority for Service students (62 students) were most likely to be enrolled in a Head Start program (34 percent) or District Preschool (19 percent) and students without the Priority for Service designation (111 students) were most likely to be in Head Start (40 percent) or PreK Counts (20 percent).

Reading and Math Needs

According to needs assessment entries, 82 percent of school-age students needed to improve in reading and 80 percent needed to improve in math. Proficiency could be determined using several indicators, including state and local assessment data, report card grades, the student's school staff professional determination, or PA-MEP staff professional determination, when other data sources were not available. Reading and math proficiency based upon PSSA, PASA, or Keystone Exams or state-approved assessments are factors in determining a student's Priority for Service status. Project Area 6 had the highest percentages of proficient students for both reading and math.

Figure 14.

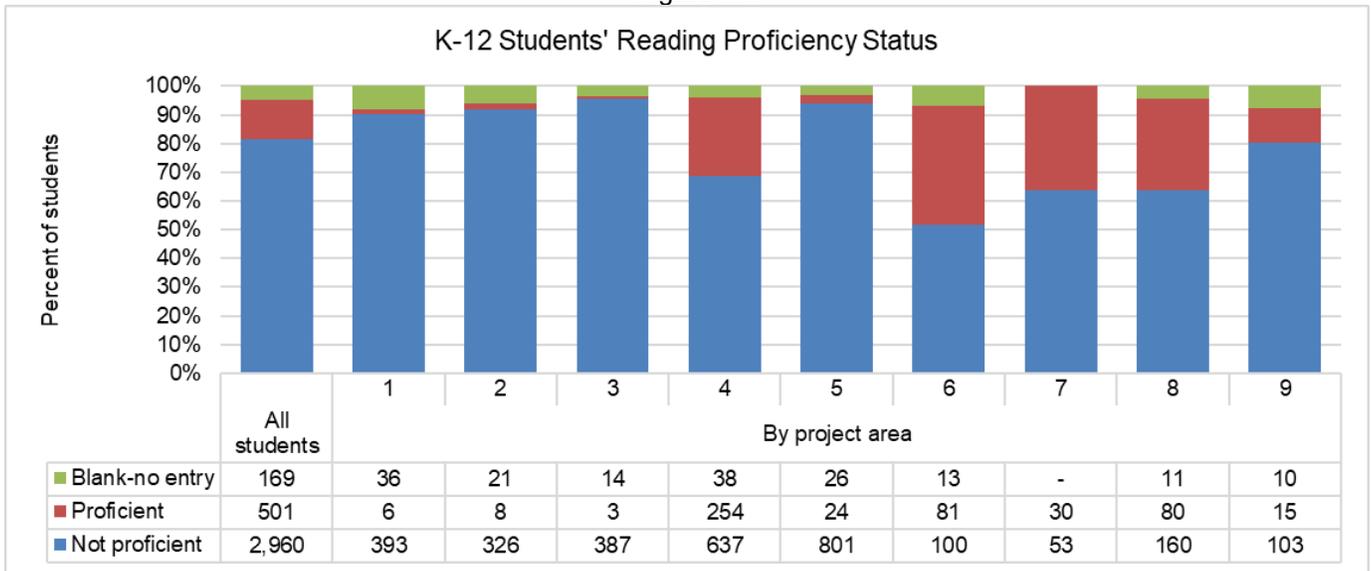
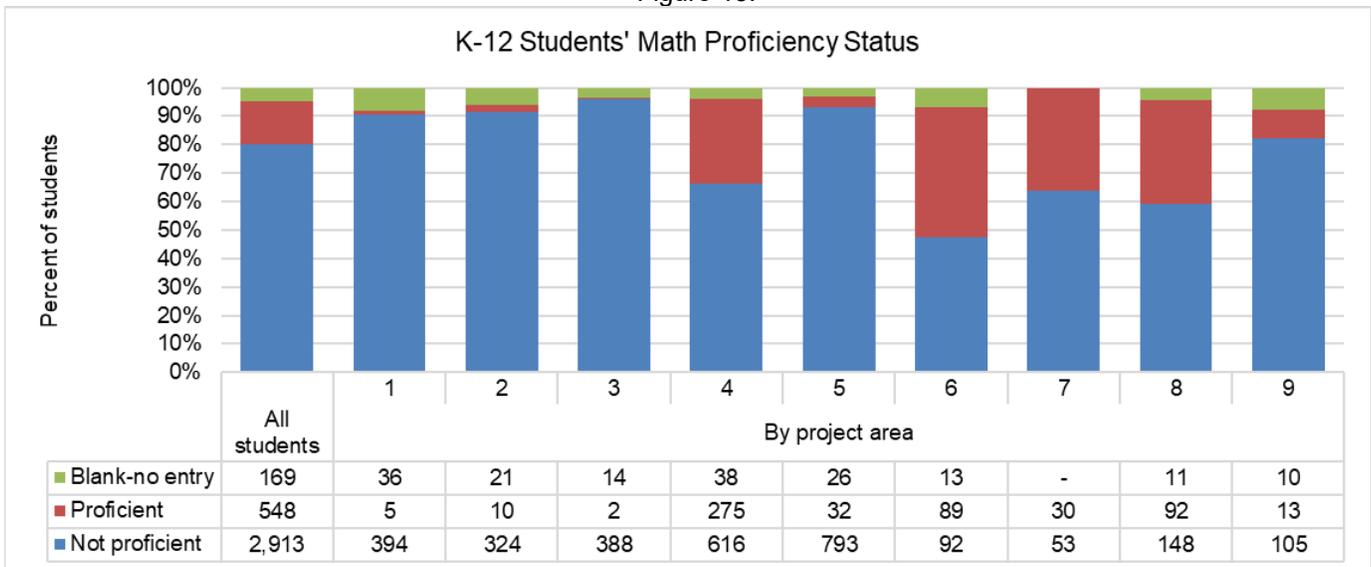


Figure 15.



Looking at needs assessment and service delivery together to determine if students with needs received services in line with those needs revealed that students with reading and math needs received services in line with those needs.

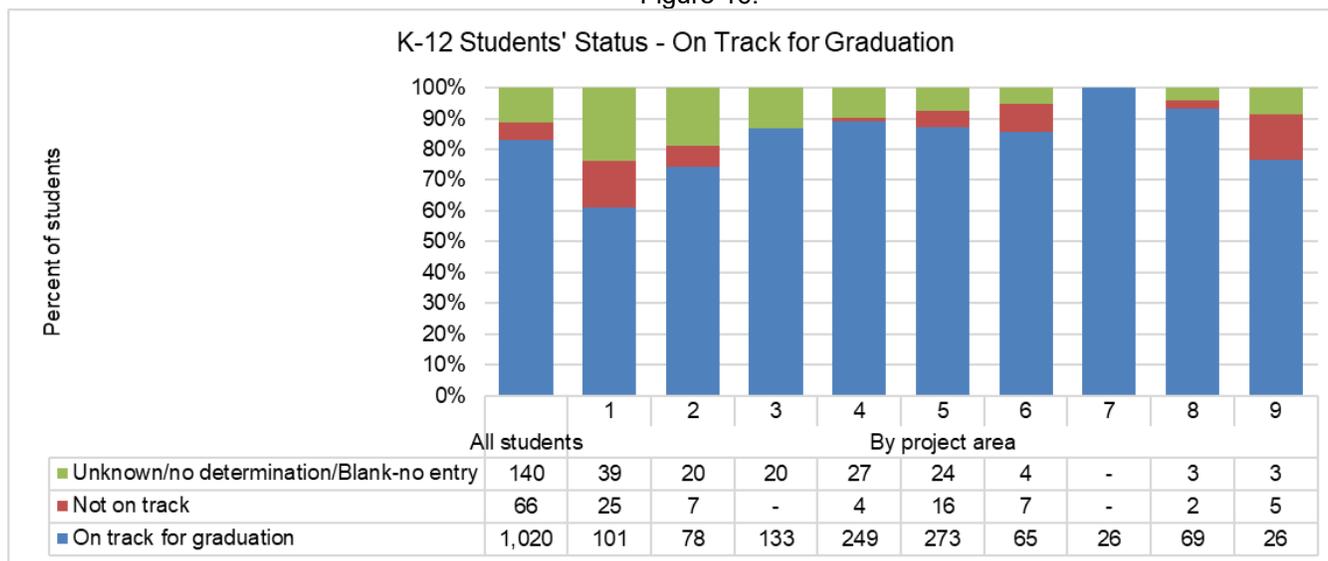
Of K-12 students who were not proficient in reading (2,960), 83 percent received reading-specific supplemental services. Further analysis revealed that 85 percent of Priority for Service students with a reading need received supplemental reading services through one or more category, while 81 percent of non-Priority for Service students received supplemental reading services, providing evidence that Priority for Service students took priority for service delivery.

Of K-12 students not proficient in math (2,913), 78 percent received math-specific supplemental services. Further analysis indicated that 81 percent of Priority for Service students received supplemental math services, compared to 75 percent of non-Priority for Service students, providing evidence that Priority for Service students took priority for service delivery.

On Track for Graduation

K-12 needs assessment also tracked student’s progress toward graduation for students in grades 8-12, which is a factor in determining Priority for Service status; 83 percent of 1,226 students in grades 8-12 were on track for graduation. Project Area 7 had the highest percentage of students on track for graduation (100 percent).

Figure 16.



Student Concerns

Behavior, attendance, and other concerns are factors that may influence academic success; 78 percent had no concerns indicated on the needs assessment while 16 percent had no value entered.¹⁴ Of students having a concern indicated (6 percent), the largest group was listed as ‘other.’ These other concerns included attendance concerns, discipline concerns, both attendance and discipline concerns, and multiple concerns. Results by project area varied widely.

Health and Wellness

Migrant student health and wellness is an interest area for the PA-MEP, as health and medical concerns may interfere with a student’s educational success. PA-MEP has several needs assessment indicators related to health and wellness. For each of the five health-related needs assessment indicators (health need, dental need, medical alert, mental health need, and vision need), a majority of individuals did not have such needs identified (94-98 percent). The medical alert indicator, which is the only required health-related field in the needs assessment, had the highest affirmative response percentage: 6 percent of students were reported as having either an

¹⁴ Student concern is not a required needs assessment field.

acute or chronic medical concern. K-12 students had the highest percentage of students with such concerns identified (8 percent, compared to 3 percent for the preschool category and 3 percent for out-of-school youth category). While the percentages varied, K-12 students had the highest percentages of students identified with related needs for each separate category.

Parent Involvement

Parent involvement is an area of interest as evidenced by service delivery measures and parent survey efforts. PA-MEP tracks which students have one or more parents participate in parent involvement and Parent Advisory Council activities. Of the 5,268 students, 1,835 (35 percent) had one or more parent (or an adult in the household in a parental role) participate in the parent involvement activities only (1,342), the Parent Advisory Council only (60), or both (433).

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

The majority of out-of-school youth reportedly left school because they needed to work (73 percent of 690 youth).

Out-of-school youth have several options for education support. Several elements of the out-of-school youth needs assessment examine student interest or participation status related to ESL programs, Adult Basic Education and/or GED programs, job training, or school entry. With the exception of English programs, where 73 percent of the 627 nonfluent out-of-school youth attended, enrolled in, were interested in, or had completed an ESL program, out-of-school youth were somewhat uninterested in educational programs; 18 percent were interested in, enrolled in, attended, or completed a GED program; 17 percent were interested in, enrolled in, attended, or completed job training; and 6 percent were interested in or enrolled in K-12 school. The balance of youth was either not interested or their interest status was unknown.

Nearly all out-of-school youth were not fluent in English (91 percent); 83 percent of these youth had English language services indicated in service delivery data. Also, of nonfluent youth, 6.5 percent completed a formal English language program and 29 percent were attending on a regular basis.

State-Provided Professional Development

While individual project areas provided professional development and training to their own staff, PA-MEP staff at the state level also provided various training opportunities. Information in this section answers the evaluation question: "To what extent did professional development occur at the state level to support program implementation?"

In the spring of 2022, PA-MEP held its annual statewide conference. For 2022, this was held over multiple virtual sessions that totaled 12 hours with workshop topics relevant to all staff roles.

In addition to the state conference, PDE provided or sponsored 17 training opportunities. All project areas were represented at each opportunity unless otherwise noted.

PDE also provided information, professional development, and technical assistance through monthly project area managers' meetings and annual monitoring site visits.

Table 2: 2021-22 PDE Training Opportunities.

Opportunity	Total Duration	Audience
Annual PA-MEP state conference Strands of workshop topics relevant to all roles	12 hours	All staff and out of state participants
Migrant 101 Orientation for new employees	2 hours	New staff, all project areas attended
Data Training for SSS	6 hours	All SSS and staff who touch the needs assessment
Andy's Café - Un Compromiso Familiar: Como Prepararse para las Opciones Post Secundarias de sus Hijos Workshop for parents in Spanish - A Family Compact: How to get ready for your child's postsecondary options	1 hour	Anyone on Facebook Live
Trauma-Skilled Schools Model Intro and Building a Climate of Resiliency An introduction of the Trauma-Skilled Schools Model and discussed using the Five Resiliency Factors to build a climate of resilience	3 hours	SSS and Parent Coordinators
Recruitment Training iSOSY¹⁵ STAT (Short, Targeted and Timely) Lessons Designed for Out-of-School Youth Introduction to STAT lessons in the iSOSY website	.5 hour for OSY	All Recruiters
AMET: I Learned About ACEs, Now What? Trauma-Informed Support and Practices for Youth Trauma-Informed Best Practices with iSOSY Director	1.25 hours	Texas Migrant Ed Staff
Data Summit Presentation - Migrant Education Data & Districts: Collaborating to Best Serve Our Students MIS-2000 and MSIX with former Education Programs Technology Manager	1 hour	Conference Attendees
OME ADM Presentation on the Kindergarten Preparation Inventory (KPI) Introduced the KPI tool	20 minutes	Migrant State Directors
English Language Development Conference: Migrant Education 101 Overview of the Migrant Education Program (MEP) including eligibility requirements and supplemental services available.	1.25 hours	ELD Teachers and Administrators
Suicide Prevention: How to be aware of the signs and starting the conversation (NASDME) Risk factors, actions steps, and strategies to start conversations about suicide and manage suicide risk	1.25 hours	Conference Attendees
MSIX for Parents: Intercambio de Información del Estudiante Migrante (MSIX): ¿Cómo puede ayudarle a usted y a sus hijos? (NASDME) Review the MSIX system, look at what data is on MSIX, and emphasize your role with the MSIX data and how the data can be used when it is moved to another location	1.25 hours	Conference Attendees

¹⁵Instructional Services for Out-of-school and Secondary Youth (iSOSY) is a consortium of 18 states that “develops resources and materials to address the needs of migratory youth.” <https://www.osymigrant.org/>

Opportunity	Total Duration	Audience
MS Decision Making Unit Training: I2MPACT Trained TST staff on delivering the Adolescent Decision-Making Unit developed by I2MPACT	1.25 hours	I2MPACT Member States
iSOSY: SEL Responsible Decision-Making Overview of SEL, why SEL, SEL Competencies, supporting responsible decision-making, creating a climate of resilience	1 hour	iSOSY Member States
iSOSY Trainings Provided recordings on: 1. Video Tour at Website 2. iSOSY Data Worksheet 3. GOSOSY Goal Setting Materials	.25-1.25 hours	Out-of-School Youth Providers and Secondary staff

Professional Development for Data

Between October 1, 2021 and September 30, 2022, PA-MEP data specialists and others received professional development from Central Susquehanna Intermediate Unit 16, PDE's contractor for data and systems management. This included an institute and a data overview session at the annual migrant conference in March 2022. Hybrid and in person two-day trainings were held in October 2021, March 2022, and September 2022.

Additional training opportunities included the following:

- Training for SSS;
- Staff presentations at Recruiter Trainings;
- Numerous intensive trainings for the new Project Manager, State Fiscal Officer, Region 1 DS and Region 4 Backup DS;
- Regional Trainings for PII;
- Regional SSS Trainings;
- Security training during the State Conference;

Topics of trainings included:

- Overviews of general PA-MEP data and changes;
- Data quality including incomplete needs, reviewing error files, summer enrollments, courses, tracking students turning 3, service delivery;
- Basic Data Entry and Error checking; Student duplicate checking and resolution;
- Using Canvas to access training resources;
- Inventory and tracking forms;
- MSIX training, including reports/lists, worklist items, changes to PA-MEP lines for more accurate grade reporting in MSIX reports, move notices, MFA;
- Reports and tools for ensuring accuracy in reporting;
- MEP Graduation;
- Intro to Web MIS2000
- Timelines for accurate federal reporting, state and MSIX Snapshots;
- Reports editing
- Summer tracking tools and procedures;
- Excel tips and tricks;
- General technology issues and needs;
- Cybersecurity.

All sessions included in-depth question and answer sessions to address any issues the data specialists might have. Staff also continued working with various national MSIX groups and projects to enhance knowledge and pass that on to PA-MEP staff. Staff attended the MSIX Security Session in February 2022 and MFA Training in July 2022.

In addition to the four staff members of the statewide data team, data specialists, and backup staff from all regions were represented at the training sessions.

Finally, professional development was held informally throughout the year working with data specialists and field staff on various aspects of the data and data system.

Professional Development for Recruitment

The state recruitment coordinator reported that professional development was combined into one series for both recruitment coordinators and recruiters, rather than holding separate series for each staff type, as had been done previously. Two virtual training sessions were offered in this series. Recruitment staff also attended the PA-MEP conference and the Summer Recruitment Institute hosted by the Identification and Recruitment Consortium (IDRC). Recruiters were also invited to participate in a multitude of online training offered by national organizations.

Professional Development for Parent Involvement

The PA-MEP Family Engagement & Special Projects Coordinator held several parent involvement professional development opportunities for PA-MEP staff and others during 2021-22. The coordinator is responsible for not only providing training and support to regional parent coordinators but also supporting and facilitating the statewide Parent Advisory Council (PAC) and coordinating summer special programs.

Training and professional development opportunities included the following. Opportunities included state-wide participants unless otherwise noted.

- **Support for MEP Local & State Parent Advisory Councils:** Assistance and guidance were provided to project areas on how to coordinate MEP Local PAC Elections by appointing and/or nominating actively involved parents (minimum of two TA sessions per project area). A Google Doc template was provided to submit nomination forms of prospective candidates. In addition, assistance was provided to MEP Parent Coordinators throughout the fall of 2021 regarding modifications to the MEP bylaws due to unforeseen circumstances due to the global pandemic. Many of the Project Areas struggled to reorganize their parent groups, therefore, appointments to State PAC positions became challenging as well. Fortunately, by the spring of 2022, the PA MEP Project Areas were able to nominate at least two Local PAC representatives to the State Parent Advisory Council with a consistent participation of 17 State PAC Representatives and up to 10 Guest Parents. Four quarterly meetings were conducted with the participation of over 28 participants (Local PAC Members and MEP Support Staff). The first virtual meeting with MEP State PAC Officers, in the midst of the pandemic, was on March 10, 2022. A total of 22 parents participated in the virtual meeting. Topics of interest that were shared by families targeted the following needs: mental health, self-care, teen suicide, skill and capacity building on advocacy, and parent rights.

- **Interstate Collaboration:** The Statewide Family Engagement & Special Projects Coordinator delivered a 90-minute virtual workshop session for the MEP Colorado Statewide Virtual Conference. The session was entitled: *Family Engagement: It Happens at Home*. The session was a collaboration with the Migratory Action Coalition-I2MPACT Consortium Grantees in November 2021. A total of 51 conference participants attended the conference session.
- **Intrastate Collaboration:** Assistance and guidance about statewide efforts regarding Covid-19 vaccinations was provided. The PA-MEP Family Engagement & Special Projects Coordinator was asked to further collaborate with a consultant from the Boston Consulting Group, who was hired by the state offices to reach out to the MEP Project Areas throughout participating states and coordinate this effort with existing MEP PAC events. Over 200 families participated in these efforts.
- **Excellence in Leadership Institute for PA State & Local PAC Representatives:** The purpose of the institute was to build the capacity of parents and provide a space where parents can expand and sharpen their leadership skills as State PAC Representatives. The sessions were also targeted to MEP educational professionals who work directly with, or support, migratory family engagement. This training opportunity provided an understanding of the uniqueness of MEP family engagement through an introduction to the *Five Simple Principles to Engage Every Migratory Family*. Over the course of six 90-minute sessions, PAC Representatives and MEP Staff focused on the following family engagement principles following the Steven Constantino model:
 - *Introduction to the Five Principals*
 - *Equity, Biases, and Family Disengagement*
 - *Promoting and Sustaining Homebased Engagement*
 - *Taking Action and Measuring Success*
 - *The Leaders in You*
 - *Guidelines and Bylaws*
- **MEP PAC Virtual Fall Conference:** Delivered by Cool Speak Youth Engagement Program in the fall of 2021. The virtual conference was delivered in October 2021. It was a two-day virtual conference offering workshop sessions focusing on parenting, preparing secondary school-age students for post-secondary education, and family stories.
- **MEP Podcast Series:** A production of six audio recordings/interviews, 5-7 minutes each, exploring the journey of the migrant families, their experiences of challenge and triumph, and how the Migrant Education Program (MEP) is supporting them. The end product was the production of seven interviews, three parents, three students, and one school youth narrating their stories. Language interpreting services were provided, and all interviews were translated and recorded in four different languages, Spanish, Swahili, Nepali, and English. Production began in the fall of 2021 and ended in the spring of 2022.
- **MEP Statewide Parent Advisory Council Conference:** The spring of 2022 May State PAC Officers Meeting was conducted at the Kalahari Resort Convention Center. This was the first on-site meeting with parents and staff since the onset of COVID-19, and there was a sense of excitement from all stakeholders. There were 189 participants. Workshop sessions were offered to both parents and youth from the ages of 13-19 years old (18 teens). Childcare services were offered to children from 0-12 years old (33 children).

