Pennsylvania
Migrant Education Program
2023-24 State Evaluation Report

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Pennsylvania
Department of Education

Pennsylvania
Department of Education

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Program Description

The Pennsylvania Department of Education's (PDE) Migrant Education Program (PA-MEP) supplements the education of children of migrant workers in nine project areas throughout the state. State and regional program funding is determined by a federal formula that is based on child count and mobility factors. The program serves children and youth from birth through age 21 and their families. The goal of the program is to improve educational outcomes for migrant students, who often face obstacles such as poverty, high mobility, language barriers, cultural adjustment, and limited access to health care. PA-MEP services include supplemental and enrichment learning opportunities; in-home support services; language and cultural support; preschool services; student leadership programs; postsecondary enrollment support; student advocacy; and initiatives to increase parent involvement.

To be eligible for the Migrant Education Program, a child must meet the federal definition of a "migratory child." According to the Office of Migrant Education (OME), a migratory child is defined as:

"A child or youth who is, or whose parent, spouse, or guardian is, a migratory agricultural worker or a migratory fisher, and who, in the preceding 36 months, has moved from one school district to another in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work that is a principal means of livelihood."[1]

To qualify, the move must:
- Be across school district lines,
- Involve a change from one residence to another,
- Be made due to economic necessity, and
- Have occurred within the past 36 months.

This definition ensures that services are directed to children whose education has been impacted by mobility related to agricultural or fishing work.

As noted above, there are nine PA-MEP project areas (see map below), each led by a manager that is responsible for program implementation and reporting to PDE's Division of Student Services. Each project area is supported by a team of recruiters, student support specialists, and data specialists. The following agencies manage the nine project areas:
- Chester County Intermediate Unit 24 - project areas 1 and 3,
- Millersville University - project areas 2, 4, and 5,
- Central Susquehanna Intermediate Unit 16 - project areas 6 and 9, and
- Tri-County Intermediate Unit 5 - project areas 7 and 8.

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[1] U.S. Department of Education, Office of Migrant Education. *Non-Regulatory Guidance for the Title I, Part C Education of Migratory Children Program*. March 2017. Retrieved from
https://www.ed.gov/sites/ed/files/2021/11/MEP-Non-Regulatory-Guidance-March-2017-1.docx

Pennsylvania Migrant Education Counties Map

Project 7
ERIE
WARREN
MCKEAN
CRAWFORD
FOREST
VENANGO
ELK
MERCER
CLARION
JEFFERSON
CAMERON
LAWRENCE
BUTLER
ARMSTRONG
BEAVER
INDIANA
CLEARFIELD
ALLEGHENY
WESTMORELAND
WASHINGTON
CAMBRIA BLAIR
GREENE
FAYETTE
SOMERSET
BEDFORD
FULTON
FRANKLIN
ADAMS
YORK
Project 8

Project 6
POTTER
TIOGA
BRADFORD
SUSQUEHANNA
WAYNE
SULLIVAN
WYOMING
LACKA-WANNA
LYCOMING
PIKE
CLINTON
LUZERNE
COLUMBIA
MONTOUR
MONROE
UNION
CARBON
NORTHAMPTON
CENTRE
SNYDER
NORTH-UMBERLAND
SCHUYLKILL
LEHIGH
Project 2
MIFFLIN
JUNIATA
Project 5
PERRY
DAUPHIN
BERKS
HUNTINGDON
CUMBERLAND
Project 9
LEBANON
BUCKS
MONTGOMERY
LANCASTER
PHILADELPHIA
DELAWARE
Project 1
Project 4
CHESTER
Project 3

Evaluation Design

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)[2]. The Allegheny Intermediate Unit (AIU) was contracted by PDE to conduct the comprehensive external evaluation of PA-MEP for the 2023-24 program year[3].

The purpose of the PA-MEP evaluation is to track program implementation trends and student outcomes to inform state and regional decision making. The evaluation is guided by the following key questions:
- To what extent is the PA-MEP program being implemented?
- Are migrant students meeting state accountability targets?

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[2] 34 CFR 200.84 - Responsibilities of state education agencies (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.

[3] 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.

- To what extent are PA-MEP services and supports impacting student outcomes?

PA-MEP utilizes MIS2000, a federally approved data collection system, to manage and track information on migrant children and youth. This system captures data on service delivery, graduation and dropout status, state academic performance, and postsecondary plans. Additional data sources include annual monitoring reports, project area reports, and statewide ACCESS for ELLs assessment results, which are used to examine migrant student academic achievement.

Annually, the AIU provides evaluation training and technical assistance to PA-MEP staff at the state and regional levels. Regional evaluation findings and guidance on using data results for program improvement are also shared with each project area to support continuous improvement efforts.

This report presents findings on program implementation, results, and outcomes for the 2023–24 program year. It includes recommendations for programmatic refinements and enhancements to the evaluation plan. Additionally, the report offers a multi-year analysis of Pennsylvania's progress toward its Measurable Performance Outcomes (MPOs), Leading Indicators from the Service Delivery Plan, and federal Government Performance and Results Act (GPRA) measures.

Executive Summary

The Pennsylvania Department of Education's (PDE) Migrant Education Program (PA-MEP) supplements the education of children of migrant workers in nine project areas across the state. Funded through a federal formula based on child count and mobility factors, the program serves children and youth from birth through age 21, along with their families. The program's goal is to improve educational outcomes for migrant students, who often face challenges such as poverty, high mobility, language barriers, cultural adjustment, and limited access to health care. Services include supplemental and enrichment learning opportunities; in-home support; language and cultural assistance; preschool programs; student leadership development; postsecondary enrollment support; student advocacy; and initiatives to strengthen parent involvement.

PA-MEP identifies and recruits children and youth based on eligibility criteria including age, high school completion status, recent qualifying moves, and participation in temporary or seasonal work.[4]

The program is organized into nine project areas for implementation and management, overseen by four agencies that report to the PDE Division of Student Services. Each project area is staffed by recruiters, student support specialists, and data specialists who deliver services and monitor student progress.

Multiple data sources were used to evaluate program implementation and outcomes. These included extracts from MIS2000 (the PA-MEP data management system), results from state academic and English language proficiency assessments, Kindergarten Preparation Inventory data, project area monitoring reports, and additional local and state records. Data were analyzed at both the state and project area levels, and disaggregated by student category, English proficiency, and Priority for Service (PFS) status, as applicable.

Demographics

A total of 7,098 children and youth were enrolled in PA-MEP for one day or more between September 1, 2023, and August 30, 2024,[5] an increase of 1,019 students compared to the prior year. Of those enrolled, 69 percent were school-age children and youth, 18 percent were birth to age 6 (not yet enrolled in a K-12 school), and 13 percent who were out-of-school youth.

A majority of eligible individuals (82 percent) identified as Hispanic. Spanish was the most common home language (75 percent), followed by Nepali (7 percent), Swahili (3 percent), and other languages (14 percent).

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[4] 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 https://www.ecfr.gov/current/title-34/subtitle-B/chapter-II/part-200/subpart-C?toc=1

[5] 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.

Program Implementation Results

Each project area conducts a needs assessment for every enrolled child to identify risk factors that may affect educational success. Program staff use a combination of available data, professional experience, and a standardized data guide that defines and prioritizes need indicators to determine a child's status related to each need indicator. Needs assessment results inform service delivery decisions and were completed for 6,734 children and youth representing 95 percent of those enrolled in the 2023-24 program year.

Based on these assessments, 49 percent of 7,098 enrolled students were identified as "Priority for Service" (PFS) at some point during the year due to one or more risk factors. When resources are limited, these students are prioritized to be served first.

Overall, 83 percent of children and youth ages 3 and older were identified as not fluent in English. Among these students, 89 percent received English-related services or supports. English-related service rates were slightly higher for nonfluent PFS students (91 percent) compared to nonfluent students who were not designated as PFS (88 percent). Additionally, among nonfluent K-12 students enrolled before June 2024, 93 percent received English services through their school or district's English as a Second Language (ESL) program during the school year.

Preschool enrollment remains a longstanding PA-MEP priority. During 2023-24, 44 percent of children ages 3 and older who were not yet enrolled in kindergarten participated in a preschool program, representing a 7 percent decrease from the previous year.

Initial needs assessments showed that 84 percent of K-12 students required improvement in reading, while 85 percent needed to improve in math. These determinations were based on available state and local assessments, report card grades, teacher recommendations, student records, and/or their professional observation when other data sources were unavailable.

Among the 4,098 K-12 students identified as not proficient in reading, 88 percent received reading-specific supplemental services. Further analysis revealed that 88 percent of PFS students and 87 percent of non-PFS students with a need received supplemental reading services, demonstrating appropriate prioritization of resources.

Similarly, of the 4,127 K-12 students identified as not proficient in math, 85 percent received math-specific supplemental services. Theis included 86 percent of PFS students and 84 percent of non-PFS students identified with a math need.

PA-MEP's out-of-school youth have access to a range of educational support services based on their individual needs. 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. In 2023-24, there were 830 nonfluent out-of-school youth who expressed interest in, enrolled, participated, or completed the following programs:
- ESL program (73 percent),
- GED program (22 percent),
- Job training program (19 percent), and
- Returning to a K-12 school (5 percent).

Service delivery was also assessed against the federal Government Performance and Results Act (GPRA) measures. Of the 7,098 students enrolled for one day or more during the 2023-24 year, 6,413 (90 percent) received services in at least one category. Among the 685 students who did not receive services, reasons included being younger than age 3,[6] enrolling near the end of the program year, having a brief residency or enrollment, refusing services, or PA-MEP being unable to locate or contact them after multiple attempts. Only 6 students had no recorded reason for non-service.

Student Outcomes

Kindergarten Preparation Inventory

Since the 2018-19 program year, PA-MEP has used the Kindergarten Preparation Inventory (KPI), a skill development tool designed to assess pre-kindergarten children's readiness for school. Complementing the Inventory is a toolkit of resources, lessons, and manipulatives that program use to help children develop essential skills for a successful kindergarten transition. The 2023-24 program year marked the sixth year of KPI implementation.

During 2023-24, KPI data were available for 241 children, representing 33 percent of the 721 children ages three and older not yet in kindergarten.[7] Analysis of each child's most recent KPI showed:
- 46 percent demonstrated skills at the mastery level,
- 42 percent were in progress, and
- 12 percent were not yet meeting expectations.

The proportion of students demonstrating mastery increased with age.

Among the 113 children with two KPI data points (i.e., a pre- and post-assessment):
- 58 percent improved the number of skills demonstrated between the first and second inventory,
- 24 percent demonstrated the same number of skills but achieved scores at the mastery level,
- 16 percent demonstrated the same number of skills without reaching mastery, and
- 2 children showed a decline in skills demonstrated.

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) for students with significant cognitive disabilities in grades

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[6] 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.
[7] 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.

3-8 and 11, and the Keystone Exams in Algebra I, biology, and literature to secondary students, with students re-taking the Keystone Exams until they achieve a proficient score[8].

For the 2023-24 program year, PSSA, PASA, and Keystone Exam data were matched to PA-MEP enrollment records for all migrant students enrolled in public schools who took the applicable assessment. Performance was categorized into four levels: Below Basic, Basic, Proficient, and Advanced. In addition to examining overall performance, results were disaggregated by grade level, English fluency,[9] and Priority for Service (PFS) status. PFS data were further disaggregated by English fluency.

Table 1 provides 2023-24 state academic results for PA-MEP students. In all three content areas, the largest portion of students scored at the Below Basic level.

Table 1. 2023-24 State Assessment Results.

Content area	Students	Advanced	Proficient	Basic	Below basic
Math/Algebra I	1,873	2%	10%	23%	65%
Reading/literature	1,494	1%	19%	38%	41%
Science/biology	660	4%	22%	28%	46%

Results for reading, math, and science indicate that English fluency was a factor in student outcomes. Migrant students classified as fluent tended to score in the Proficient and Advanced categories at notably higher rates than their nonfluent peers. Similarly, students with a PFS designation were less likely to reach the Proficient or Advanced levels compared to non-PFS students.

A comparative analysis between migrant and non-migrant student outcomes was conducted using summary data provided by the PDE Assessment Office. It is important to note that migrant students represent less than 0.2 percent of the total tested student population, so these comparisons should be interpreted with caution.

In 2023-24:
- 21.0 percent of migrant students scored Proficient or Advanced in reading/language arts, compared to 53.7 percent of non-migrant students—a gap of 23.7 percentage points.
- 12.2 percent of migrant students scored Proficient or Advanced in math, compared to 39.7 percent of non-migrant students—a gap of 27.5 percentage points.
- In science, 26.2 percent of migrant students scored Proficient or Advanced, compared to 59.4 percent of non-migrant students—a gap of 33.1 percentage points.

However, when comparing non-migrant results to the fluent migrant subgroup, performance gaps narrowed considerably. Instead of gaps ranging from 27–33 percentage points, the differences dropped to just 4–8 percentage points, further highlighting the impact of English language proficiency on academic achievement.

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[8] 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.
[9] English fluency was determined by the child's or youth's PA-MEP needs assessment.

State English Proficiency Assessment

The ACCESS for ELLs[10] assessment is a language proficiency assessment for K-12 students and a component of the World-Class Instructional Design and Assessment (WIDA) Consortium's standards-driven system designed to improve instruction for English language learners. Pennsylvania participates in the WIDA Consortium. The assessment monitors student progress in English language proficiency on a yearly basis and serves as a key criterion for determining when students have attained full English proficiency.

For the 2023-24 program year, ACCESS for ELLs data was available for all PA-MEP students enrolled in a Pennsylvania public school who took the assessment. Data was reported for 2,970 students in kindergarten through grade 12 (1,520 PFS, 1,450 non-PFS), representing 82 percent of all K-12 PA-MEP nonfluent students enrolled prior to June 2024 (3,627 students).

Overall, 91 percent of students scored within the lowest three of six performance levels:
- 46 percent scored in Level 1: Entering,
- 25 percent in Level 2: Emerging, and
- 20 percent in Level 3: Developing.

PFS status influenced these results. Among PFS students, 93 percent scored within the bottom three levels, compared to 89 percent of non-PFS students.

Additionally, nearly 44 percent of non-fluent students with 2023-24 ACCESS for ELLs results also had data from the 2022-23 assessment, allowing year-to-year comparison. Based on each student's composite scale score, as outlined in the ACCESS for ELLs Interpretive Guide:
- 72 percent of students improved,
- 10 percent maintained the same score, and
- 18 percent declined.

Graduation, Promotion, GED, and Dropout

Migrant students have a higher risk of not completing high school due to the mobile nature of their lifestyle. Supporting student retention and graduation remains a core focus of the PA-MEP.

During the 2023-24 school year, 179 students were enrolled in grade 12 with graduation information available, and of these, 86.0 percent (154 students) graduated, a decrease from 93.0 percent the prior year. Additionally, two grade 11 students earned sufficient credits to graduate early in 2023-24. The total number of PA-MEP graduates for the year was 156 students.

Overall, 96 percent of the 4,196 K-12 students with known status graduated or were promoted. Among secondary students (grades 7-12) whose graduation and promotion status was determined (1,649 students), 94 percent were promoted to the next grade or graduated.

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[10] 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.

Four out-of-school youths earned a GED credential in 2023-24—double the number from the previous year. Additionally, 14 youths were listed as pursuing their GED, an increase of three compared to the prior year.

PA-MEP had a net dropout count of 68 students in 2023-24, consistent with the previous year. Sixty-nine students dropped out of school. Of these students, 56 dropped out in 2023-24, 12 between 2022-23 and 2023-24, and one during 2023-24 that re-enrolled before the end of the year. One student who dropped out was coded as pursuing their GED credential.

The program also tracked school re-enrollments for students who had previously dropped out. In 2023-24, 11 students re-enrolled after previously withdrawing, which is six fewer than the prior year.

Conclusion

PA-MEP provides a broad range of services designed to meet the unique educational and support needs of migrant children and youth across Pennsylvania. While most participants receive assistance aligned with their identified needs, evaluation findings from the 2023–24 program year highlight persistent barriers—such as frequent mobility, limited English proficiency, and interrupted schooling—that continue to impact academic success, English language acquisition, and graduation outcomes.

Key outcomes from 2023–24 include:

- Skill Development: KPI results showed improvement with age, yet only 46 percent of children assessed met skill mastery benchmarks.

- Academic Achievement: Nonfluent and Priority for Service (PFS) students experienced persistent proficiency gaps on state assessments. However, these gaps narrowed significantly among fluent migrant students compared to non-migrant peers.

- English Language Development: Although most students remain in the early stages of English proficiency, 72 percent of those with consecutive-year ACCESS for ELLs data demonstrated growth.

- Graduation and Re-Enrollment: While promotion rates stayed high, the 12th-grade graduation rate declined from 93 percent to 86 percent, and re-enrollment after dropout fell from 17 to 11 students.

Based on these findings, the following recommendations are proposed:

1. **Enhance Services for High-Need Students**
   - Maintain targeted support for nonfluent, PFS, and academically at-risk students.
   - Prioritize services for children with the most urgent academic, linguistic, or social needs when resources are limited.
   - Strengthen dropout prevention and re-enrollment efforts, particularly for older youth and OSY populations.

2. **Strengthen Support Systems for Students and Families**
   - Deepen partnerships with health care providers and community organizations to address persistent needs related to access, insurance, and transportation.

- Expand coordination with interpretation services and consider staff language training to better support non-English-speaking families and OSY.

3. **Increase Program Engagement and Accessibility**
   - Promote parent and family engagement by reducing participation barriers and aligning events with academic goals.
   - Expand program offerings outside of traditional hours—including evenings, weekends, and virtual options—to better serve working families and OSY.
   - Address service gaps for preschool-aged children by growing partnerships with early learning providers and exploring mobile or in-home models.

4. **Advance Data-Driven Improvement**
   - Explore new approaches to measuring academic growth, such as raw score analysis, to better capture student progress.
   - Track instructional dosage systematically to assess service sufficiency, particularly for PFS students.
   - Increase targeted outreach and establish structured protocols for high school re-engagement.
   - Improve coordination with human services to mitigate non-academic barriers like housing instability and food insecurity.

5. **Support Program Quality and Staff Development**
   - Use the summer program site visit checklist as a planning and training resource to ensure program fidelity across sites.
   - Provide high-quality, relevant professional development, particularly on trauma, immigration, and student safety.
   - Establish clear communication protocols and offer wellness support for staff managing complex and emotionally taxing situations.

6. **Strengthen Data Collection and Feedback Mechanisms**
   - Refine parent and OSY survey processes to increase response rates, reduce errors, and ensure actionable insights.
   - Encourage the use of real-time data tools and dashboards to inform service planning and rapid response at both the state and local levels.

Program Highlights

Annual program highlights showcasing PA-MEP successes and progress are as follows. Program areas for improvement are addressed in the [Reflections, Implications, and Recommendations](#) section of this report.

- **Year over year, PA-MEP consistently served the majority of eligible students** who were at least 3 years old.

- Among 241 children assessed with the Kindergarten Preparation Inventory (KPI), 46 percent demonstrated skills at the mastery level, with mastery rates increasing by age.

- The grade 12 **graduation rate was 86.0 percent**.

- Among graduates, 60 percent indicated **plans to attend a two- or four-year college**.

- Of 1,649 students in grades 7-12, **94 percent were promoted to the next grade or graduated**. Overall, 96 percent of the 4,196 K-12 students with known outcomes graduated or were promoted.

- Four out-of-school youth (OSY) **earned their GED credential** in 2023-24, doubling the total from the prior year. Additionally, 14 OSY were actively pursuing their GED credential.

- Of students with both 2023 and 2024 ACCESS for ELLs data, 72 percent demonstrated **improvement in their composite English proficiency scores**.

- Of the 1,221 high school students with available course completion data, 62 percent had **successfully completed Algebra I or a higher-level math course** as of their earliest needs assessment in the program year. Specifically, among grade 11students (239 students)—for whom the program tracks a key performance indicator—76 percent had successfully completed Algebra I or a higher-level math course.

- Among students who scored Below Proficient on the 2023 state reading assessment and received reading services in 2024, 13 percent improved their proficiency level on the 2024 state assessment. Using the same criteria for math, 13 percent of students improved their math assessment proficiency level in the 2024.

Goal Achievement

This section addresses 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 includes measurable performance objectives (MPOs). The most recent SDP was released in 2017, with new goal areas beginning in the 2019-20 program year. This section highlights progress toward these objectives as of the 2023-24 year.

Note: In 2022–23, PA-MEP initiated a new Comprehensive Needs Assessment to update the SDP. The revised plan was finalized in fall 2024. Therefore, this report marks the final use of these target measures; new targets will be applied starting in 2024–25.

Reading Target

Goal: 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.

2023–24 Result:
- 21.0 percent of students scored at proficient or advanced levels on the state reading assessment, unchanged from 2022–23.
- The program did not meet the annual target increase or the long-term goal but maintained performance levels over the previous year.

Reading Objective A

Goal: 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.

2023–24 Result:
- 19 percent of PFS students improved their performance level.
- This outcome fell short of the 50 percent target. The percentage was similar for non-PFS students (18 percent).

Reading Objective B

Goal: 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.

2023–24 Result:
- 13 percent of 361 eligible non-PFS students in grades 3-8 who: 1) had both 2023 and 2024 state reading assessment data, 2) received supplemental reading instruction, and 3) were below proficient in 2023 improved to a higher performance level.
- Although there was improvement, this outcome also fell short of the target.

Mathematics Target

Goal: 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.

2023–24 Result:
- 12.2 percent of students who took the state math assessment scored proficient or advanced, a 1.2 percentage point increase from 2021–22, but below the target.

Mathematics Objective

Goal: 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.

2023–24 Result:
- 10 percent of PFS students improved.
- Overall, 13 percent of students receiving supplemental services improved in math, with non-PFS students at 14 percent.

High School Graduation Target

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

2023–24 Result:
- The graduation rate was 86.0 percent, a decline from 93.0 percent in 2022–23 and slightly below the 2015–16 baseline.

High School Graduation Objective

Goal: 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 2023-24 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.

2023–24 Result:
- Of 179 grade 12 students, 154 graduated and 25 did not. Of these:
  - 9 completed all units of the Diploma Project in 2023-24 or 2022-23,
  - 46 participated in the Diploma Project but did not complete it, and
  - 37 participated in other college preparatory activities in 2023-24 or 2022-23.
- 92 graduates (60 percent) participated in the Diploma Project or other college readiness activities. Of these:
  - 71 percent followed an expected four-year progression,
  - 11 percent appeared to have skipped a grade,
  - 11 percent were retained, and
  - 7 could not be determined.
- Among the 25 students who did not graduate:
  - 52 percent participated in the Diploma Project or college readiness activities,
  - 1 completed the Diploma Project,
  - 5 had expected grade progression,

- o 2 appeared to skip a grade in the past four years,
- o 4 were retained, and
- o 3 could not be determined.

Due to multiple program variables (including changes to the Diploma Project structure), small cohort sizes, and gaps in historical data for highly mobile students, it remains difficult to conclusively determine the impact of program participation on graduation outcomes. Current data suggest that on-time graduation is most closely linked to consistent enrollment in Pennsylvania and typical grade progression.

Government Performance and Results Act Measures

The Office of Migrant Education at the U.S. Department of Education (ED) established the following recommended performance measures for the Migrant Education Program under the Government Performance and Results Act (GPRA).[11] The results below reflect PA-MEP's progress toward these measures for the 2023–24 program year.

1. *The percentage of PA-MEP students (grades 3-8) proficient or higher on their state's reading/language arts achievement test*:
   Of 1,378 migrant students who took the 2023-24 state reading assessments in grades 3-8, 21.2 percent scored proficient or advanced, a slight increase from 20.8 percent in 2022-23. Among PFS students, 14.5 percent scored in the proficient or advanced, compared to 24.8 percent of non-PFS students. This represents a slight improvement for non-PFS students (up from 24.4 percent in 2022-23) while the PFS percentage remained unchanged.

2. *The percentage of PA-MEP students (grades 3-8) proficient or higher on their state's mathematics achievement test*:
   Of the 1,742 migrant students assessed in mathematics, 12.2 percent scored proficient or advanced, a decline from 13.3 percent in 2022–23. Among PFS students, 7.1 percent achieved proficiency, down from 9.4 percent the prior year. Non-PFS students remained steady at 16.8 percent in both years.

3. *The percentage of PA-MEP students who entered grade 11 and had received full credit for Algebra I or a higher math class*:
   Among 239 grade 11 students with available math course data, 76 percent entered grade 11 having passed Algebra I or a higher math class, an increase from 73 percent in 2022–23. By subgroup, 64 percent of PFS students met this benchmark, compared to 86 percent of non-PFS students.