- **Parent Coordinators Training Sessions:** Two half-day virtual training sessions were offered to PA MEP Parent Coordinators as part of their ongoing professional development. These were offered during the months of February and April to MEP PCs. A total of 31 participants attended the MEP PC Training session delivered by Family and Communities Together (FAST). Dr. Robyn Sperling delivered an informative session titled *Bridging Place - Implicit Bias and Bridging Race and Culture for MEP Families*. Other sessions were delivered throughout the year in collaboration with PDE. Sessions that were delivered at the dual Parent Coordinators and Student Support Training Sessions included *Trauma Skilled School Models* and *Finding Meaning and Balance Between Home and Hybrid-Working: Self-Care and Support* (virtual session). Participation in these training sessions ranged from 26 to 41 participants.
- **MEP Consortium Parent Coordinators Project- Year 2:** A group of parent coordinators from the 12 Impact MEP Consortium Initiatives were selected to assist with various aspects of the MEP. These coordinators provided technical assistance to MEP states, helped to identify MEP project areas interested in participating in consortium activities, and assisted PDE with identifying project areas to deliver consortium pilot programs related to family engagement. Project Areas were assisted with the following pilot programs for Year 2:

 - Family Engagement Action Plan Tools & Resources
 - PD Mini-Course: Engage Every Family: Five Simple Principles
 - Middle School Learning Kits
 - Making Decisions and Setting Goals
- **Statewide Regional Summer Special Programs:**
 The following regional camps were hosted in PA throughout the month of July 2022. The Connect Camp focused on leadership, STEM, and the importance of civic engagement and community service. The Power of Youth camp was geared towards team building, resiliency, and overcoming challenges. Regional camps were offered in the regions with the highest concentration of MEP students. PA-MEP had the pleasure of welcoming the Office of Migrant Education at the Vida Charter School in Gettysburg, PA. Both camps were running simultaneously during the scheduled visit. High remarks were shared with the State Director from PA. Overall student ratings were well received.
 Camp Connect- 93 high school students participated in the regional camps.
 July 5-6 - MU Berks Office
 July 7-8 - Lafayette College & Millersville University
 July 11-12 - Vida Charter School - OME Visit & West Chester Tech College/HS
 July 13-14 - John H. Taggart School & Bloomsburg University
 The Power of Youth - A total of 98 students participated in the camps.
 June 30-July 1 - Millersville University
 July 11-12 - Vida Charter School - OME Visit
 July 13-14 - West Chester Tech College/HS
 July 25-26 - Allentown SD
 July 27-28 - Bloomsburg University

Additionally, the PA-MEP Parent Involvement Coordinator continued to explore new means for communicating with professional staff and families, finding that the best methods to communicate with parents included text messages, WhatsApp, or Facebook Messenger.

The parent involvement coordinator also provided formal and informal technical assistance and training on an ongoing basis, upon request, at state managers' meetings, and during project area monitoring visits.

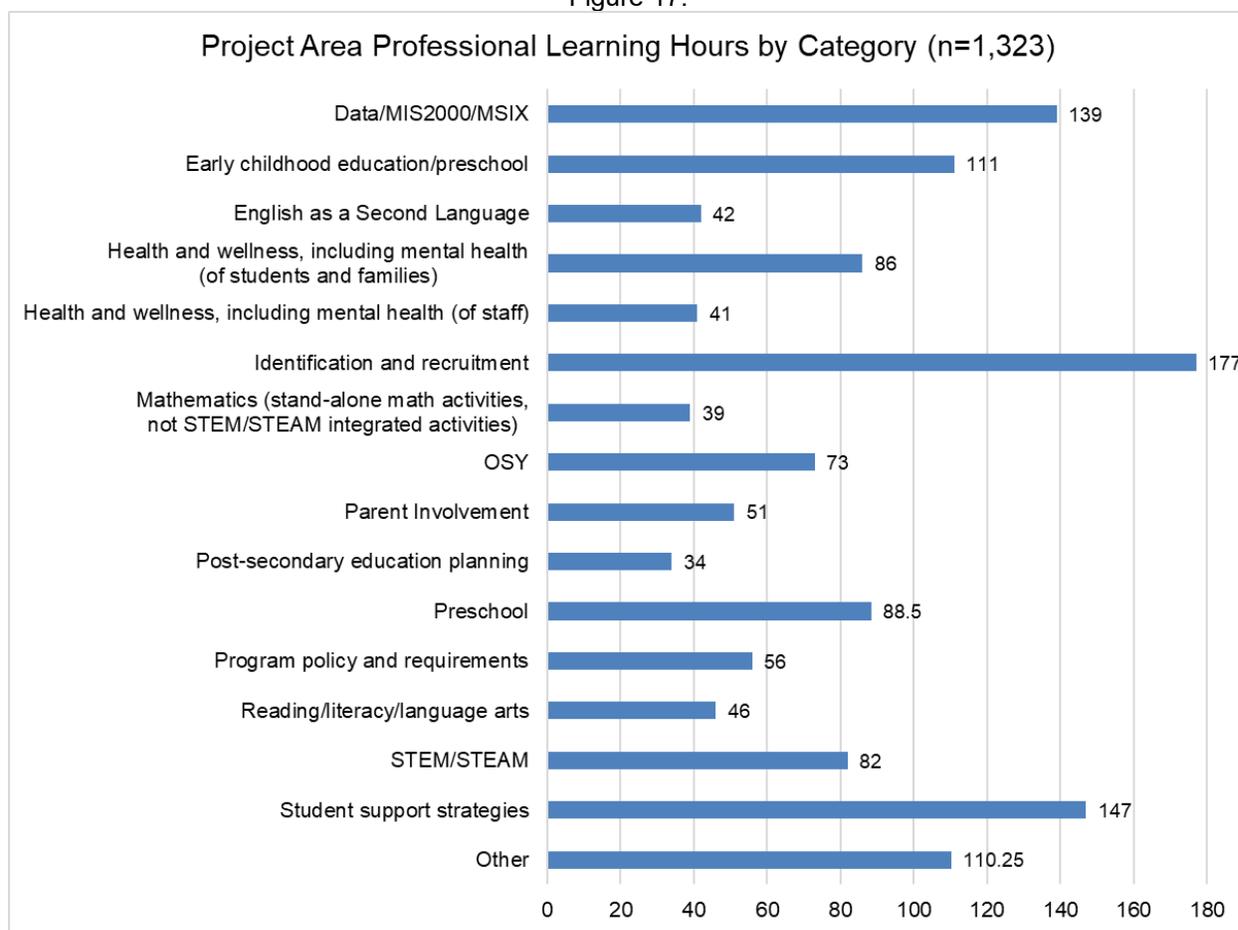
Project Area Monthly Reports

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

Professional Development and Training

Project areas provided details about staff participation in training and professional development. Project areas collectively reported more than 1,300 hours of professional development with the largest volumes of time in the identification and recruitment category and student support strategies category. Project areas were instructed that they should not include in these submissions any state-provided training, as they were captured and reported by the state team. These hours represent training occurring at the local or regional levels.

Figure 17.



Project areas reported with greater detail on preschool and out-of-school youth population-related trainings. Project areas reported 30 training events concerning preschool-age related content at the project area level, though this includes some duplication across project areas where more than one project area may have participated in the same training. Training lasted one hour to 25 hours (average 3 hours). Typically, one or two staff per project area participated.

Project areas reported 37 professional learning opportunities related to out-of-school youth, ranging in volume from one to six hours (average 2 hours). Typically, one to two staff participated in each activity.

To some extent, project areas may have reported state-level professional development opportunities, despite instructions to exclude such training sessions from their reports since these items are reported in the aggregate at the state level. Also, project areas might have offered one opportunity, and staff from multiple areas participated but reported it separately. Thus, these counts and volumes may be slightly inflated as a result.

Partnerships

PA-MEP staff are not employees of school districts. This arrangement has made partnerships a critical component to PA-MEP success. Project areas reported 884 partnerships throughout the course of the 2021-22 program year¹⁶ with counts by project area ranging from 39 to 315 (average 104). Partner types varied, though more than one-third were community organizations (37 percent). Schools/districts/charter schools (16 percent) and businesses (15 percent) were the next most common partner types. Higher education institutions accounted for 10 percent of all partners. Other, less common partner types included hospital or healthcare providers (7 percent), faith-based organizations (5 percent), intermediate units (3 percent), and nonpublic schools (less than 1 percent).¹⁷ Partners contributed in various ways including services for students (67 percent) and for parents or families (58 percent), which far outnumber other supports, such as services for PA-MEP staff or professional development (18 percent), goods or materials (15 percent), facilities/space (10 percent), volunteers (7 percent), funding (2 percent), or other services.¹⁸ Oftentimes, partners contributed to the program in more ways than one.

On a monthly basis, individual project areas reported involving between one and 146 partners per month, average 33 partners per month per project area.

Parent Involvement

In the parent involvement section, project areas reported on elements such as Parent Advisory Council meetings and activities, home visits, parent engagement and support activities, trainings and workshops for parents, and parent-related staff trainings.

Project areas reported 290 total parent support and training events throughout the program year. Project areas were asked to categorize their parent support and training offerings into four categories. Parent engagement activities were the most common offering, accounting for 151 of 290 total events (51 percent). One hundred PAC meetings were held (33 percent of total parent

¹⁶ Some organizations were listed as partners in more than one project area; this is a unique count by name. This count may still include some duplication, as variations in names reported may not allow for some duplication to be identified and some partners reported were subdivisions or different locations of an umbrella organization.

¹⁷ Six percent of partnerships were either unspecified or fell in the 'other' category.

¹⁸ 'Other' services accounted for 25 percent of partnerships. Recruitment, either of participants or volunteers, was listed as the most common contribution.

activities).¹⁹ Thirty-five workshops or trainings for parents were offered and 13 parent-related trainings for staff, which accounted for 12 and 4 percent, respectively, of total parent events.

Content of parent engagement and support included provision of welcome packets and other resources; educational Parent Cafés;²⁰ advocacy services; ESL classes; referrals to other services; health and nutrition classes, information sessions about various school-related topics, and other classes and activities. Attendance or participation varied widely across the different types of training sessions offered. On average, parent engagement activities had the greatest attendance (21 parents). Thirteen parents, on average, attended parent workshops and trainings, and 7 attended each PAC meeting. Children and teens sometimes attended parent activities, usually representing 10 participants on average. Across all activities, childcare was offered for approximately one-fifth of sessions (53), an increase from the prior year in which only 3 percent of sessions provided childcare (7). This increase may be due to the return to more “normal” operations following two years of pandemic-era programming.

Summer Programs

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

Information in this section answers the evaluation question: “What programming did PA-MEP operate in the summer? And “What feedback did stakeholders provide related to PA-MEP summer programs?”

Summer Program Implementation

One of the summer programming opportunities the PA-MEP provides is a summer program that combines additional instructional and language support as well as recreational and cultural experiences. In some cases, PA-MEP summer programming is in collaboration with school ESL programs, 21st Century Community Learning Centers programs, or other state-wide or local initiatives. Summer programming is generally PA-MEP’s most comprehensive and intensive supplemental support, though summer 2022 programs looked different than prior years as a result of the pandemic and physical proximity restrictions. Nearly all summer 2022 programming and services were conducted virtually, individually, or one to one.

Summer 2022 program implementation varied by region. Historically, individual student participation data was collected for summer campus-based programs, however, most project areas operated modified summer programs where individual attendance was not necessarily relevant. Instead, the program prescribed a minimum of two separate service provision sessions. Some project areas formalized this into a virtual summer program while others simply provided virtual/remote or modified in-person services individually or in groups. Some did a combination of these approaches.

To examine the extent to which students were connected with summer instructional services, service delivery data that focused on summer in-home (as virtual services were coded as in-home)

¹⁹ There may be some duplication across PAC meetings, as these meetings may have included members across multiple project areas.

²⁰ Parent Café is a model of parent engagement that brings adult caregivers together in small groups for structured conversations. <https://www.beststrongfamilies.org/cafes-overview>

instructional services within the reading, math, ESL, other instruction, and preschool categories (together, instructional services) was analyzed. A total of 1,777 children and youth received such services, with 1,244 of these being K-12 students. Based on enrollment data, 2,997 eligible children and youth were (believed to be) present June 1 through August 15, the period when summer services would be most prevalent, after excluding students who graduated at the end of the school year. These data indicate that the PA-MEP provided instructional services to 59 percent of present and eligible children and youth. This ranged by project area from 50 percent to 100 percent. Specifically for K-12 students, data indicates that 54 percent of K-12 students who were believed to be present in the state during summer received summer instructional services. By project area, this ranged from 40 percent to 100 percent.

Summer program attendance data was available for 2,485 students (2,253 preschool through grade 12 and 232 out-of-school youth). This data includes summer campus-based programs, in-home instruction sessions, virtual (remote) programs, and both in-person and virtually (hybrid). Of the 2,253 preschool to grade 12 students, nearly half (47 percent) were in preschool through grade 3 during the 2021-22 school year.

Of the 2,174 summer program students with attendance method data, 1,103 (51 percent) attended in-person, but in their home, followed by 994 (46 percent) attended in-person, campus programming. Compared to last year, virtual programming drastically declined, with only 64 students (3 percent) that received services virtually, and 13 students (less than 1 percent) attended both in-person and virtual programming (hybrid). Of these students, 1,417 (57 percent) had a Priority for Service designation. Furthermore, 1,961 (79 percent) were identified as not fluent in English. These findings show that the majority of students were nonfluent and more than half had a Priority for Service designation, which indicates that PA-MEP reached students with key needs through its summer program.

Programming operated from two to 42 days. Attendance rates varied among participants, reflecting the reality of the migrant population. Overall, the average attendance rate by student was 71 percent (mean) and 61 percent (median). However, the most frequent attendance rate (mode) was 100 percent with 903 students attending all summer sessions offered by their site or program.

To ensure quality programming, PA-MEP strives to recruit certified teachers for summer classroom instruction and conducts unannounced site visits utilizing a program checklist to monitor and document program instruction in a consistent way across the project areas. Of the 89 summer teachers reported, 57 percent held teaching certificates. In addition to the designated classroom or content-specific teacher(s), programs often had additional assistant teachers, teacher aides, student support specialists, or parent volunteers.

PDE program officers reviewed summer 2022 programming at all project areas, completing a summer program checklist for each of the four regional project area groupings (1 and 3; 2, 4, and 5; 6 and 9; 7 and 8). The checklist included 22 items identified as best practices and important to the PA-MEP program.

- Advance planning
- Behavior management
- Checks for learning
- Collaborative learning
- Creativity/creative thinking
- Critical thinking
- Daily learning objectives
- Flexible workspace
- Forward-thinking activities
- Inquiry/investigation
- Multiple grouping strategies
- Physical environment

- Positive reinforcement
- Program principles
- Program spirit
- Shared facilitation
- Skill building
- Staff/youth interaction
- Thematic learning
- Youth engagement
- Youth voice
- Youth-produced work

For each program each of these indicators received a rating: exceptional, evident, not evident, or not applicable. Additionally, some checklists showed multiple ratings for a single review area because of differences by classroom or grouping.

The summer program visitors provided comments on each indicator, overall highlights, and program recommendations. Each program received a copy of its checklist so that comments, highlights, and recommendations could be used for program improvement.

Summer Site Visit Checklists showed a mix of ratings with each checklist showing not evident, evident, exceptional, and not applicable items. For each checklist, between 27 and 100 percent of items were rated as either evident or exceptional. Between 0 and 23 percent of items were rated as not applicable.

Looking at individual indicators, those receiving the most exceptional ratings were inquiry/investigation, skill building, thematic learning, and critical thinking, where all four project area groupings had exceptional ratings in each indicator. Items having the most not evident ratings were program spirit and shared facilitation, where two or three groupings had not evident ratings for each indicator.

Staff Survey

A total of 100 individuals completed a staff survey at the conclusion of the summer program, reflecting responses from all nine project areas. Project area responses varied, ranging from three respondents to 22 respondents per project area.

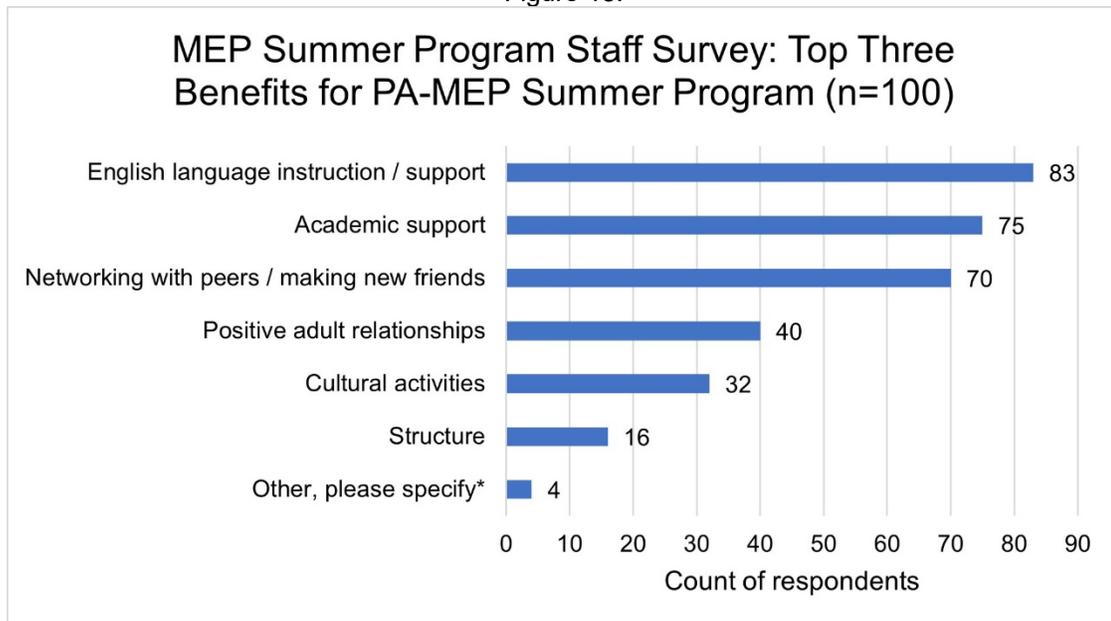
Respondents provided information about their role within the MEP summer program. There was a mix of new and veteran staff for summer 2022, with 37 percent of 84 respondents being in their first year, 20 percent being with the program five or more years, and the balance being involved between two and four years (27 percent). The largest proportion of 100 respondents (42 percent) were classroom teachers during the summer. The remainder were instructional aides (14 percent), in-home instructional staff (11 percent), interns (6 percent), student aides (4 percent), project area managers (3 percent), site coordinators (3 percent), and other staff (17 percent). Twenty-eight respondents indicated they held teaching certificates in Pennsylvania or elsewhere. However, of the 42 staff who selected “classroom teacher” as their role, 57 percent held teaching certificates.

Twenty percent of (82) respondents indicated that they were a former migrant student or parent of a migrant student, indicating a first-hand understanding of the migrant lifestyle and related challenges. This also allows participating students to relate more easily to or identify with summer program staff.

The survey asked respondents about different aspects of the summer program. Content included their opinions on benefits for students, areas of possible improvement or enhancement, and items or support that would be helpful for the summer program. English language instruction and support and/or academic support were most commonly included in selections for the top three benefits of

the summer program, accounting for 83 percent and 75 percent of 100 responses, respectively. These answers were the top two selected choices in previous years.

Figure 18.



The survey asked respondents to indicate their level of agreement with statements related to summer program implementation. Ninety-nine respondents answered each item. Seventy-two respondents selected either strongly or somewhat agree for each statement they provided a response to. Statements with the highest percentages of strong agreement were related to the program having a positive and encouraging environment for students and that summer program activities provided both academic and enrichment opportunities for students. The top three most positive responses are bolded in Table 3.

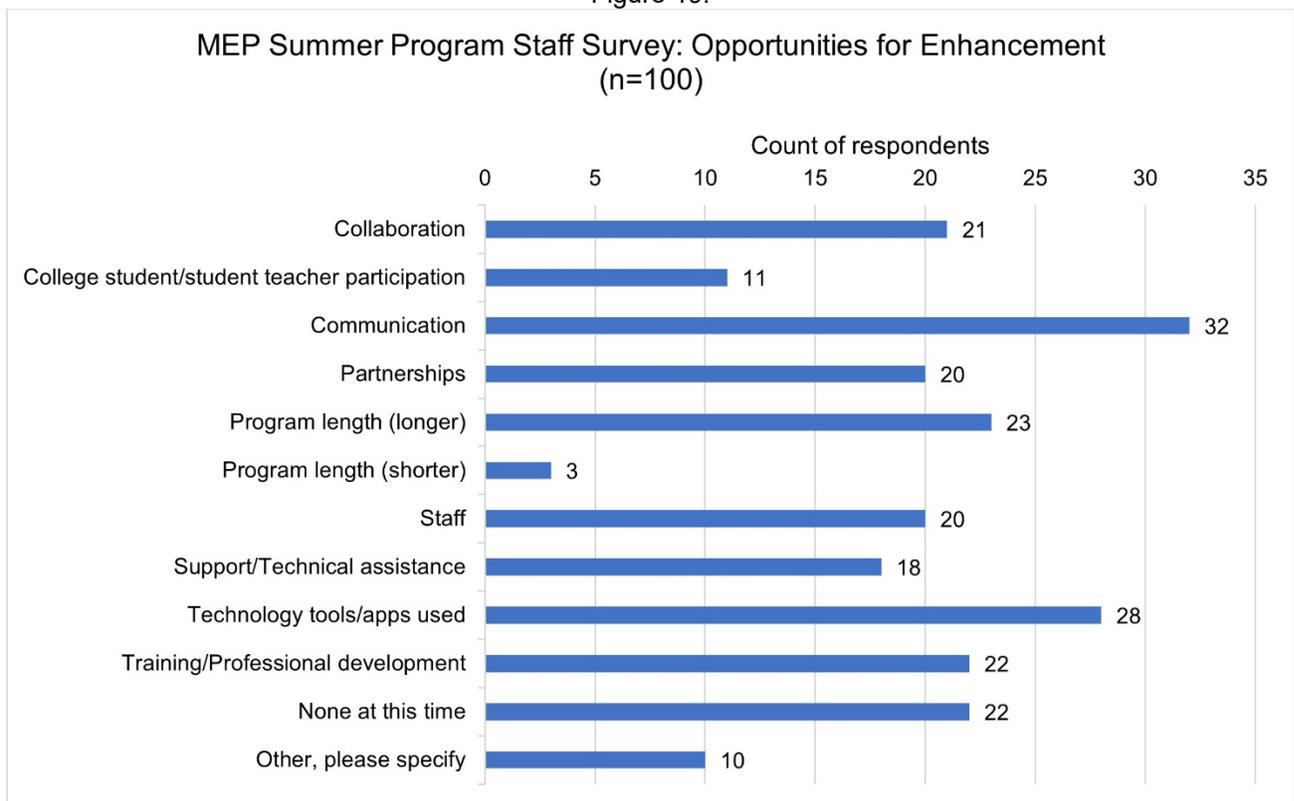
Table 3: Summer Staff Survey Results.

Statement	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Does not apply
The virtual implementation of the MEP summer program went smoothly.	17%	21%	4%	--	58%
The collaboration between MEP and partners was positive.	71%	27%	--	--	2%
The summer program environment was positive and encouraging for students.	82%	18%	--	--	--
The summer program environment was positive and encouraging for staff.	67%	29%	4%	--	--
Collaboration among summer program staff was positive.	70%	27%	2%	--	1%

Statement	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Does not apply
The level of communication from MEP summer program administrators was adequate.	54%	37%	8%	1%	--
MEP provided adequate training for summer program staff.	50%	31%	15%	1%	3%
Teachers had sufficient information about students at the beginning of the program in order to plan instruction.	33%	46%	11%	7%	3%
The summer program was well-organized.	44%	44%	10%	2%	--
Summer program activities provided both academic and enrichment opportunities for students.	80%	18%	2%	--	--

In addition to benefits and needs, respondents selected from a list the ways in which the program or its implementation could be improved or enhanced. Respondents most frequently indicated communication (32 percent), followed by technology tools and apps used (28 percent), and longer program length (23 percent). Twenty-two percent of respondents indicated they did not see a need for any improvement or enhancement. ‘Other’ responses included the need for remuneration (pay); increase of staff to better meet the needs of students; more time for planning programs and gathering supplies; and general organizational improvements.

Figure 19.



Summer program staff indicated using a variety of tools or apps in the summer program, with the most common of these being phone calls, WhatsApp, Zoom, other apps, Talking Points, Microsoft Teams, and Facebook Messenger calls. Twenty-eight respondents indicated that they used no tools or apps. Respondents also suggested other tools and apps for future use, including Amplify, Chromebooks, iMovie, iPads, iReady Math, and language translation apps.

Respondents were asked to share any suggestions/information related to technology; they offered:

- Some technology was not compatible with the classrooms;
- Ensure that the program has universal speakers and connectors for each classroom; and
- Students were strongly engaged with the tablets provided.

Staff did not indicate any significant challenges with recruitment or attendance; however, a few respondents indicated that other obligations, such as sporadic student attendance, student and family vacation/travel time, and students wanting to work or having other jobs affected recruitment and attendance.

One of the greatest assets of the PA-MEP summer program is the staff. When asked why they choose to work for the program, 63 percent indicated a desire to help the students, which was the most prevalent response. Cultural exposure/enrichment (45 percent), student diversity (43 percent), and enjoyment (43 percent) were also selected by many respondents, among other reasons.

Despite the needs and challenges mentioned in survey responses, respondents were generally very positive about the students and/or the program and their summer program experience. Shared here are a selection of staff survey comments:

- “Being part of the Migrant Education Program is a great opportunity to grow. We are able to experience diversity, inclusion, acceptance and understanding of the different backgrounds our students come from.”
- “[Me] and my student's summer experience was great. [There were] lots of activities, lots of science which they enjoyed very much.”
- “My favorite part of teaching is summer [season], kids love a different type of school setting, [and] they meet students from other district to create strong relationships.”

Respondents also shared what would help them next time:

- Financial incentives;
- Additional planning and prep time;
- Additional background information on program participants;
- Improved food offerings for the students;
- Additional program staff and language translators;
- Improved program communication effectiveness; and
- Sufficient classroom technology implementation;

Of concern, one respondent mentioned having ongoing, serious issues with the leadership at their program site. To address this concern, it is recommended that MEP administration provide the opportunity for staff and leaders to voice concerns and work through issues constructively and respectfully.

Student Survey

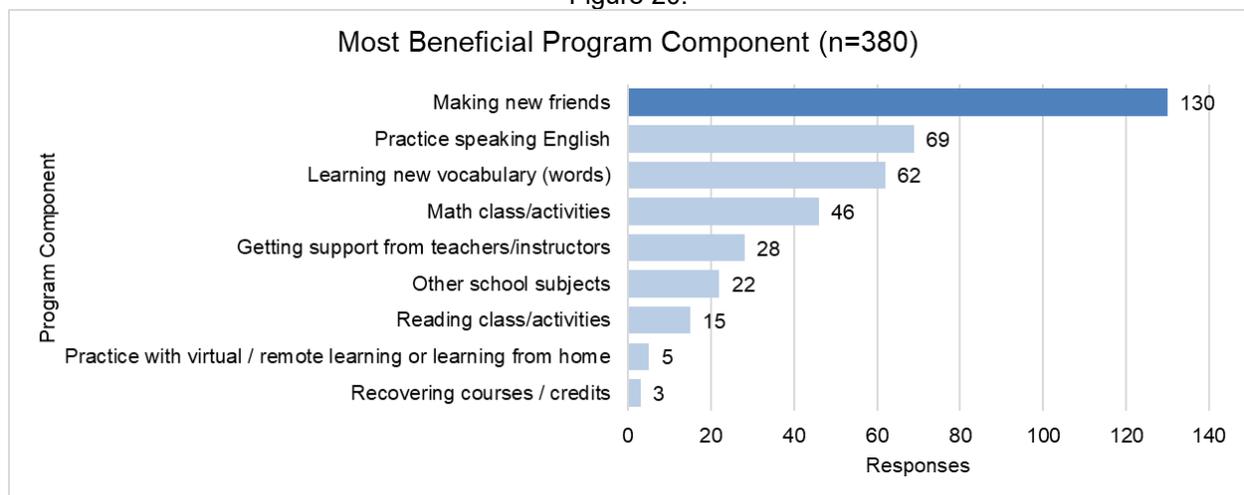
In addition to the staff survey, participating students completed a brief online survey about their experience in PA-MEP summer programs. A total of 381 students age 7²¹ or older completed the survey with 84 percent of respondents being 14 years old or younger. All nine project areas were represented, except for Project Area 9, which had no student responses. By regional group, Project Areas 2, 4, and 5 were represented by 41 percent of responses, Project Areas 1 and 3 submitted 33 percent, 7 and 8 submitted 20 percent, and 6 and 9 were represented by 7 percent. Project Areas 2, 4, and 5 make up the largest MEP region.

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

Students attended the MEP summer program in a variety of learning methods. Of the 377 respondents who provided this information, 89 percent attended solely in-person, 22 percent attended solely in-home, 12 percent participated under hybrid operations, and 6 percent only attended virtually. This represents a shift back to “normal” operations, as 51 percent of attendants only participated virtually in 2020-21.

Participants (380) shared which summer program activities from a provided list were most beneficial to them. ‘Making new friends’ accounts for 34 percent of responses, a shift from the previous year’s top choice of ‘practice speaking English,’ which accounted for 24 percent of responses in 2020-21 and 18 percent of responses in 2021-22. This may be evidence of the value MEP students place on interacting with their peers after virtual programming.

Figure 20.



Most students (366 total respondents) indicated that they thought the summer program helped them to some degree to feel ready for school in the fall; 54 percent reported that the program helped ‘a lot’, 26 percent indicated the program helped ‘some’, and 17 percent indicated it helped ‘a little’. Four percent indicated that the program did not help.

²¹ Evaluators discouraged programs from surveying students younger than 7 years old for language and comprehension reasons.

Students had more difficulty than in past years understanding their summer instructors. Roughly half (52 percent) of 373 respondents reported that they did not have any difficulty understanding their summer teacher(s), compared to 64 percent in the prior year. Thirty-six percent indicated that they ‘sometimes’ had difficulty, and 12 percent indicated that they had ‘a lot’ of difficulty.

Respondents were asked what they liked most about the summer program. Responses indicate that in-person activities and time to connect with peers were especially important to students during this program cycle. Responses were categorized into the following themes, listed in order of frequency:

- Spending time with friends; making friends; meeting new people;
- Physical activities; sports; gym; playing outside; recess; spending time outdoors;
- Field trips;
- STEM lessons and activities;
- Games and activities (generally);
- Math lessons and activities;
- Art and/or craft projects;
- English language instruction and opportunity to practice English; and,
- The instructors/staff, among others.

Most surveyed students (90 percent of 374 respondents) indicated that they would participate in the program again if given the opportunity to do so. Students who indicated that they would not participate again (34) provided various reasons as to why. The most common reasons, which still accounted for five or less respondents each, included not wanting to attend summer school or being ‘tired’ of school, sessions being too early in the day, graduating or moving, not liking the program in general, or work. Other answers were submitted by only one respondent.

Of the respondents who shared that they would participate again, the most common reason was that the student like the program in general with many stating that it was “fun” or “interesting.” The next most common reason was the opportunity to make new friends and/or socialize. Other reasons were less common, and each accounted for less than 10 participants.

Respondents were asked what they would add to the program if they were helping to plan it for the following summer. These responses have been categorized into a list of themes. The most common responses indicated more time spent on field trips, with suggestions including swimming pools, dinosaur exhibits, college campuses, beaches, roller skating, and camping. The next most common theme was changes to lunch food items, with suggestions including pizza, ice cream, Takis, and Mexican cuisine. Less frequent responses included more opportunities for physical activity (recess, gym, sports, etc.) and more time on academics (English, math, and science in particular) and art activities.

Respondents were also asked to share how they might describe the program to a friend. The most frequent responses were that the program was “fun,” and the staff was supportive and friendly. Other responses noted that the program was an opportunity to learn the English language and other academic subjects, meet and build positive relationships with peers, and engage in sports and recreational activities.

Respondents were also asked what they did not like about the program. The most frequent response was that they did not enjoy the food provided. Some also expressed difficulties with certain subjects, with math and reading being the most prominent subjects of concern. Less frequent responses included their inability to use a phone during program time, having to complete

homework, the time they spend on work in comparison to time they have for activities, that the program starts too early in the day, and respondents having conflicts when working or engaging with other peers.

CoolSpeak Power of Youth Program

During summer 2022 PA-MEP, in partnership with the program implementer CoolSpeak, offered a middle school student leadership program called Power of Youth Camp.²² The program was hosted in two-day workshops across five program site throughout the state. During the camp, students cultivated their leadership skills by listening to motivational speakers, participating in activities, and interacting with their peers.

A total of 98 students attended the summer 2022 program. The program was open to all middle school students, and project area staff assisted with recruiting and registering students for the sessions. All students completed a brief essay as part of their registration, and some students received a staff recommendation to attend the program due to their language proficiency.

Students responded to surveys from CoolSpeak; as such, PA-MEP did not ask students to complete a separate survey. Feedback was positive, with students giving daily activities an average rating of 8.8/10 and keynote speakers an average rating of 9.3/10. When asked how likely they were to recommend the program to other students, respondents gave an average score of 9.5/10, with 0 being “No” and 10 being “Yes.” Students also described the camp in five words. Analysis of these answers indicates that participant experiences were positive. The following word cloud visualizes the most common descriptors used by students, with size denoting frequency.

Figure 21.



Students were also asked to share what they learned in camp. Some common topics included leadership, communication, teamwork, confidence, goal-setting, positive thinking, and, perhaps most importantly, that their voices matter. When asked how the program could be improved,

²² During the prior two years, CoolSpeak implemented the BrainSTEM Youth Empowerment Program. The Power of Youth Camp was similar, but not STEM-focused.

students mainly shared that they had no suggestions. Those who did offer suggestions for improvement shared that they would like more games and activities, bigger spaces for activities, and more time spent outside.

Camp Connect High School Student Leadership Institute

The summer 2022 Camp Connect program was hosted across four program sites, each offering two days of programming. The program is designed to encourage college attendance among migrant students who have demonstrated leadership potential during high school. The experience is supposed to enhance participants' leadership potential through a series of interactive workshops, lectures, and discussion groups that promote academic development, verbal communication skills, civic engagement and responsibility, research skills, STEM/STEAM (STEM plus Arts) learning, college enrollment and retention, and personal development. Workshops covered topics such as bioethics, creating a webpage, coding, public speaking, astronomy, science experiments, genetics, and mindfulness.

A total of 93 students attended the summer 2022 program. The program was open to all high school students, and project area staff assisted with recruiting and registering students for the sessions. All students completed a brief essay as part of their registration, and some students received a staff recommendation to attend the program due to their language proficiency.

Student participants completed a daily survey to reflect on the activities, experiments, workshops, and their expectations and feelings. Survey respondents were very positive about the experience and their learning, with an average of 86 percent of respondents rating their experience with Camp Connect and their facilitator as either 'excellent' or 'very good' on any given day. Students reported what they learned each day at camp, listing STEM topics such as Newton's laws of motion, robotics, coding, air and water, and the human body. Students also shared hands-on activities such as building rockets, conducting science experiments, and drawing. Life skills stood out to students as well, with several sharing that teamwork, listening, public speaking and broadcasting, creativity, decision-making, or improving their English were topics they learned at camp. Making new friends was also important to students. When asked how the sessions could have been improved, students suggested more time, more activities and less lectures, new experiments, and of course, food. Overall, most students shared that they had no suggestions for improvement.

Parent and Out-of-School Youth Comprehensive Survey 2022

During the summer and early fall of 2022, the PA-MEP administered surveys to parents and out-of-school (OSY) youth relative to *Service Delivery Plan* focus areas. The surveys were intended to gather feedback and information from participants about needs, interests, and current behaviors so the program can make informed decisions about planning programs and services. OSY surveys were comprehensive and similar to those of past years. Parent surveys were condensed, in order to reduce the survey fatigue they had been experiencing.

The surveys were conducted July through September 2022. State evaluators and the PA-MEP state data team collaborated to establish a geographically and culturally representative sample of survey

participants based on home language and project area. A target 15 percent sample²³ was established by project area, family/out-of-school youth, and home language variables to ensure representative results while collecting fewer surveys due to the great time investment that such surveys take. Separate samples were used for the parent and OSY versions of the survey.

This stratified sample was pulled from the state migrant database based on current PA-MEP families and out-of-school youth who were believed to still be in the area. Within each project area the sample was to include 15 percent of each home language in the area, with at least one family and/or youth representing each home language in the area, even if only one family spoke that language in the project area. Each project area received a primary list of families and youth and an alternate list of families and youth. Staff were instructed that those on the primary list should be attempted first, but if they could not be located or could not be surveyed for another reason, they were to select an alternate from the alternate list having the same home language. If they ran out of alternates, they could use other families present at the time based on a 'remaining' families and youth list from the state data team.

The target counts for survey collection were 276 families and 63 out-of-school youth, a collective decrease of 116 surveys over the prior year. A total of 254 family surveys and 49 youth surveys (total 303)²⁴ were collected and used for analysis that could be matched to eligible families and youth, which resulted in a 92 percent response rate for parents/families and a 78 percent response rate for out-of-school youth, both an increase from the 2019 survey year (65 and 62 percent, respectively). Increased response rates were attributed to the decreased survey sample size, the shortened parent/family survey, and the reduction in pandemic-related challenges. Based on the match of surveys to the provided sample list and response rate, evaluators are confident that the results are likely representative of Pennsylvania's PA-MEP population during the 2021-22 year. Family surveys often represent more than one child, so the number of family surveys collected is far smaller than the number of children they represent.

Of the 254 family responses, 65 percent were completed by the mother, 26 percent were completed by the father, and 9 percent were completed by a guardian, adult family member in a parental role, or another adult in the household. In almost all cases, the 49 out-of-school youth surveys were completed by the youth themselves.

As the representative sampling process was applied within each area, respondent counts by project area followed the dispersion of families. For families, Project Area 1 had the highest count of surveys (55) followed by Project Area 5 (50), and 4 (49). Project Area 9 had the smallest survey count (one),²⁵ but this area, along with Project Area 7, also has the smallest student enrollment. All project areas, with the exception of Project Areas 4 and 9, received more than 75 percent of their expected surveys. For youth surveys, Project Areas 3 and 1 had the highest counts (13 and 8, respectively) while Project Area 2 had the smallest (one survey). Project Area 9 had a target count of two youths but was unable to survey any youth in the region. It is possible that no youth in the

²³ Previous iterations of the survey were conducted using a 25 percent sample size. The sample size was decreased in order to reduce the survey burden on program staff and participants. This decision was successful and resulted in a survey response rate of 91% across both parent and OSY surveys, previously 63.5 percent in 2021.

²⁴ A total of 23 surveys were excluded from analysis because they were either a duplicate, the incorrect survey was completed (i.e., family completed the OSY survey and vice versa), or the survey could not be matched to a family or student, either because no ID number or an incorrect ID number was provided.

²⁵ Since Project Area 9 had such a low expected survey count (9), it is possible that MEP staff were unable to survey an alternate family if the primary family did not complete the survey. In some cases, an alternate family does not exist.

region, either from the primary sample list or secondary and alternate lists, were available for the survey.

Table 4: Surveyed Families and Youth by Project Area

Project Area	Total Family Surveys	Percent of Target Received (Family)	Total OSY Surveys	Percent of Target Received (OSY)
1	55	122%	8	133%
2	23	105%	1	50%
3	39	100%	13	100%
4	49	73%	6	46%
5	50	91%	7	100%
6	13	100%	2	40%
7	8	100%	6	100%
8	16	89%	6	67%
9	1	11%	0	0%
Total	254	92%	49	78%

Evaluators followed up with each project area several times to ensure that all applicable surveys were collected in the online system, and in those cases where there were discrepancies, conversations occurred relative to the reasons for the discrepancies.

By language, surveyed respondents were representative. For families surveyed, 16 languages were to be represented, plus an ‘other’ category. All but one language from the sample list were represented in the collected data with six of the languages having a 100 percent or better response rate.²⁶ Expected counts by language ranged from one to 181, average 17. Actual counts by language ranged from zero to 167, average 15.

For out-of-school youth, eight language categories (seven languages and ‘other’) were to be represented in the data, five of which were included in the surveys collected. Two languages had a 100 percent response rate represented. Expected counts by language ranged from one to 44, average eight. Actual counts ranged from zero to 36, average six.

Overall, results appear to be generally representative of Pennsylvania’s migrant population in each of the sample criteria. Also, responses overall tended to reflect themes of responses from past years’ feedback and needs examinations, further confirming that results are likely representative of the larger population. Where possible and meaningful, comparisons to last year’s results are provided. The same methods were used to determine and survey the sample group.

Survey questions were aligned to the *Service Delivery Plan* and special initiatives and addressed state team interests.

For both families and youth, Spanish had the largest survey count, which is consistent with Pennsylvania’s migrant population.

²⁶ Response rates over 100 percent occur when the count of survey respondents is greater than the target count in the sample.

Table 5: Surveyed Families and Youth by Home Language.

Home Language	Families	Out-of-school youth
Arabic	3	NA
Burmese	1	NA
Chin	1	NA
Creole	1	NA
English	3	1
French	2	NA
Indigenous-Guatemalan	19	6
Indonesian	1	NA
Karen	1	NA
Khmer	9	NA
Kinyarwanda	--	NA
Mam	7	4
Nepali	31	--
Other	1	2
Pushtu/Dari	5	--
Spanish	167	36
Swahili	2	--

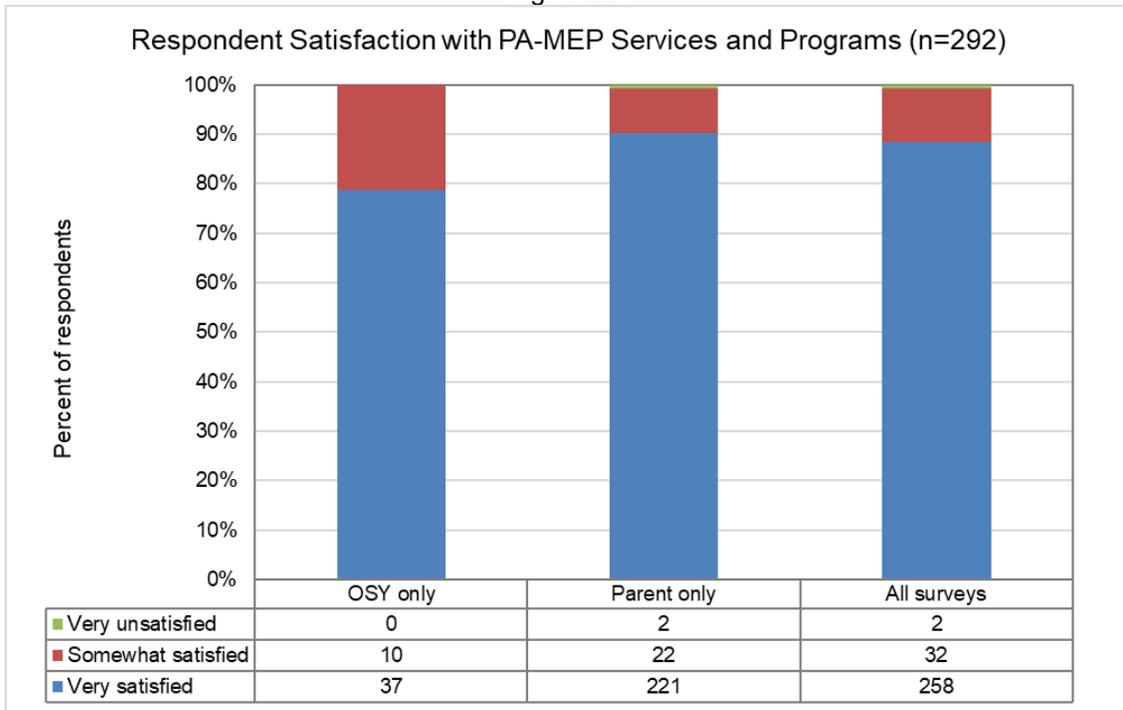
In the following item summaries, the count or percentage of respondents selecting that item is provided. Respondents may not have answered all questions. In these cases, counts and percentages are based on the number of surveys having a response for that particular item.

Overall, 97 percent of respondents confirmed that they had received services from PA-MEP in the past 12 months. This was consistent for families (97 percent) and youth (96 percent). Families (244) also shared how they received services. Seventy percent received in-person services, 27 percent received them under a hybrid model, and 3 percent received primarily virtual services.