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 1,936 students in grades 7–12 with known graduation or promotion status, 94 percent (1,551 students) graduated or advanced, up from 92 percent in 2022–23. The promotion/graduation rate was 93 percent for PFS students and 95 percent for non-PFS students.

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

Overall, PA-MEP students demonstrated incremental improvements in reading proficiency and Algebra I completion rates, while math proficiency rates declined slightly. Graduation and promotion rates remained high, with a modest increase over the prior year. These results highlight areas of sustained success as well as opportunities for targeted instructional support, particularly in mathematics and for Priority for Service students.

Leading Indicators

The Office of Migrant Education at the U.S. Department of Education also established a set of leading indicators to track early signs of program progress. PA-MEP's 2023–24 results for these indicators are as follows:

1. *The percentage of migrant children ages 3–5 receiving instructional services:*
    In 2023–24, 85 percent of preschool-aged PA-MEP students (ages 3–5 as of September 1, 2023) received instructional services. This represents a slight decline from 86 percent in 2022–23.

2. *The percentage of Priority for Service (PFS) migrant children receiving services:*
    In 2023–24, 96.2 percent of PFS students received services, an increase from 94.4 percent in 2022–23.

3. *The percentage of migrant students in grades 7–12 receiving instructional services:*
    In 2023–24, 82 percent of students in grades 7–12 received instructional services, a slight decline from 84 percent in 2022–23.

4. *The percentage of grade 8 migrant students scoring proficient or higher in mathematics:*
    In 2023–24, 12.2 percent of grade 8 migrant students scored at the proficient or advanced levels in mathematics, a decrease from 12.9 percent in 2022–23.

In 2023–24, PA-MEP demonstrated strong service delivery for PFS students and preschool-aged children, with increases in service participation rates for PFS students and consistently high rates for younger children. However, slight declines were observed in the percentage of students in grades 7–12 receiving instructional services and in grade 8 mathematics proficiency. These trends point to sustained strengths in early childhood and PFS outreach, while also highlighting opportunities for targeted instructional support and intervention at the middle school level, particularly in mathematics.

Findings

Demographics

This section addresses the evaluation question: *Who are the children and youth enrolled in PA-MEP during the 2023–24 program year?*

The 2023–24 evaluation includes any child or youth who was eligible and enrolled for at least one day between September 1, 2023, and August 30, 2024. Depending on the type of analysis and data element, findings in this section may reflect all children and youth, all individuals within a category, all individuals with available data, or all individuals enrolled within a certain date range. When results are limited to a sub-set of students, this is noted. Many findings are disaggregated by PA-MEP's student categories: birth-preschool age, school-age (K–12), and out-of-school youth (OSY). Throughout this report, the term "student" refers to individuals in any of these categories, as PA-MEP provides learning activities for all groups.

Due to the highly mobile nature of the migrant population, frequent moves and changes in eligibility occur throughout the program year. Students also gain and lose eligibility as their situations change. Demographic analysis is based on all migrant students identified in Pennsylvania with data available (a unique, unduplicated count) by category and project area. Unless otherwise noted, demographics are reported based on each individual's earliest enrollment record for the 2023–24 school year or the summer record if the student was not enrolled until summer 2024.

A total of 7,098 eligible children and youth were identified as migrants in 2023-24, an increase of 1,019 students compared to 2022-23. Prior to the COVID-19 pandemic, enrollment was fairly stable. After a return to pre-pandemic levels in 2021-22, counts this year continue to trend upward (see Figure 1).

Figure 1. Enrollment numbers surpassed 7,000 students in 2023-24.

Over the past two years, **program enrollment has increased 38 percent** from the ten-year average (2011-2021)
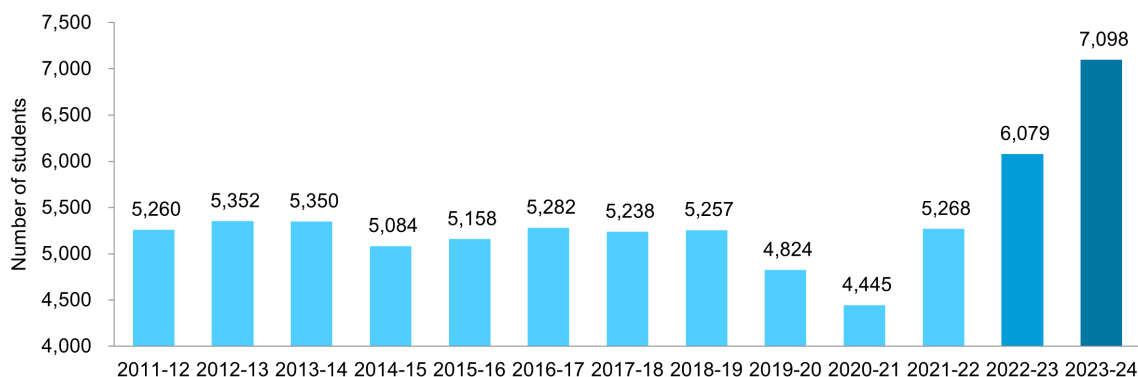
School-age students comprised the largest group, making up **69 percent** of all students based on their first enrollment record of 2023–24. Student categories can shift over the year due to changes such as dropping out, enrolling in kindergarten, or out-of-school youth re-enrolling in K–12.

Figure 2. Students by PA-MEP Category (as of Earliest 2023-24 Record).

The majority of PA-MEP students were in **grades K-12**.

Out-of-school youth, 916, 13%
Birth-preschool, 1,307, 18%
K-12, 4,875, 69%
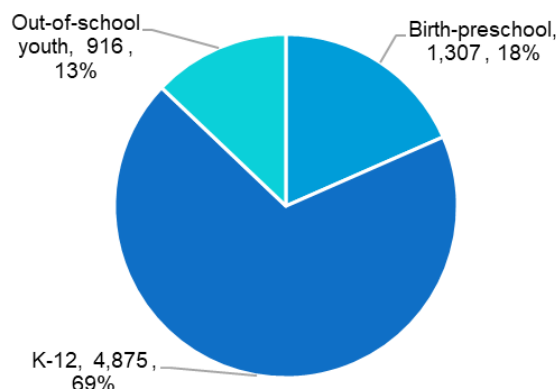
Project Area 4 had the highest enrollment, followed by Project Area 1, while Project Area 7 had the fewest students — a pattern consistent with prior years. Like student classification, project area assignment can change throughout the year due to mobility. Unless otherwise noted, students are reported based on their earliest project area for the year. The PA-MEP Counties map[12] illustrates project area geographic location. Across all project areas, school-age students were the largest group. Project Areas 3 and 4 had the highest numbers of out-of-school youth, while Project Areas 4 and 1 enrolled the largest numbers of students in the preschool category (birth to age 6, not yet in kindergarten) (see Figure 3).

Figure 3. Students by PA-MEP Project Area (as of Earliest 2023-24 Record).

K-12 students were the largest grouping in every project area.

	Project Area 1	Project Area 2	Project Area 3	Project Area 4	Project Area 5	Project Area 6	Project Area 7	Project Area 8	Project Area 9
Out-of-school youth	126	20	228	128	101	105	33	108	67
K-12	800	520	551	1,144	737	334	179	350	260
Birth-preschool	239	109	191	268	156	91	75	95	83
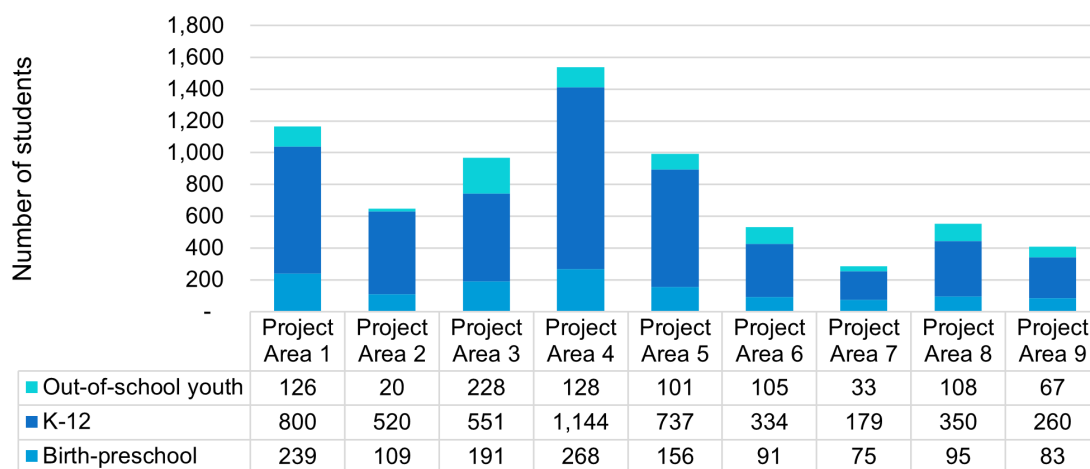
Among all 2023-24 students, 54 percent were male, and 46 percent were female. The birth-preschool and K-12 categories were relatively balanced (53 percent male, 47 percent female for birth-preschool; 52 percent male, 48 percent female for K-12), while 63 percent of out-of-school youth were male. Most PA-MEP students identified as Hispanic (82 percent of 7,098 students). The

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[12] Located on Page 2 of this report.

percentage was higher among out-of-school youth (97 percent) and slightly lower among birth-preschool students (79 percent). The K–12 group included a higher percentage of Asian students (13 percent) than other categories. Racial and ethnic demographics varied by project area, reflecting local cultural diversity (see Table 2).

Table 2. The majority of PA-MEP students identified as Hispanic.

	Students	Birth-PreK	K-12	OSV*	PA** 1	PA 2	PA 3	PA 4	PA 5	PA 6	PA 7	PA 8	PA 9
American Indian / Alaskan Native	1	-	-	1	-	-	-	-	-	-	-	1	-
Asian	773	150	618	5	54	50	-	613	-	9	2	4	41
Black/ African American	460	114	328	18	9	4	-	260	30	19	112	20	6
Hispanic	**5,839**	**1,036**	**3,911**	**892**	**1,099**	**591**	**970**	**661**	**964**	**500**	**170**	**521**	**363**
Multi-racial	1	1	-	-	-	-	-	1	-	-	-	-	-
Pacific Islander	1	-	1	-	-	1	-	-	-	-	-	-	-
White	23	6	17	-	3	3	-	5	-	2	3	7	-

*Out of School Youth
**Project Area

Spanish was the most common home language, spoken by 75 percent of all students, nearly identical to the previous year's 74 percent. Other widely spoken languages included Nepali (7 percent) and Swahili (3 percent). [13] Language patterns were generally consistent across student categories, though Spanish was even more dominant among out-of-school youth. Language differences by project area mirrored previously noted racial and ethnic variations (see Table 3 and Map 1).

Table 3. Spanish was the most common home language.

	Students	Birth-PreK	K-12	OSV*	PA** 1	PA 2	PA 3	PA 4	PA 5	PA 6	PA 7	PA 8	PA 9
Arabic	59	8	49	2	2	19	-	38	-	-	-	-	-
English	89	16	70	3	3	26	-	14	8	20	5	13	-
Nepali	527	98	428	1	3	1	-	469	-	9	-	4	41
Spanish	**5,327**	**937**	**3,626**	**764**	**917**	**573**	**739**	**651**	**965**	**480**	**148**	**496**	**358**
Swahili	223	43	168	12	8	-	-	207	1	7	-	-	-
Other (unspecified)	56	11	41	4	-	-	-	53	-	-	-	-	3
Other (specified)	817	194	493	130	232	30	231	108	20	14	134	40	8

*Out of School Youth
**Project Area

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[13] 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).

Map 1. Density* of PA-MEP Participants by Home Language in each Project Area

2023-24 Home Languages of PA-MEP Participants (7,098)

Home Languages
1 Dot = 1 Participant
- Indonesian (2)
- Burmese (4)
- French (8)
- Indigenous-Mex (8)
- Karen (9)
- Kinyarwanda (26)
- Khmer (35)
- Other (56)
- Arabic (59)
- English (89)
- Indigenous-Gua (111)
- Pushtu/Dari (119)
- Mam (138)
- Creole (160)
- Q'eqchi (197)
- Swahili (223)
- Nepali (527)
- Spanish (5,327)
- PA-MEP Project Areas
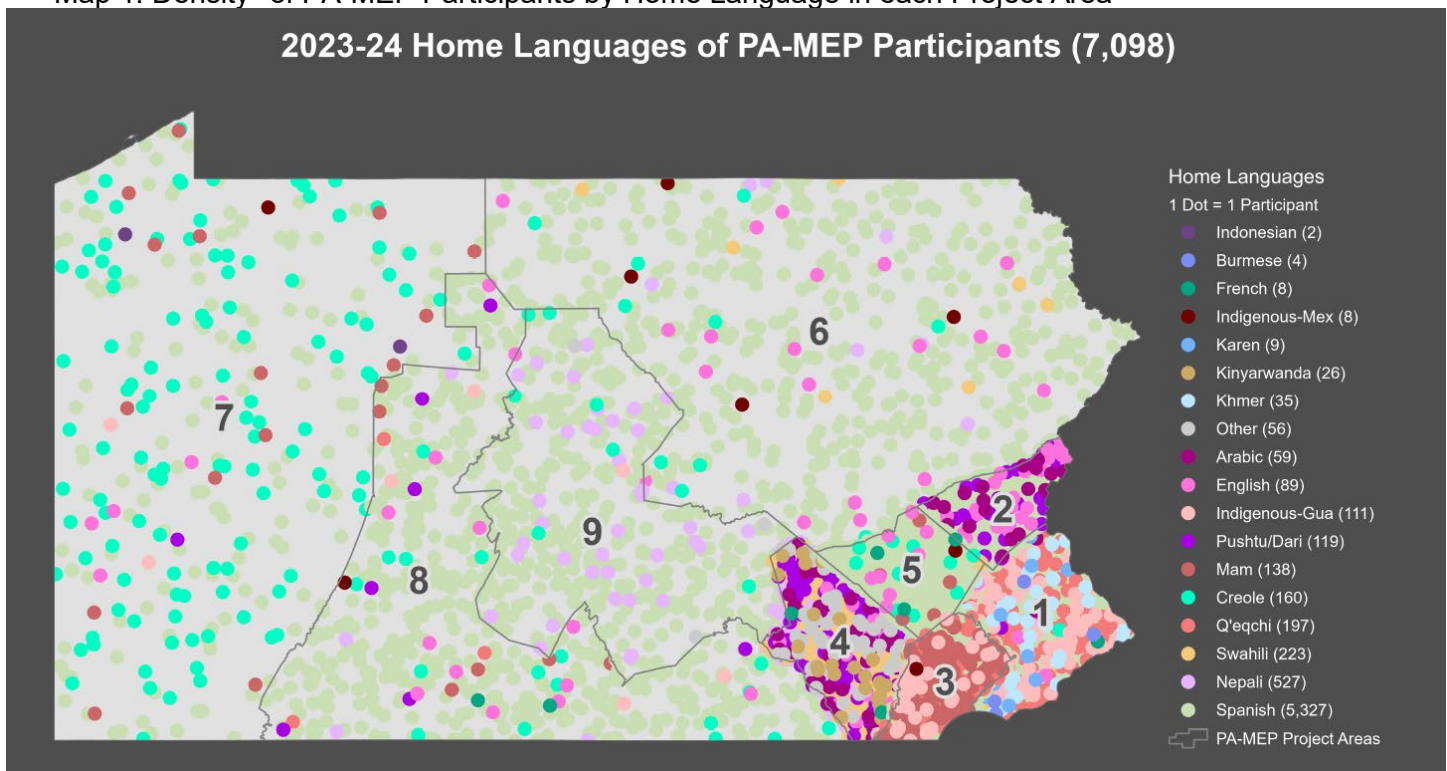
*A density map displays the distribution of a variable based on its frequency within a geographic area, rather than the exact location of individual participants.

Among 1,307 birth-preschool children, 55 percent were ages 3 or older. It is important to note that this category includes children who are not yet of school age or not yet enrolled in kindergarten. PA-MEP distinguishes between children birth–age 2 and those age 3 or older but not yet enrolled in kindergarten, as the program prioritizes needs assessments and services for children 3 and older, though all children may be served. Ages were calculated as of September 1, 2023, a standard cut-off date for Pennsylvania kindergarten enrollment.

Age was also significant for out-of-school youth. For the 2023-24 school year, compulsory school attendance was until age 18 or graduation, whichever occurs first,[14] , though certain exceptions apply (for farm work, for example) for youth as young as 14 with permits. As with birth-preschool students, OSY ages were calculated as of **September 1, 2023**, and include those initially classified as K–12 students who later became OSY (see Dropout Prevention).

More than a third (38 percent) of OSY were 20 or older, with another 45 percent ages 18–19. In total, 84 percent were 18 or older, and 16 percent were 17 or younger. While these youth may have qualified for work-related exemptions, the extent of valid permits or exclusions was unknown.

Within the K-12 category, students were relatively evenly distributed across grade levels. Similar trends appeared across project areas, with no significant concentration in specific grades.

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[14] https://www.pa.gov/agencies/education/resources/policies-acts-and-laws/basic-education-circulars-becs/purdons-statutes/compulsory-school-attendance-unlawful-absences-and-school-attendance-improvement-conferences.html

Recruitment

The state data team regularly reports recruitment counts and trends by project area and month to the state office and project managers. Figures 4 and 5 present information about the volume of new identifications and arrivals by project area throughout the 2023-24 program year. These figures include any new identification or move into a project area, whether from another Pennsylvania project area or from outside the state. As a result, a family may be counted more than once if they made two or more moves across project boundaries within the year. Only new identifications, moves, and new arrivals are included in these counts; families who remained in the same project area for the entire program year are not shown.

Overall, the highest number of identifications and recruitments occurred in October 2024 (343), while the lowest count was recorded in April 2024 (182). The average monthly recruitment was 245 students, an increase of nine students compared to the prior year's average. Recruitment counts remained within 20 percent of the average for most of the program year, with notable exceptions including a significant increase in October and decreases in December and April.

Figure 4. Recruitment counts remained mostly consistent, with a noticeable increase in October at the beginning of the program year.

Total Recruitment Counts by Month (n=2,939)
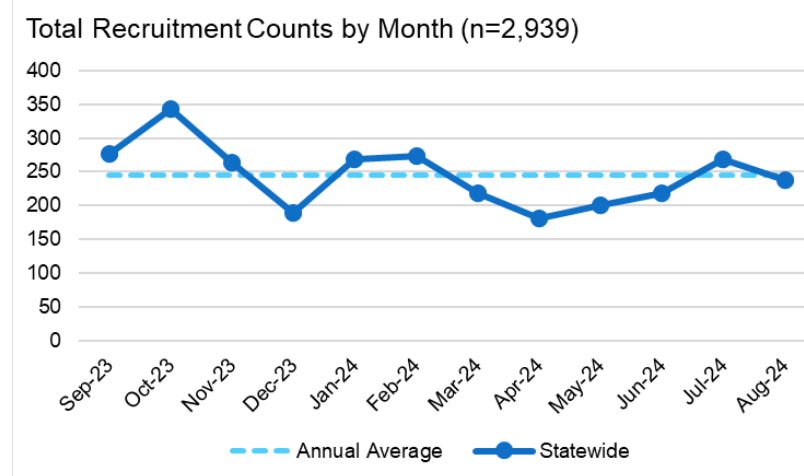
Recruitment counts by project area and month also highlight the variability in migratory patterns across different regions. For visualization purposes, recruitment counts were grouped into four regional categories in Figure 5:
- Region 1: Project Areas 6 and 9
- Region 2: Project Areas 1 and 3
- Region 3: Project Areas 2, 4, and 5
- Region 4: Project Areas 7 and 8

Regional trends generally mirrored the statewide pattern, with dips in recruitment during December and April and a peak in October. Among the regions, Region 3 recorded the highest number of recruitments (1,166), followed by Region 2 (867), Region 1 (493), and Region 4 (404). This ranking aligns with the overall PA-MEP population distribution within these regions.

Figure 5. Regional recruitment counts reflected the statewide trend.

Total New Recruitment Counts, by Month and Region
(of state total, n=2,939)

	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23
■ Region 1 (PAs 6 & 9)	42	60	43	26	45	48	52	39	47	40	15	36
■ Region 2 (PAs 1 & 3)	86	103	82	65	102	84	62	63	73	48	52	56
■ Region 3 (PAs 2, 4, & 5)	111	153	106	82	92	113	80	70	68	91	116	84
■ Region 4 (PAs 7 & 8)	37	27	32	17	30	28	25	10	12	40	85	61
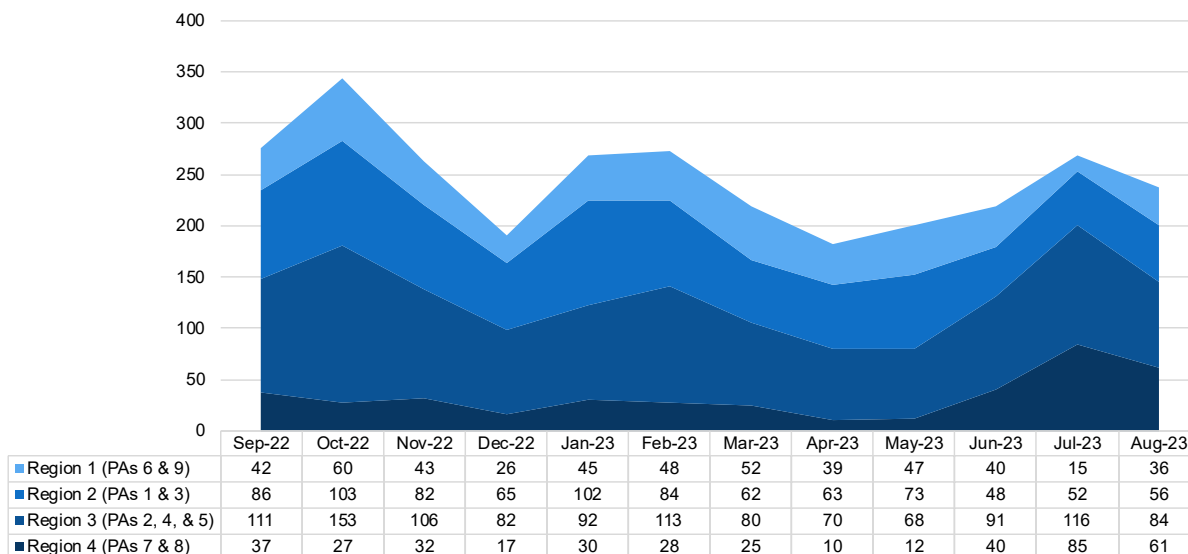
Student Needs and Service Delivery

This section addresses 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?*

Upon confirmation of eligibility, PA-MEP conducts a needs assessment for each student to identify risk factors that may affect their academic and personal success. Many of these risk factors are unique to the migratory lifestyle. PA-MEP staff use the assessment results to match students with appropriate services based on their individual needs. Additionally, when a student moves from one project area to another within Pennsylvania, the receiving PA-MEP staff can review previously documented needs to provide timely and coordinated support. Needs assessment results also determine whether a student qualifies as Priority for Service (PFS). Per program guidelines, students are to receive a needs assessment as soon as possible after identification and recruitment—no later than October 31 or within 10 working days of eligibility verification and enrollment. Student needs assessments may be updated throughout the year as circumstances change.

The needs assessment findings in this report reflect student needs documented during the 2023-24 program year. Some needs elements are examined based on their status at the beginning of the program year or at the time of a student's enrollment, prior to the delivery of any services (typically academic needs). Other needs reflect conditions experienced at any point during the year to capture the prevalence of specific challenges within the migratory student population. For example, reading needs are assessed at the time of the initial needs assessment, while factors such as homelessness are tracked throughout the year to determine if a student encountered that circumstance at any time. In certain cases, staff comments and changes in recorded needs element values were also considered to confirm a student's status. Students may receive new or updated

needs assessments as new information becomes available, or when they move or change eligibility category.

PA-MEP staff use a combination of available data sources and professional judgment to determine each student's status for identified needs. To support consistency and accuracy, the program maintains a data guide that outlines definitions, coding hierarchies, and evidence standards for assessing each need indicator.

The information that follows offers an overview of the challenges faced by migrant students during 2023-24 and provides context for the services and supports they received in response to these identified needs.

Needs assessment data was available for 6,734 students, representing 95 percent of all enrolled students. Of the 364 students without a documented needs assessment, 100 percent had documented explanations, such as very brief enrollment or eligibility periods, service refusals, or being under three years of age.