Families and youth received a range of MEP services throughout the program year. The three most commonly received services amongst families (243) included summer programs (69 percent), English language development (51 percent), and afterschool programs (43 percent). The most common services provided to youth were English language development (80 percent), reading and writing (35 percent), and information about GED/graduation requirements (29 percent).

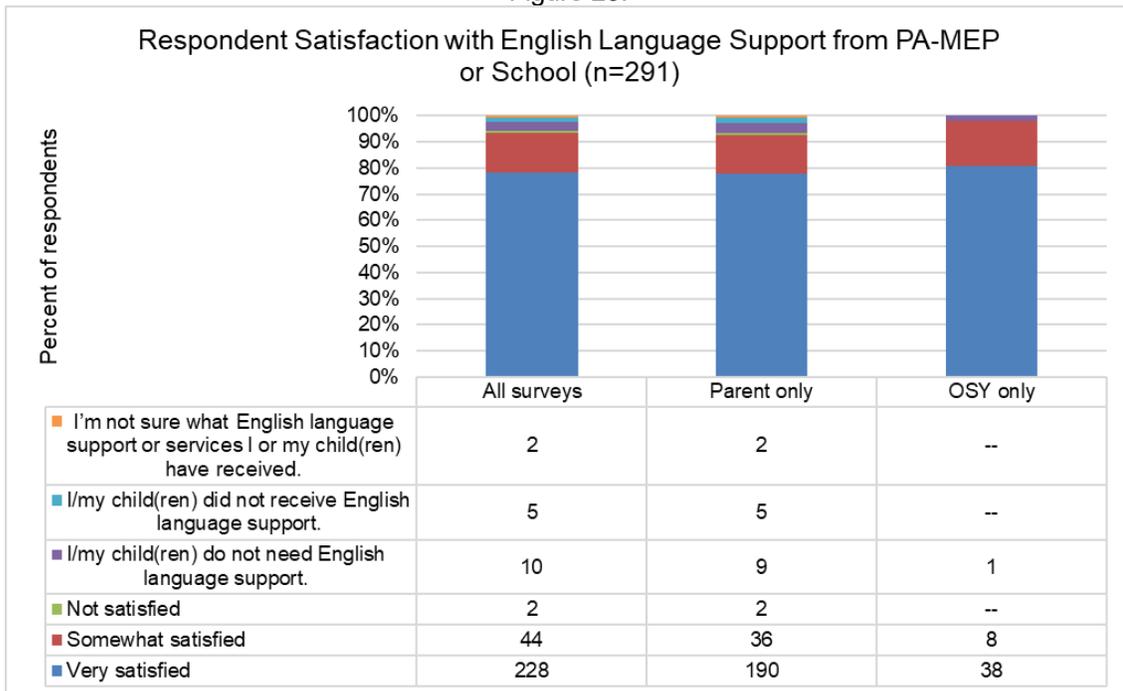
Most respondents (88 percent) indicated they were very satisfied with the services and programs they received from PA-MEP as shown in Figure 22. Two respondents (less than 1 percent) indicated they were very dissatisfied with the services. General satisfaction was similar for both families and youth. Six OSY respondents shared that they would like more home visits.

Figure 22.



The survey specifically asked about satisfaction related to English language support, to which most respondents indicated that they were very satisfied (78 percent) or did not need English language support (3 percent). Responses by survey respondent type are given in Figure 23.

Figure 23.



Out-of-school youth were asked a related question about satisfaction with PA-MEP's or school's addressing their individual needs. Ninety-four percent of 47 respondents shared that they were very satisfied; 4 percent were somewhat satisfied; and 2 percent were not satisfied.

Also related, out-of-school youth shared if anyone in their household had received education-related translation services. Of these respondents, 59 percent had received translation support from PA-MEP; 6 percent received translation support from school; and 8 percent received translation support from another source. Fourteen percent indicated that they did not need translation support. Six percent indicated needing, but not receiving, such support and 10 percent were not sure. Respondents could select more than one option.

While 27 percent of respondents indicated declining PA-MEP services in the past year, most indicated doing so almost entirely due to work schedule conflicts (21 out of 27 percent). Families and youth both declined services at the same rate.

The survey asked respondents to indicate areas of need or interest. The top needs amongst respondents varied between families and youth. For families, afterschool programs were the area of greatest need with 43 percent of respondents choosing this option. For youth, English language development was the area of greatest need, with a 49 percent selection rate. In Table 6, the top three most-selected options, by respondent type, are highlighted and shown in bold text.

Table 6. Interest or Need for Additional Services by Respondent Type.

Service Need	All (288)	Families (239)	Out-of-school youth (49)
Afterschool programs	36%	43%	2%
Career awareness	16%	18%	8%
College tours, college readiness, and postsecondary education planning	15%	17%	6%
Continuation of education for out-of-school youth	10%	8%	18%
Early childhood and preschool programs	16%	16%	16%
Education-related translation services*	13%	15%	NA
English language development for your child or yourself (if an out-of-school youth, ESL cannot be provided by MEP to parents)	28%	24%	49%
Financial aid/college assistance programs information	12%	14%	4%
Guidance for understanding Special Education Services and IEPs	8%	10%	--
Help with online/virtual school	13%	15%	6%
High school graduation requirements information	7%	8%	2%
Homework help	24%	28%	--
How to access mental health services for children/yourself (if OSY)	10%	12%	--
How to access vocational rehabilitation services for children/yourself (if OSY)	8%	10%	--
How to advocate for my child and their needs/ myself and my needs (if OSY)	25%	27%	16%
How to be more involved in my child's/my (if OSY) education	24%	28%	2%
How to communicate with my child's/my (if OSY) school	16%	19%	2%
Information about GED/Graduation requirements*	9%	11%	NA
Math / STEM	16%	18%	4%

Service Need	All (288)	Families (239)	Out-of-school youth (49)
More in-home tutoring programs	29%	33%	10%
PAC-Parent Involvement/Family Engagement*	13%	15%	NA
Reading and writing	26%	28%	18%
Saturday programs	32%	34%	20%
Summer programs	33%	36%	16%
Understanding school records, report cards, progress reports, and transcripts	16%	19%	2%

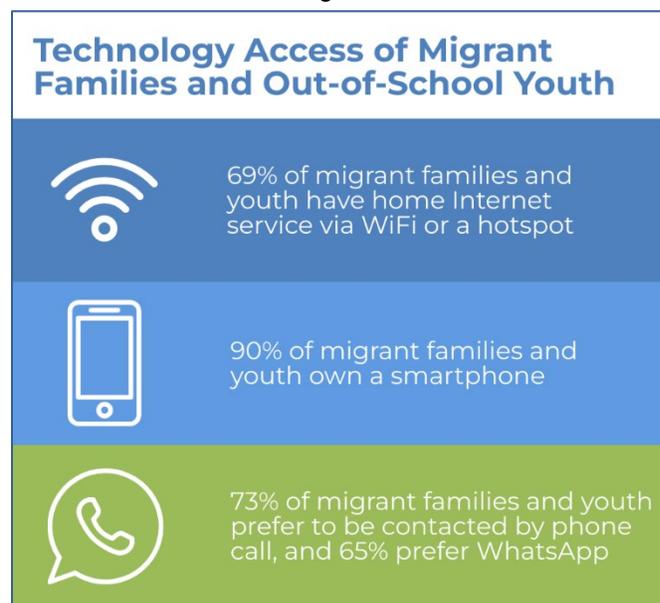
Parents and youth were also asked to share any basic needs that were not currently being met in order to gain more context about their unique situations. Several families shared that assistance with applying for social services such as SNAP/food stamps, WIC, cash assistance/welfare, utilities and rent assistance, transportation services, and access to affordable dental care were other needs.

Access to technology is an ever-growing necessity for all people, especially since the onset of COVID-19. To assess the needs of Pennsylvania’s migrant population, respondents were asked to provide information about their Internet and technology access at home. Of 296 respondents, 205 (69 percent) indicated that they had home Internet service (Wi-Fi, cable, hotspot, etc.). Nearly a quarter (23 percent) reported that they had access via a smartphone but no home service, while 8 percent indicated they had no Internet access at home. This indicates a decrease from the prior year, when 23 percent of respondents reported no Internet access.

Figure 24.

When asked which technology devices they had at home, 269 of 299 respondents (90 percent) reported that they had a smartphone, an increase from 76 percent in the prior year. A total of 124 (41 percent) indicated that they owned a laptop or Chromebook, followed by 71 (24 percent) having a tablet or iPad. Twenty-four respondents (8 percent) reported having a desktop computer. Respondents could choose all options that applied.

Respondents were also asked to report on the best methods and times that MEP staff could get in contact with them. A phone call was the most common method (73 percent of 300 respondents), followed by WhatsApp (65 percent), and text messages (45 percent). In-person communication, email, and Facebook (Messenger) were chosen less frequently, representing 36, 11, and 3 percent of respondents, respectively.



Of 288 respondents, nearly half indicated that weekday afternoons were the best time for staff to get in contact (47 percent), followed by weekday evenings (38 percent), and weekday mornings (32 percent). Other time periods were chosen less frequently.

High School Graduation and Postsecondary Education

The out-of-school survey included a section for youth in, or who should be in, grades 8-12, as these grades are a particular focus for the program and several program goals relate to this population. For those respondents who indicated that they were enrolled or should be enrolled in grades 8-12 for the coming school year (17 respondents) the survey included questions about high school graduation and postsecondary options and knowledge. Not all respondents answered each question of this section, and the total of those who did is included in the following summaries.

Of 13 respondents, five youth reported that they knew that most high schools require students to earn a minimum number of credits and complete several specific courses in order to graduate; 4 youth indicated that they did not know this information; and four respondents were not sure if they received graduation information.

When asked if they were on track to graduate on time from high school, only one youth of 13 respondents indicated that this was true. Ten youth reported that they were not on track to graduate on time, and two respondents were unsure.

Nearly two-thirds of 12 respondents acknowledged receiving high school graduation requirement information, whether from PA-MEP staff (six respondents) and/or their school (one respondent). Three respondents reported that they had not received any such information, and two were unsure.

When asked how they had received information about postsecondary options, five respondents (of 14) shared that they received information from PA-MEP, three indicated that they had not received any such information, and six were not sure.

Families' challenges and uncertainty about high school graduation and postsecondary options may be a factor of the family's education experience, as 76 percent of 17 respondents indicated that no one in their household had completed high school. A total of 88 percent indicated that no one in their household had attended college.

Completing high school graduation or GED requirements are not especially important to out-of-school youth, with five of 16 respondents indicating that this was 'very important.' Similarly, only seven of 17 respondents indicated that continuing their education after high school was 'very important.' Despite this, more than half of 17 respondents indicated that they wanted more information, with technical school (five respondents) and applying for a job (four respondents) being the most areas of interest for out-of-school youth. That said, seven of 17 respondents indicated that they were not interested in receiving any more information or were unsure which topics interested them.

Due to the small sample size of out-of-school youth who completed this portion of the survey, it is difficult to generalize trends amongst the survey responses. However, results indicate that out-of-school youth may need extra guidance and assistance when it comes to making decisions about their high school and post-secondary education and their future goals.

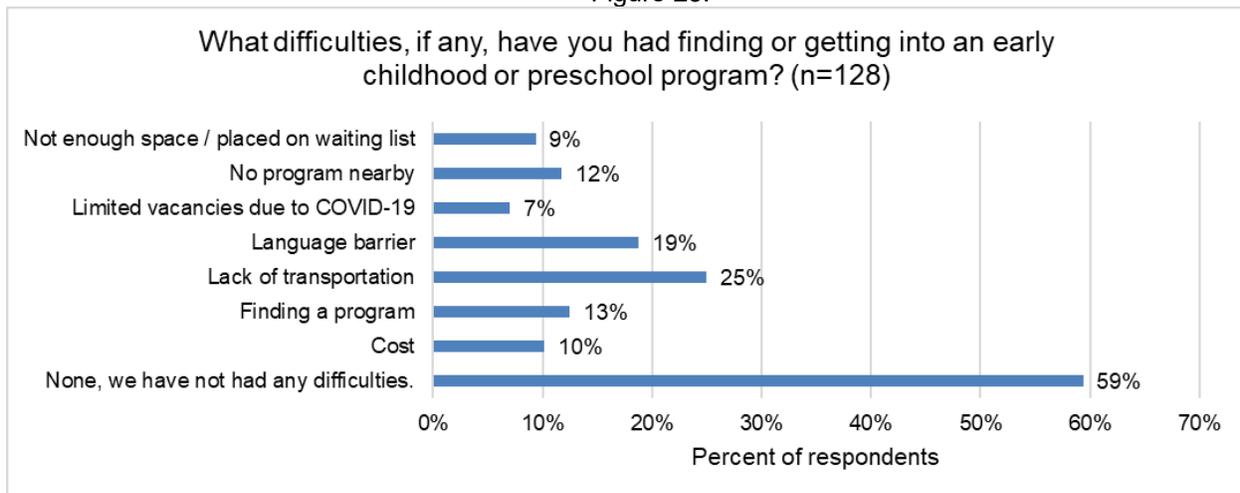
Preschool and Young Children

Preschool is a program priority in Pennsylvania, so PA-MEP included a set of questions in the survey to examine preschool and early childhood program experiences. Out-of-school youth were asked multiple questions about their experiences in order to gain a more complete picture of their unique challenges. Of these respondents (43), 33 percent shared that they had a child/ren birth to

age one and 5 percent shared they had a child/ren who were two years old. No youth shared that they were looking into or had enrolled their child/ren into an early childhood or preschool program, so the series of questions about these programs have been removed from the analysis.

More than half of families (52 percent) shared that they had either enrolled or looked into an early childhood or preschool program. Of these families (128), 59 percent reported that they had no difficulties finding or getting into these programs. Lack of transportation was the most common challenge, experienced by 25 percent of families interested or enrolled in these programs, followed by language barriers (19 percent), finding a program (13 percent), or having no program nearby (12 percent). Other, less common challenges included cost (10 percent, not enough space or being placed on a waiting list (9 percent), and limited vacancies due to COVID-19 (7 percent).

Figure 25.

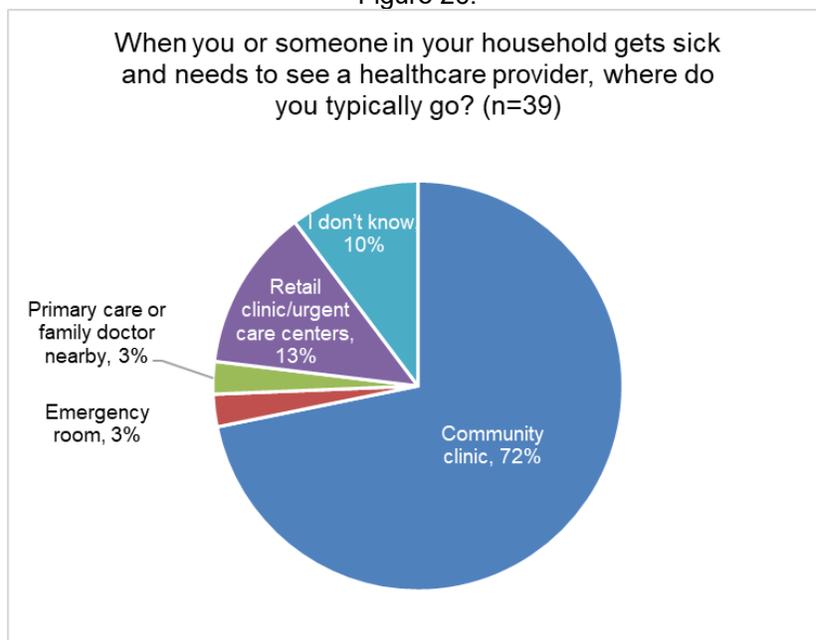


Migrant Education Program Wellness Project

The purpose of the Migrant Education Program Wellness Project is to increase the percentage of migrant parents and out-of-school youth who report that they know where to obtain primary care and to decrease the percentage of migrant parents and youth who report that language and cultural barriers impede their access to healthcare. As such, questions were included in the survey relating to this project. Out-of-school youth were asked a wider range of questions than families.

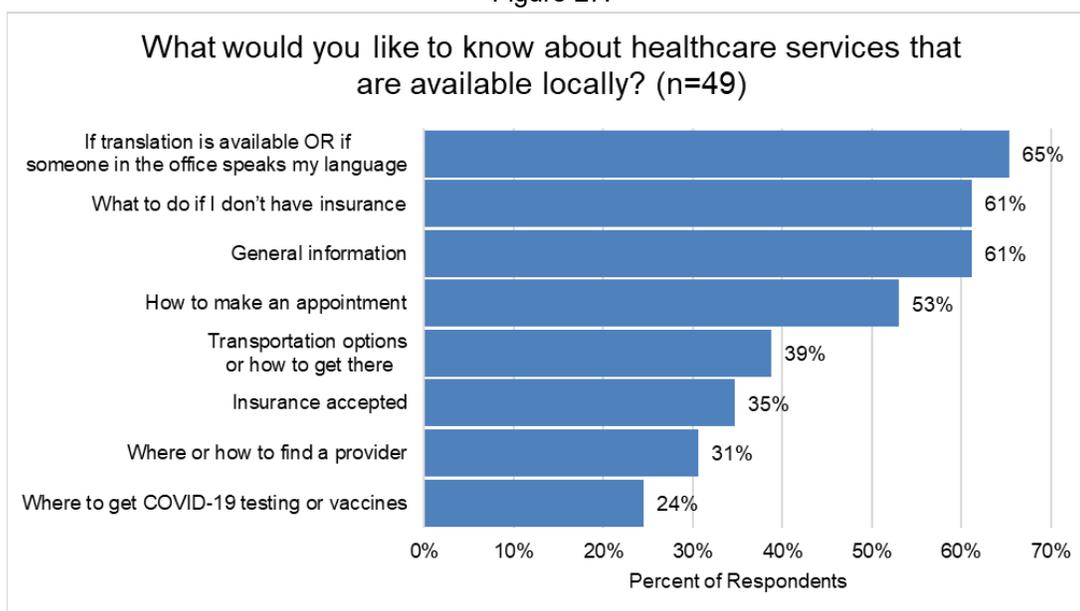
Results revealed that 72 percent of responding youth use a community clinic as their primary source of care, followed by a retail clinic or urgent care center (13 percent). Three percent relied on hospital emergency rooms and 3 percent saw a nearby primary care or family doctor. Ten percent of youth shared that that they did not know where they would go if they needed to see a healthcare provider. Some respondents also shared that they self-treat with over-the-counter medicine. One respondent shared that they receive medicine from their home country as they do not have insurance in the United States. One also reported that they are usually denied medical treatment because they do not have an ID. These anecdotes help provide context to the unique challenges migrant students face.

Figure 26.



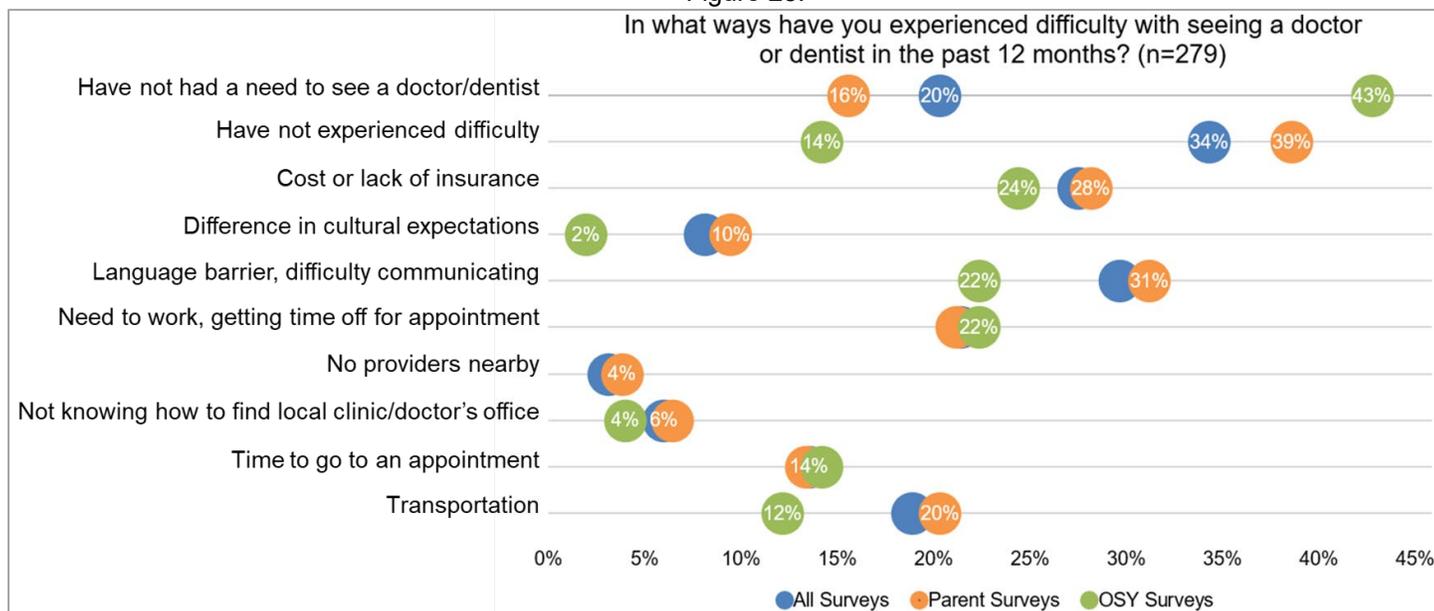
More than two-thirds of 49 youth respondents (65 percent) indicated interested in learning more about translation services or if someone at the medical office speaks their language. More than half (61 percent) indicated interest in gaining more general information about local health care services, were interested in learning what to do if they do not have health insurance (61 percent), and in learning how to make an appointment (53 percent). Approximately one-third of youth wanted to learn more about transportation options (39 percent), accepted insurance (35 percent), and where or how to find a provider (31 percent). About one-fourth of youth were interesting in learning where to get COVID-19 testing and vaccines (24%).

Figure 27.