In addition to evaluating service delivery by specific need categories, the evaluation also examined overall service delivery as required by the federal Government Performance and Results Act (GPRA) measures for PA-MEP. Of the 7,098 students enrolled during 2023-24, 6,413 students (90 percent) were recorded as having received one or more services. Service delivery data included direct services, action codes indicating delivery of materials or supports, or services provided by PA-MEP partner organizations. Among the 685 students without a recorded service, all but six had documented explanations—such as being under three years old, enrolling near the end of the program year, having a short enrollment or residence, refusing services, or being unreachable despite multiple contact attempts.

Students received services from various sources, including PA-MEP partner organizations, other community organizations, campus-based programs, and in-home services. Services were delivered throughout both the regular term (school year) and summer term, using diverse combinations of delivery settings, content areas, and program types.

Each project area offers a range of strategies, programs, activities, and curricula tailored to meet the diverse needs of their student populations, reflecting the broad range of backgrounds, experiences, and risk factors represented in the migratory student community.

Priority for Service (PFS)

In addition to identifying individual risk factors to connect students with appropriate services, the PA-MEP uses these factors to prioritize students for service through a designation known as Priority for Service (PFS). Specific criteria are established for each student category, and PFS status was determined on an ongoing basis throughout the 2023-24 program year. If a student did not initially qualify as PFS but later met the criteria based on updated needs assessments, they were designated as PFS at that time. Conversely, if a student qualified as PFS initially and their status later changed in one or more qualifying criteria, they retained the PFS designation for the remainder of the program term.

It is important to note that PFS status does not determine whether a student is eligible for services. As a supplemental program with limited resources, the PFS designation is intended to help PA-MEP staff identify students who should be served first or prioritized for programs and services in
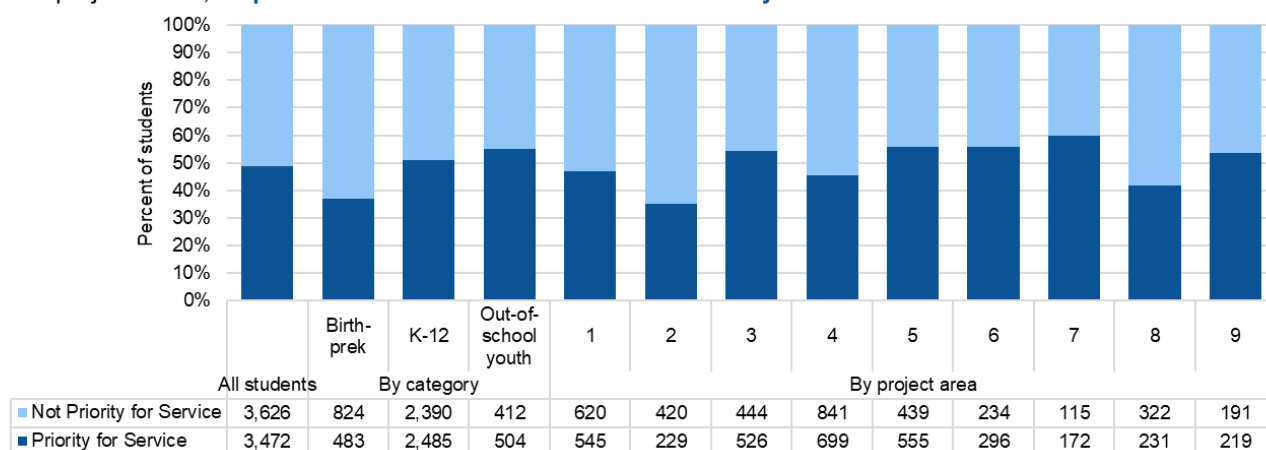
situations where resources are limited. All students who meet PA-MEP eligibility criteria may receive services, regardless of PFS status.

PFS determination is based on several age-specific and needs assessment criteria. As the designation implies, PFS students are to receive priority access to services and supports over non-PFS students when service capacity is limited. During the 2023-24 program year, 3,472 students (49 percent of the 7,098 enrolled students) were designated as Priority for Service at some point. Out-of-school youth (OSY) had the highest percentage of PFS students, with 55 percent meeting the criteria. The preschool category had the lowest proportion at 37 percent.

Project Areas 5, 6, and 7 reported PFS percentages higher than the overall state (see Figure 6). For the purposes of the state evaluation, any student who held a PFS designation at any point during the year was considered PFS for all analyses. Based on service delivery data, 96 percent of PFS-designated students received services during the program year.

Figure 6. OSY had the highest percentage of PFS students, as did project areas 5, 6 and 7.

Across project areas, **49 percent** of students were identified as **Priority for Service**

	All students	By category			By project area									
		Birth-prek	K-12	Out-of-school youth	1	2	3	4	5	6	7	8	9
Not Priority for Service	3,626	824	2,390	412	620	420	444	841	439	234	115	322	191
Priority for Service	3,472	483	2,485	504	545	229	526	699	555	296	172	231	219

English Language Fluency

Overall, 83 percent of students ages 3 or older were designated as not fluent in English during the 2023-24 program year—a factor in determining PFS status. Children under 3 years of age were excluded from this analysis, as they are still developing early language skills.

When fluency was examined by student category, out-of-school youth (OSY) and preschool students ages 3 and older both had the highest percentages of students identified as not fluent (91 percent), while school-age students had the lowest percentage at 81 percent.

Fluency rates also varied notably by project area. Project Areas 1 and 3 reported the highest percentages of students not fluent in English (96 and 95 percent, respectively), while Project Area 8 had the largest percentage of fluent students (40 percent).

Figure 7. Overall, 83% of students ages 3 and older were not fluent in English during the program year.

Students' English Fluency Status (Ages 3+)

	All students	By category			By project area								
		Birth-preschool	K-12	Out-of-school youth	1	2	3	4	5	6	7	8	9
Blank-no entry	240	40	136	64	25	27	30	56	22	33	10	32	5
Non-fluent	5,507	725	3,952	830	1,027	410	848	1,101	844	407	214	314	342
Fluent	852	43	787	22	21	169	18	289	64	50	36	171	34
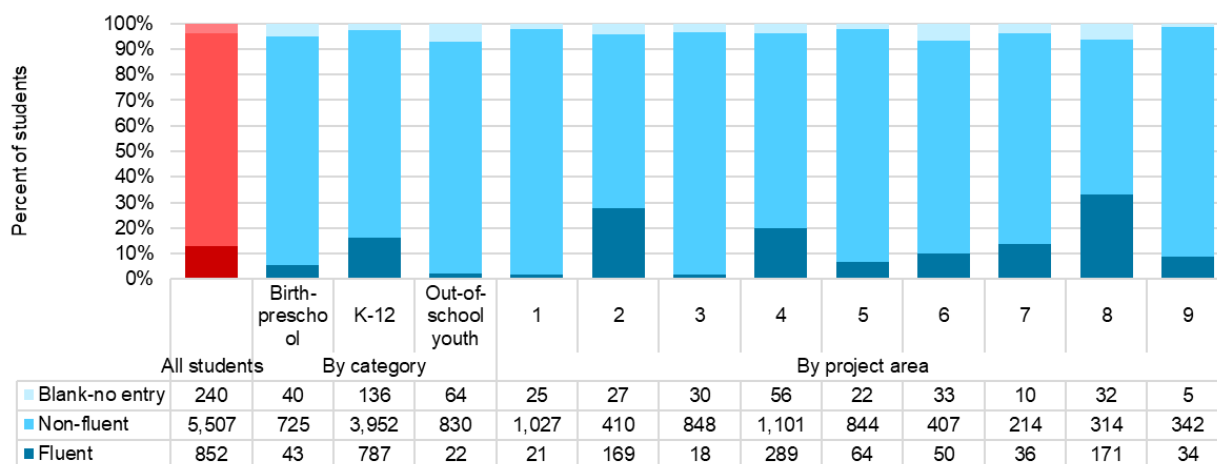
Of the 3,952 nonfluent K-12 students enrolled in 2023-24, 3,695 (93 percent) either received school year English services through their school district's ESL program or were enrolled in the summer term when district ESL services were not available.

Recognizing the well-documented influence of English fluency on student outcomes, service delivery data for nonfluent students was closely reviewed. Results showed that 89 percent of nonfluent students ages 3 and older received English-related services in some form. Notably, 91 percent of PFS-designated students received services, compared to 88 percent of non-PFS students. This relatively high percentage of non-PFS students served may reflect their participation in school-based ESL programming, which is determined by the student's school rather than PFS status. Regardless, it is a positive finding that nearly all nonfluent students over age 3 received English support during the year.

Special Needs

During the 2023-24 program year, 6.6 percent of students were identified as having special needs (not including giftedness). Among student categories, school-age students had the highest percentage of students with this designation—8.3 percent of the 4,875 K-12 students with available needs data. This higher rate may reflect the availability of more formal screening, identification, and reporting protocols for school-age children compared to other age groups.

Homeless and Unaccompanied Youth

In 2023-24, over one-third (38 percent) of PA-MEP students in the birth-preschool and K-12 categories were identified as experiencing homelessness, based on the McKinney-Vento Homeless Assistance Act definition.[15] Out-of-school youth were not categorized as experiencing homelessness or eligible for McKinney-Vento supported services during this program year, following a 2017 revision to the official definition.

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[15] Other programs may use a different definition or criteria to determine homelessness.

Project Area 3 reported the highest percentage of students experiencing homelessness (79 percent), followed by Project Area 1 (59 percent). Project Area 4 had the lowest percentage at 13 percent. Variations in the number of migrant children and youth in each area contributed to these rate differences.

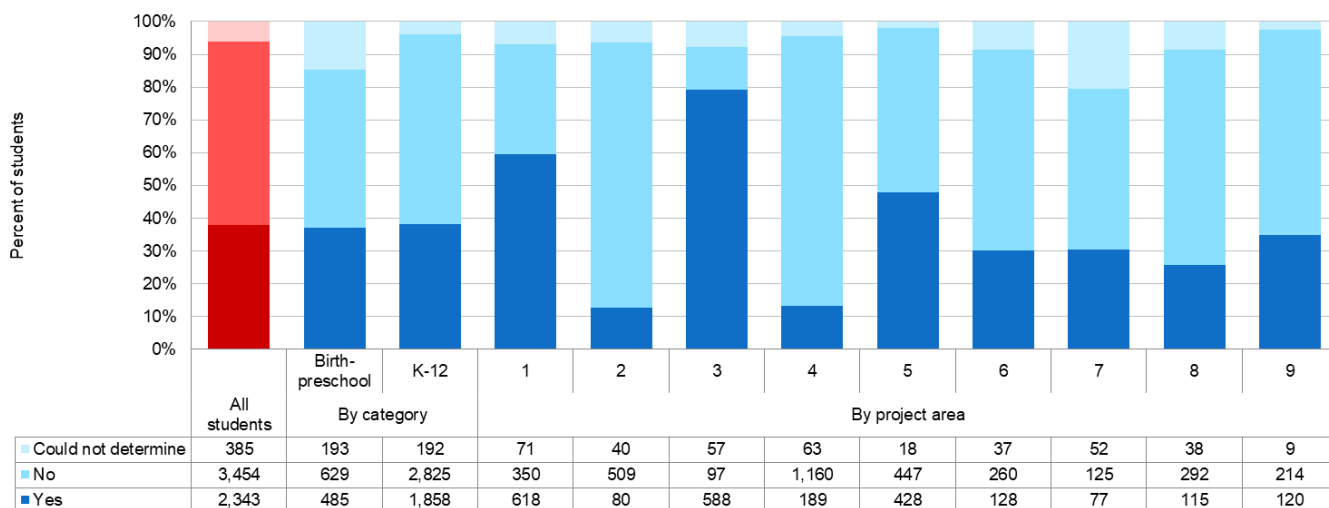Figure 8. Thirty-eight percent of PA-MEP students in the birth-preschool and K-12 categories were identified as experiencing homelessness at any point during 2023-24. Project Area 3 reported the highest percentage of students experiencing homelessness.

Homeless Status (Preschool and K-12 Only)

	All students	Birth-preschool	K-12	1	2	3	4	5	6	7	8	9
		By category					By project area					
Could not determine	385	193	192	71	40	57	63	18	37	52	38	9
No	3,454	629	2,825	350	509	97	1,160	447	260	125	292	214
Yes	2,343	485	1,858	618	80	588	189	428	128	77	115	120

In addition to homelessness status, PA-MEP collected data on unaccompanied youth — students not in the physical custody of a parent or legal guardian. Fewer than 5 percent of students in the birth-preschool and K–12 categories were identified as unaccompanied youth.

Preschool Enrollment

Preschool enrollment remains a key priority for PA-MEP. During the 2023-24 program year, 29 percent of children in the birth through preschool-age category were enrolled in a preschool program for at least part of the year. Among children most likely to enroll (ages 3 and older, not yet in kindergarten), the enrollment rate was higher at 42 percent.

Priority for Service (PFS) status appeared to influence preschool enrollment rates. Among preschool-aged PFS students (ages 3 and older), 27 percent were enrolled in a preschool program, compared to 58 percent of students without the PFS designation.

Figure 9. Twenty-nine percent of PA-MEP students were enrolled in preschool for at least part of the 2023-24 program year.

Preschool Enrollment Status for Students Ages 3+, Not Yet in Kindergarten

	All students	1	2	3	4	5	6	7	8	9
		By project area								
Blank-no entry	35	7	3	1	7	4	2	2	9	-
Not enrolled in preschool	384	84	12	64	85	34	21	28	17	39
Enrolled in preschool	302	40	42	39	68	49	20	12	24	8
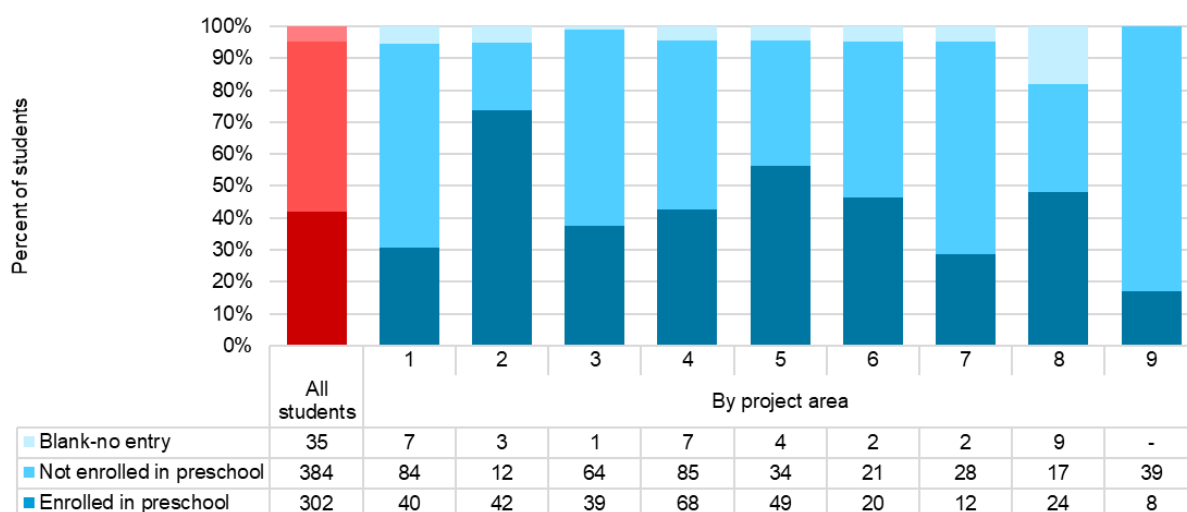
PA-MEP also gathered information on the reasons preschool-aged children were not enrolled. This data helps determine whether non-enrollment resulted from family choice or external factors. Among non-enrolled students, 49 percent cited barriers such as a lack of available programs, no open slots, or transportation challenges. Family choice accounted for 36 percent of non-enrollment cases.

Data on the types of preschool programs attended was also collected. Of the 302 students ages 3 and older enrolled in preschool, 128 had detailed program data available. Among these:

- 44 percent attended Head Start,
- 20 percent attended a Pre-K Counts program,
- 14 percent attended a district-run preschool,
- 4 percent attended a Keystone STARS program,
- 2 percent participated in a formal Migrant Education preschool program, and
- 16 percent attended another type of program.

Priority for Service students (32 students) were most frequently enrolled in Head Start (31 percent) or Pre-K Counts (31 percent), as were the 96 students without PFS designation (48% enrolled in Head Start and 17 percent enrolled in Pre-K Counts).

Reading and Math Needs

According to needs assessment entries, 84 percent of school-age students demonstrated a need for improvement in reading, and 85 percent in math. Proficiency levels were determined using multiple indicators, including state and local assessment results, report card grades, professional determinations from school staff, or professional determinations from PA-MEP staff when other data sources were unavailable. Additionally, proficiency based on PSSA, PASA, or Keystone Exams or state-approved assessments is a key factor in determining a student's PFS status. Notably, Project Area 6 reported the highest percentages of students proficient in both reading and math.

Figure 10. Eighty-four percent of students demonstrated a need for improvement in reading.
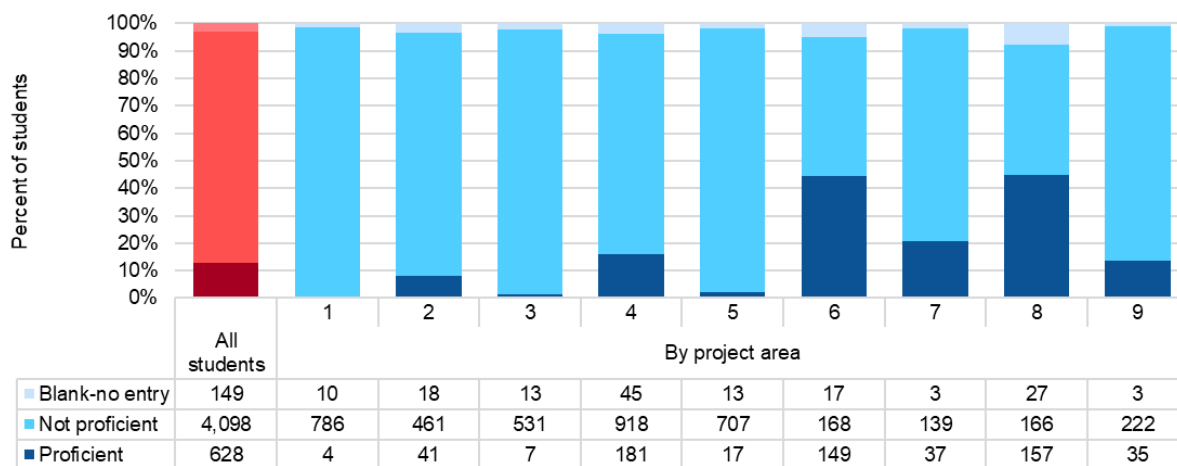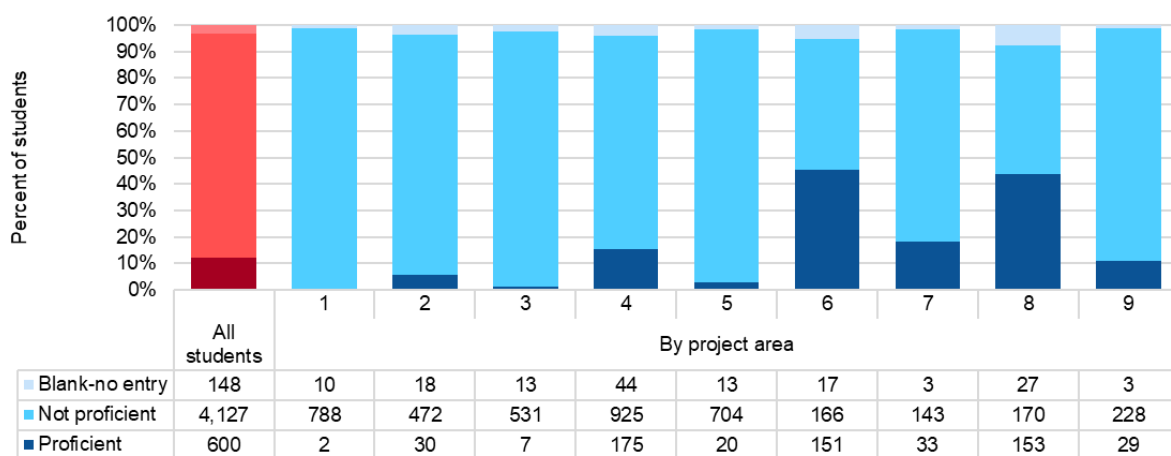
K-12 Students' Reading Proficiency Status

	All students	1	2	3	4	5	6	7	8	9
Blank-no entry	149	10	18	13	45	13	17	3	27	3
Not proficient	4,098	786	461	531	918	707	168	139	166	222
Proficient	628	4	41	7	181	17	149	37	157	35

By project area

Figure 11. Eighty-five percent of students demonstrated a need for improvement in math.

K-12 Students' Math Proficiency Status

	All students	1	2	3	4	5	6	7	8	9
Blank-no entry	148	10	18	13	44	13	17	3	27	3
Not proficient	4,127	788	472	531	925	704	166	143	170	228
Proficient	600	2	30	7	175	20	151	33	153	29

By project area

When examining needs assessment results alongside service delivery data, findings indicated that students with identified reading and math needs largely received services aligned with those needs.

Among K–12 students identified as not proficient in reading (n=4,098), 88 percent received supplemental reading services. Further analysis showed that 88 percent of PFS students with a reading need received supplemental services in one or more service categories, while 87 percent of non-PFS students received similar support.
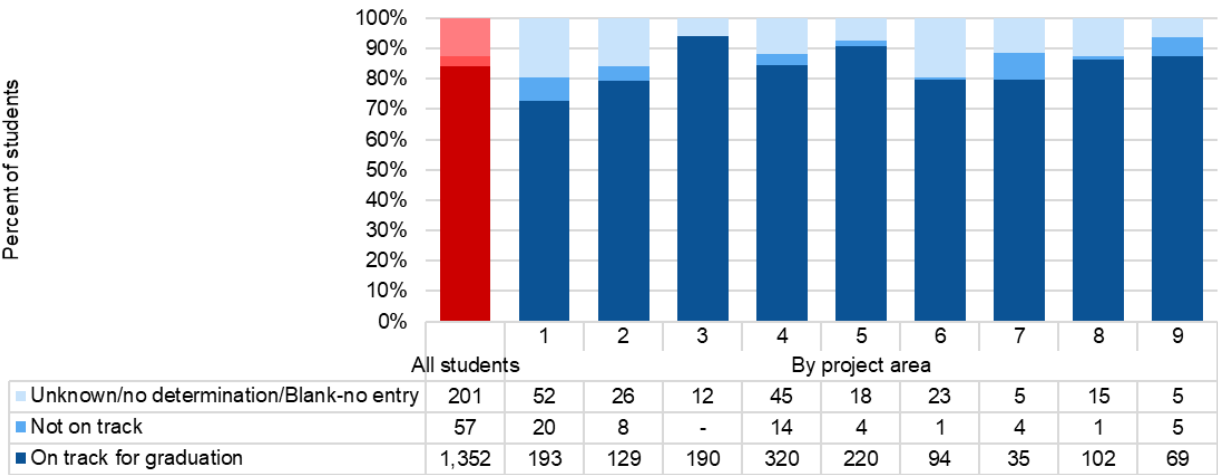
Similarly, of the K–12 students identified as not proficient in math (n=4,127), 85 percent received math-specific supplemental services. Of these, 86 percent of PFS students and 84 percent of non-PFS students received targeted math services.

On Track for Graduation

K-12 needs assessments also monitored students' progress toward graduation for those in grades 8-12, as this is a factor in determining Priority for Service (PFS) status. Among the 1,609 students assessed in these grades, 84 percent were on track for graduation. Project Area 3 reported the highest percentage of students on track, with 94 percent meeting this benchmark.

Figure 12. The majority of PA-MEP students (84%) were on track for graduation.

K-12 Students' Status - On Track for Graduation

	All students	By project area								
		1	2	3	4	5	6	7	8	9
Unknown/no determination/Blank-no entry	201	52	26	12	45	18	23	5	15	5
Not on track	57	20	8	-	14	4	1	4	1	5
On track for graduation	1,352	193	129	190	320	220	94	35	102	69

Student Concerns

Factors such as behavior, attendance, and other issues can impact a student's academic success. According to the needs assessment, 69 percent of students had no concerns identified, while 27 percent had no value entered. Among the 4 percent of students with a documented concern, the largest proportion was categorized as 'other.' These 'other' concerns included attendance issues, discipline issues, a combination of both, or multiple concerns. Results varied widely across project areas.

Health and Wellness

Health and wellness are priority focus areas for the PA-MEP, as medical and health-related concerns can interfere with students' educational outcomes. The needs assessment includes five health-related indicators: health need, dental need, medical alert, mental health need, and vision need. Across these categories, the majority of students (96–99 percent) did not have identified needs. The medical alert indicator—the only required health-related field—had the highest rate of affirmative responses, with 4 percent of students reported as having an acute or chronic medical concern. Among K–12 students, 5 percent had a medical alert noted, compared to 2 percent of out-of-school youth. Additionally, K–12 students consistently had the highest percentages of identified needs across each health and wellness category.

Parental Involvement

Parental involvement remains an area of focus for the PA-MEP, as reflected in both service delivery measures and parent survey efforts. PA-MEP monitors the extent to which students have one or more parents, or adults in a parental role within the household, participate in program-sponsored parental involvement and Parent Advisory Council (PAC) activities.

During the reporting period, out of 7,098 enrolled students, a total of 2,059 (29 percent) had at least one parent or adult in a parental role participate in one or more of these activities. Specifically, 1,566 parents participated exclusively in parent involvement activities, 72 participated solely in PAC activities, and 421 participated in both.

Educational Programs and Reasons for Leaving School Among Out-of-School Youth (OSY)

Among 916 out-of-school youth, the predominant reason for leaving school was the need to work, reported by 70 percent of respondents.

Out-of-school youth have access to a range of educational support services. The needs assessment examined youth interest in, or participation in, the following programs: English as a Second Language (ESL), Adult Basic Education and/or General Educational Development (GED), job training, and reentry into the K–12 school system.

The majority of out-of-school youth were not fluent in English (91 percent). Among the 830 nonfluent youth, 73 percent had either enrolled in, attended, expressed interest in, or completed an ESL program.

Participation in other educational pathways was considerably lower:
- 22 percent of youth were similarly engaged with GED programs,
- 19 percent with job training programs, and
- only 7 percent with K–12 school reentry.

The remaining youth either expressed no interest in these programs or their interest status was not recorded.

Service delivery data indicate that 75 percent of nonfluent youth had English language services identified as part of their support plan. Of these youth, 17 percent completed a formal ESL program, and 33 percent attended one regularly.

State-Provided Professional Development

While individual project areas provided professional development and training to their respective staff, PA-MEP staff at the state level also organized various training opportunities. This section addresses the evaluation question: *To what extent did professional development occur at the state level to support program implementation?*

In the spring of 2024, PA-MEP held its annual statewide conference in Drexel Hill, PA. The conference was held over multiple sessions that totaled more than ten hours with workshop topics relevant to all staff roles.

In addition to the state conference, PDE provided or sponsored 12 training opportunities offering more than 28 hours of professional development. All project areas were represented at each opportunity unless otherwise noted. Details about the conference and additional training opportunities can be found in Table 1 of [Appendix A](#).

PDE further supported staff development by providing information, professional development, and technical assistance through monthly project area managers' meetings and annual monitoring site visits.

Professional Development for Data

From October 1, 2023, through September 30, 2024, PA-MEP data specialists and other staff members received various professional development from Central Susquehanna Intermediate Unit 16 (CSIU), PDE's contractor for data and systems management. This included an institute and a data overview session at the annual migrant conference in April 2024. In person two-day training was held in May 2024 and a zoom training in August 2024.

Additional training opportunities included:
- Monthly one-on-one training sessions for Regional Data Specialists (DS), ongoing;
- Regional Zoom/Teams training for CSIU and Migrant Education Unit (MU) staff on using Canvas Resources (October 2023);
- IU5 DS mini-Zoom sessions on PAsecureID (November 2023) and $-A-Day training (February 2024);
- Regional mini-Zoom sessions for Web MIS2000 trainings (February, March 2024);
- Statewide in-person Web MIS2000 training during the MEP Conference (April 2024);
- Recruiter Trainings, with staff presentations (November 2023);
- MSIX Cybersecurity and Account Management Webinar (February 2024);
- Regional SSS Trainings (November 2023);
- PA Security Presentation training via Zoom for all staff (September 2024);
- "Ask the Tech" mini-Zoom sessions for staff to ask questions and receive specific guidance (November 2023 and June 2024);
- IU5 DS/SSS in-person training in Erie for new staff, with in-depth DS review and SSS guidance on using Web MIS2000.

Key training topics included:
- General overviews of PA-MEP data and system updates;
- Basic data entry, error checking, and student duplicate resolution;
- Timelines for accurate federal reporting, state, and MSIX Snapshots;
- New staff onboarding procedures, including equipment requests, access to MIS2000 and MSIX, and mandatory training;
- Introduction to Web MIS2000, with extensive hands-on training (both in-person and via Zoom);
- Use of MSIX Missed Enrollment report;
- MSIX training on Action Codes, including reports, worklists, and move notices;
- Utilizing Canvas for accessing training resources, creating regional courses, and adding staff members;
- COE MDE formatting, new COE review, upload reminders, and system integrity practices to prevent record duplication;

- Data quality, including error file reviews, summer enrollments, course tracking, and Preschool PAsecureID;
- Reporting tools and ensuring accuracy in data submission;
- Summer procedure reminders, including roll-over procedures, ACs, service updates, and tracking;
- Excel tips and tricks for using the "show data" function in MIS2000;
- Cybersecurity best practices, such as protecting student PII and encrypting documents.

Each training session included in-depth question-and-answer sessions to address specific issues faced by data specialists and other staff. In addition, PA-MEP staff continued collaborating with national MSIX groups to enhance their knowledge and share best practices within the PA-MEP staff
.
Additionally, staff are collaborating with PDE to update the data instructions for student support staff, with completion expected by early 2025. A new digital Data Specialist (DS) manual and an MSIX Manual are currently under development, with real-time updates planned. These resources are expected to be finalized by early 2025. Staff also participated in the mandatory MSIX Security Session in February 2024.

Beyond the four members of the statewide data team, data specialists, backup staff from all regions, and select project managers were involved in these professional development activities. Throughout the year, professional development occurred informally, with ongoing collaboration between data specialists and field staff on various aspects of data management and the data system.

Professional Development for Recruitment

The state recruitment coordinator reported that professional development for recruitment staff was delivered through a combination of virtual meetings with Recruitment Coordinators and two in-person meetings that brought together both Recruitment Coordinators and Recruiters. Recruitment staff also participated in the PA-MEP conference and the Summer Recruitment Institute, which was hosted by the Identification and Recruitment Consortium (IDRC). Additionally, recruiters were invited to engage in various online training opportunities provided by national organizations.

Professional Development for Parent Involvement

The PA-MEP Family Engagement & Special Projects Coordinator facilitated several professional development opportunities related to parent involvement for PA-MEP staff and other stakeholders during the 2023-2024 program year. The coordinator's responsibilities include not only providing training and support to regional parent coordinators but also overseeing and facilitating the statewide Parent Advisory Council (PAC) and coordinating special summer programs.

Training and professional development opportunities included the following, with participation open to statewide staff unless otherwise noted:

- **Local PAC Efforts: Support for MEP Parent Coordinators & Assigned Support Staff**
  Assistance and guidance were provided to all MEP Regions on how to coordinate, plan, and reach out to their actively involved parent groups. In addition, assistance was provided to MEP Parent Coordinators throughout the fall of 2023 regarding modifications to the MEP Annual Work Plan and the MEP State PAC Meeting Evaluation Parent Evaluation Forms.

The template to be used by all PA MEP Regions is the IMPACT Family Engagement Action Plan Template that can be found on https://impactmep.net/.

- **MEP State PAC Quarterly Meetings**
  By supporting Local Regions with appointing and/or nominating Local PAC Representatives, participation in the Quarterly State Parent Advisory Council Meetings remained strong with a consistent participation of 12 to 33 attendees. These included Local PAC Representatives and up to 3-8 Guest Parents. An overview of these state PAC meetings and events is provided in Table 2 of Appendix A.

- **MEP Statewide Parent Advisory Council Conference**
  The spring of 2024 May State PAC Officers Meeting was conducted at the Holiday Day Inn & Suites Conference Center, Drexel Hill, PA from June 1-2, 2024. This was the second large State PAC Conference following the global pandemic. There were 33 parents, 38 children, 11 teens, 5 presenters, 8 language interpreters and 13 staff members. Workshop sessions were offered to both parents and youth from the ages of 13-19 years old. Childcare services were offered to children from 0-12 years old. Topics that were discussed at the conference focused on Family Engagement Activities to Promote Reading, and Math Literacy using Multimodal Strategies, Understanding Your Child's Social & Emotional Development, and Childhood Trauma: Symptoms and Interventions for Parents.

- **Parent Coordinators Training Sessions**
  Seven training opportunities were offered for parent coordinators. Complete details of these sessions can be found in Table 3 of Appendix A.

- **MEP Consortium Parent Coordinators Project - Year 3**
  A group of parent coordinators from the Impact National Consortium were selected to assist with various aspects of the MEP. Project Areas assisted with the following pilot project for Year 1: Family Literacy Kits, Guides, Cards, and Activities.

- **Statewide Regional Summer Special Programs**
  The following regional camps were hosted in PA throughout the month of July 2024. The MS Brain STEM NOVA Program was designed to empower students with an emphasis on equity, engineering, inquiry, coding STEAM, and social emotional learning. Additionally, programming used strength-based approaches to teaching and learning. The Explore, Experiment, and Excel HS Program aimed to provide an immersive and engaging educational experience for students interested in Science, Technology, Engineering and Mathematics fields. The camp offered a diverse range of activities, including coding workshops, robotics competitions, science experiments, engineering challenges, and coding workshops. Both residential camps were offered at Keystone College, La Plume, PA from July 8-12, 2024 (HS-43 students) and from July 22-26 (MS-48 students).

Additionally, the parent involvement coordinator provided ongoing formal and informal technical assistance and training upon request, at state managers' meetings, and during project area monitoring visits.

Project Area Monthly Reports

Each month, project areas submit reports detailing various implementation elements, providing essential information to the state PA-MEP office for compliance and program planning. These monthly reports offer data that may not have been collected through other means, ensuring comprehensive oversight and evaluation.

Professional Development and Training

Project areas provided detailed accounts of staff participation in training and professional development activities. Collectively, project areas reported over 1,300 hours[16] of professional development, with the highest volume of training occurring in the areas of student support strategies and identification and recruitment. Project areas were instructed to exclude any state-provided training from their submissions, as these are captured and reported separately by the state team. Therefore, the hours reported here reflect training conducted at the local or regional levels.

Figure 13. Staff participation was primarily focused on identification and recruitment, as well as student support training.

PA-MEP project areas reported over **1,300 hours** of staff professional development.
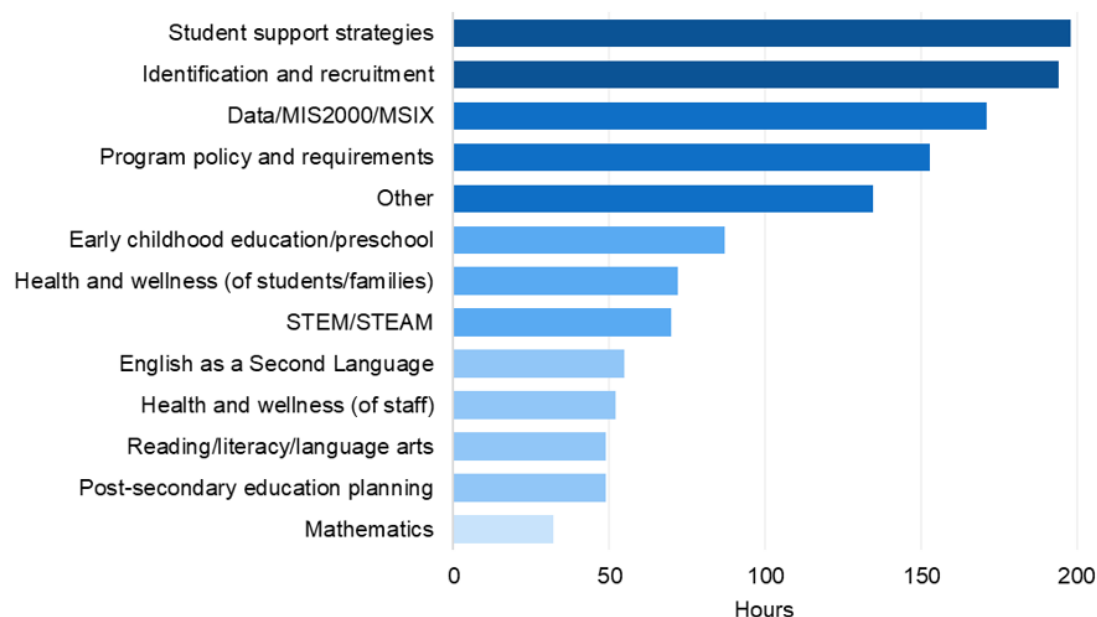
It is possible that some project areas inadvertently included state-level professional development opportunities in their reports, despite instructions to exclude such sessions. Additionally, in cases

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[16] Project Areas reported staff trainings in an "other" category, but hours offered in this category were not always reported, so there were likely more than 1,300 hours of professional development. At least 134 training hours were offered in the 'other' category.

where multiple project areas participated in a single training event, it is possible that the hours were reported separately by each area, potentially leading to slightly inflated totals.

Partnerships

Since PA-MEP staff are not employed by school districts, partnerships are a crucial component of the program's success. Throughout the 2023-24 program year, project areas reported a total of 874 partnerships.[17] The number of partnerships reported by each regional grouping ranged from 102 to 355, with an average of 222 partnerships per region.[18]

Partner types varied, but over one-third of the partnerships (38 percent) were community organizations. The next most common partners were schools, districts, and charter schools (17 percent), followed by businesses (15 percent). Hospitals and healthcare providers accounted for 9% of all partnerships. Other types of partners included higher education institutions (7 percent), faith-based organizations (6 percent), intermediate units (2 percent), and nonpublic schools (less than 1 percent).[19]

Partners contributed in a variety of ways including providing services for students (63 percent) and for parents and families (54 percent). Fewer partners contributed in other areas, such as services for PA-MEP staff or professional development (16 percent), goods or materials (15 percent), facilities/space (7 percent), volunteers (6 percent), funding (1 percent), or other services.[20] Many partners contributed in multiple ways.

On a monthly basis, individual project areas reported involvement with between one and 170 partners, with an average of 35 partners per month per project area.

Parent Involvement

In the parent involvement section, project areas reported on various activities, including Parent Advisory Council meetings, parent engagement events, trainings and workshops for parents, and parent-related staff trainings.

Throughout the program year, project areas reported a total of 130 parent support and training events. These events were categorized into four main areas. The most common activity was PAC meetings[21], which accounted for 80 out of the 130 total events (62 percent). Additionally, 22 parent-related trainings for staff were held (17 percent of total parent activities), 21 parent engagement

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[17] 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.

[18] Partners were analyzed by regional grouping (PAs 1 and 3; PAs 2, 4, and 5; PAs 7 and 8; PAs 6 and 9) because PAs 6 and 9 did not disaggregate their partnership list by area. It is estimated that project areas had 99 partners.

[19] Five percent of partnerships were either unspecified or fell in the 'other' category.

[20] 'Other' services accounted for 25 percent of partnerships. Recruitment, either of participants or volunteers, and Migrant Education Program referrals were listed as the most common contributions.

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

events were organized (16 percent), and 7 workshops or trainings specifically for parents[22] were offered (5 percent).

The content of parent engagement and support activities included the provision of welcome packets and other resources; educational Parent Cafés;[23] advocacy services; ESL classes; referrals to other services; health and nutrition classes, life skills classes, information sessions on various school-related topics, and other educational classes and activities.

Attendance or participation varied across the different types of training and events offered. On average, parent engagement events had the highest attendance, with 34 parents participating. Parent workshops and trainings had an average attendance of 10 parents, while PAC meetings had an average of 9 attendees. Parent-related staff trainings occasionally saw participation from parents, with an average of 2 parents per session. Children and teens also occasionally attended parent activities, typically representing 11 participants on average.

Childcare services were offered for approximately one-fourth of all sessions (34 sessions, or 26 percent), ensuring broader accessibility for families.

Summer Programs

As a supplemental program, the majority of PA-MEP's direct services to students are delivered during the summer, a time when students typically have fewer options for academic and support programs. This section answers the evaluation questions: *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 key summer programming opportunities provided by PA-MEP combines additional instructional and language support with recreational and cultural experiences. In some cases, PA-MEP summer programs are offered in collaboration with school ESL programs, 21st Century Community Learning Centers, or other statewide and local initiatives. Summer programming is generally the most comprehensive and intensive supplemental support offered by PA-MEP.

The implementation of summer programs in 2024 varied across regions. Traditionally, individual student participation data has been collected for summer campus-based programs. However, most project areas operated modified summer programs where individual attendance was less relevant. Instead, these programs prescribed a minimum of two separate service provision sessions. Some project areas formalized this into a virtual summer program, while others offered virtual/remote or modified in-person services, either individually or in groups, with some project areas using a combination of these approaches.

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[22] Staff reported workshops and trainings for parents help by PA-MEP and by community organizations/external partnerships separately. For the purposes of analysis, these two subcategories were combined.

[23] Parent Café is a model of parent engagement that brings adult caregivers together in small groups for structured conversations. https://www.bestrongfamilies.org/cafes-overview

To assess the extent to which students were connected with summer instructional services, data on summer in-home services (which includes virtual services) were analyzed. These instructional services, provided in areas such as reading, math, ESL, other subjects, and preschool, reached a total of 2,449 children and youth, including 1,832 K-12 students. Enrollment data indicates that 4,037 eligible children and youth were (believed to be) present in the state from June 1 through August 15, the period when summer services were most prevalent, after excluding students who graduated at the end of the school year. This suggests that PA-MEP provided instructional services to 61 percent of present and eligible children and youth, with this percentage ranging from 51 percent to 75 percent across different project areas. Specifically, 57 percent of K-12 students who were believed to be present in the state during the summer received instructional services, with this percentage ranging from 46 percent to 76 percent by project area.

Summer program attendance data was available for 3,026 students, including 2,795 from preschool through grade 12 and 231 out-of-school youth. This data includes summer campus-based programs, in-home instruction sessions, virtual (remote) programs, and hybrid in-person/virtual programs. Of the 2,795 in-school students, more than half (52 percent) were in preschool through grade 4 during the 2023-24 school year.

For the 2,912 students with attendance data, 1,523 (52 percent) attended in-person, in-home programming, followed by 1,232 (42 percent) who attended in-person campus programming. Virtual programming decreased slightly compared to the previous year, with only 106 students (3 percent) participating virtually and 51 students (2 percent) attending a hybrid program (both in-person and virtual).

Of the summer program students, 1,650 (55 percent) had a Priority for Service designation, and 2,460 (81 percent) were identified as nonfluent in English. These findings indicate that PA-MEP effectively reached students with significant needs through its summer programming.

Summer programs operated from two to 22 days in duration. Attendance rates varied among participants, reflecting the mobility and diverse needs of the migratory population. On average, the attendance rate was 65 percent, with a median attendance rate of 93 percent. However, the most frequent attendance rate (mode) was 100 percent with 1,129 students attending all sessions offered by their site or program.

To ensure quality programming, PA-MEP strives to recruit certified teachers for summer classroom instruction. Unannounced site visits are conducted, using a program checklist to monitor and document program instruction in a consistent manner across all project areas. Of the 91 summer teachers reported, 34 percent held teaching certificates.

PDE program officers reviewed summer 2024 programming across 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.

- Advanced 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, these indicators were rated as: exceptional, evident, not evident, or not applicable.

Program officers provided feedback on each indicator, highlighting program strengths and offering recommendations for improvement. Programs received copies of their checklists, allowing them to use the feedback for future program enhancements.

Summer Site Visit Checklists showed a range of ratings with each checklist containing some combination of not evident, evident, exceptional, and not applicable items. For each checklist, between 41 and 100 percent of items were rated as either evident or exceptional. Between 0 and 23 percent of items were rated as not evident and between 0 and 59 percent were rated as not applicable.

Looking at individual indicators, the most highly rated items (exceptional) were skill building, staff/youth interaction, forward thinking activities, and inquiry/investigation. All four project area groupings had exceptional ratings in these areas, except for forward thinking activities (three project areas). Indicators with the most "not evident" ratings were program spirit and program principles, with three of the four groupings having "not evident" ratings in these areas.

Staff Survey

A total of 119 individuals completed a staff survey at the conclusion of the summer program, representing responses from all nine project areas. The number of respondents varied by project area, with responses ranging from two to 27 respondents per area.

Respondents were asked to provide information about their roles within the MEP summer program. The summer staff included both new and veteran members. Among the 99 respondents, 39 percent were in their first year with the program, 33 percent had been involved for two to three years, 22 percent had been with the program for five or more years, and 6 percent had been involved for three to four years. The largest proportion of respondents (38 percent) were classroom teachers, while other staff roles included instructional aides (19 percent), student aides (12 percent), in-home instructional staff (8 percent), interns (6 percent), site coordinators (3 percent), and other staff (14 percent). Of the 32 respondents who indicated they held teaching certificates, 69 percent of the 45 staff members who identified as classroom teachers held teaching certificates, either from Pennsylvania or other states.

Twenty-three percent of 95 respondents reported being former migrant students or parents migrant students. This experience provides them with a first-hand understanding of the migratory lifestyle and related challenges. It also helps students relate to or identify with the summer program staff more easily.

The survey asked respondents about various aspects of the summer program, including their opinions on the benefits for students, areas for improvement, and additional support that would be helpful. The most common benefits identified by respondents included English language instruction and support (79 percent), academic support (67 percent), and networking with peers or making new friends (54 percent). As in previous years, English language instruction and academic support were the most frequently selected benefits.

Figure 14. Staff reported that English language and academic support were the most beneficial aspects of the summer program.

According to staff, the program most benefitted students with **English language and academic support**.
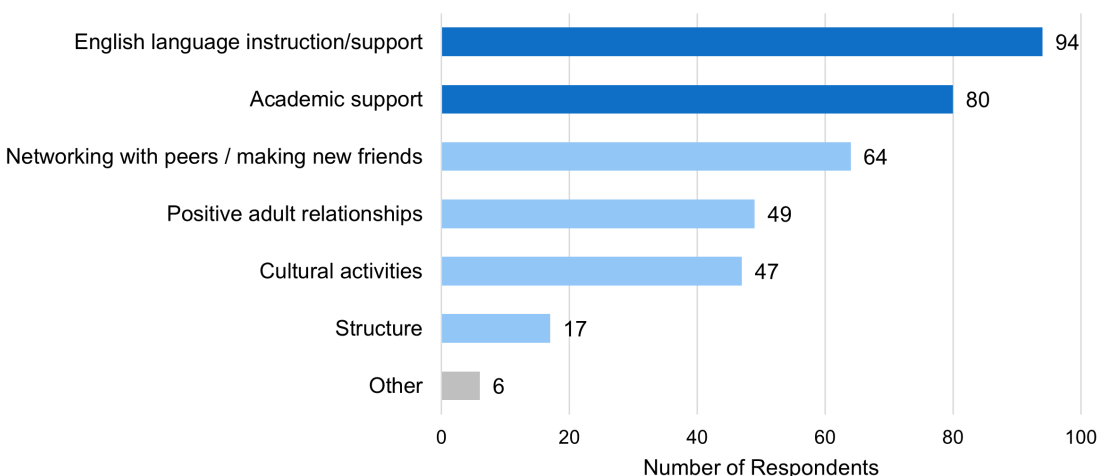
The survey also asked respondents to indicate their level of agreement with several statements related to summer program implementation. Each respondent provided a response to all nine statements. Eighty-six respondents (72 percent) either strongly agreed or somewhat agreed with each statement. Consistent with the last two years, the statements with the most "strongly agree" ratings were related to the positive and encouraging environment for students and summer program activities that provided both academic and enrichment opportunities for students. The top four most positively rated responses are bold in Table 4.

Table 4. Summer Staff Survey Results.