The survey asked families and youth to indicate what, if any, challenges or frustrations they had experienced related to seeing a healthcare professional. Out of 279 respondents who answered this question, 96 (34 percent of respondents) indicated that they had not experienced some level of difficulty or frustration with seeing a doctor or dentist, and 20 percent shared that they had not needed to see a health professional in the past year. The three most common challenges experienced by respondents include a language barrier or difficulty communicating (30 percent), the cost or lack of insurance (28 percent), and being unable to take time off work for an appointment (22 percent). These challenges were listed as top frustrations in prior surveys, and top challenges were the same for both families and out-of-school youth.

Figure 28.

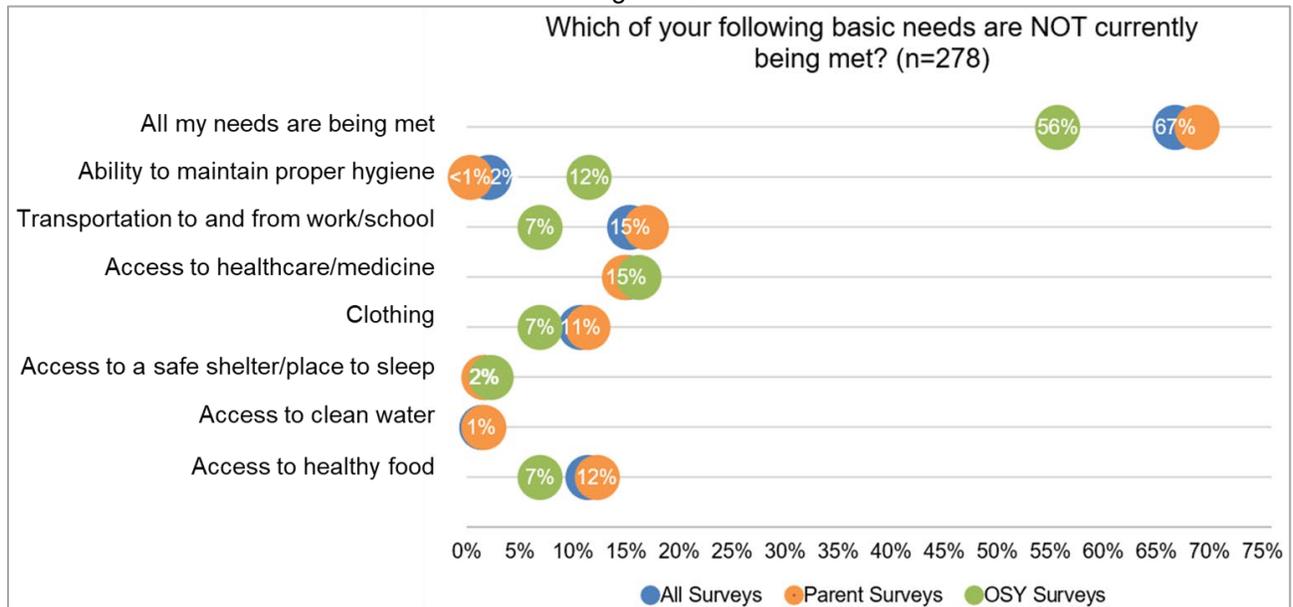


Other challenges shared included appointments not being available soon enough and needing help making an appointment. Youth were more likely than families to report that they had not needed to see a provider in the past year.

Parents were also asked whether they had access to low-cost or no-cost healthcare services, of which 83 percent of respondents shared that they do. Seventeen percent do not have access to these services.

Families and youth were finally asked to indicate if any of their basic needs were not currently being met. Two-thirds of 278 respondents indicated that all their needs were being met (67 percent). The most common needs amongst families included access to healthcare and/or medicine (15 percent) and transportation to and from work and/or school (15 percent). Amongst youth, the most common needs were access to healthcare/medicine (16 percent) and ability to maintain proper hygiene, such as having a working shower and/or toilet at home (12 percent). Some family respondents also shared that they need assistance with paying rent and utilities and applying for social services such as WIC, SNAP/food stamps, or TANF/welfare.

Figure 29.



Program Suggestions and Feedback

Out-of-school youth were asked to share how PA-MEP might better support their education. Students' responses varied and were compiled into the following list of themes, given in order of frequency:

- More ESL classes, with activities such as group conversations, reading and writing practice, and learning everyday vocabulary;
- Continuing life skills classes, particularly hygiene and budgeting. Parenting classes were also requested;
- Teachers who speak students' home language, specifically Spanish;
- Support in pursuing a GED and GED classes;
- Computer and digital literacy classes; providing computers to students;
- Overall support in pursuing future educational goals, as some students have family and work priorities that are preventing them from currently prioritizing their education;
- Virtual classes.

Youth were also asked how PA MEP might better support their participation in after school or summer programs. Several students shared that they work a lot or have other responsibilities, making it difficult for them to fit MEP programming into their already busy schedules. Three main themes were common across responses that may help encourage participation:

- More flexible program scheduling, such as evening and weekend events;
- Transportation services;
- More home visits.

Families were asked if there was anything else they would like to share about their program experiences. Most shared general thanks for the program and staff. Several, however, did request transportation services, more home visits, more frequent communication from staff, and music lessons for their children.

Several parents also shared anecdotes about how the program has helped them, of which a selection is shared here.²⁷

"I am very happy with the program. The teachers help me with everything. My little daughter didn't want to go to school, and they helped me enroll her and transfer her to a better school. I have been through a lot, and they have never left me..."

"I remember when the teacher helped me enroll my children in school, make medical appointments, and set up the Internet. I don't know how those things are here in the United States. Because of my job, I can't get very involved in my children's studies, but my eldest daughter says that the teacher has helped them a lot. My son likes the outings and what he does with the robot."

"My children are happy when they receive visits. I came to this country to give them a better life and now they are both studying, and they are happy. My daughter says that the teachers help her a lot with school."

"I appreciate the support of the teachers. At the events I have been able to receive my [redacted] ID and COVID vaccine, and they are always giving clothes and supplies to my daughters. With your support, my eldest daughter transferred to a much better school. She goes with her friends and is learning a lot."

"I like that my daughter is participating in the program. He always takes the time to explain things to me and help us out. I have not studied. I am happy that my daughter is studying and that she will have a better future."

...It is not easy to raise my daughter with her mother in another country, but I can do it with the support I have from them.

Student Outcomes

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

²⁷ These responses have been translated from Spanish.

Kindergarten Preparation Inventory

PA-MEP uses a pre-kindergarten skill development instrument called the Kindergarten Preparation Inventory (KPI). Complementing the Inventory was a toolkit of resources, lessons, and manipulatives that staff could use to support students in developing skills that they would need as they transitioned to kindergarten.

Staff were to conduct the inventory with children who were at least four years old and older and not yet enrolled in kindergarten. Some three-year-old children completed the inventory and were included in the overall results, but results by age are provided in this report. The inventory was intended to be done initially in the fall or at the time of the child's initial enrollment in PA-MEP and again the following late summer/fall.

The 2021-22 year was the fourth year that the program used this instrument.

The inventory included 27 skills in five categories. Students proficient in 20 to 27 of the skills were considered to be at a mastery level. Students proficient in 11 to 19 of the skills were considered in progress, and students with 10 or fewer skills were considered to be below kindergarten expectations and coded as 'not yet.' Determination of skill proficiency was left to the professional opinion of the student support specialist working with the student, based on their interaction with the child. If a child successfully demonstrated all 27 skills, the child did not have to repeat the KPI.

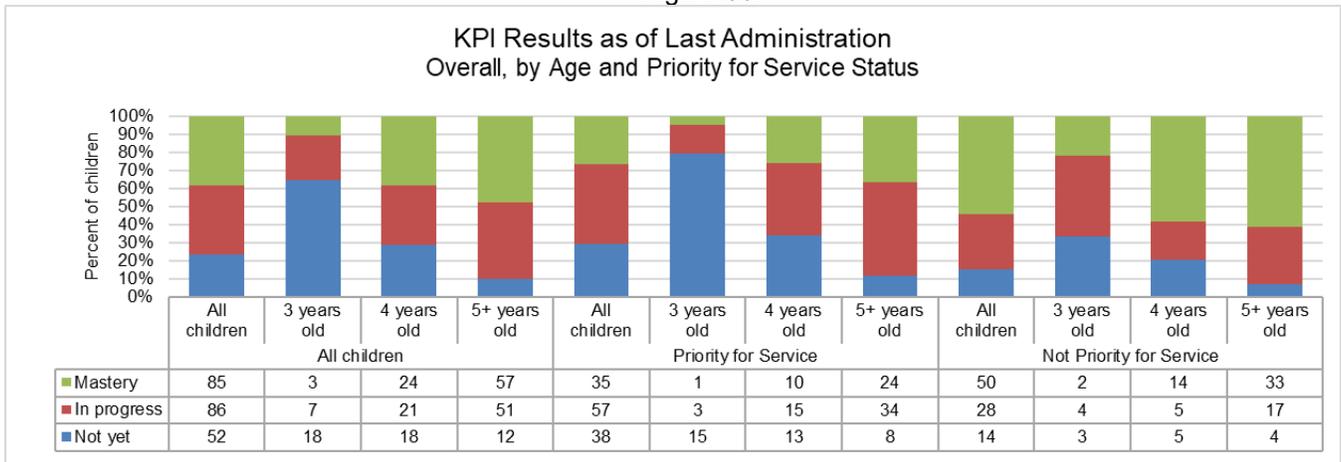
KPI data was available for 223 children, which is 44 percent of the 504 children who were ages three or older and not yet in kindergarten enrolled in PA-MEP during this year.

Considering a child's result as of their last KPI administration, regardless of the timing of the inventory, 38 percent of all children included in analysis demonstrated skills at the mastery level, 39 percent were in progress, and 23 percent were considered as not yet meeting expectations. Age at time of inventory was available for 211 of the 223 children. As in previous years, the percentage of students at mastery increased with age. Eleven percent of the 28 3-year-old children were at mastery, 38 percent of the 63 4-year-old children were at mastery, and 48 percent of the 120 children 5 years and older were at mastery. The percentages of children at the 'not yet' level decreased with age. Sixty-four percent of 3-year-old children scored at the 'not yet' level, 29 percent of 4-year-old children, and 10 percent of children 5 years and older. These results are almost exclusively for children identified as not fluent in English; only eleven children included in KPI data were fluent in English.

Priority for Service status, or more accurately the factors that qualify a child as Priority for Service, also shows differences in results. More than half of children (59 percent) included in analysis qualified as Priority for Service, and of these, 27 percent scored in the mastery category. Of children who were not Priority for Service, twice as many (54 percent), scored at the mastery level.

Figure 30 illustrates these results.

Figure 30.



It is also helpful to know how many children were able to demonstrate all skills: eleven children (5 percent of all children with data) were able to demonstrate all 27 skills at either the pre or post inventory. All but two children (age 4) were 5 years old at the inventory date.

There were 114 children with two data points, or a pre and a post administration. Of these 114 children:

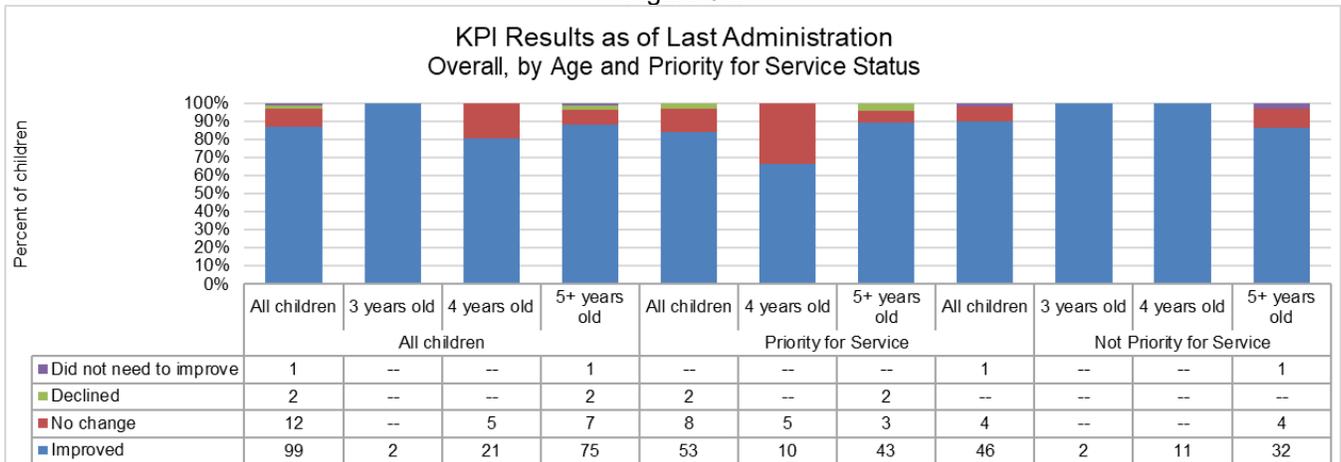
- 87 percent improved the number of skills demonstrated from pre to post;
- 1 percent demonstrated the same number of skills but scored in the mastery level;
- 11 percent demonstrated the same number of skills but were not at a mastery level; and
- 2 percent declined.

The majority of students at all age levels improved: 100 percent of the two 3-year-olds with pre-post and age data improved, 81 percent of 26 4-year-olds improved, and 88 percent of children 5 years and older (85) improved.

A difference exists between Priority for Service results and children without this designation: 84 percent of Priority for Service students improved and 90 percent of children who were not Priority for Service improved. Improvement rates were notably higher than in the previous year for Priority for Service students, where 69 percent improved, and somewhat higher for not Priority for Service students, where 90 percent improved. The improvement gap between the two designations decreased by 10 percentage points.

Figure 31 illustrates these results.

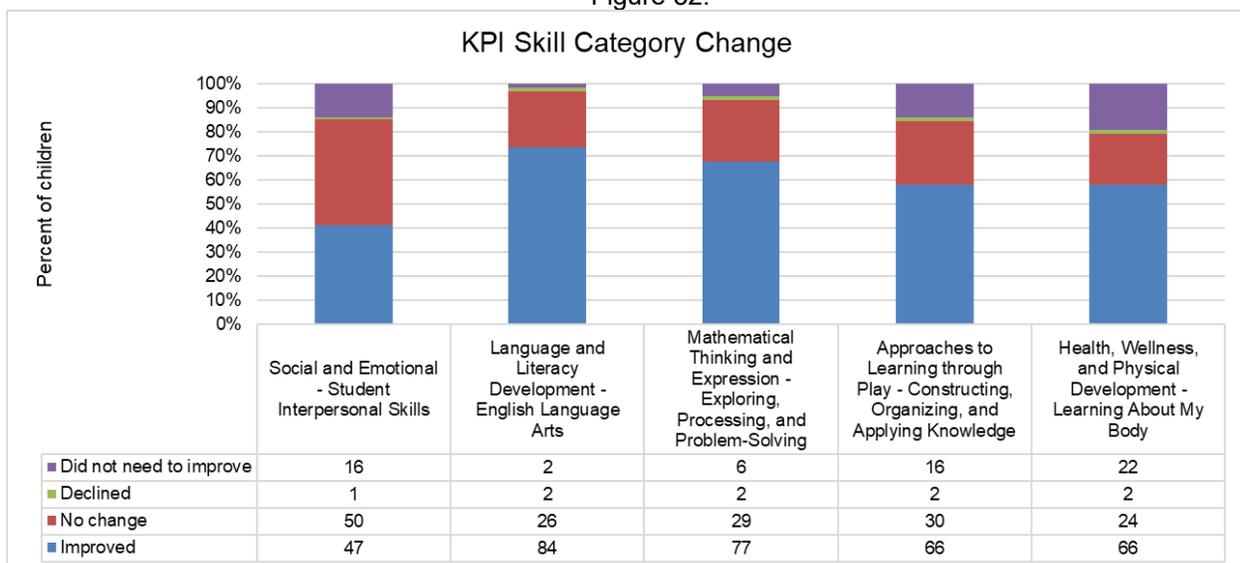
Figure 31.



At this time, it is not possible to determine the extent to which these outcomes are the result of the expected natural development of skills as children get older or if other factors influenced the outcomes.

Additionally, data was examined to explore the extent to which students showed change within individual skill categories. There were 114 children who had two time points to determine the number of skills they demonstrated at the first and second administrations. Approximately three-fourths of these children showed improvement in the number of skills demonstrated or demonstrated all skills at both administrations for three of the four categories: language and literacy (75 percent), mathematical thinking and expression (73 percent), approaches to learning through play (72 percent), and health, wellness, and physical development (77 percent). More than half of students (55 percent) showed improvement or did not need to improve in the social and emotional development category. These results improve upon last year's where the percentage of children who improved or did not need to improve ranged from 46 to 65 percent.

Figure 32.



Overall, the greatest portions of children improved or demonstrated all skills in the health, wellness, and physical development category (77 percent). Children appear to have the greatest need related to the social and emotional development category, with 45 percent declining or showing no change from pre to post. It is possible that the effects of the COVID-19 pandemic have disrupted children's social and emotional development.

Academic Achievement

Each year, students in certain grades take one of Pennsylvania's literacy and/or math state assessments (PSSA, PASA, or Keystone Exam). The PSSA is administered to the most students and is given in March or April²⁸ in grades 3-8. Students in grades 8-11 take the Keystone Exam, which may be administered up to three times per year. Once a student scores at or above the proficient level, whether before or while enrolled in grade 11, the score is banked and applied to the student's grade 11 year. Keystone Exam results may not be used for accountability purposes before grade 11. The PASA is Pennsylvania's alternative state assessment and is administered in grades 3 to 8 and 11 for students with cognitive disabilities. The Keystone Exam and PASA are aligned to the PSSA and use the same performance levels (below basic, basic, proficient, or advanced).

For the 2021-22 program year, analysis included state assessment data from PSSA, PASA, Keystone Exams, and ACCESS for ELLs. Results provided include all migrant students who had adequate and appropriate data for analysis. Percentages were calculated based on the number of students having data and included in analysis, and do not represent all K-12 students. For each assessment, the number of students included in the analysis is provided (overall and by Priority for Service and fluency status), as it differs by assessment.

Pennsylvania annually administers several assessments in core academic areas to public school students. The PSSA is administered in grades 3-8. The PASA is administered to special education students having significant cognitive disabilities in grades 3-8 and 11. The Algebra I Keystone Exam is administered as early as grade 8, and the Literature Keystone Exam is administered to secondary students starting in grade 9. Students can re-take the Keystone Exams until they reach a proficient level. Their score is then banked and applied to their grade 11 year, or their grade 11 Keystone Exam is used for accountability if the student had not yet reached a proficient level. Results from these state assessments are provided together in this section, as each is administered to different student groups, so there is no possibility that a student is included more than once, and each assessment is used for the same accountability purposes.

PSSA, PASA, and Keystone Exam data were available at the state level and matched to PA-MEP enrollment data. Consequently, data was available for all migrant students enrolled in a public school who took the applicable assessment. Students may not have assessment data because they were not present and enrolled in Pennsylvania public schools at the time of the assessment or they meet one or more of the exemption criteria.

Based on assessment accommodations guidelines, English language learners who have been enrolled in a United States school for less than 12 months have the option to participate in the reading state assessments. However, all English language learners who are enrolled in a public United States school must participate in the math and science assessments. Students in their first 12 months of United States school enrollment are included in state outcomes calculations for

²⁸ Writing PSSA data are not currently included in state or federal migrant education reporting.

participation, but not for performance. The possible reading exemption may contribute to a lower number of students being included in analysis as compared to math or science results.

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

Reading assessment results include 1,042 migrant students (293 Priority for Service students and 749 non-Priority for Service students), which is 64 percent of the 1,625 migrant students in grades 3-8 and 11 who were enrolled in PA-MEP during the 2021-22 school year (prior to June 2022).

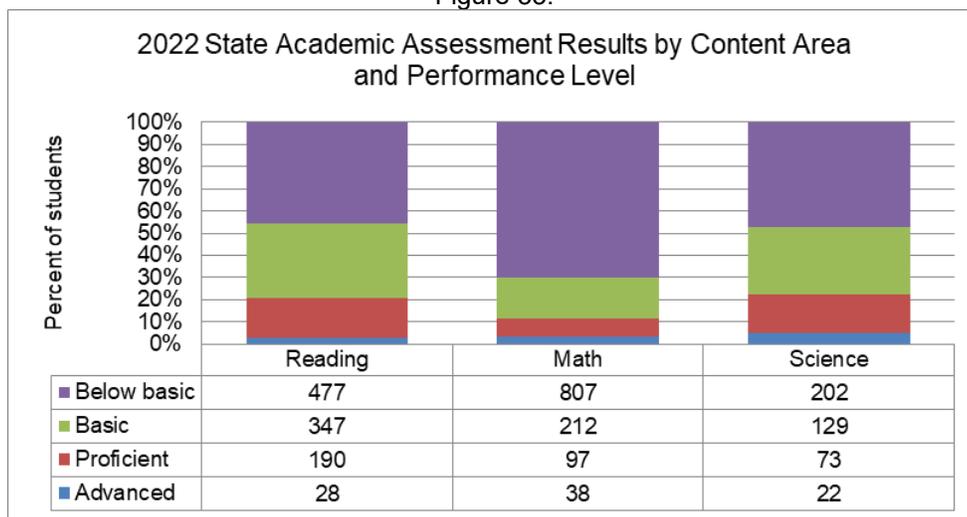
Math assessment results include 1,154 migrant students (407 Priority for Service students and 747 non-Priority for Service students), which is 71 percent of the 1,625 migrant students in grades 3-8 and 11 who were enrolled in PA-MEP during the 2021-22 school year (prior to June 2022).

Science assessment results include 426 migrant students (127 Priority for Service students and 299 non-Priority for Service students), which is 66 percent of the 645 migrant students in grades 4, 8, and 11 who were enrolled in PA-MEP during the 2021-22 school year (prior to June 2022).

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

The following graph illustrates students’ results on the state academic assessments: PSSA, PASA, or Keystone Exams. In each of the three content areas, the largest portion of students scored in the below basic performance level, 46 percent for reading/literature, 70 percent for math/Algebra I, and 47 percent for science/biology. Reading/literature and science/biology had the largest portions of students scoring at proficient or advanced levels: 20.9 percent for reading/literature and 22.3 percent for science/biology.