Statement	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Does not apply
The collaboration between MEP and partners was positive.	76%	21%	1%	--	2%
The summer program environment was positive and encouraging for students.	**84%**	14%	1%	--	1%
The summer program environment was positive and encouraging for staff.	**80%**	17%	2%	--	1%
Collaboration among summer program staff was positive.	**80%**	17%	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.	67%	29%	3%	--	1%
MEP provided adequate training from summer program staff.	56%	31%	11%	1%	1%
Teachers had sufficient information about students at the beginning of the program in order to plan instruction.	43%	37%	16%	3%	1%
The summer program was well-organized.	59%	33%	6%	1%	1%
Summer program activities provided both academic and enrichment opportunities for students.	**82%**	16%	1%	--	1%

In addition to benefits and needs, respondents were asked to indicate ways the program or its implementation could be improved or enhanced. The most common suggestions included stronger communication efforts (39 percent), a longer program duration (36 percent), improved partnerships (33 percent), and additional training or professional development (33 percent). Nineteen percent of respondents indicated they did not see a need for any improvement or enhancement. Other suggested improvements included changes to program structure to increase student engagement (e.g., shorter class lessons or strategies to maximize program time), supplemental tools and resources to assist student learning (e.g., STEM kits, tools for teaching ESL), improvements to program facilities (e.g., providing internet access in buildings or adequate air conditioning), and additional support for staff (e.g., more bilingual staff or opportunities for staff-to-parent communication).

Figure 15. Staff reported that communication, program length, staff training, and partnerships were the most important areas for improvement.

According to staff, key opportunities for program improvement included **communication, longer program length, staff training, and partnerships**.
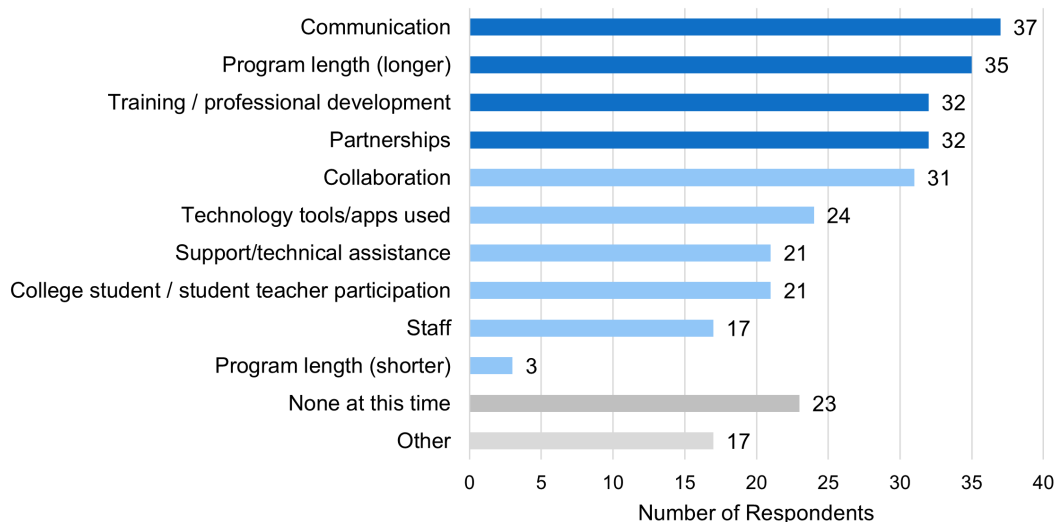
Staff did not report significant challenges with recruitment or attendance; however, a few respondents indicated that other obligations, such as staff shortages and transportation issues, affected recruitment and attendance.

One of the greatest assets of the PA-MEP summer program is its staff. When asked why they chose to work for the program, 63 percent of the 90 respondents indicated that their primary motivation was a desire to help the students. Other reasons included cultural exposure and enrichment (45 percent), having had a positive past experience with the Migrant Education Program (31 percent), and identifying with the Migrant Education Program or its students (26 percent).

Despite the challenges and areas for improvement mentioned in the survey, respondents were generally positive about the students, the program, and their overall summer experience. Below are a few sample comments from the staff survey:

- "[I have] Worked with children for over 40 years in Education and Social Services and this was my favorite experience. An amazing program that is so needed…"
- "Was a pleasure to work with diverse cultural students and help them with their academic and social skills. The MEP staff and the summer team were very willing to address any challenges to be able to conduct the program. We were able to work as a team and show the students to work as team as well."
- "This is a wonderful program. I've thoroughly enjoyed working with the students and staff. I am very glad I had this opportunity to work with everyone this summer."

Respondents also shared suggestions for future program improvements, including:

- More time to plan program operations and educational instruction,
- Additional staffing and assistance with educational programming, especially with language instruction,

- More background information on program participants before implementation (e.g., number of participants, academic/language skills, etc.),
- Access to additional supplies and materials (e.g., online resources, technology, lesson plans),
- More activities or opportunities for participants (e.g., guest speakers, extracurricular activities, materials for group projects),
- Strategies to improve student behavior, and
- Clearer communication among site staff and MEP administrators.

Student Survey

A total of 452 students aged 7[24] or older completed the online survey about their experience in the PA-MEP summer program. Of the respondents, 83 percent were 14 years old or younger.[25] All nine project areas were represented, except Project Area 3, which had no student responses. Regionally, Project Areas 2, 4, and 5 accounted for 66 percent of responses, while Project Areas 6 and 8 represented 24 percent, and Project Areas 1, 7, and 9 made up 10 percent.

Students engaged in the summer program using various learning methods: 84 percent attended in-person, 14 percent participated solely in-home, 2 percent attended virtually, and less than 1 percent followed a hybrid model.

When asked about the most beneficial summer program activities, students identified the following:
- Making new friends—35 percent,
- Practice speaking English—17 percent, and
- Learning new vocabulary—16 percent.

Notably, "learning new vocabulary" saw a 9-percent increase from 2022-23, reflecting PA-MEP's continued focus on improving English literacy.

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[24] Evaluators discouraged programs from surveying students younger than 7 years old for language and comprehension reasons.
[25] This percentage was derived from 451 respondents who provided their age range in the student survey.

Figure 16. Students highlighted making new friends, practicing English, and learning new vocabulary as the most beneficial aspects of the summer program.

Students believed that **applying their social and language skills** was the most beneficial part of the program.
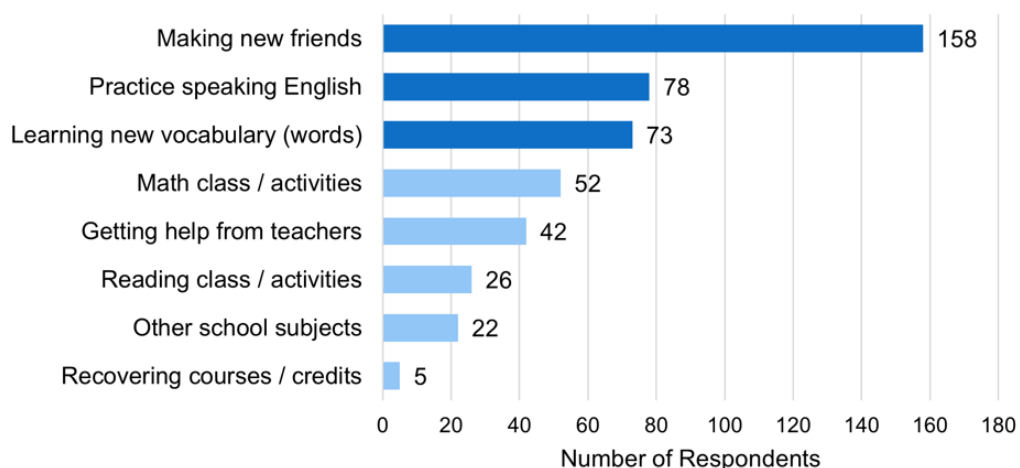
Most students (96 percent) felt that the summer program helped prepare them for the 2024-25 school year. Of those, 43 percent said it helped "a lot," 36 percent felt it helped "some," and 17 percent reported "a little" help. Only 4 percent felt it did not help at all.

In 2023-24, students had more difficulty understanding their summer instructors compared to the 2022-23 program year. Only 49 percent reported no difficulty, down from 60 percent in the previous year. Thirty-eight percent said they "sometimes" had difficulty, and 13 percent had "a lot" of difficulty understanding their teachers.

Respondents were asked what they liked most about the summer program. Similar to the last two years students reported that in-person activities and time to connect with peers were especially important. Additional population aspects of the program, listed in order of frequency, included:
- STEM lessons and activities,
- Spending time with friends and meeting new people,
- Physical activities (sports, recess, outdoor play),
- Field trips (zoos, museums, etc.).
- Arts, crafts, and cultural projects,
- Games and activities,
- Instruction and support from teachers,
- Everything, and
- English language instruction and practicing reading and writing English.

Ninety percent of students indicated they would participate again if given the chance. Those who would not participate cited competing interests, a lack of excitement about the program, having completed school requirements, or feeling the program didn't offer enough activities.

The most common reason students provided for why they would return to the summer program was that they found the program "fun" (63 percent). Other reasons included the opportunity to socialize with friends and staff, learn and practice new skills (especially English), and engage in activities like field trips.

Students offered several suggestions for next program year:
- More opportunities for physical activities (sports, gym, etc.),
- More field trips (e.g., to swimming pools, zoos, science museums),
- Increased focus on academic activities (especially STEAM and English), and
- Better food offerings,
- More recreational activities (games, arts and crafts, dance), and
- More time for socializing and peer collaboration.

Similar to last year, when students were asked how they would describe the program to a friend, most responded that the program was "fun." Also mentioned were the program offering students the opportunity to enhance their learning (particularly in English), help preparing for the upcoming school year, providing opportunities to build and develop positive relationships with peers, and providing a variety of activities for students to enjoy.

As in previous years, the most common dislike was the food provided. Some students also struggled with certain subjects, especially math, writing, and reading. Less frequent concerns included conflicts with peers, a desire for more field trips and activities, and issues with facility conditions (e.g., Wi-Fi connectivity, air conditioning, seating).

Brain STEM Middle School Youth Camp

During summer 2024, PA-MEP offered the Brain STEM Nova Program to middle school students. Brain STEM programming is "designed to empower students with an emphasis on equity, engineering, inquiry, coding, STEAM, and social emotional learning." The program was delivered as a five-day residential camp at Keystone College. Throughout the week, students engaged with a variety of STEM-related concepts through demonstrations, group projects, and hands-on experiments, all while incorporating social-emotional learning approaches.

A total of 48 students attended the 2024 summer program. The camp was open to all middle school students within PA-MEP, with project area staff providing support for recruitment and registration. As part of the application process, students submitted a brief essay, and some participants were recommended by staff based on their language proficiency. Notably, more than half of the students required assistance from MEP staff to complete the essay application.

To assess student outcomes, participants completed two pre- and post-program surveys: the Critical Consciousness Scale and the STEM Consciousness Scale. As a result, PA-MEP did not administer a separate evaluation survey.

The Critical Consciousness Scale measures students' awareness of social inequities and their perceived role in addressing them, using a 6-point Likert scale across eight statements. Pre- and post-program comparisons showed a significant increase in students' awareness, with the cumulative average score rising by 16.8 points (from a pre-survey average of 19.8 to a post-survey average of 36.6). Students demonstrated the highest level of agreement with the statement, *"Poor people have fewer chances to get ahead"* (average post-survey score of 5). The greatest growth

was observed in the statement, *"Women have fewer chances to get ahead,"* which increased by 2.5 points from pre- to post-survey. Additionally, the scale included three open-ended questions about inequities students observed in their communities and potential actions to address them. The most frequently identified issues were racial mistreatment (19 responses), poverty (15 responses), and lack of opportunities (7 responses). Post-survey responses reflected a stronger understanding of how STEM can be used to address these inequities.

The STEM Consciousness Scale assesses students' confidence in STEM subjects and their perceived relevance of STEM beyond the classroom, using a 6-point Likert scale across five statements. Students' cumulative average scores increased by 11.7 points, from a pre-survey average of 15.2 to a post-survey average of 26.9. Students most strongly agreed with the statements, *"I understand the importance of learning math and science in school"* and *"I plan to use math and science to address real world issues,"* both with an average post-survey score of 5.5. The largest increase was seen in the statement, *"I plan to use math and science to address real world issues,"* which rose by 2.6 points from pre- to post-survey.

Finally, five students participated in semi-structured interviews to reflect on their camp experience. While several students initially expressed hesitation, expecting the camp to mirror a traditional school environment, they reported that the hands-on, engaging activities—especially the STEAM Art Project and the clean water and air pollution experiment—fostered agency and interest in pursuing STEM-related fields in high school, college, and future careers. Additionally, students expressed appreciation for the program and recommended extending its duration beyond one week.

Explore, Experiment, Excel High School Youth Camp

The Explore, Experiment, Excel High School Youth Camp was held in summer 2024 as a five-day residential program at Keystone College. The camp was organized by Changing Faces, Inc., a nonprofit organization dedicated to providing hands-on STEM enrichment opportunities for youth. Throughout the week, students explored a range of STEM topics, including engineering, rocket science, forensic science, biology, STEM career awareness, mathematics, and art.

A total of 43 high school students attended the program. The camp was open to all high school students within PA-MEP, with project area staff assisting with recruitment and registration. As part of the application process, students submitted a brief essay, and some participants were recommended by staff based on their language proficiency. Approximately one-third of students required assistance from MEP staff to complete the essay application.

Prior to the start of the camp, students completed a pre-survey to gauge their interests and expectations. Using a 1-5 scale, students rated their interest in four STEM categories: science (average score of 3.5 average), math (average score of 3.4), engineering (average score of 3.2), and technology (average score of 3.0). Students also rated their confidence in each category on a 0-5 scale, reporting similar confidence levels in science, engineering, and math (average 2.8 each), followed by technology (average confidence rating of 2.7). Notably, about one-fifth of students indicated prior participation in STEM clubs or activities.

The pre-survey also asked students what they hoped to learn during the camp. The most common responses included interest in any subject offered at the camp, followed by specific interests in science-related topics, engineering, and college and career readiness. When asked what they were most excited about, students most frequently cited learning new topics through hands-on activities,

followed by opportunities to socialize with peers and staff, and having an enjoyable camp experience.

Throughout the week, students completed daily surveys to reflect on activities, learning, and overall experiences. Students reported learning about a variety of STEM topics, including engineering, coding, forensics, biology, and robotics. They also participated in diverse hands-on experiences such as painting, music creation with programming software, drone flying, rocket building, dancing, karaoke, and sports. In addition to STEM content, students identified key life skills they developed at camp, including mindfulness, teamwork, career exploration, social skills, and building connections.

When asked for suggestions to improve the camp, most recommended adding more time for sports activities, incorporating field trips, and providing a language translator for students needing English language support. However, the majority of students indicated they had no suggestions for improvement, reflecting a high level of satisfaction with the program.

Parent and Out-of-School Youth Comprehensive Survey 2024

From July to September 2024, the PA-MEP administered comprehensive surveys to parents and out-of-school youth (OSY) to gather feedback on needs, interests, and behaviors aligned with *Service Delivery Plan* focus areas. OSY completed a full survey while parents received a shortened version.

The state evaluators and PA-MEP data team developed a geographically and culturally representative stratified sample by project area, home language, and respondent type, targeting 15% of eligible participants per group. Primary and alternate sample lists were drawn from the state migrant database, with alternates matched by home language if primary contacts were unavailable.

In 2024, 411 families and 98 out-of-school youth responded to the surveys (509 total), a collective increase of 98 surveys over the prior year. In total, 364[26] matched responses were collected (299 families, 65 youth)—achieving a 73 percent family response rate (down from 88 percent) and a 66 percent youth response rate (up from 61 percent). Decreased response rates could be due to errors in data collection, inability to find parents/youth willing to complete the survey, or misidentification of respondents that prevented an accurate match. Though some response rates decreased, evaluators determined the data was representative of the 2023–24 PA-MEP population. Family surveys often represent more than one child, so the number of family surveys collected is smaller than the number of children they represent.

Of the 288 family respondents, 83 percent were mothers, 12 percent were fathers, and 5 percent were other adult guardians.

Survey counts by project area mirrored family dispersion. Project Area 4 had the highest number of family surveys (66), followed by Area 1 (43) and Area 3 (41). Area 7 had the fewest (6) but also the smallest enrollment. Most areas reached over 75 percent of their family survey target, except

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[26] A total of 49 parent surveys and 15 OSY surveys were excluded from analysis because they were either incomplete (i.e., not completed past the first question), the incorrect survey was completed (i.e., family completed the OSY survey and vice versa), multiple surveys were completed under only one ID (in which the most recent or most complete survey was the only one included), or the survey could not be matched to a family or student, either because no ID number or an incorrect ID number was provided.

Project Area 3 (72 percent) and Project Area 5 (65 percent). For OSY, Project Areas 3 and 4 collected the most (23 and 15, respectively), while Area 7 collected one and Area 6 was unable to reach any OSY. This may reflect a lack of available youth or data entry/matching errors.

Table 5. Number of Families and OSY Surveyed by Project Area

Project Area	Total Family Surveys	Percent of Target Received (Family)	Total OSY Surveys	Percent of Target Received (OSY)
1	43	49%	5	22%
2	32	97%	2	67%
3	41	72%	23	96%
4	66	87%	15	100%
5	39	65%	10	91%
6	24	83%	0	0%
7	6	43%	1	50%
8	22	85%	3	60%
9	26	93%	6	100%
Total	299	73%	65	66%

By home language, representation was largely consistent. For families,18 languages were represented (plus "Other"). Thirteen languages from the sample list were represented in the data, with five languages at 100 percent. Expected family counts by language ranged from one to 301 (average 22); actual counts ranged from zero to 226 (average 16).

For OSY, 11 languages (plus "Other") were represented, with 10 from the sample list in the data collected and seven having a 100 percent rate. Expected counts by language ranged from one to 71 (average eight); actual counts ranged from zero to 48 (average five).

Overall, the results appear representative of Pennsylvania's migrant population and align with prior years' patterns. Where appropriate, comparisons to last year's results are provided, using the same sampling and survey methods.

Survey questions were aligned to the *Service Delivery Plan* and special initiatives and state team priorities. For both families and youth, Spanish was the most common survey language, consistent with Pennsylvania's migrant population.

Table 6. Surveyed Families and OSY* by Home Language.

Home Language	# Received (Families)	% of Expected (Families)	# Received (OSY)	% of Expected (OSY)
Arabic	6	120%	1	100%
Burmese	--	0%	N/A	N/A
Chin	N/A	N/A	N/A	N/A
Creole	2	22%	1	100%
English	6	100%	--	0%
French	1	33%	N/A	N/A
Indigenous-Guatemalan	4	57%	4	100%

Home Language	# Received (Families)	% of Expected (Families)	# Received (OSY)	% of Expected (OSY)
Indigenous-Mexican	--	0%	1	50%
Indigenous-Other	N/A	N/A	1	100%
Indonesian	--	0%	N/A	N/A
Karen	1	100%	N/A	N/A
Khmer	2	100%	N/A	N/A
Kinyarwanda	--	0%	1	100%
Mam	6	50%	2	40%
Nepali	27	87%	N/A	N/A
Other	2	50%	1	100%
Portuguese	--	0%	N/A	N/A
Pushtu/Dari	5	100%	1	100%
Q'eqchi	4	33%	3	50%
Spanish	226	75%	48	68%
Swahili	7	88%	1	50%

*Out-of-school youth

Survey Findings

In the following item summaries, the number or percentage of respondents selecting each option is reported. Since not all respondents answered every question, counts and percentages are calculated based only on the number of surveys with a response to that specific item.

Overall, 95 percent of respondents (96 percent families and 91 percent youth) confirmed that they received services from PA-MEP in the past 12 months.

Families and youth received a range of MEP services throughout the program year. The most common services received by the 277 family respondents were summer programs (74 percent), reading/writing support (55 percent), and communication with schools (43 percent). Among the 57 OSY respondents, the most common services were English language development (84 percent), reading/writing services (35 percent), and continuation of education (28 percent).

Overall, satisfaction was high with both families and OSY. Ninety-one percent were very satisfied, with less than one percent (one respondent) very dissatisfied. Satisfaction with English language support was similarly positive: 82 percent were very satisfied, and 14 percent were somewhat satisfied.

Out-of-school youth also reported on the education-related translation services they received. Among 56 respondents, 59 percent received education-related translation from PA-MEP, 13 percent from other sources, and 2 percent from schools; 20 percent did not need it, and 16 percent were unsure. Multiple selections were allowed.

Thirty percent of respondents declined PA-MEP services in the past year, mostly due to work conflicts (93 percent). Declines were more common among OSY (40 percent) than families (28 percent).

The most requested service need was English language development (54 percent overall, 52 percent families, 67 percent OSY). The top three needs by group are highlighted in Table 7.

Table 7. Interests or Need for Additional Services by Respondent Type.

Service Need	All (302)	Families (254)	OSY (48)
Afterschool programs	31%	**35%**	10%
College tours, college readiness, and post-secondary education planning	16%	16%	17%
Continuing education for out-of-school youth	10%	8%	19%
English language development for your child or yourself (if an out-of-school youth, ESL cannot be provided by MEP to parents)	**54%**	**52%**	**67%**
Financial aid/college assistance programs information	17%	17%	17%
Guidance with school policies regarding attendance, truancy, and local laws	10%	11%	2%
Help signing my child/myself (if OSY) up for school	11%	12%	4%
High school graduation requirements	14%	15%	13%
How to communicate with my child's/my (if OSY) school	15%	17%	4%
Information about earning a GED or high school equivalency diploma	12%	9%	**25%**
PAC – Parent Involvement/Family Engagement	17%	20%	2%
Reading or writing help	**33%**	33%	**31%**
Saturday programs	18%	20%	4%
Science, Technology, Engineering, or Math (STEM) help	19%	20%	15%
Summer programs	**36%**	**41%**	8%

Respondents were also asked to indicate any services they require that are not offered through PA-MEP. The leading need identified by both families and OSY was support in accessing medical or dental care, selected by 34 percent of families and 44 percent of youth. Table 8 presents these findings, with the top three responses for each group displayed in bold.

Table 8. Help with Services Not Provided by PA-MEP by Respondent Type.

Service Need	All (263)	Families (213)	OSY (50)
Clothing or food banks	23%	23%	24%
Early childhood or preschool programs	11%	13%	2%
Finding affordable housing	22%	21%	26%
Getting school records (like report cards and transcripts)	7%	9%	--
How to obtain a PA ID card	13%	14%	12%
Internet access or a hotspot	16%	17%	12%
Job help	**34%**	**33%**	**36%**
Medical or dental care	**36%**	**34%**	**44%**
Mental healthcare	11%	12%	6%
Online school	12%	11%	16%
Special Education Services and IEPs	5%	7%	--
Technology devices (like a laptop or Chromebook)	17%	16%	22%
Translation help	**37%**	**36%**	**42%**
Tutoring or homework help	29%	33%	10%

Access to technology remains an essential need, particularly since the onset of COVID-19. To better understand current access among Pennsylvania's migrant population, out-of-school youth were asked about their Internet and technology resources at home. Of the 58 respondents, half (50 percent) reported having Internet access only through a smartphone, while 48 percent had home Internet services such as Wi-Fi, cable, or a hotspot. Just one respondent (2 percent) indicated having no Internet access at home. This reflects an improvement from the previous year, when 14 percent of respondents reported a lack of access.

When asked about available technology devices, 55 OSY respondents (95 percent) said they owned a smartphone, an increase from 93 percent the prior year. Additionally, five youth (9 percent) reported having a laptop or Chromebook, two (3 percent) had a tablet or iPad, and two (3 percent) had a desktop computer. Respondents could select all options that applied.

High School Graduation and Postsecondary Education

The out-of-school youth survey included a section specifically for youth enrolled in, or who should be enrolled in, grades 8-12, as this group is a particular focus for the program's goals. A total of 47 respondents fell into this category and were asked about their knowledge of high school graduation requirements and post-secondary education options.

Of the 47 respondents, 28 OSY reported that they knew that most high schools require students to earn a minimum number of credits and complete specific courses to graduate. Eleven respondents indicated that they did not know this information, while eight were unsure whether they had received graduation-related information.

When asked if they were on track to graduate on time, only 13 of 46 respondents reported that they were, while 25 youth said they were not, and eight were unsure.

More than 60 percent of respondents (28 of 46) stated that they had received information about graduation requirements, whether from PA-MEP staff (23 respondents), their school (seven respondents), or another source (three respondents). Ten youths indicated that they had not received any such information, and eight were unsure.

Similarly, 57 percent of 46 respondents said they had received information about post-secondary options. This information came from PA-MEP staff (23 respondents), their school (four respondents), and/or another source (four respondents). Sixteen youth reported not receiving any post-secondary information, while four were unsure.

Findings also revealed that families' uncertainty about high school graduation and postsecondary pathways may be influenced by their own educational experiences. Of 40 respondents, 58 percent indicated that no one in their household had completed high school, and 83 percent said no one had attended college.

When asked about the importance of completing high school or earning a GED, 52 percent of 46 respondents said it was 'very important,' which is slightly lower than the 55 percent who said the same last year. Similarly, 47 percent of 47 respondents identified continuing education after high school as 'very important,' a decrease from 61 percent the prior year.