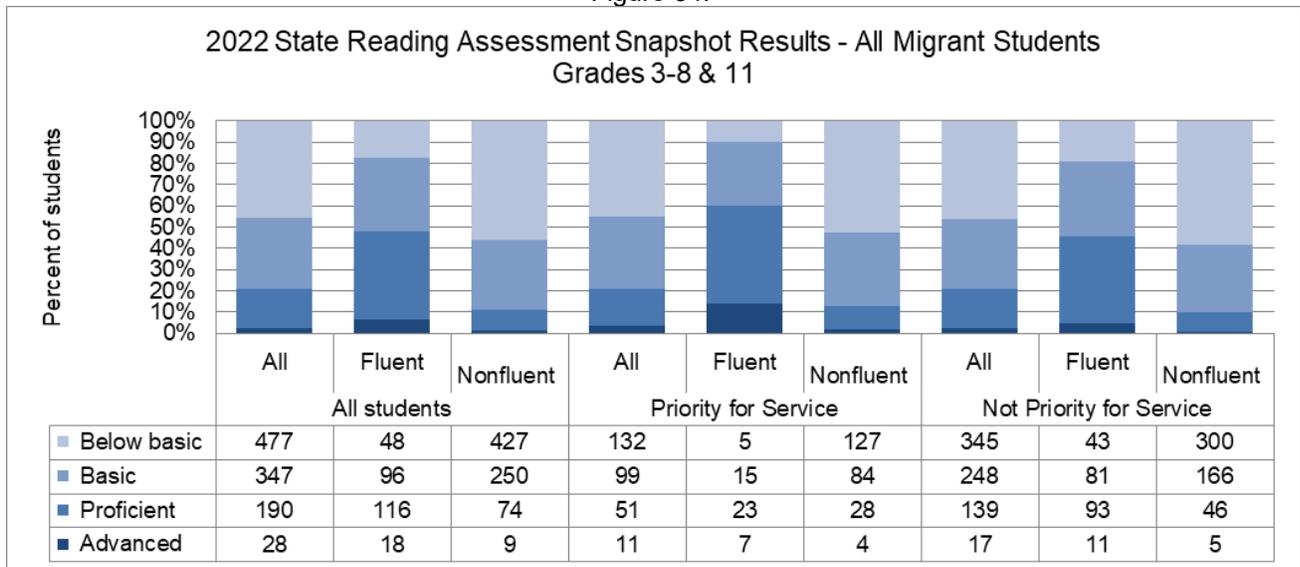
Figure 33.



The next set of graphs show state assessment results (PSSA, PASA, or Keystone Exams) disaggregated by English fluency²⁹ and Priority for Service status, with Priority for Service status further disaggregated by fluency. As a reminder, PSSA is reported for students in grades 3-8, PASA is reported for students in grades 3-8 and 11 with cognitive disabilities,³⁰ and Keystone Exams results are reported for grade 11. For students in grade 11 and taking the PASA, the PASA is used instead of the Keystone Exam. This analysis method reflects the way that Pennsylvania reports accountability at the federal level.

In reading, fluency is a factor in academic achievement, 48 percent of these students scored in the proficient or advanced levels while 11 percent of their nonfluent peers scored in these levels. Priority for Service appears to have no influence outcomes, as the percentage of Priority for Service students, overall, who scored in the proficient or advanced levels – 21 percent of students – is similar to their non-Priority for Service peers (21 percent of non-Priority for Service students scored proficient or advanced).

Figure 34.

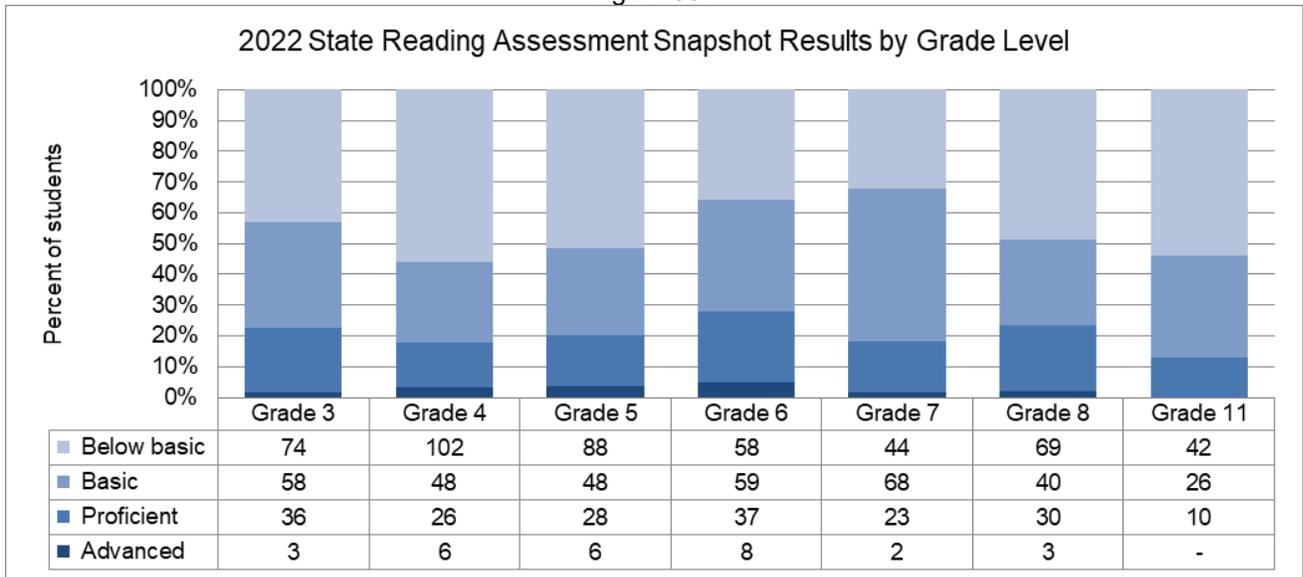


Results by grade level show the largest portions of proficient or advanced students in grade 6 (28 percent) and grades 3 and 8 (23 percent each).

²⁹ English fluency was determined by the student's PA-MEP needs assessment and ACCESS for ELLs assessment data. One student's English fluency was unknown. This student is not included in the results by fluency categories but is included in overall and Priority for Service categories.

³⁰ Students taking the PASA do not take the PSSA.

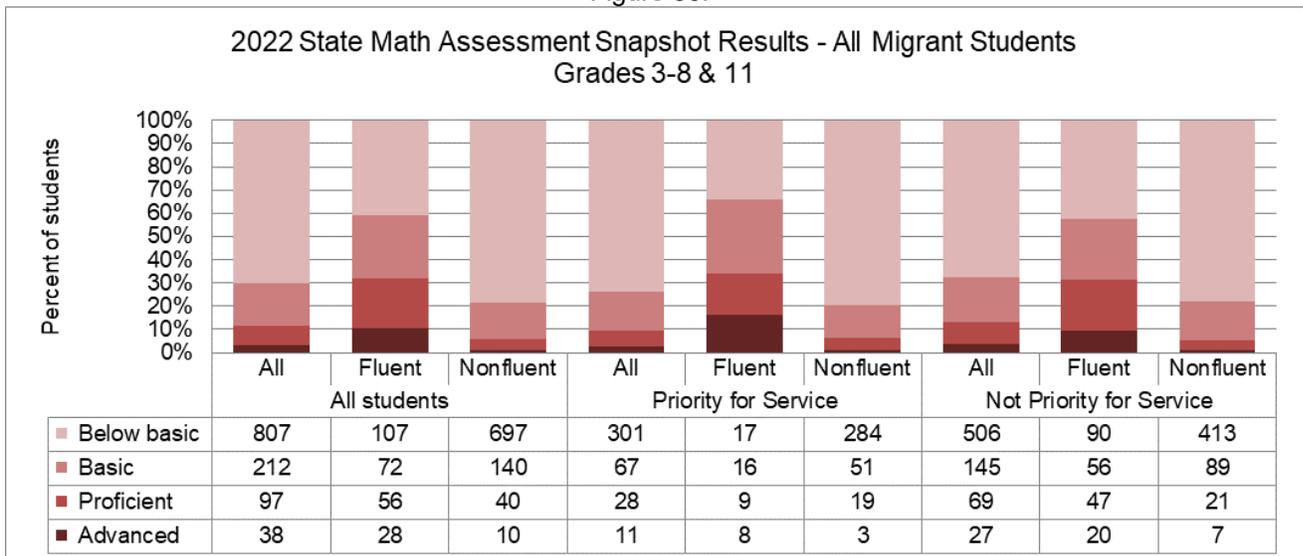
Figure 35.



English fluency also influences math results. Of fluent students, 32 percent scored in the proficient or advanced levels on state math assessments, while 6 percent of their nonfluent peers scored in these levels. Math results show smaller percentages scoring in the proficient or advanced levels in math than reading.

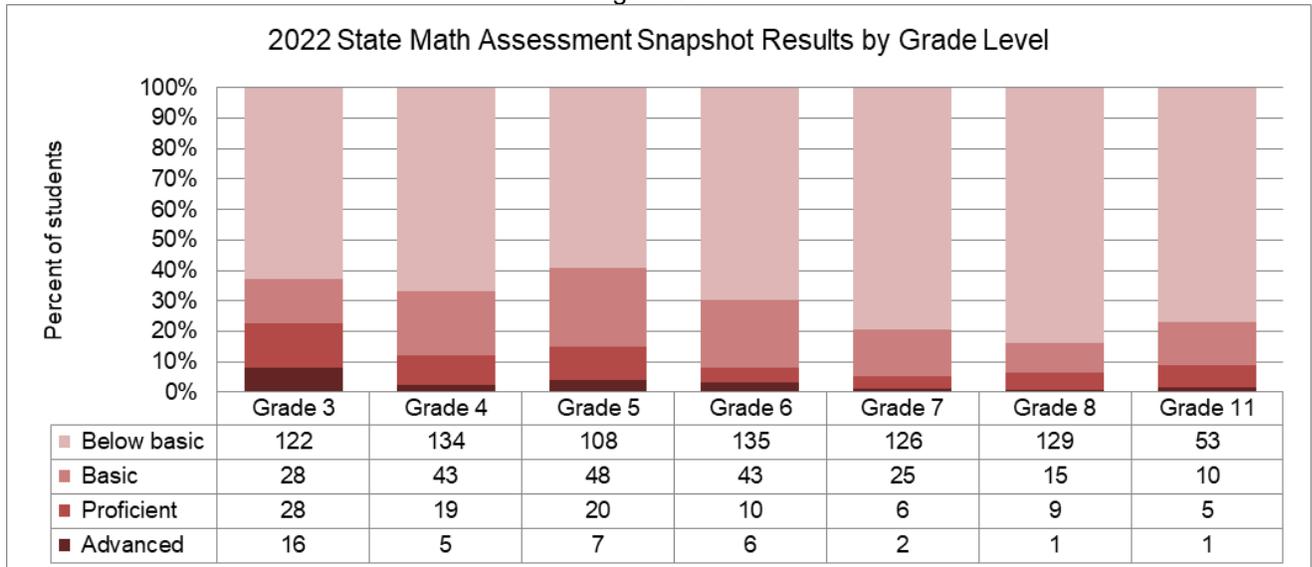
The percentage of Priority for Service students, overall, who scored in the proficient and advanced levels (10 percent) is lower than their non-Priority for Service peers (13 percent). Again, fluency is more influential on results: 34 percent of fluent Priority for Service students scored in the proficient or advanced levels while 6 percent of nonfluent Priority for Service students did so and 31 percent of non-Priority for Service, fluent students scored in the proficient or advanced levels, while 5 percent of nonfluent non-Priority for Service students scored at these levels. Priority for Service status and English fluency influenced state math assessment outcomes.

Figure 36.



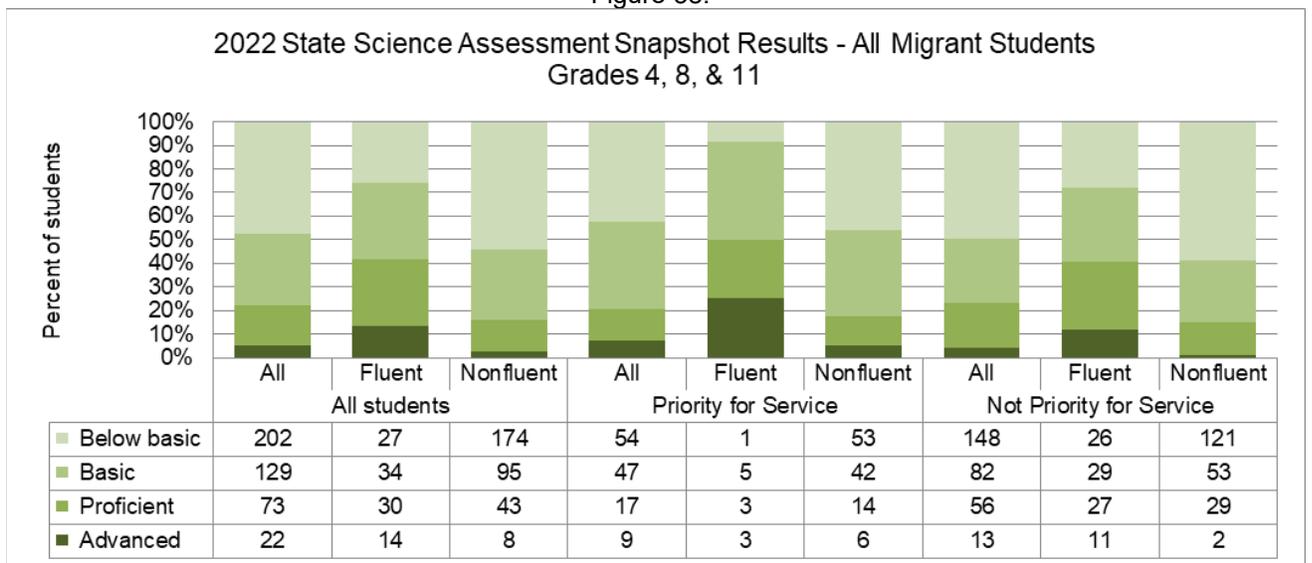
Results by grade level show the greatest percentages of proficient or advanced students in grades 3 and 5 (23 and 15 percent, respectively).

Figure 37.



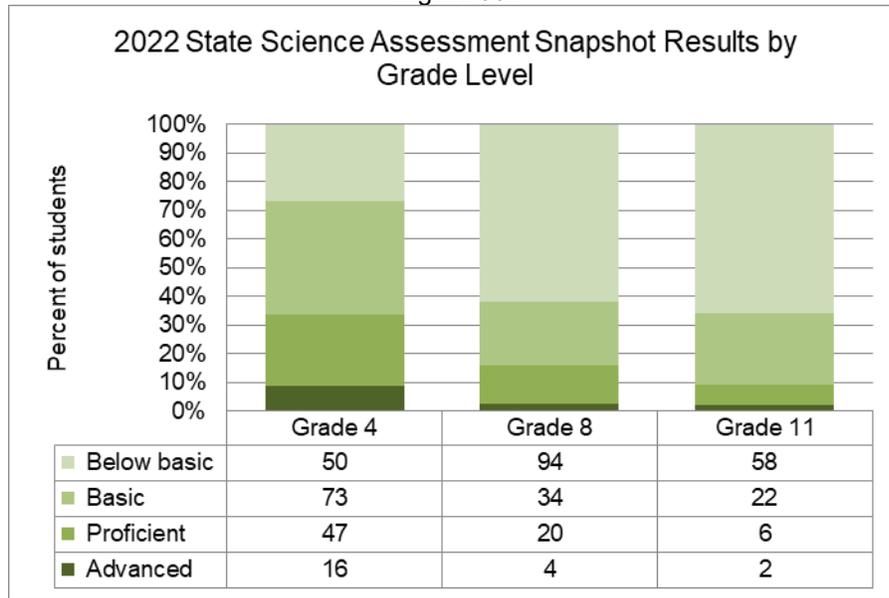
In science, 22 percent of students assessed scored in the proficient or advanced levels. Fluency appears to be the greatest influence: while 42 percent of fluent students scored in the proficient or advanced levels, 16 percent of nonfluent students scored in these levels. Priority for Service is also a factor: 20 percent of Priority for Service students scored at proficient levels compared to non-Priority for Service students, where 23 percent scored at proficient levels.

Figure 38.



Science results are most positive at the elementary level, with grade 4 having the largest percentage of students scoring at proficient or advanced levels (34 percent).

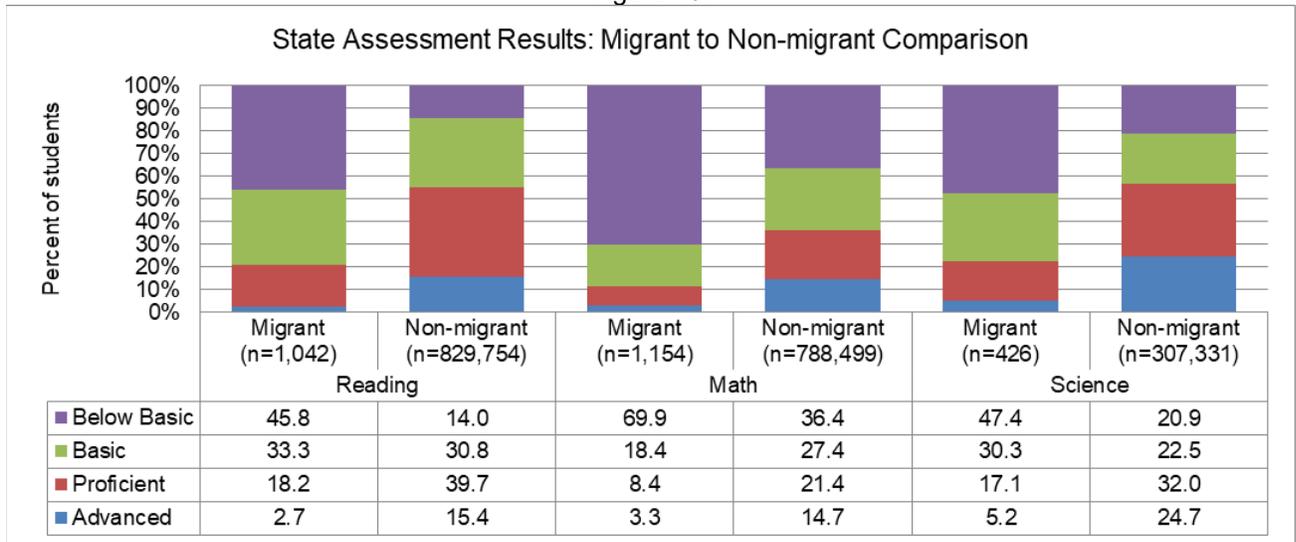
Figure 39.



Summary findings provided by the PDE Assessment Office were used to compare migrant students' state assessment results to non-migrant state assessment results. However, it is important to keep in mind that the migrant student group is incredibly small compared to the non-migrant group: the migrant student count is less than 0.2 percent of the non-migrant student count. Comparisons should be made with caution.

In reading/language arts, 20.9 percent of migrant students assessed scored in the proficient or advanced performance levels, which is lower than the non-migrant group (55.1 percent), a gap of 34.2 percentage points. In math, 11.7 percent of migrant students scored in the proficient or advanced performance levels, while 36.1 percent of non-migrant students did so, a gap of 24.4 percentage points. In science, 22.3 percent of migrant students scored proficient or advanced compared to 56.7 percent of non-migrant students, a gap of 34.4 percentage points. However, when these non-migrant results are compared to the fluent migrant subgroup results shared previously, the gap shrinks. Instead of gaps of 24-34 percentage points, the gaps between migrant fluent students and non-migrant students are only 4-15 percentage points, further confirming the influence of language on assessment results.

Figure 40.



Tables 7-15 present the comparison of migrant and migrant subgroup results and migrant to non-migrant results by assessment, content area, and grade level.

Table 7: Migrant State Reading PSSA/PASA Results by Subgroup and Grade Level.

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All migrant students	3	171	1.8	21.1	33.9	43.3
All migrant students	4	182	3.3	14.3	26.4	56.0
All migrant students	5	170	3.5	16.5	28.2	51.8
All migrant students	6	162	4.9	22.8	36.4	35.8
All migrant students	7	137	1.5	16.8	49.6	32.1
All migrant students	8	142	2.1	21.1	28.2	48.6
All migrant students	State Total	964	2.9	18.7	33.3	45.1
Migrant Priority for Service	3	54	3.7	18.5	44.4	33.3
Migrant Priority for Service	4	55	9.1	16.4	16.4	58.2
Migrant Priority for Service	5	45	2.2	15.6	28.9	53.3
Migrant Priority for Service	6	53	5.7	24.5	39.6	30.2
Migrant Priority for Service	7	43	-	11.6	41.9	46.5
Migrant Priority for Service	8	32	-	21.9	25.0	53.1
Migrant Priority for Service	State Total	282	3.9	18.1	33.0	45.0
Migrant non-Priority for Service	3	117	0.9	22.2	29.1	47.9
Migrant non-Priority for Service	4	127	0.8	13.4	30.7	55.1
Migrant non-Priority for Service	5	125	4.0	16.8	28.0	51.2
Migrant non-Priority for Service	6	109	4.6	22.0	34.9	38.5
Migrant non-Priority for Service	7	94	2.1	19.1	53.2	25.5
Migrant non-Priority for Service	8	110	2.7	20.9	29.1	47.3
Migrant non-Priority for Service	State Total	682	2.5	18.9	33.4	45.2

Table 8: Migrant State Literature Keystone Exam Results.

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All migrant students	11	78	-	12.8	33.3	53.8
Migrant Priority for Service	11	11	-	-	54.5	45.5
Migrant non-Priority for Service	11	67	-	14.9	29.9	55.2

Table 9: State Reading/Literature Results, Migrant to Non-migrant Comparison by Grade Level.

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
Migrant students	3	171	1.8	21.1	33.9	43.3
Migrant students	4	182	3.3	14.3	26.4	56.0
Migrant students	5	170	3.5	16.5	28.2	51.8
Migrant students	6	162	4.9	22.8	36.4	35.8
Migrant students	7	137	1.5	16.8	49.6	32.1
Migrant students	8	142	2.1	21.1	28.2	48.6
Migrant students	11	78	-	12.8	33.3	53.8
Migrant students	State Total	1,042	2.7	18.2	33.3	45.8
Non-migrant students	3	118,684	11.5	40.2	29.6	18.8
Non-migrant students	4	118,876	20.7	30.6	29.2	19.5
Non-migrant students	5	120,425	13.1	40.0	28.6	18.3
Non-migrant students	6	119,936	19.0	36.4	35.6	9.1
Non-migrant students	7	122,632	17.4	39.1	37.8	5.7
Non-migrant students	8	123,327	15.5	39.4	30.1	15.0
Non-migrant students	11	105,874	10.1	53.9	24.2	11.7
Non-migrant students	State Total	829,754	15.4	39.7	30.8	14.0

Table 10: Migrant State Math PSSA/PASA Results by Subgroup and Grade Level.