More than 60 percent of 46 respondents expressed interest in receiving additional information to support their future planning. The areas of greatest interest were applying for a job (15

respondents) and enrolling in technical school (15 respondents). Seventeen youths indicated either no interest in receiving further information or were unsure which topics interested them.

These findings suggest that out-of-school youth continue to need focused guidance and support as they navigate decisions about high school completion, post-secondary education, and career planning.

Migrant Education Program Wellness Project

The Migrant Education Program (MEP) Wellness Project aims to increase the percentage of migrant parents and out-of-school youth (OSY) who know where to access primary healthcare and to reduce the percentage who report that language and cultural barriers limit their ability to obtain care. To support these goals, related questions were included in this year's survey. Out-of-school youth were asked a broader range of questions than families.

Survey results showed that 45 percent of responding OSY identified a community clinic as their primary source of healthcare. This was followed by hospital emergency rooms (21 percent), retail clinics or urgent care centers (7 percent), and primary care or family doctors (5 percent). Notably, 19 percent of youth reported that they did not know where they would go if they needed to see a healthcare provider. Additionally, several respondents noted that they self-treat using over-the-counter medicine, providing important context for the unique healthcare challenges faced by migrant youth.

Figure 17. Out-of-school youth primarily access healthcare through community clinics.

Most out-of-school youth use **community clinics** for healthcare.
Based on a survey of 58 respondents.

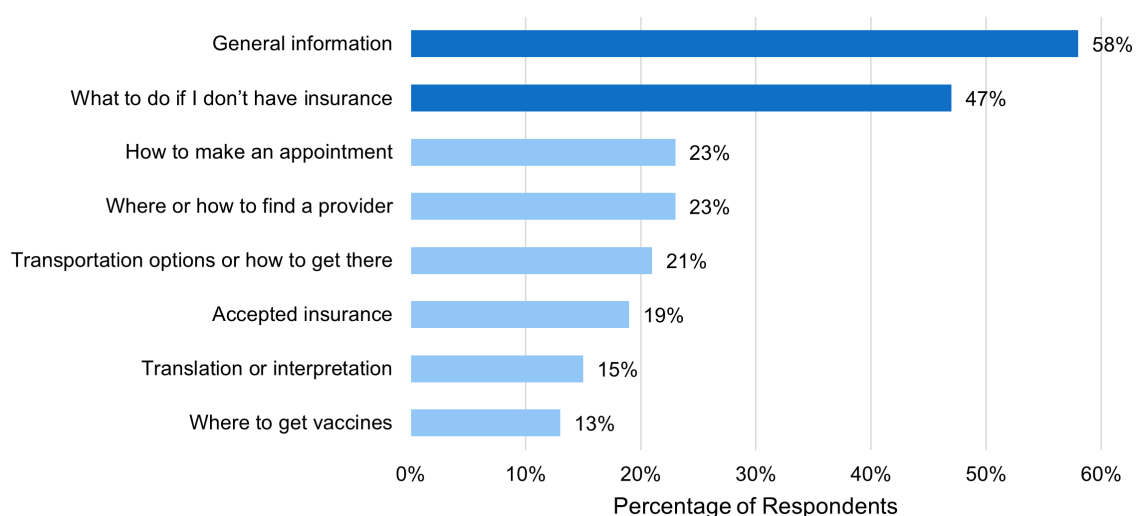| Category	Number of Respondents
Community clinic	26
Emergency room	12
I don't know	11
Retail clinic/urgent care centers	4
Primary care or family doctor nearby	3
Other	2

Number of Respondents
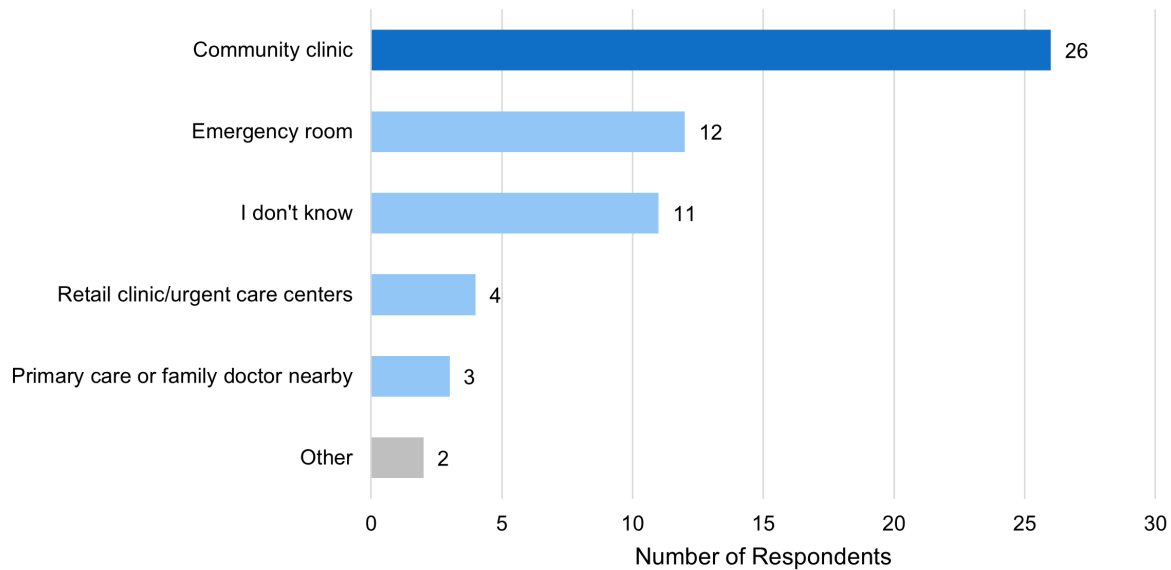
When asked about what healthcare-related information they would like to receive, 58 percent of 53 youth respondents expressed interest in learning more about local healthcare services. Nearly half (47 percent) wanted information on what to do if they lack health insurance. Other areas of interest included how to make an appointment (23 percent), where or how to find a provider (23 percent), and available transportation options for getting to appointments (21 percent).

Figure 18. PA-MEP Out-of-school youth have specific needs for healthcare information and support.

Approximately **one-half** of out-of-school youth need **general healthcare information** and/or **options without health insurance**.
Based on a survey of 53 respondents.

| Category	Percentage of Respondents
General information	58%
What to do if I don't have insurance	47%
How to make an appointment	23%
Where or how to find a provider	23%
Transportation options or how to get there	21%
Accepted insurance	19%
Translation or interpretation	15%
Where to get vaccines	13%

Percentage of Respondents

Families and youth were also asked to share any challenges they faced when trying to access healthcare services. Of the 352 respondents who answered this question, 154 (44 percent) reported experiencing difficulties when visiting a doctor or dentist. Among those who reported challenges, the three most cited barriers were the cost of care or lack of insurance (67 percent), language barriers or difficulty communicating with healthcare providers (31 percent), and difficulty finding a local healthcare provider (22 percent). These barriers remain consistent with findings from prior family and OSY surveys.

Figure 19. Youth and families report several barriers to healthcare access.

The biggest challenge youth and families experienced with seeing a doctor or dentist was the **cost of or lack of insurance**.
Based on a survey of 154 respondents.
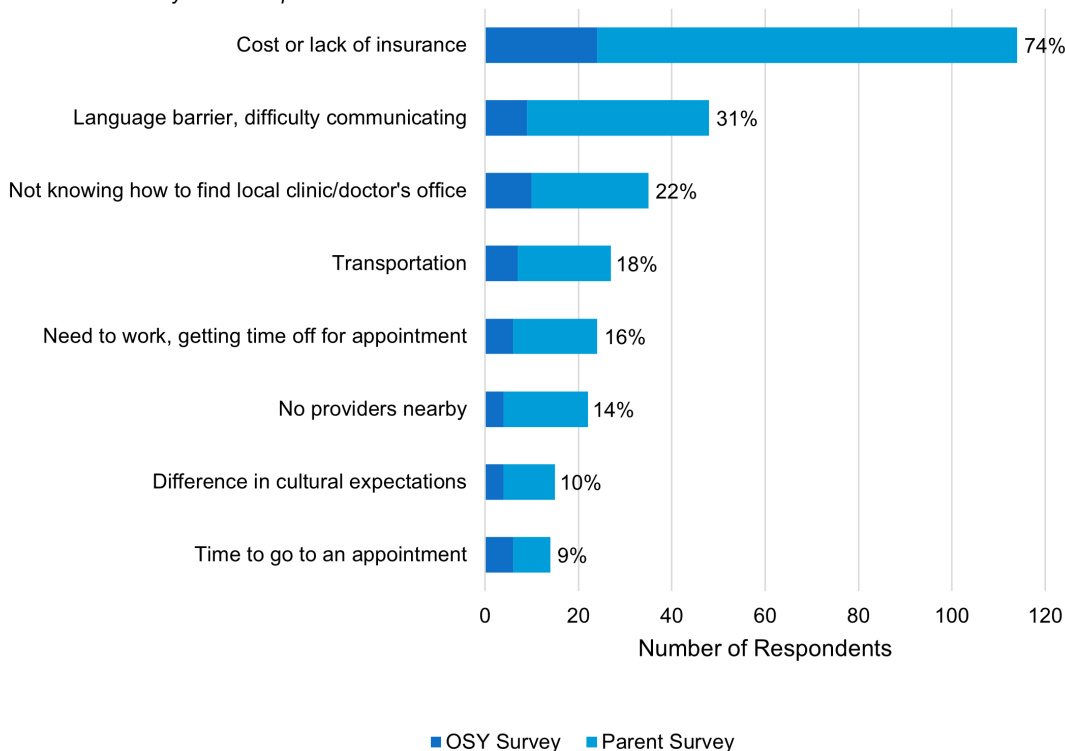
Finally, families were asked whether they had access to low-cost or no-cost healthcare services in their area. Seventy-one percent reported that they do, while 29 percent indicated that they do not have access to affordable healthcare options.

Program Suggestions and Feedback

Out-of-school youth were asked how PA-MEP could better support their education. Fifteen students provided suggestions, with the most common being:
- Changes to the learning format (8 respondents), such as adding evening classes, additional virtual classes, and/or more home visits.
- Six students requested additional English language classes.
- Three students suggested offering information on technical school options, college payment assistance, and Wi-Fi access.

Out-of-school youth were also asked how PA-MEP might better support their participation in afterschool or summer programs. Similar to 2022-23, several students reported that they could not attend afterschool or summer programs due to their work schedules. Nine students responded with the following suggestions (in order of frequency):

- Provide programming in the evenings, virtually, and/or at home to accommodate work schedules,
- Provide transportation to and from afterschool and summer programs,
- Provide daycare options for students that attend with their child(ren), and
- Offer group activities.

Families were also for feedback about their program experiences. Over half (81, 50 percent) expressed gratitude for the program and staff, while a few offered suggestions for improvement including college support for graduating students, additional English classes, longer periods of PA-MEP programming, assistance with transportation, and assistance with basic needs (housing, health insurance, clothing, etc.).

Several parents also shared positive anecdotes, emphasizing how the program has supported their families, including:[27]

- *"I am very satisfied and grateful with the program because they have helped us a lot and have guided us in things that we did not know in this country. I hope that the program never changes and that they continue to help all the parents who come to this country."*

- *"We are satisfied with the program because we have lacked tools and materials to contribute to the educational development of our daughter."*

- *"The program connected me with food banks and with aid in my area so that my daughter has the things she needs for her learning."*

- *"Thanks to the teacher for getting translation [services], we were able to find a health clinic to apply. We are very grateful."*

- *"We wish the services to be continued to help the needy. Thank you so much."*

Overall, the feedback from both out-of-school youth and families highlights a strong appreciation for the support provided by the PA-MEP program, as well as opportunities for improvement. Suggestions for enhancing accessibility, including adjustments to scheduling, transportation, and program content, reflect the unique needs of this population. Continuing to address these needs will help ensure that PA-MEP can further empower families and youth in their educational journeys and overall well-being.

Student Outcomes

This section addresses the evaluation question: *To what extent are migrant students performing at expected levels and/or showing improvement?*

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[27] These responses have been translated from Spanish.

Kindergarten Preparation Inventory

PA-MEP uses the Kindergarten Preparation Inventory (KPI) to assess pre-kindergarten skills. Staff are supported with a toolkit of lessons, manipulatives, and resources to help children develop readiness skills. The KPI is administered to children aged four and older who are not yet in kindergarten, though some three-year-olds also participated. Typically, the inventory is completed at enrollment and again in late summer or fall. The 2023–24 year marked the sixth year of KPI use. The inventory assesses 27 skills across five domains. Children are categorized based on the number of skills demonstrated:

- 20–27 skills: Mastery
- 10–19 skills: In Progress
- 9 or fewer: Not Yet Meeting Expectations

Proficiency was determined by staff observation and professional judgement. Children who demonstrated all 27 skills did not repeat the inventory.

KPI data were available for 241 children, representing 33 percent of the 721 enrolled children aged three and older who were not yet in kindergarten.

Based on each child's most recent KPI administration:
- 46 percent demonstrated mastery,
- 42 percent were in progress, and
- 12 percent were not yet meeting expectations.

Consistent with prior years, outcomes varied by age, with older children generally demonstrating more skills (see Figure 20). Among the two three-year-olds assessed, neither achieved mastery and one was in the "not yet" category. Of the 66 four-year-olds assessed, 24 percent reached mastery, while 20 percent were not yet meeting expectations. Among the 173 children aged five and older, 55 percent reached mastery and only 9 percent were not yet meeting expectations. The majority of assessed children were not fluent in English; only eight children with KPI data were fluent English speakers.

Just over half (51 percent) of all children assessed were designated as Priority for Service (PFS). Among PFS children, 40 percent achieved mastery, compared to 52 percent of non-PFS children.

Figure 20. KPI results indicate that mastery of skills increased with age.

KPI Mastery Results as of Last Administration
Overall, by Age, and by Priority for Service status

	All children	3 years old	4 years old	5+ years old	All children	3 years old	4 years old	5+ years old	All children	3 years old	4 years old	5+ years old
		All children				Priority for Service				Not Priority for Service		
Not yet	30	1	13	16	18	–	6	12	12	1	7	4
In-progress	100	1	37	62	55	1	14	40	45	–	23	22
Mastery	111	–	16	95	49	–	6	43	62	–	10	52
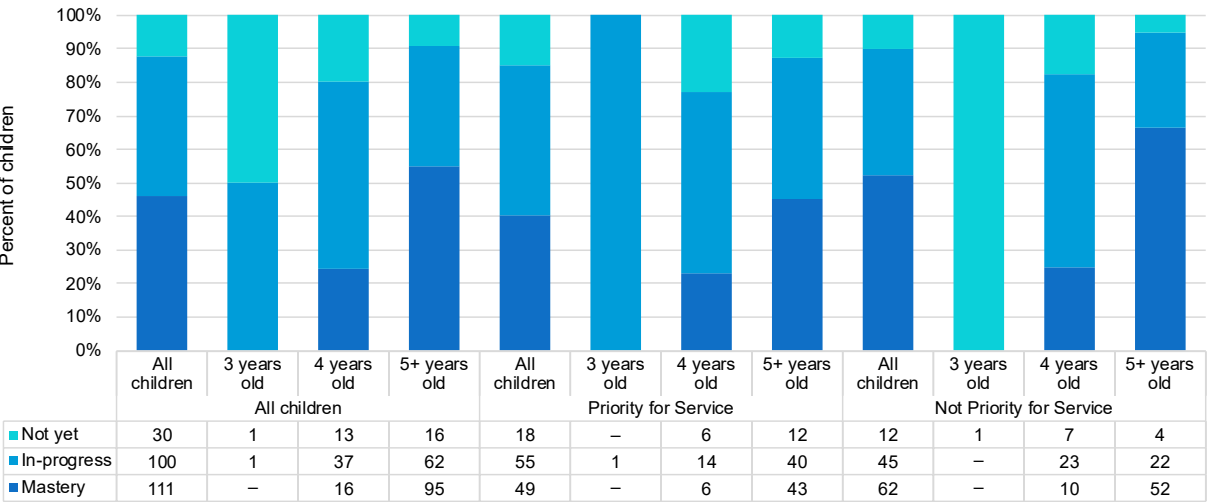
Twenty-six children—11 percent of those assessed—demonstrated all 27 skills. Most of these children were five years old (n=22), with three aged four and one aged six.

Of the 113 children who had both pre- and post-inventory data:
- 58 percent improved their skill count,
- 24 percent remained at the same number of skills but were already at mastery,
- 16 percent had no change and were below mastery, and
- Two children declined.

Age was positively associated with improvement. Among the 21 four-year-olds with pre-post data, 43 percent improved. Among the 92 children aged five and older, 62 percent showed improvement. Improvement rates were equal across PFS and non-PFS groups at 58 percent, though lower than in the prior year (78 percent for PFS; 80 percent for non-PFS). The gap in improvement between the two groups narrowed slightly (see Figure 21).

Figure 21. KPI results indicate that improvement rates increased with age.

KPI Improvement
Overall, by Age, and by Priority for Service Status

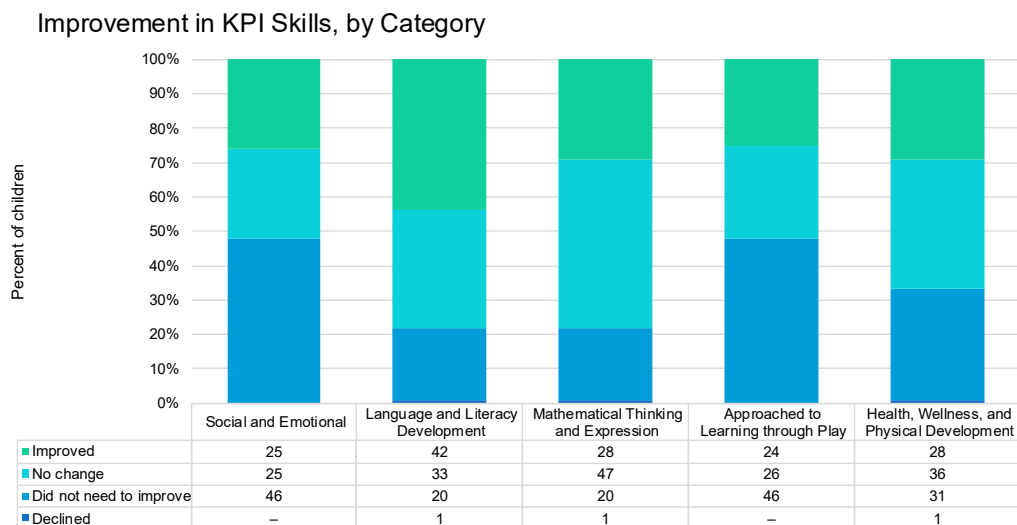|	All children			Priority for Service			Not Priority for Service		
	All children	4 years old	5+ years old	All children	4 years old	5+ years old	All children	4 years old	5+ years old
■ Declined	2	–	2	1	–	1	1	–	1
■ No change	45	12	33	24	4	20	21	8	13
■ Improved	66	9	57	35	2	33	31	7	24
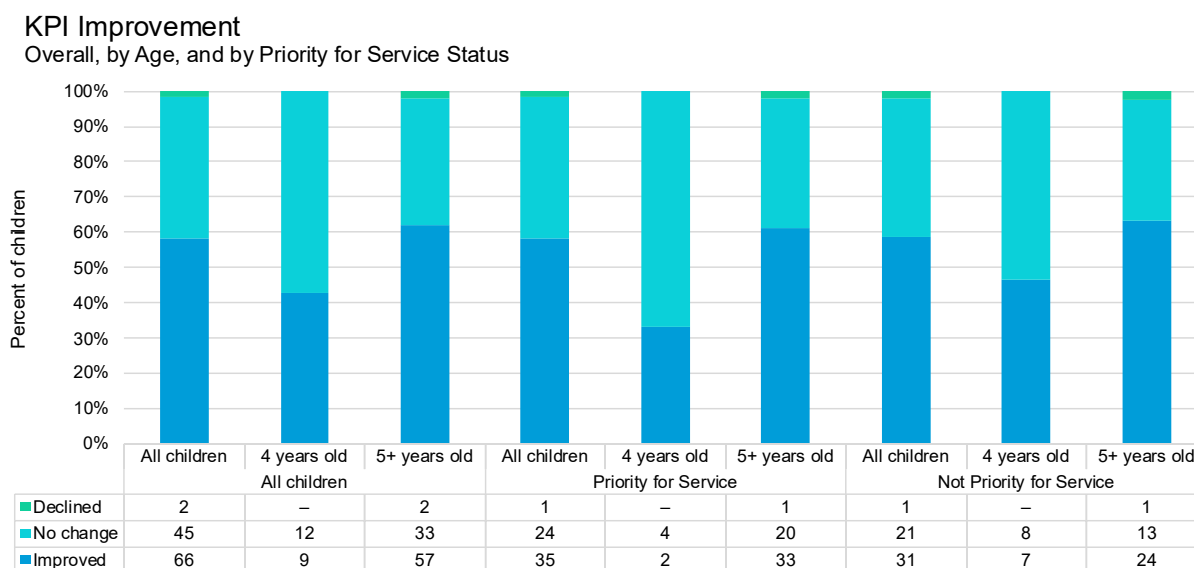
At this time, it is not possible to determine the extent to which these outcomes are the result of the expected natural development of skills as children get older or if other factors influence the outcomes.

Additional analysis was conducted on changes in specific skill categories among 96 children with two inventory points (see Figure 22). The majority of children improved or had no need for improvement in four of the five categories:

- Social and Emotional: 74 percent
- Approaches to Learning through Play: 73 percent
- Language and Literacy: 65 percent
- Health, Wellness, and Physical Development: 61 percent
- Mathematical Thinking and Expression: 50 percent
- Health, Wellness, and Physical Development (61 percent).

Overall, the greatest portion of children improved or demonstrated all skills in the social and emotional category (74 percent) while the greatest need was related to mathematical thinking and expression. While results in mathematical thinking and expression improved slightly from the previous year (up from 44 percent to 50 percent), this category still had the highest percentage of children (49 percent) with no change.

Figure 22. The majority of children with pre-post data either improved their KPI skills or did not need to improve.

Improvement in KPI Skills, by Category

	Social and Emotional	Language and Literacy Development	Mathematical Thinking and Expression	Approached to Learning through Play	Health, Wellness, and Physical Development
■ Improved	25	42	28	24	28
■ No change	25	33	47	26	36
■ Did not need to improve	46	20	20	46	31
■ Declined	–	1	1	–	1

Academic Achievement

Each year, students in select grades take one of Pennsylvania's literacy and/or math state assessments: the Pennsylvania System of School Assessment (PSSA), the Pennsylvania Alternate System of Assessment (PASA), or the Keystone Exam.

The PSSA is the most common and is administered to students in grades 3 through 8 during March or April.[28] The Keystone Exams are taken by students in grades 8 through 11, up to three times per year, with scores banked for accountability in grade 11 once a student achieves a proficient level. The PASA is administered in grades 3 through 8 and grade 11 to students with significant cognitive disabilities. Both the Keystone and PASA assessments align with the PSSA and share the same four performance levels: below basic, basic, proficient, and advanced.

In program year 2023–24, data analysis included results from the PSSA, PASA, Keystone Exams, and ACCESS for ELLs. Because assessments apply to different grade levels and student groups, results are reported separately for each test and are further disaggregated by overall totals, English fluency, and Priority for Service (PFS) status.

Assessment results reflect unique student groups—no student appears more than once across assessments. Data were matched to PA-MEP enrollment records, enabling inclusion of all eligible public school migrant students. Only migrant students with sufficient data were included in the analysis. Students may lack assessment data if they enrolled after testing occurred, left before testing, or met exemption criteria.

Under state guidelines, English learners enrolled in a U.S. school for less than 12 months may be exempt from the reading assessment. However, all must participate in math and science assessments. These students are counted for participation but excluded from performance reporting. This policy may contribute to lower reading participation compared to math or science.

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

Participation Rates and Student Counts

The following counts reflect the number of migrant students enrolled in PA-MEP during the 2023-24 school year (prior to June 2024)[29] with valid assessment results:
- Reading: 1,494 students (521 PFS, 973 non-PFS), or 66 percent of 2,267 eligible students in grades 3–8 and 11,
- Math: 1,873 students (880 PFS, 933 non-PFS), or 83 percent of eligible students, and
- Science: 660 students (298 PFS, 362 non-PFS), or 76 percent of 871 eligible students in grades 4, 8, and 11.
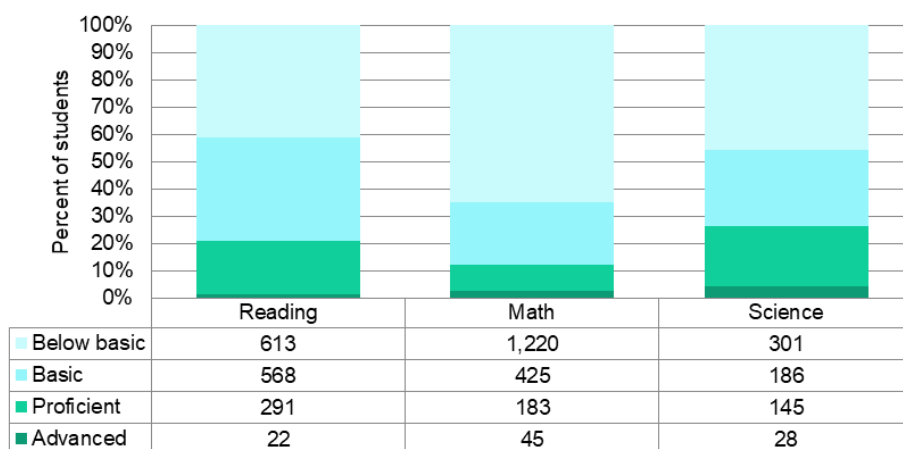
Overall Performance Across Content Areas

Figure 23 shows students' performance across content areas. The largest proportion of students scored below basic in each subject:
- Reading/Literature: 41 percent
- Math/Algebra I: 65 percent
- Science/Biology: 46 percent

Despite these challenges, notable percentages of students achieved **proficient or advanced** scores in reading/literature (21.0 percent) and science/biology (26.2 percent).

Figure 23. Science and reading assessments had the highest proportions of proficient students.

2024 State Academic Assessment Results by Content Area and Performance Level

	Reading	Math	Science
Below basic	613	1,220	301
Basic	568	425	186
Proficient	291	183	145
Advanced	22	45	28

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[29] Migrant students often move during the school year, which can disrupt their ability to participate in assessments. Because students only need to be enrolled in PA-MEP for one day to count in the program's annual total, some may not be present during testing windows. Additionally, exemptions for English learners may further affect reading assessment participation.
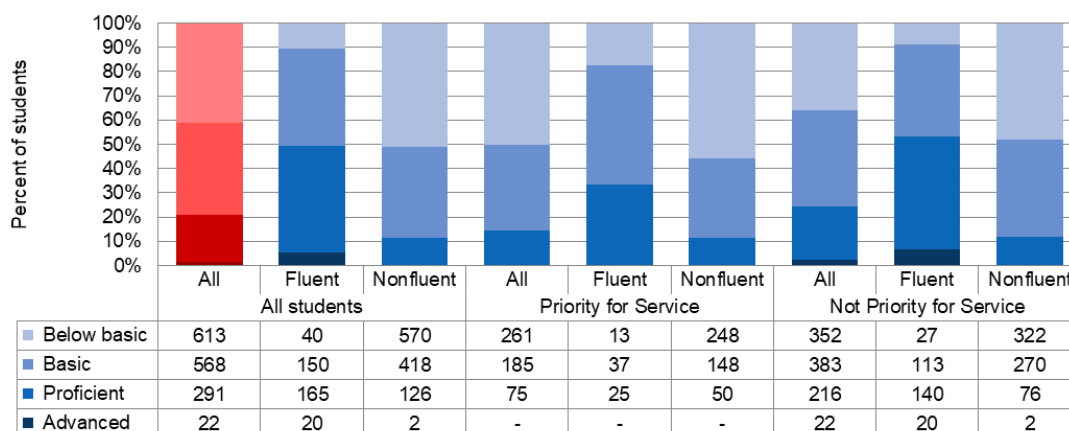
Reading Assessment Results
The following graphs present results from state academic assessments (PSSA, PASA, and Keystone Exams), disaggregated by English fluency[30] and Priority for Service (PFS) status. PFS results are further disaggregated by fluency to show the intersectional impact of these factors on academic achievement.

Fluency is a strong predictor of academic achievement in reading. Forty-nine percent of fluent students scored at proficient or advanced levels, compared to just 11 percent of nonfluent students. PFS status had slightly less influence. Only 14 percent of PFS students scored proficient or advanced, compared to 24 percent of non-PFS students. These results suggest that language proficiency, more than PFS status, drives reading performance outcomes.

Figure 24. Reading state assessments results indicated that fluency, but not Priority for Service status, influences proficiency outcomes.

2024 State Reading Assessment Snapshot Results
All Migrant Students Grades 3-8 & 11

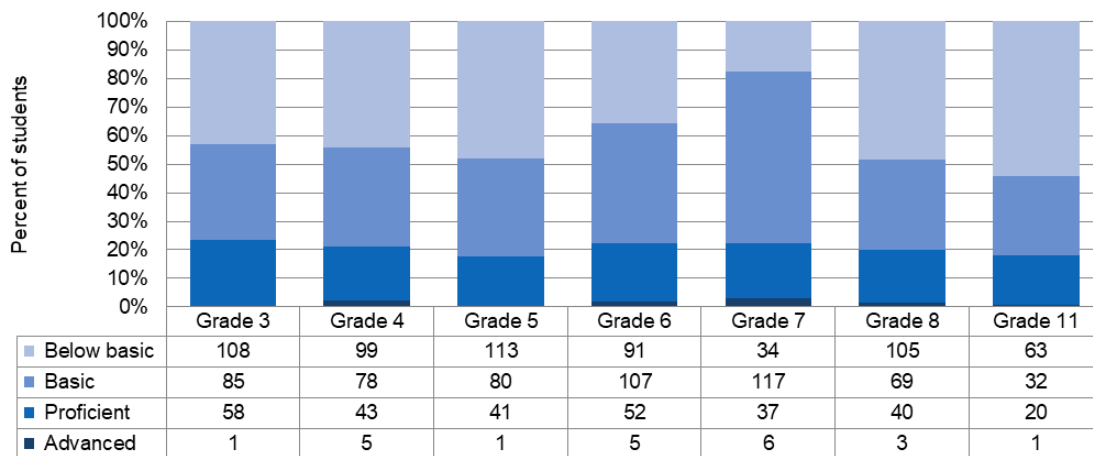|	All	Fluent	Nonfluent	All	Fluent	Nonfluent	All	Fluent	Nonfluent
		All students			Priority for Service			Not Priority for Service	
Below basic	613	40	570	261	13	248	352	27	322
Basic	568	150	418	185	37	148	383	113	270
Proficient	291	165	126	75	25	50	216	140	76
Advanced	22	20	2	-	-	-	22	20	2

Proficiency in reading varied by grade, with the highest percentages of students scoring at the proficient or advanced levels in grade 3 (23 percent) and grades 6 and 7 (22 percent each). These findings suggest stronger reading outcomes at the beginning and middle of the tested grade span.

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[30] 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.

Figure 25. Proficiency levels varied across grades on state reading assessments.

2024 State Reading Assessment Snapshot Results
by Grade Level

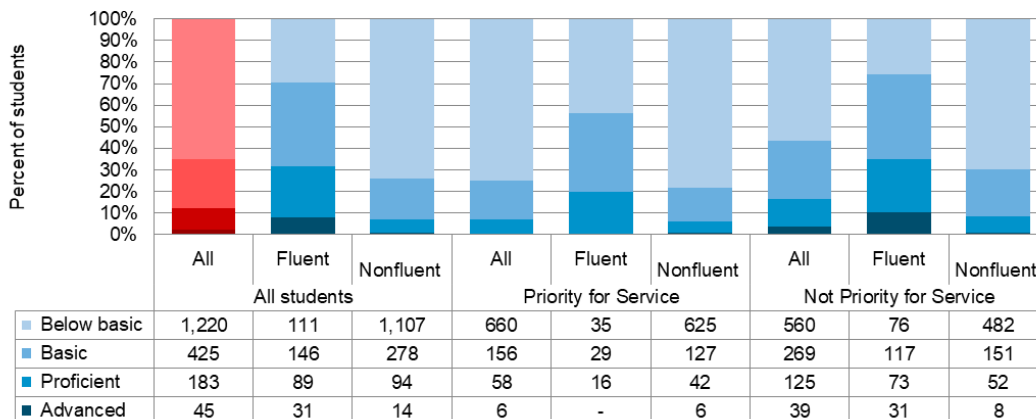|	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Below basic	108	99	113	91	34	105	63
Basic	85	78	80	107	117	69	32
Proficient	58	43	41	52	37	40	20
Advanced	1	5	1	5	6	3	1

Math Assessment Results

English fluency significantly influenced math performance, with math scores generally lower than reading scores. Among fluent students, 32 percent scored proficient or advanced, compared to only 7 percent of nonfluent students.

Priority for Service (PFS) status also affected math outcomes. Overall, 7 percent of PFS students scored proficient or advanced, compared to 17 percent of non-PFS students. When disaggregated by fluency, 20 percent of fluent PFS students scored proficient or advanced, compared to 6 percent of nonfluent PFS students. Among non-PFS students, 35 percent of fluent students scored proficient or advanced, compared to 9 percent of nonfluent students.

These results indicate that both fluency and PFS status influenced math achievement, with fluency emerging as the more dominant factor.

Figure 26. Results indicate that fluency and PFS status influence math assessment outcomes.
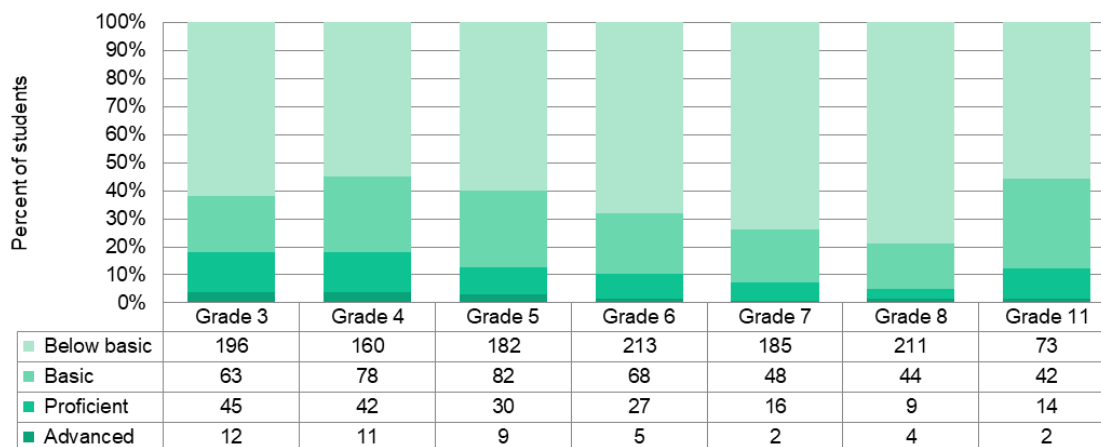
2024 State Math Assessment Snapshot Results
All Migrant Students Grades 3-8 & 11

	All	Fluent	Nonfluent	All	Fluent	Nonfluent	All	Fluent	Nonfluent
		All students			Priority for Service			Not Priority for Service	
Below basic	1,220	111	1,107	660	35	625	560	76	482
Basic	425	146	278	156	29	127	269	117	151
Proficient	183	89	94	58	16	42	125	73	52
Advanced	45	31	14	6	-	6	39	31	8

Results by grade level show the greatest percentages of proficient or advanced students in grades 3 and 4 (18 percent each) and grade 5 (13 percent).

Figure 27. Results indicate that math proficiency is somewhat higher at the elementary level (grades 3-5).

2024 State Math Assessment Snapshot Results by Grade Level

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Below basic	196	160	182	213	185	211	73
Basic	63	78	82	68	48	44	42
Proficient	45	42	30	27	16	9	14
Advanced	12	11	9	5	2	4	2

Science Assessment Results

In science, 26 percent of all assessed students scored at the proficient or advanced levels. Among these students, English fluency emerged as the strongest predictor of performance. Over half of fluent students—54 percent—achieved scores at the proficient or advanced levels, compared to only 19 percent of their nonfluent peers.

Priority for Service (PFS) status also influenced results, though to a lesser extent. Twenty-one percent of PFS students scored in the proficient or advanced levels, compared to 30 percent of non-PFS students. These findings suggest that while both fluency and PFS status affect science outcomes, fluency appears to have the greatest impact on student performance in this subject area.

Science achievement was most notable at the elementary level. Grade 4 had the highest percentage of students scoring at the proficient or advanced levels, with 42 percent meeting or exceeding expectations.

Figure 28. Priority for Service status and fluency appear to impact science assessment results, with fluency having a greater influence.

2024 State Science Assessment Snapshot Results
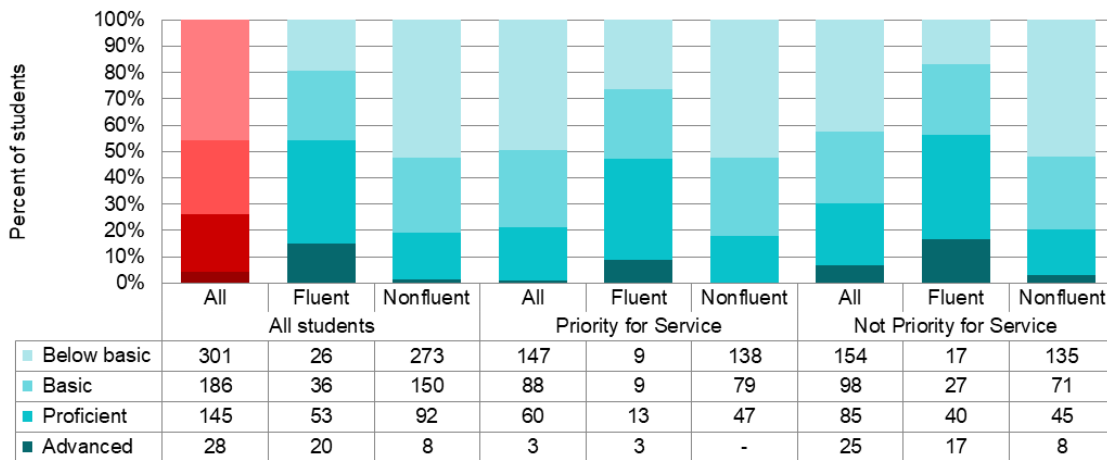All Migrant Students Grades 4, 8, & 11

|		All students			Priority for Service			Not Priority for Service	
	All	Fluent	Nonfluent	All	Fluent	Nonfluent	All	Fluent	Nonfluent
Below basic	301	26	273	147	9	138	154	17	135
Basic	186	36	150	88	9	79	98	27	71
Proficient	145	53	92	60	13	47	85	40	45
Advanced	28	20	8	3	3	-	25	17	8

Figure 29. Proficiency appears to be higher at the elementary level for state science assessments.

2024 State Science Assessment
Snapshot Results by Grade Level

	Grade 4	Grade 8	Grade 11
Below basic	72	147	82
Basic	87	71	28
Proficient	98	34	13
Advanced	15	9	4
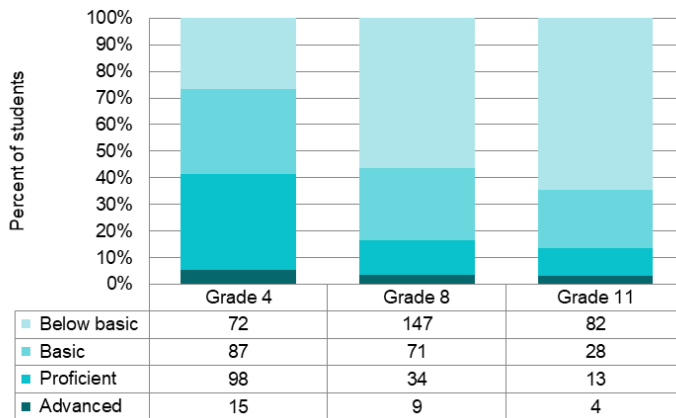
Comparison of Migrant and Non-Migrant Students

The Pennsylvania Department of Education (PDE) provided summary data to compare migrant student results to non-migrant peers. These comparisons should be interpreted with caution due to the size difference between groups—migrant students made up less than 0.2 percent of the non-migrant count.

Performance gaps between these two groups were evident across subjects:
- **Reading:** Migrant – 21.0 percent, Non-migrant – 53.7 percent (gap of 32.7 percentage points)
- **Math**: Migrant – 12.2 percent, Non-migrant – 39.7 percent (gap of 27.5 percentage points)
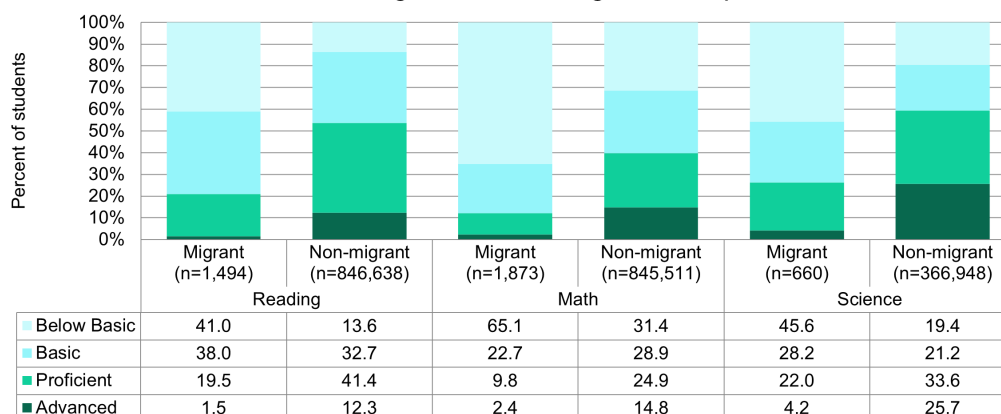
- **Science:** Migrant – 26.2 percent, Non-migrant – 59.4 percent (gap of 33.1 percentage points)

However, when comparing fluent migrant students to all non-migrant students, the performance gap narrowed significantly, underscoring the critical role of language proficiency in academic performance:
- Reading: gap reduced to approximately 4–8 percentage points, and
- Math and science showed similar reductions.

Figure 30. Comparisons between migrant and non-migrant students highlight the influence of English fluency on state assessment results.

State Assessment Results: Migrant to Non-migrant Comparison

	Migrant (n=1,494)	Non-migrant (n=846,638)	Migrant (n=1,873)	Non-migrant (n=845,511)	Migrant (n=660)	Non-migrant (n=366,948)
	Reading		Math		Science	
Below Basic	41.0	13.6	65.1	31.4	45.6	19.4
Basic	38.0	32.7	22.7	28.9	28.2	21.2
Proficient	19.5	41.4	9.8	24.9	22.0	33.6
Advanced	1.5	12.3	2.4	14.8	4.2	25.7

Assessment Results by Subject Area and Subgroup

The following section presents migrant student outcomes on the 2023-24 state assessments across reading, mathematics, and science. These data are disaggregated by content area, grade level, and migrant status, including comparisons between Priority for Service (PFS) and non-PFS students, as well as migrant versus non-migrant students. Detailed assessment results by grade level and subgroup are provided in Appendix B, Tables 1-9.

Reading and Literature Assessment Results

Reading and literature performance among migrant students varied by grade level. Migrant students in grades 3 through 8 participated in the PSSA Reading assessment, while grade 11 students participated in the Keystone Literature exam. Across the board, most migrant students scored in the Basic or Below Basic performance levels, with only a small percentage achieving at the Proficient or Advanced levels. When disaggregated by PFS status, PFS students consistently had lower rates of Proficient and Advanced performance than their non-PFS peers. For instance, only 13.5 percent of PFS students in grade 11 scored Proficient on the Keystone Literature exam, compared to 19.0 percent of non-PFS students.

When compared to non-migrant peers statewide, migrant students consistently underperformed at all grade levels. For example, only 19.5 percent of migrant students across all grades achieved Proficient or Advanced in reading/literature, compared to 53.7 percent of non-migrant students.
Mathematics and Algebra Assessment Results

Migrant students also participated in the PSSA Mathematics assessments in grades 3 through 8 and the Keystone Algebra exam in grade 11. Similar to reading, the majority of migrant students performed in the Basic or Below Basic categories. The proportion of students scoring Below Basic increased in the upper grades. Among grade 8 students, 78.7 percent scored Below Basic, and only 4.9 percent reached Proficient or Advanced. PFS students showed even greater academic challenges in math. For example, 87.7 percent of PFS grade 8 students scored Below Basic.

Comparisons to non-migrant students reveal substantial performance gaps. On average, 12.2 percent of migrant students across grades 3 through 11 scored Proficient or Advanced in mathematics/algebra, compared to 39.7 percent of non-migrant students. This gap was especially pronounced in the middle and upper grades.

Science and Biology Assessment Results

Migrant students participated in the science PSSA in grades 4 and 8, and the Keystone Biology exam in grade 11. Science performance for migrant students was somewhat stronger in grade 4, where 41.5 percent scored at the Proficient or Advanced level. However, proficiency levels declined in the upper grades. In grade 8, only 16.4 percent of migrant students were Proficient or Advanced, and in grade 11 biology, just 13.3 percent achieved at these levels. Once again, PFS students showed the lowest performance, particularly in grade 8 where 64.7 percent scored Below Basic.

When compared to non-migrant students, migrant performance was significantly lower. For example, 25.7% of non-migrant grade 4 students scored Advanced in science, compared to only 5.5% of migrant students. In grade 11 biology, 49.6% of non-migrant students achieved Proficient or Advanced, compared to only 13.3% of migrant students.

Improvement Status Results

To evaluate improvement status, students needed to have consecutive years of state assessment data. Therefore, only students with both 2022-23 and 2023-24 assessment results in reading or math were included in the analysis. Science assessments were excluded from improvement analysis due to their non-consecutive administration schedule.

A total of 604 students had valid reading scores for both years, and 773 students had math scores available for comparison. Students who scored at the advanced level in both years were classified as "did not need to improve." This applied to 1 percent of students in both reading and math. Students were classified as Improved if they moved to a higher performance level between years:
- Proficient to Advanced
- Basic to Proficient or Advanced
- Below Basic to any higher level

In reading, 18 percent of students improved their performance level between the 2022–23 and 2023–24 state assessments. These students moved from *Proficient* to *Advanced*, *Basic* to *Proficient* or *Advanced*, or *Below Basic* to a higher level. Fourteen percent of students showed similar improvements in math. Students who scored at the *Advanced* level in both years were classified as "Did Not Need to Improve;" this applied to just 1 percent of students in both reading and math.

A larger proportion of students remained in the same performance level across years. In reading, 57 percent of students were classified as "No Change," meaning they scored in the same

performance band both years (excluding those who were already *Advanced*). In math, this group made up 72 percent of students. Meanwhile, 24 percent of students declined in reading, moving to a lower performance level in 2023–24 than they had in the prior year. These declines included shifts from *Advanced* to *Proficient*, *Basic*, or *Below Basic*; *Proficient* to *Basic* or *Below Basic*; or *Basic* to *Below Basic*. In math, 13 percent of students experienced a decline.

Figure 31. A greater proportion of students improved on state reading assessments than on math.

2023 to 2024 Improvement Status on Reading and Math State Assessments

	Reading	Math
Declined	147	104
No change	345	553
Improved	107	105
Did not need to improve	5	11
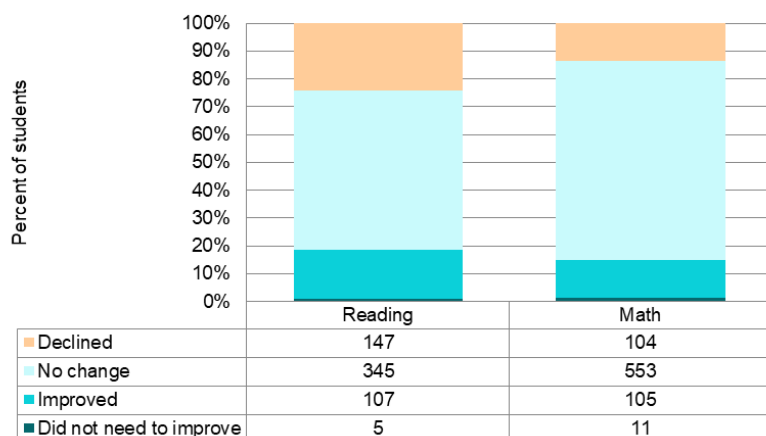
ACCESS for ELLs Results

For the 2023–24 program year, state academic achievement analysis included the ACCESS for ELLs,[31] an assessment of language proficiency for K-12 students.