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All migrant students	3	194	8.2	14.4	14.4	62.9
All migrant students	4	201	2.5	9.5	21.4	66.7
All migrant students	5	183	3.8	10.9	26.2	59.0
All migrant students	6	194	3.1	5.2	22.2	69.6
All migrant students	7	159	1.3	3.8	15.7	79.2
All migrant students	8	154	0.6	5.8	9.7	83.8
All migrant students	State Total	1,085	3.4	8.5	18.6	69.5
Migrant Priority for Service	3	77	6.5	13.0	14.3	66.2
Migrant Priority for Service	4	72	4.2	8.3	16.7	70.8
Migrant Priority for Service	5	58	3.4	10.3	24.1	62.1
Migrant Priority for Service	6	78	1.3	5.1	21.8	71.8
Migrant Priority for Service	7	64	-	1.6	10.9	87.5
Migrant Priority for Service	8	43	-	2.3	7.0	90.7
Migrant Priority for Service	State Total	392	2.8	7.1	16.3	73.7
Migrant non-Priority for Service	3	117	9.4	15.4	14.5	60.7

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
Migrant non-Priority for Service	4	129	1.6	10.1	24.0	64.3
Migrant non-Priority for Service	5	125	4.0	11.2	27.2	57.6
Migrant non-Priority for Service	6	116	4.3	5.2	22.4	68.1
Migrant non-Priority for Service	7	95	2.1	5.3	18.9	73.7
Migrant non-Priority for Service	8	111	0.9	7.2	10.8	81.1
Migrant non-Priority for Service	State Total	693	3.8	9.2	19.9	67.1

Table 11: Migrant State Algebra Keystone Exam Results.

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All migrant students	11	69	1.4	7.2	14.5	76.8
Migrant Priority for Service	11	15	-	-	20.0	80.0
Migrant non-Priority for Service	11	54	1.9	9.3	13.0	75.9

Table 12: State Math/Algebra Results, Migrant to Non-migrant Comparison by Grade Level.

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
Migrant students	3	194	8.2	14.4	14.4	62.9
Migrant students	4	201	2.5	9.5	21.4	66.7
Migrant students	5	183	3.8	10.9	26.2	59.0
Migrant students	6	194	3.1	5.2	22.2	69.6
Migrant students	7	159	1.3	3.8	15.7	79.2
Migrant students	8	154	0.6	5.8	9.7	83.8
Migrant students	11	69	1.4	7.2	14.5	76.8
Migrant students	State Total	1,154	3.3	8.4	18.4	69.9
Non-migrant students	3	119,432	20.4	26.5	23.2	30.0
Non-migrant students	4	119,562	16.7	25.2	26.4	31.7
Non-migrant students	5	120,996	12.1	22.9	33.3	31.7
Non-migrant students	6	120,329	13.1	18.6	28.6	39.7
Non-migrant students	7	122,943	9.5	17.0	29.7	43.8
Non-migrant students	8	123,324	6.7	15.4	27.1	50.8
Non-migrant students	11	61,913	34.9	27.4	19.9	17.8

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
Non-migrant students	State Total	788,499	14.7	21.4	27.4	36.4

Table 13: Migrant State Science PSSA/PASA Results by Subgroup and Grade Level.

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All migrant students	4	186	8.6	25.3	39.2	26.9
All migrant students	8	152	2.6	13.2	22.4	61.8
All migrant students	State Total	338	5.9	19.8	31.7	42.6
Migrant Priority for Service	4	66	13.6	16.7	48.5	21.2
Migrant Priority for Service	8	42	-	11.9	26.2	61.9
Migrant Priority for Service	State Total	108	8.3	14.8	39.8	37.0
Migrant non-Priority for Service	4	120	5.8	30.0	34.2	30.0
Migrant non-Priority for Service	8	110	3.6	13.6	20.9	61.8
Migrant non-Priority for Service	State Total	230	4.8	22.2	27.8	45.2

Table 14: Migrant Biology Keystone Exam Results by Subgroup.

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All migrant students	11	88	2.3	6.8	25.0	65.9
Migrant Priority for Service	11	19	0.0	5.3	21.1	73.7
Migrant non-Priority for Service	11	69	2.9	7.2	26.1	63.8

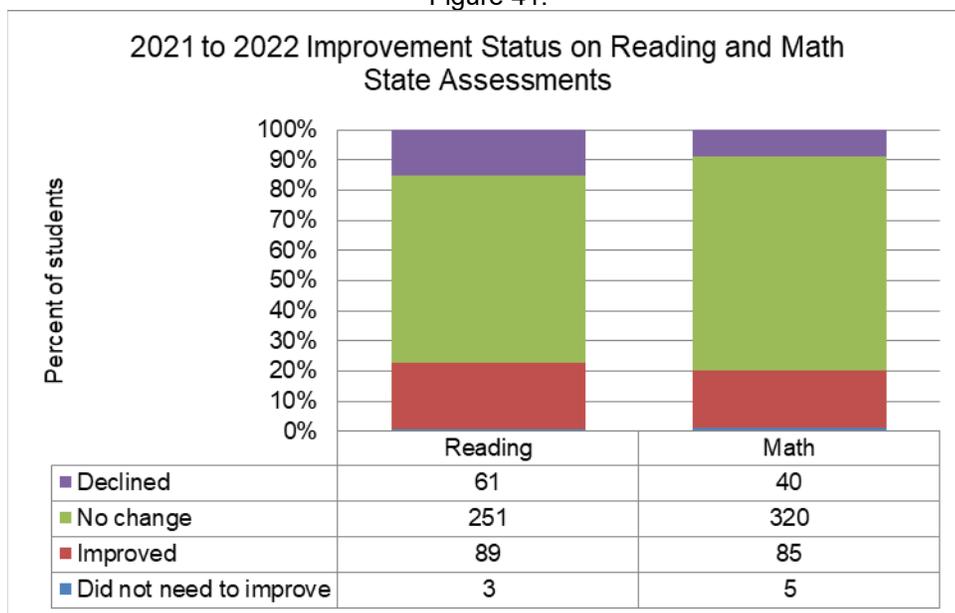
Table 15: State Science/Biology Results, Migrant to Non-migrant Comparison by Grade Level.

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
Migrant students	4	186	8.6	25.3	39.2	26.9
Migrant students	8	152	2.6	13.2	22.4	61.8
Migrant students	11	88	2.3	6.8	25.0	65.9
Migrant students	State Total	426	5.2	17.1	30.3	47.4
Non-migrant students	4	119,219	36.1	35.9	18.6	9.3
Non-migrant students	8	122,652	19.5	30.7	20.6	29.2
Non-migrant students	11	65,460	13.4	27.4	33.0	26.3
Non-migrant students	State Total	307,331	24.7	32.0	22.5	20.9

Prior year (2020-21) state assessment results were also available for migrant students in reading and math. In order to determine students' progress, or improvement status, they had to have two consecutive years of state assessment data. In this case, a student had to have a 2020-21 performance level and a 2021-22 performance level to be included in the analysis. Non-consecutive results are not comparable to the current year for determining improvement. Likewise, gains cannot be calculated for science because the assessments are not administered in consecutive years.

A total of 404 students had 2020-21 and 2021-22 results for reading and 450 had such results for math that could be included in analysis. Students who scored at the advanced level in both years were classified as did not need to improve. This classification applied to 1 percent of students in reading and 1 percent of students in math. Students moving to a higher performance level were considered as improved: moving from proficient to advanced, basic to proficient or advanced, or below basic to basic, proficient, or advanced. In reading, 22 percent of students improved, and 19 percent improved in math. Students scoring in the same performance level both years, except advanced, were classified as no change; 62 percent of students scored in the same performance level in reading and 71 percent did so in math. Students classified as declined were those who scored in a lower performance level in 2021-22 than they had in 2020-21: advanced to proficient, basic, or below basic; proficient to basic or below basic; or basic to below basic. In reading, 15 percent declined, and in math, 9 percent declined from 2020-21 to 2021-22.

Figure 41.



For the 2021-22 program year, state academic achievement analysis included the ACCESS for ELLs. The ACCESS for ELLs³¹ assessment is a language proficiency test for K-12 students and is one component of the World-Class Instructional Design and Assessment (WIDA) Consortium's comprehensive, standards-driven system designed to improve the teaching and learning of English language learners. Pennsylvania is a part of the WIDA Consortium.

³¹ While the name of the assessment is an acronym standing for Assessing Comprehension and Communication in English State-to-State for English Language Learners, ACCESS for ELLs is the formal name of the assessment.

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

Since the assessment is given once at mid-year, it cannot be used to determine the impact of current year programming, but it can provide insight into current year English language learner status. Also, it can be compared to the prior year's assessment to look at gains from the prior year, much like the state academic assessments.

ACCESS for ELLs data were available at the state level and matched to PA-MEP enrollment data. In the graphs that follow, ACCESS for ELLs results³² are provided for all nonfluent migrant students having data and then disaggregated by Priority for Service status and grade level. Language proficiency levels include entering, emerging, developing, expanding, bridging, and reaching. A student's composite scale score is used to determine the extent and kind of English services a child receives from the district in which they are enrolled. The composite scale score is a factor used to exit a child from district-provided ESL services. Percentages were calculated based on the number of students having data and included in analysis, and do not represent all K-12 students. For each assessment, the number of students included in the analysis is provided (overall and by Priority for Service status).

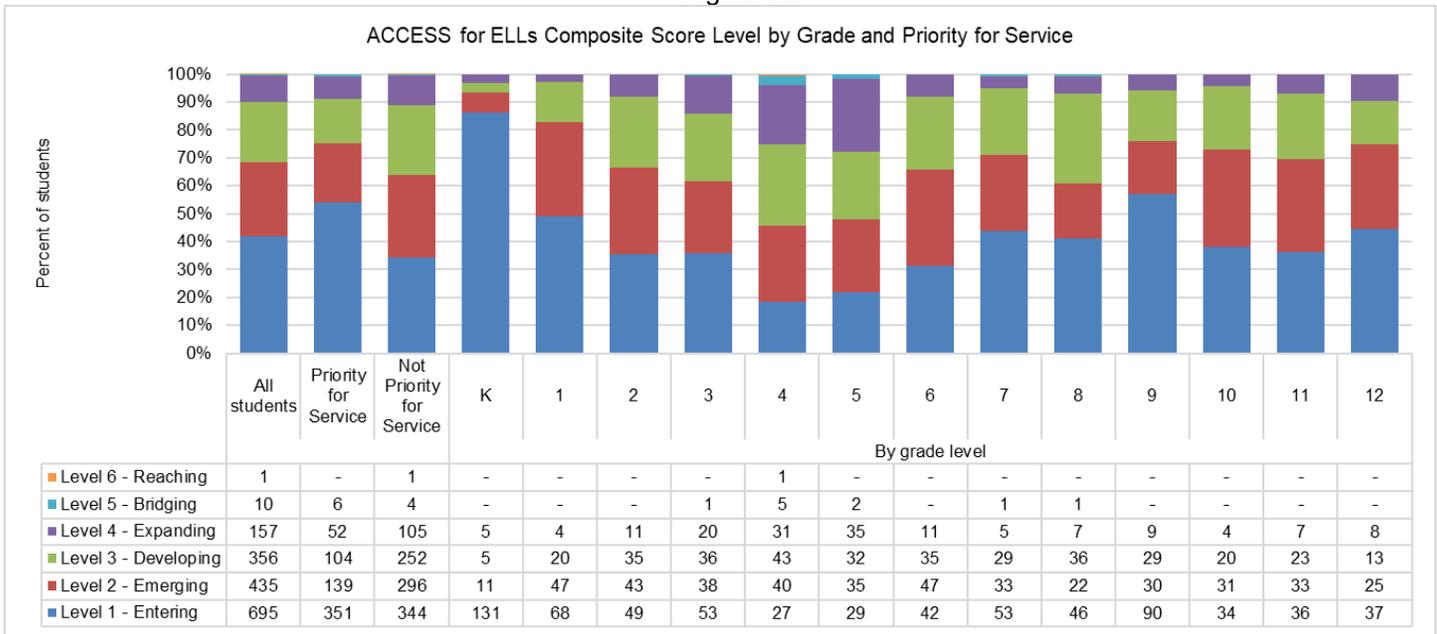
ACCESS for ELLs data was available for all students enrolled in a Pennsylvania public school who took the assessment. For the 2021-22 program year, data was available for 1,654 migrant students in kindergarten through grade 12 (652 Priority for Service, 1,002 non-Priority for Service), which is 69 percent of all K-12 PA-MEP nonfluent students enrolled during the school year (2,391) prior to June 2022. Students only have data if they were enrolled in public school in Pennsylvania at the time the assessment occurred.

Overall results indicate a majority of students (90 percent) scored in the lowest three (of six) performance levels. The largest group, at 42 percent, scored in the first level, Entering. The second and third levels, Emerging and Developing, were 26 and 22 percent, respectively.

Priority for Service factors influence results, as 91 percent of Priority for Service students scored in the bottom three levels compared to 89 percent of non-Priority for Service students. Kindergarten and grade 1 had the highest percentages (97 percent each) of students scoring in the lowest three performance levels. Grade 5 had the lowest, at 72 percent.

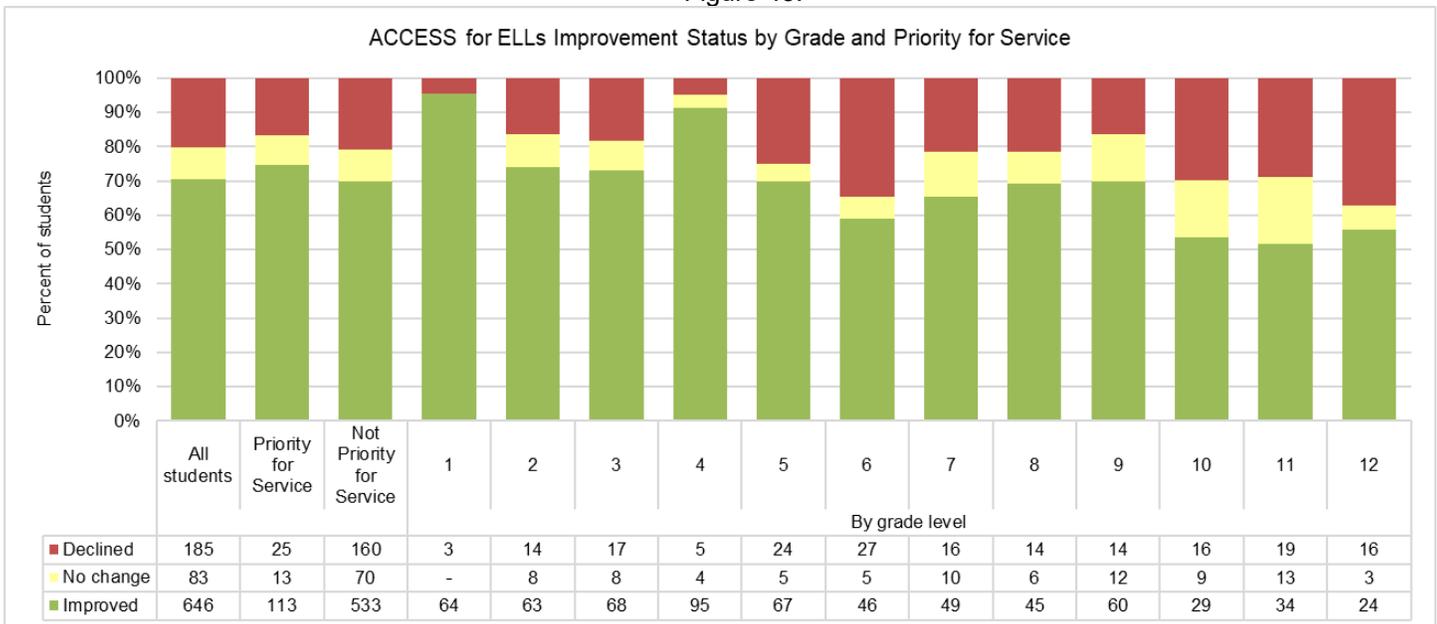
³² The ACCESS for ELLs *Interpretative Guide* is available from the WIDA Consortium's website: <http://www.wida.us/assessment/ACCESS/index.aspx>.

Figure 42.



Slightly more than half (55 percent) of these nonfluent students with 2021-22 ACCESS for ELLs data also had 2020-21 ACCESS for ELLs data for comparison. Based on a comparison of each student’s composite scale score as directed by the ACCESS for ELLs Interpretive Guide, 71 percent of students with two consecutive years of data improved, 9 percent maintained the same level, and 20 percent declined. There is no ‘did not need to improve’ category here because once a student reaches the highest level, they are typically exited from ESL and not tested again using the ACCESS for ELLs assessment. Grades 1, 2, 3, and 4 had the largest improvement percentages. Grades 6, 10, 11, and 12 had the highest percentages of students showing a decline at 29 to 37 percent.

Figure 43.



Completion of Higher Level Math Courses

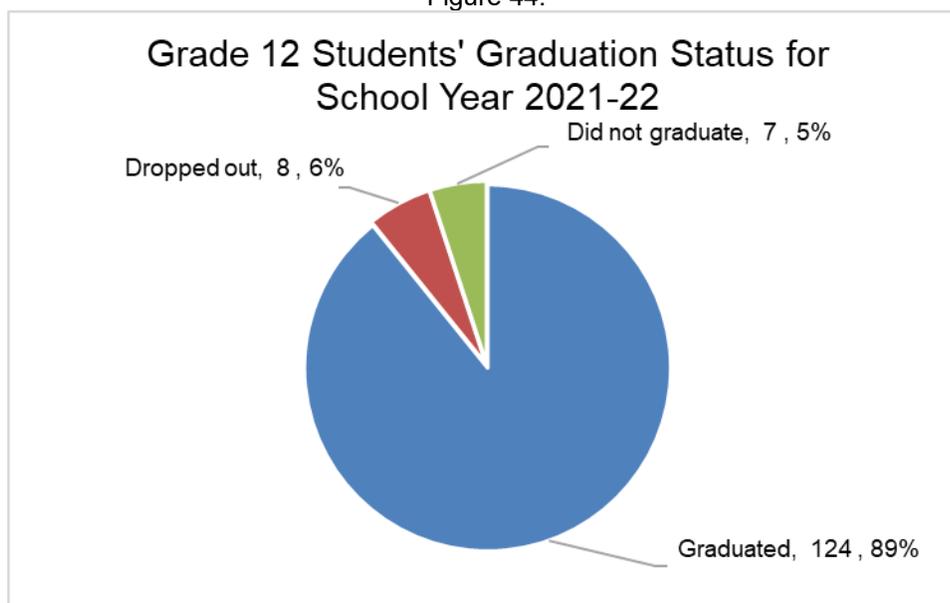
One of the federal Migrant Education Program performance measures addresses the frequency at which students entering grade 11 had previously successfully completed Algebra I or a higher level math course. PA-MEP examines this element for all high school students as well as grade 11 specifically.

Of the 894 high school students with information available related to their completion of higher level math courses, 57 percent had successfully completed Algebra I or a higher level math course as of their earliest needs assessment for the year. Particular to grade 11 (185 students), 73 percent had successfully completed Algebra I or a higher level math course as of their earliest needs assessment. As might be expected, grade 12 students had the highest percentage (79 percent of 143 students) and grade 9 had the lowest percentage (39 percent of 364 students). Grade 10 data showed 58 percent of the 202 students successfully meeting this indicator.

Graduation, GED, and Promotion

Migrant students have a higher risk of not graduating from high school because of the mobile nature of the migrant lifestyle. One of the areas of focus for the PA-MEP is to keep students in school and ensure that they graduate. A total of 148 students were enrolled in grade 12 during the 2021-22 school year, of which 139 had graduation information available.³³ Of these 139 students, 89.2 percent (124) graduated, which is higher than the prior year, where 87.2 percent graduated.

Figure 44.



Of the 124 grade 12 students graduating, 87 percent had a Priority for Service designation. Of the 15 students who did not graduate, 13 percent were Priority for Service.

³³ Three students left Pennsylvania one student was only here to work, and one student ended eligibility prior to the end of the school year. As such, these five students were excluded from 2021-22 grade 12 graduation analysis. Additionally, four students had no graduation data available were also excluded from analysis as they cannot be classified as having graduated or not graduated.

In addition to grade 12 students graduating, analysis revealed that four students enrolled in grade 11 and one student enrolled in grade 10 successfully graduated in 2021-22 by earning additional credits and meeting requirements. This brings the total 2021-22 graduate count to 129 students.

Because of changes to how graduation rate is calculated at the state level (a cohort method is used) it is not possible to compare state and PA-MEP rates using the methodology described previously. PDE calculates migrant graduation rate using the cohort method and posts this information to its website. However, at the time of this report's production, 2021-22 cohort graduation rate information was not yet available. For an approximation, 2020-21 four-year cohort graduation rate information was available and indicated that the migrant graduation rate was 68.03 percent, which is alike the 2019-20 migrant graduation rate of 68.16 percent but still lower than the state's 2020-21 graduation rate of 86.69 percent.³⁴ As these rates are not for 2021-22, caution should be used in comparing this information to the current year.

PA-MEP also collected information on completion of GED programs for those youth who dropped out of school having not yet earned a high school diploma. Three out-of-school youth earned their GED credential during 2021-22, which is two more than the prior year. Additionally, four youth were listed as pursuing their GED, which is two fewer than the prior year.

Grade promotion for students in grades 7-12 was another area of inquiry, as the federal Government Performance and Results Act measures include an item related to secondary grade level promotion. According to promotion information for secondary students (grades 7-12) whose graduation and promotion status could be determined³⁵ (1,097 students), 91 percent were promoted to the next grade or graduated. Priority for Service factors appear to make a difference in promotion status; Priority for Service students and those without this designation had promoted or graduation rates of 88 and 93 percent, respectively.

Overall, 96 percent of the 2,652 K-12 students whose status was known graduated or were promoted.

Dropout Prevention

According to PDE's website,³⁶ dropout is defined as "a student who, for any reason other than death, leaves school before graduation without transferring to another school/institution" and explains that the dropout rate is "the total number of dropouts for the school year [divided] by the fall enrollment for the same year." The 2021-22 dropout rate was calculated by dividing the number of students who dropped out by the number of secondary students enrolled during this program year minus any 2021-22 program year enrollments that occurred after August 25, 2021.³⁷

In addition to identifying students who dropped out during the 2021-22 program year, students who were enrolled in K-12 school during the prior year (2020-21) and not identified as dropping out but

³⁴ <https://www.education.pa.gov/DataAndReporting/CohortGradRate/Pages/default.aspx>

³⁵ Students whose status could not be determined included those that left the area before the end of the school year, their eligibility expired, or they arrived too late in the program year for promotion to be determined.

³⁶ http://www.education.pa.gov/Data-and-Statistics/Pages/Dropouts.aspx#_VpVVKbYrK70

³⁷ Some school districts begin their school year before September 1. Students are supposed to retain their prior school year grade level classification until their next fall school year enrollment. Students enrolling for the first time at the very end of the program year would likely have their 2021-22 grade level assigned and would not have been present for nearly all of the 2021-22 academic term.

then classified as an out-of-school youth in 2021-22 were also identified. These students were determined to have dropped out between the last PA-MEP interaction in 2020-21 and their initial enrollment for the 2021-22 program.

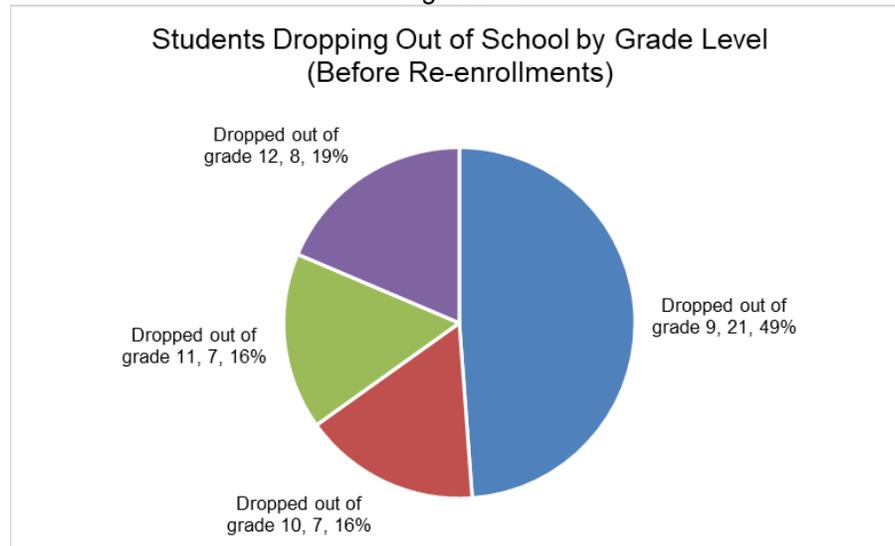
There were 43 students identified as having dropped out during the 2021-22 year. Of these students, 39 dropped out between 2020-21, 3 dropped out between 2021-22, and 1 dropped out during 2021-22 but re-enrolled before the end of the year. This provides a net dropout count of 42 students, which is more than the prior year's net count of 27.

Of the 43 students who dropped out, 58 percent (25 individuals) had a Priority for Service designation.

One student who dropped out was coded as pursuing their GED credential.

Students dropped out of grades 6-12, with grade 9 having the greatest number of students dropping out of school (21) followed by grade 12 (8).

Figure 45.



Considering: 1) all students in grades 6-12, 2) excluded re-enrollments, 3) excluded enrollments on or after Aug. 25, 2022, and 4) the count of students dropping out of these grades, the dropout rate out of grades 6-12 for 2021-22 was 2.33 percent.

In addition to examining the number and rate of students dropping out of school, it is also useful to look at whether the dropout rate of migrant students is in line with the state rate. Pennsylvania calculates dropout rate based on grades 7-12 enrollment. At this report's writing, Pennsylvania's 2021-22 dropout rate was not yet available. However, the state rate typically does not change dramatically year to year, so for an approximation, the 2020-21 state dropout³⁸ rate was 1.21 percent (slightly lower than the 1.44 in 2019-20 which was also slightly lower than the 2018-19 rate of 1.73 percent). Based on the 7-12 enrollment and net dropout count of students dropping out of

³⁸ Pennsylvania dropout data was collected from <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

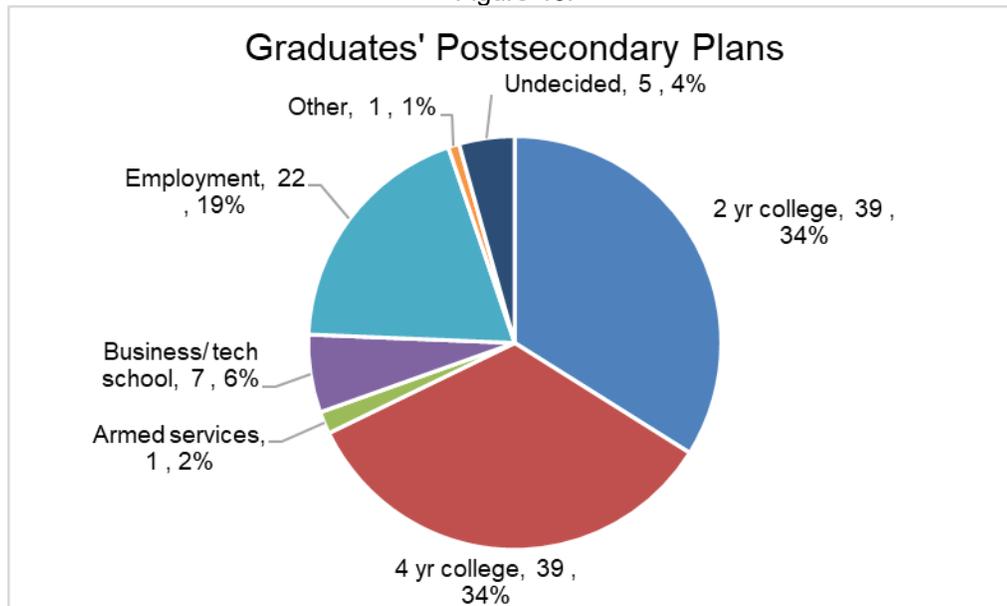
grades 7-12 (43), PA-MEP's comparative 2021-22 dropout rate is higher than the state rate at 2.79 percent.

Analysis also examined the frequency with which students who dropped out – in this or a prior year – re-enrolled in school. As shared previously in this section, one student dropped out and then re-enrolled within the year. An additional 10 students re-enrolled in school during the course of the year. Two out-of-school youth re-enrolled in school during the year, but later dropped out again within the year. Five students were identified as being an out-of-school youth in 2020-21 but enrolled in school in 2021-22. This brings the program to a total net count of 16 students re-enrolling in school, which is nine more than the prior year.

Postsecondary Plans

Each year, PA-MEP asks students nearing graduation what they plan to do after high school. For 2020-21, postsecondary plan data was available for 115 of the 129 graduates. Of those with a known status, 68 percent of graduates planned to attend a two-year (34 percent) or four-year college (34 percent) and 19 percent indicated that they planned to go to work.

Figure 46.



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

Diploma Project

The Diploma Project is an outcome of Pennsylvania's Comprehensive Needs Assessment where concerns were raised and validated related to student and family understanding of graduation and postsecondary planning and requirements. PDE assembled a team of educators and stakeholders

to develop the Diploma Project Toolkit content to support PA-MEP staff in implementing the initiative and supporting students and their families.

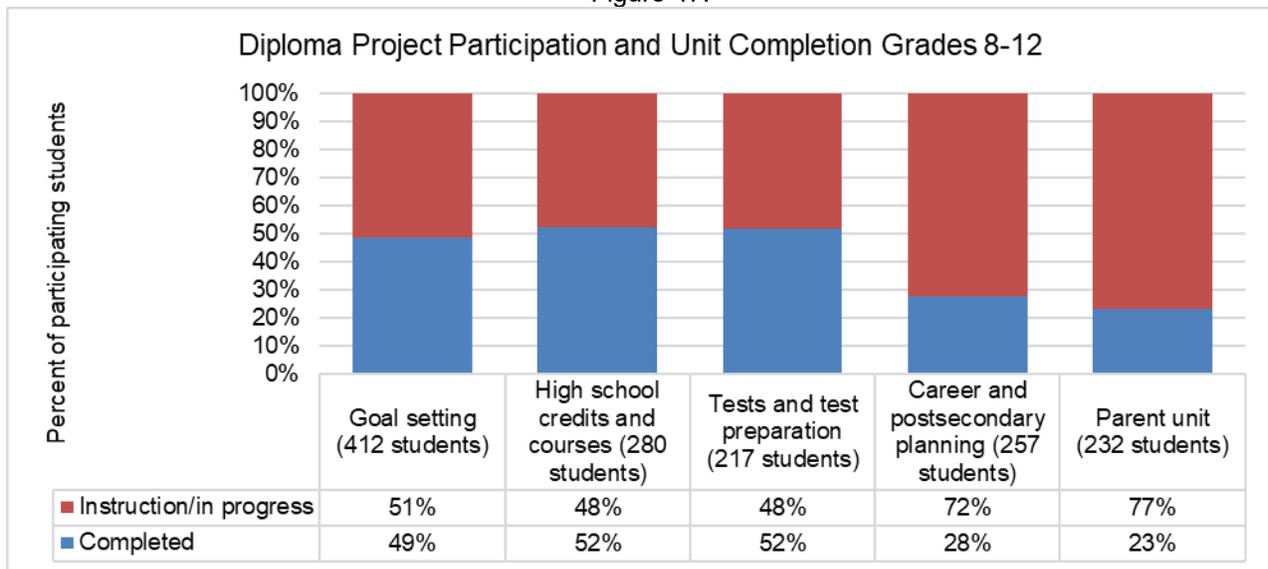
The toolkit, which targeted students in grades 8-12 and their families, contains five units with content and guiding student-centered questions:

- Unit 1 - Goal Setting
- Unit 2 - High School Credits and Courses
- Unit 3 - Tests and Test Preparation
- Unit 4 - Career and Postsecondary Planning
- Unit 5 - Parent Unit (a standalone unit)

The toolkit included sections containing tips for students and parents, learning checks, and action plans to examine whether students and parents gained new knowledge. The Diploma Project Toolkit is available in English, though the parent unit is available in translated forms.

A total of 419 students in grades 8-12 (34 percent of 1,226 students in grades 8-12) had information for one or more of the Diploma Project categories. The first four units were designed for students and the fifth unit was designed for parents. High school credits and courses and tests and test preparation had the highest percentages of completion (52 percent); the parent unit had the lowest (23 percent).

Figure 47.



Out-of-School Youth Assessment

As part of PA-MEP’s participation in the out-of-school-youth iSOSY Consortium³⁹ PA-MEP is annually asked to provide certain information about its efforts and outcomes in supporting the out-of-school youth population. Using information from the iSOSY Consortium, state evaluators and PDE collaborated to create an assessment format to gather information about out-of-school youth

³⁹ iSOSY stands for Instructional Services for Out-of-School and Secondary Youth. <http://www.osymigrant.org/>

completion of specific lessons and activities contained in a workbook provided to PA-MEP staff. The 2021-22 program year was the eighth year this tool was used. The initiative included a language screener, goal tracker, and 15 lesson categories:

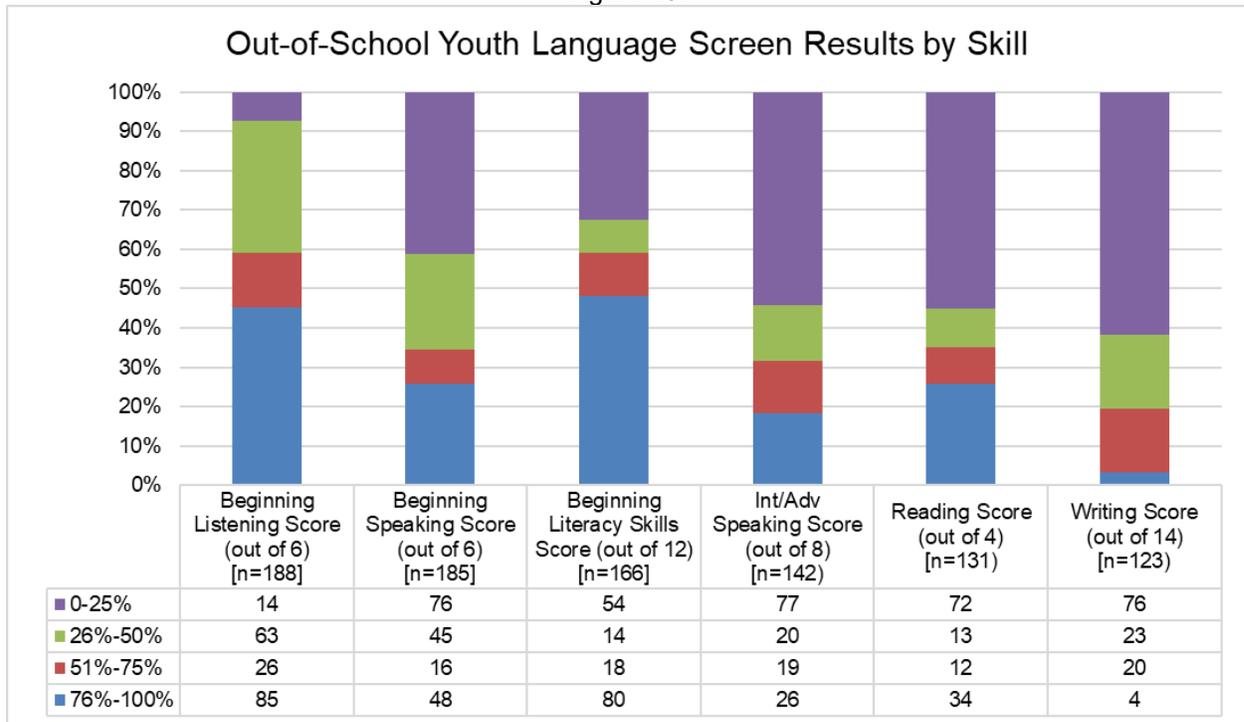
- ACRoS⁴⁰ units (each with several lessons and accompanying tests)
- *COVID-19*
- *English for Daily Life (EFDL) lessons*
- *Finanza Toolbox*
- *For Your Health*
- *Healthy House*
- *Important Life Skills*
- *Legal Rights*
- *Math on the Move*
- *Math for Living*
- *Mental Health*
- *Parenting*
- *Reading on the Move*
- *STAT (Short, Targeted, and Timely) lessons*
- *Write-On!*

Staff were instructed to attempt to engage all out-of-school youth and all secondary students (grades 9-12) who were also Priority for Service (PFS) in iSOSY instructional activities, lessons, goal-setting, and personal learning plan activities. Only nonfluent OSY were expected to complete the language screener. Staff identified a total of 713 OSY and secondary PFS students, of which 532 (75 percent) completed at least one of the activities.

A total of 188 youth had language screener results that could be analyzed for one or more of the six testing areas (skills). Areas tested included beginning listening, beginning speaking, beginning literacy, intermediate/advanced speaking, reading, and writing. Figure 48 shows the results for each tested skill area, for those students tested in that area (*n*), the number and proportion of students achieving a percentage correct in the range of 0-25 percent, 26-50 percent, 51-75 percent, or 76-100 percent based on the number of items in each skill test. Given the differing numbers of students in each category, no discernable trends are identified, as percentages are largely a factor of the number of items within each area and the number of youth assessed. However, despite these limitations, it appears that youth may need additional support in the intermediate/advanced speaking, reading, and writing categories, as these groups had the largest percentages scoring in the bottom quartile.

⁴⁰ ACRoS refers to the American Council on Rural Special Education. <https://www.acres-sped.org/>

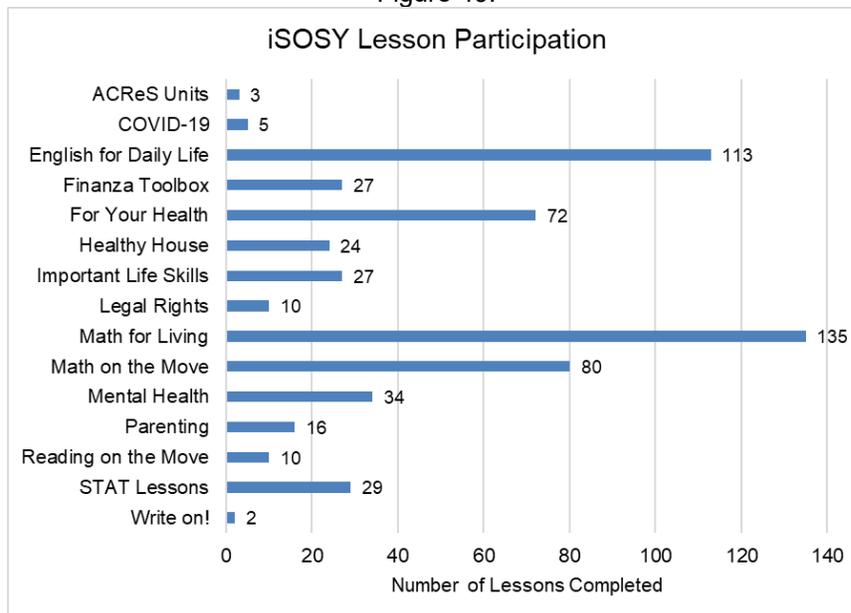
Figure 48.



For youth having a score for each of the six skill areas (119), a combined language screener score could be determined. Students received a total score (out of 50 possible points) and percentage based on these components. Of the 119 youth having a combined result, 41 percent scored in the 25 percent or less quartile, 18 percent scored from 26 to 50 percent, 16 percent scored from 51 to 75 percent, and 24 percent scored 76 percent or higher. These percentages indicate an improvement from the prior year, in which 64 percent of students scored in the lowest quartile and 12 percent scored in the top quartile.

Youth may have participated in any combination or number of lessons, depending on what was relevant for that youth. A total of 345 youth participated in one or more lessons, completing a total of 587 lessons, or an average of 1.7. This is nearly double the number of youth who participated in the prior year. Youth participation ranging from one to 135 youth participating in one or more lessons in a category. Math for Living had the greatest level of participation; 135 students completed a total of 135 lessons, or one lesson each. This was also the most popular category in the previous year.

Figure 49.



Additionally, 2021-22 was the fifth year that information was collected on youth setting and achievement of goals. Of 713 youth included in project area submissions, 203 (28 percent) participated in a goal setting workshop, 232 (33 percent) developed a personal learning plan with a goal, and 206 youth (29 percent) participated in activities related to postsecondary awareness, career awareness, or other related activities; 135 youth (19 percent) were identified as participating in all three.

Of the 203 youth reported as participating in a goal setting workshop, 151 (74 percent) were reported as achieving a score of eight on the goal setting workshop rubric, which is the benchmark established for the project.

A total of 230 youth had goal plan information available. Numbers of goal steps ranged from one to eight steps (average 4 steps); 200 youth accomplished at least one of the steps of their goal, 182 students accomplished 50 percent or more of their goal's steps, and 71 youth completed all steps of their goal. Students completed an average of 2 steps per goal.

Reflections, Implications, and Recommendations

Through data analysis of results submitted by project areas, MIS2000, and PDE, several overall themes emerged, which informed the following recommendations.

1. 2021-22 data and historical information indicate that the needs of students who are nonfluent, Priority for Service, and/or at risk for dropping out should be elevated for services. PA-MEP staff should continue to identify students by these criteria and provide them with or connect them with services and support in line with the needs identified on their individual needs assessment. While PA-MEP continues to demonstrate that Priority for Service students are more likely to receive services than students without the designation, continued focus is needed to ensure that Priority for Service students are getting services they need to succeed. Ensuring all nonfluent students are connected to English services in their school district or through PA-MEP is as critical as ensuring that Priority for Service students are being serviced first. PA-MEP should also continue its emphasis or strategies focused on dropout prevention, and to the extent possible, re-enrollment in school. When students re-enroll in school, the program should take steps particularly to address any needs related to the student's initial reason for leaving school to prevent another dropping out.
2. PA-MEP staff should continue to increase efforts intended to engage out-of-school youth in high school equivalency programs and provide services to these individuals to support their completion of such programs. Similarly, staff should also increase efforts to engage secondary students and out-of-school youth in Diploma Project modules. PA-MEP should continue efforts focused on engaging youth in such programs and supporting them towards completion.
3. Project areas should continue to use federal program indicators, measurable program outcomes, and *Service Delivery Plan* objectives along with student need indicators to focus and frame program implementation and service delivery.
4. Results indicate that PA-MEP did not meet its reading and mathematics targets and objectives for the 2021-22 program year, as outlined in the Service Delivery Plan. However, the program did make gains on each of these measures. PA-MEP leadership and staff should continue to prioritize reading and mathematics programming in order to continue narrowing the performance gap between PA-MEP students and the entirety of Pennsylvania's public school population.
5. Project areas should use the summer program site visit checklist during summer program planning and staff training to ensure that program components and expectations are present and evident. Results indicated that checklist scores were somewhat lower than in previous years, ranging from 27 to 100 points total (out of 100), particularly in the 'program spirit' and 'shared facilitation' categories. PA-MEP state office staff should work with lower-scoring sites to clarify expectations and share examples of program implementation. Sites that continue to underperform should be considered for removal.
6. Response rates for the Parent and Out-of-School Youth Comprehensive Survey were noticeably higher than in the previous survey year, returning to the historic norm of about 90 percent. This is likely due to the decrease in pandemic-related challenges to administer the survey and to the reduced sample size and simplified parent survey. It is recommended that survey continue to be administered with the reduced sample size. Additionally, PA-MEP

should consider administering the comprehensive survey biennially, as results have historically shown that there is not much deviation in responses between years. If the survey continues to be administered annually, PA-MEP should consider replacing the parent comprehensive survey with a shortened version biennially, as was done in summer 2022.

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