The purpose of the ACCESS for ELLs is to monitor student progress in English language proficiency on a yearly basis. It also serves as a criterion to help determine when students have attained full language proficiency. The test is designed to assess both the social and academic language demands within a school setting, in accordance with the *English Language Proficiency Standards, Kindergarten through Grade 12*. In Pennsylvania, the assessment is administered between late January and late February to all K-12 students enrolled in public school districts who have been identified as not fluent in English.

Since the assessment is administered once during the school year, it cannot be used to assess the impact of current-year programming. However, it provides valuable insight into the current-year status of English language learners. Additionally, it can be compared to the prior year's assessment to identify language proficiency gains, similar to state academic assessments.

ACCESS for ELLs data were matched to PA-MEP enrollment data at the state level. In the following graphs, results[32] are provided for all nonfluent migrant students with available data and

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[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.

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

disaggregated by Priority for Service status and grade level. The language proficiency levels include *entering, emerging, developing, expanding, bridging*, and *reaching*. A student's composite scale score is used to determine the type and extent of English services the student receives from the district. This score is also used to determine when a student exits district-provided ESL services. Percentages were calculated based on the number of students with available data and included in the analysis, and do not represent all K-12 students.

For the 2023–24 program year, data were available for 2,970 migrant students in kindergarten through grade 12 (1,520 Priority for Service and 1,450 non-Priority for Service). This represents 82 percent of all K-12 PA-MEP nonfluent students enrolled during the school year (3,627) before June 2024. Students only have data if they were enrolled in public school in Pennsylvania at the time the assessment occurred.
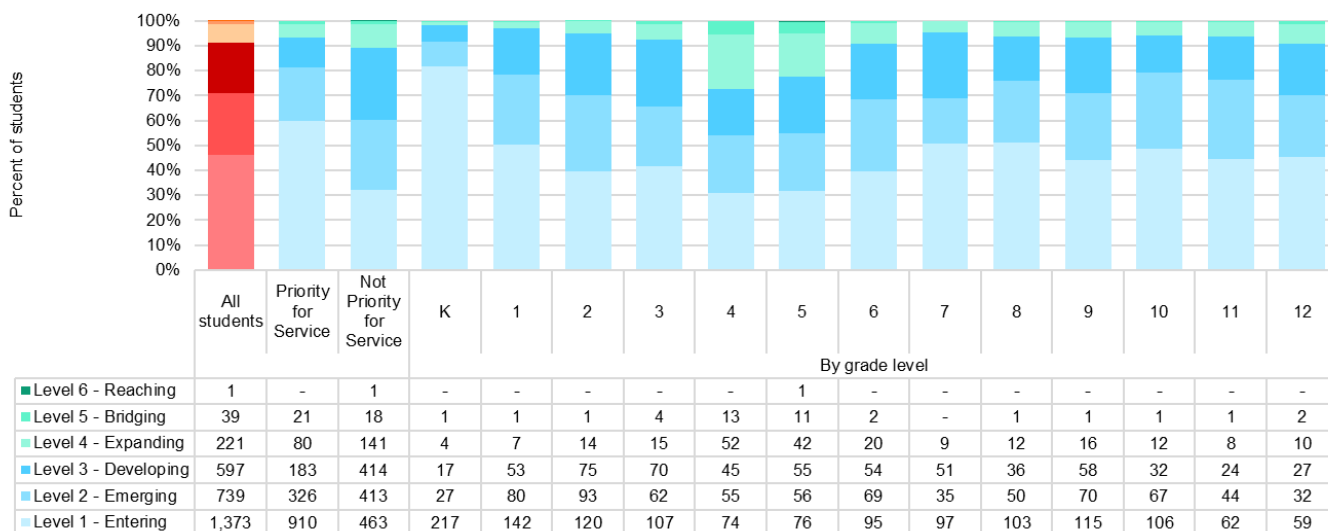
Performance Levels

Overall, the majority of students (91 percent) scored in the lowest three of six performance levels. The largest group, 46 percent, scored in the first level, *Entering*. The second and third levels, *Emerging* and *Developing*, accounted for 25 percent and 20 percent of students, respectively.

Priority for Service Impact

Priority for Service (PFS) factors influenced the results, with 93 percent of PFS students scoring in the bottom three levels, compared to 89 percent of non-PFS students. Kindergarten and grade 1 had the highest percentages of students (98 percent and 97 percent, respectively) scoring in the lowest three performance levels. Grade 4 had the lowest percentage at 73 percent.

Figure 32. Priority for Service status appears to influence ACCESS for ELLs assessment results.

ACCESS for ELLs Composite Score Level by Grade and Priority for Service

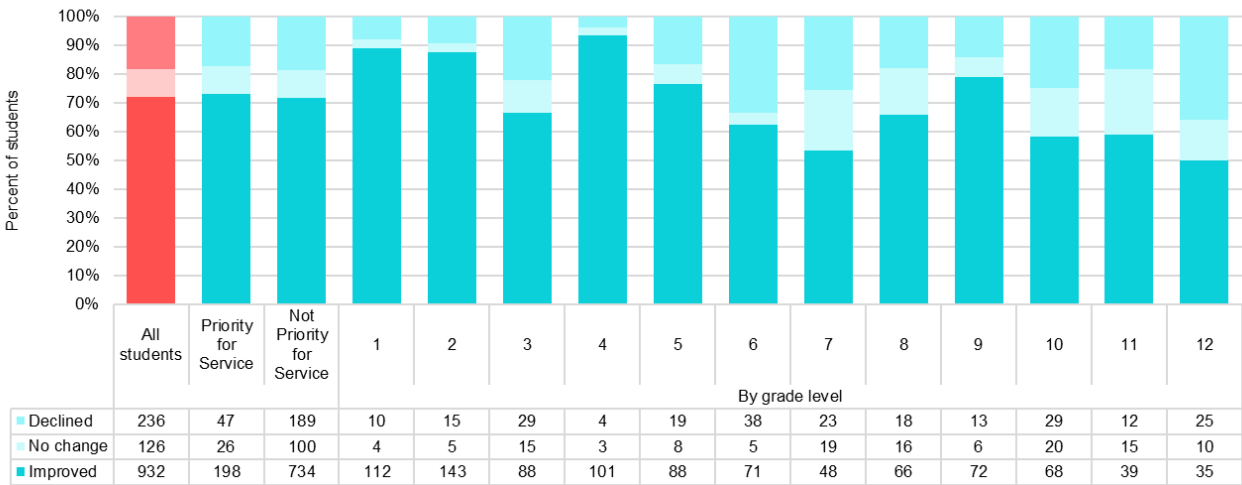|	All students	Priority for Service	Not Priority for Service	K	1	2	3	4	5	6	7	8	9	10	11	12
Level 6 - Reaching	1	-	1	-	-	-	-	-	1	-	-	-	-	-	-	-
Level 5 - Bridging	39	21	18	1	1	1	4	13	11	2	-	1	1	1	1	2
Level 4 - Expanding	221	80	141	4	7	14	15	52	42	20	9	12	16	12	8	10
Level 3 - Developing	597	183	414	17	53	75	70	45	55	54	51	36	58	32	24	27
Level 2 - Emerging	739	326	413	27	80	93	62	55	56	69	35	50	70	67	44	32
Level 1 - Entering	1,373	910	463	217	142	120	107	74	76	95	97	103	115	106	62	59

Year to Year Comparisons

Nearly half (44 percent) of nonfluent students with ACCESS for ELLs results in 2022–23 and 2023–24 had data available for year-to-year comparison. Based on each student's composite scale score,

72 percent of these students improved their English language proficiency, 10 percent maintained the same level, and 18 percent declined.

There is no "did not need to improve" category because students who reach the highest proficiency level are generally exited from ESL programs and no longer take the ACCESS for ELLs assessment. Notably, grades 1, 2, and 4 showed the highest rates of improvement, while grades 6, 7, and 12 had the highest rates of decline, ranging from 26 to 36 percent.

Figure 33. Elementary students showed the greatest year-to-year improvement on ACCESS for ELLs assessments.

ACCESS for ELLs Improvement Status by Grade and Priority for Service

	All students	Priority for Service	Not Priority for Service	1	2	3	4	5	6	7	8	9	10	11	12
■ Declined	236	47	189	10	15	29	4	19	38	23	18	13	29	12	25
□ No change	126	26	100	4	5	15	3	8	5	19	16	6	20	15	10
■ Improved	932	198	734	112	143	88	101	88	71	48	66	72	68	39	35

The 2023–24 ACCESS for ELLs results highlight the continuing language development needs of nonfluent migrant students in Pennsylvania. While the majority of students remain in the early stages of English proficiency, a substantial portion demonstrated year-to-year growth. The data also show that Priority for Service status and grade level may impact student performance, with younger students generally showing more improvement. These findings underscore the importance of ongoing, targeted language support to ensure that English learners can fully access and engage in academic content.

Completion of Higher-Level Math Courses

One of the federal Migrant Education Program (MEP) performance measures evaluates the percentage of students entering grade 11 who have successfully completed Algebra I or a more advanced math course. PA-MEP assesses this indicator for all high school students, with a particular focus on students in grade 11.

Among the 1,221 high school students with available data, 62 percent successfully completed Algebra I or a higher-level math course at the time of their earliest needs assessment for the year. Specifically, 76 percent of grade 11 students (239 students) met this benchmark. Grade 12 students showed a similar rate, with 75 percent of 191 students meeting the indicator. In comparison, 67 percent of grade 10 students (348 students) and 44 percent of grade 9 students (443 students) successfully completed Algebra I or higher-level math.

Graduation, GED, and Promotion

Migrant students face a greater risk of not graduating from high school due to the mobile nature of their lifestyle. Supporting students to stay in school and complete their education is a central focus of PA-MEP.

Graduation

In the 2023–24 school year, 195 migrant students were enrolled in grade 12. Of the 179 students with available graduation data,[33] 86 percent (154 students) graduated. This marks a slight decline from the 2022–23 graduation rate of 93 percent.

Figure 34. Migrant student graduation rates have generally trended upward since the 2015–16 baseline of 87 percent, with 86 percent graduating in 2023–24.

86 percent of grade 12 participants graduated in 2023-24.
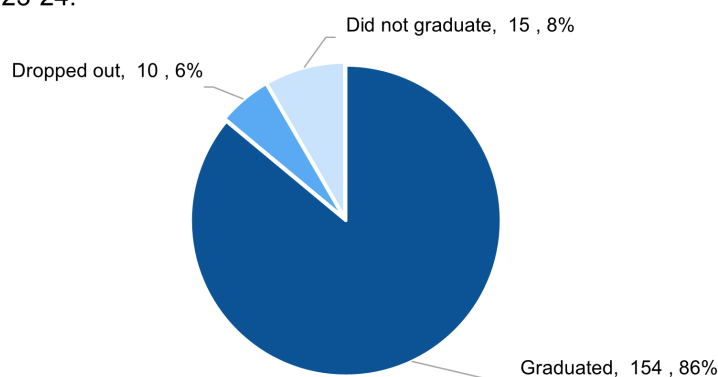
Of the 154 grade 12 students who graduated, 78 percent were designated as Priority for Service (PFS). In contrast, 22 percent of the 25 students who did not graduate held PFS status. Additionally, two grade 11 students met graduation requirements early, bringing the total number of 2023–24 graduates to 156.

Due to changes in how the Pennsylvania Department of Education (PDE) calculates graduation rates (using a four-year cohort method), PA-MEP rates cannot be directly compared to state figures using previous methodologies. The most recent available cohort data from PDE show a migrant graduation rate of 61.7 percent for 2022–23, down from 66.27 percent in 2021–22 and significantly lower than the statewide rate of 87.55 percent.[34] However, these figures do not reflect the 2023–24 year, and comparisons should be made cautiously.

GED Completion and Grade Promotion

PA-MEP tracked GED completion among out-of-school youth who had not yet earned a high school diploma. In 2023–24, four youth earned their GED—an increase of two from the prior year. An additional 14 youth were actively pursuing their GED, three more than the previous year.

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[33] Nine students left Pennsylvania and as such, were excluded from 2023-24 grade 12 graduation analysis.
[34] https://www.education.pa.gov/DataAndReporting/CohortGradRate/Pages/default.aspx

Grade promotion for students in grades 7–12 was also analyzed in alignment with federal Government Performance and Results Act (GPRA) measures. Among the 1,649 students with known outcomes,[35] 94 percent were either promoted to the next grade or graduated. Promotion or graduation rates were similar for PFS and non-PFS students, at 93 percent and 95 percent, respectively.

Across all K–12 students with available data (n = 4,196), 96 percent were promoted or graduated. These outcomes demonstrate the ongoing efforts of PA-MEP to support educational continuity and success for migrant students despite the challenges posed by mobility. While graduation rates have slightly declined from the previous year, overall promotion and GED attainment trends suggest continued progress in helping students stay on track and achieve key academic milestones.

Dropout Prevention

PDE defines[36] dropout as "a student who, for any reason other than death, leaves school before graduation without transferring to another school or institution." The dropout rate is calculated by dividing the total number of dropouts for the school year by the fall enrollment for the same year.

For the 2023-24 PA-MEP program year, the dropout rate was calculated by dividing the number of students who dropped out by the number of secondary students enrolled during this period. This calculation excluded 2023-24 enrollments that occurred after August 25, 2023.[37]

In addition to identifying students who dropped out during the 2023-24 program year, the analysis also included students who were enrolled in a K-12 school during the previous year (2022-23) but were later classified as out-of-school youth (OSY) in 2023-24. These students were determined to have dropped out between their last PA-MEP interaction in 2022-23 and their first enrollment in 2023-24.

PA-MEP Dropout Rate

A total of 69 students were identified as having dropped out during the 2023-24 program year. Of these, 56 dropped out in 2023-24, 12 between 2022-23 and 2023-24, and 1 dropped out but re-enrolled before the end of the year. This resulted in a net count of 68 students, the same as the previous year.
- Priority for Service Designation: Of the 69 dropouts, 51 percent (35 students) had a PFS designation.
- GED Status: None of the students who dropped out were pursuing a GED credential.
- Grade Level: Students dropped out from grades 6-12, with grade 10 having the highest dropout rate (25 students), followed by grade 9 (16 students).

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[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] https://www.pa.gov/agencies/education/data-and-reporting/high-school-graduation.html
[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 2023-24 grade level assigned and would not have been present for nearly all of the 2023-24 academic term.

Considering all students in grades 6-12, excluding re-enrollments and enrollments on or after August 25, 2024, the dropout rate for 2023-24 was 2.74 percent.

Figure 35. Dropout rates are highest for 9th and 10th grade students.

Grade 10 students were most likely to dropout during the 2023-24 school year
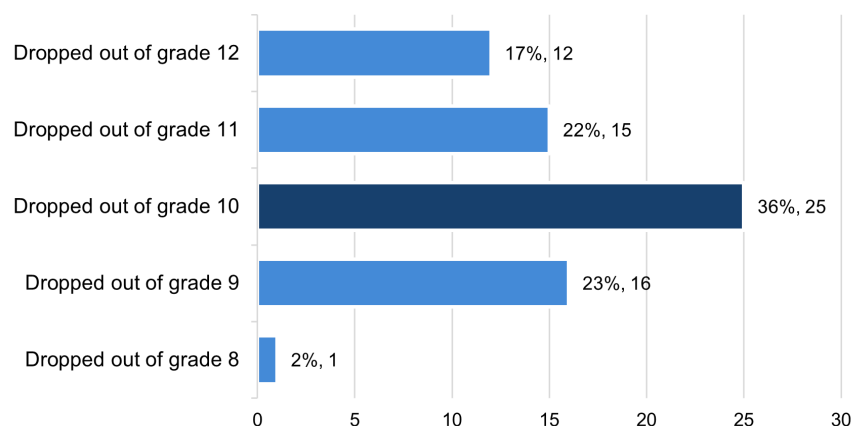
PA-MEP Dropout Rate Compared to the State Rate

To assess how the PA-MEP dropout rate compares to the state rate, it is important to note that Pennsylvania calculates its dropout rate based on grades 7-12 enrollment. While the 2023-24 state rate is not yet available, the 2022-23 state dropout rate was 1.63 percent,[38] slightly lower than the 1.68 percent in 2021-22. Based on the grade 7-12 enrollment and the net dropout count of 69 students, the PA-MEP dropout rate for 2023-24 is 3.32 percent, which is higher than the state rate.

Re-enrollment Rate

An analysis of re-enrollment showed that 1 student dropped out and then re-enrolled within the same year. Additionally, 9 students re-enrolled during the year but later dropped out again. Five out-of-school youth re-enrolled and subsequently dropped out again within the same year. One student who was classified as out-of-school in 2022-23 enrolled in school in 2023-24. In total, 11 students re-enrolled in school during 2023-24, which is six fewer than the previous year.
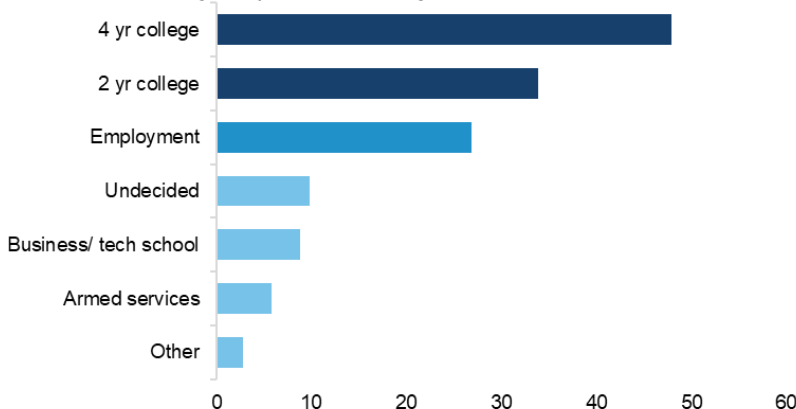
Postsecondary Plans

Each year, PA-MEP surveys students nearing graduation to determine their postsecondary plans. For the 2023-24 program year, postsecondary plan data was available for 137 out of 156 graduates (88 percent). Of these graduates with data:
- 60 percent (82 students) planned to attend a two-year (25 percent) or four-year (35 percent) college, and
- 20 percent (27 students) planned to enter the workforce.

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

Figure 36. Eighty percent of PA-MEP students nearing graduation made postsecondary plans.

60 percent of graduates with data (137) planned to attend a 2- or 4-year postsecondary institution

Diploma Project

The Diploma Project was developed as part of Pennsylvania's Comprehensive Needs Assessment, which highlighted concerns regarding students' and families' understanding of graduation, postsecondary planning, and related requirements. In response, PDE assembled a team of educators and stakeholders to create the Diploma Project Toolkit. The toolkit is designed to support PA-MEP staff in helping students and families navigate graduation and post-secondary planning.

The toolkit, which targets students in grades 8-12 and their families, contains five units with student-centered content and guiding questions:
- Unit 1 - Goal Setting
- Unit 2 - High School Credits and Courses
- Unit 3 - Tests and Test Preparation
- Unit 4 - Career and Postsecondary Planning
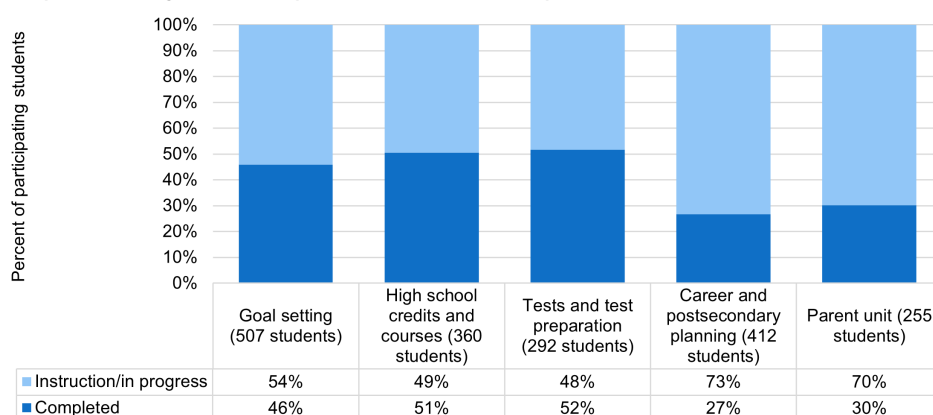- Unit 5 - Parent Unit (standalone)

The toolkit provides additional resources, including tips for students and parents, learning checks, and action plans to assess knowledge gained. The Diploma Project Toolkit is available in English, though the parent unit is available in translated forms.

Diploma Project Participation

A total of 527 students in grades 8-12 (33 percent of the 1,609 students in these grades) participated in one or more units of the Diploma Project. The first four units were designed for students and the fifth unit was designed for parents. Completion rates for the units varied. The unit with the highest completion rate was test preparation at 52 percent, while career and post-secondary planning was the unit with the lowest completion at 27 percent.

Figure 37. One-third of students in grades 8-12 participated in at least one Diploma Project unit

Diploma Project Participation and Unit Completion Grades 8-12

	Goal setting (507 students)	High school credits and courses (360 students)	Tests and test preparation (292 students)	Career and postsecondary planning (412 students)	Parent unit (255 students)
■ Instruction/in progress	54%	49%	48%	73%	70%
■ Completed	46%	51%	52%	27%	30%

Out-of-School Youth Assessment

As part of PA-MEP's participation in the out-of-school-youth iSOSY Consortium[39] 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 completion of specific lessons and activities contained in a workbook provided to PA-MEP staff. The 2023-24 program year was the tenth year this tool was used. The initiative included a language screener, goal tracker, and 15 lesson categories:

- ACReS[40] 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.[41] Staff identified a total of 785 OSY and secondary PFS students in their iSOSY data, of which 593 (75 percent) completed at least one of the activities.

A total of 154 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

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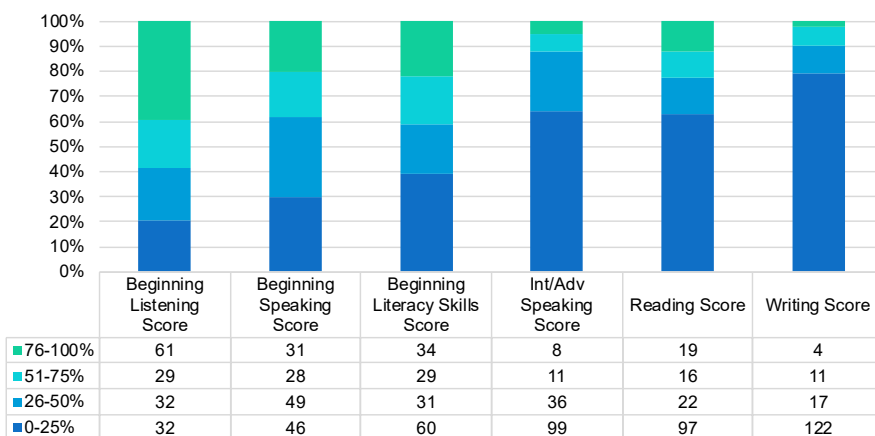[39] iSOSY stands for Instructional Services for Out-of-School and Secondary Youth. http://www.osymigrant.org/

[40] ACReS refers to the American Council on Rural Special Education. https://www.acres-sped.org/

[41] Five non-OSY, secondary students completed the language screener.

literacy, intermediate/advanced speaking, reading, and writing. Figure 38 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. Youth may need additional support in the intermediate/advanced speaking, reading, and writing categories, as more than 50 percent of students in these groups scored in the bottom quartile.

Figure 38. Language screener results indicate that out-of-school youth may need additional support in intermediate/advanced speaking, reading, and writing.

Out-of-School Youth Language Screen
Results by Skill (n=154)

	Beginning Listening Score	Beginning Speaking Score	Beginning Literacy Skills Score	Int/Adv Speaking Score	Reading Score	Writing Score
■76-100%	61	31	34	8	19	4
■51-75%	29	28	29	11	16	11
■26-50%	32	49	31	36	22	17
■0-25%	32	46	60	99	97	122

Students received a combined language screener score out of 50 possible points. Of the 154 youth who completed the screener, 43 percent scored in the 25 percent or less quartile, 34 percent scored from 26 to 50 percent, 19 percent scored from 51 to 75 percent, and 4 percent scored 76 percent or higher.

Youth may have participated in any combination or number of lessons, depending on what was relevant for that youth. A total of 481 youth participated in one or more lessons, an increase of 26 percent from the prior year. These youth completed a total of 947 lessons, which represents a 46 percent increase from the prior year and an average of two lessons per youth. Youth participation ranging from two to 148 youth participating in one or more lessons in a category. English for Daily Life (EFDL) lessons had the greatest level of participation; 148 students completed a total of 155 lessons, or about one lesson each.

Figure 39. Out-of-school youth completed lessons across 15 categories.

Out-of-School Youth completed **947 iSOSY lessons**, with English and Math lessons being most common.
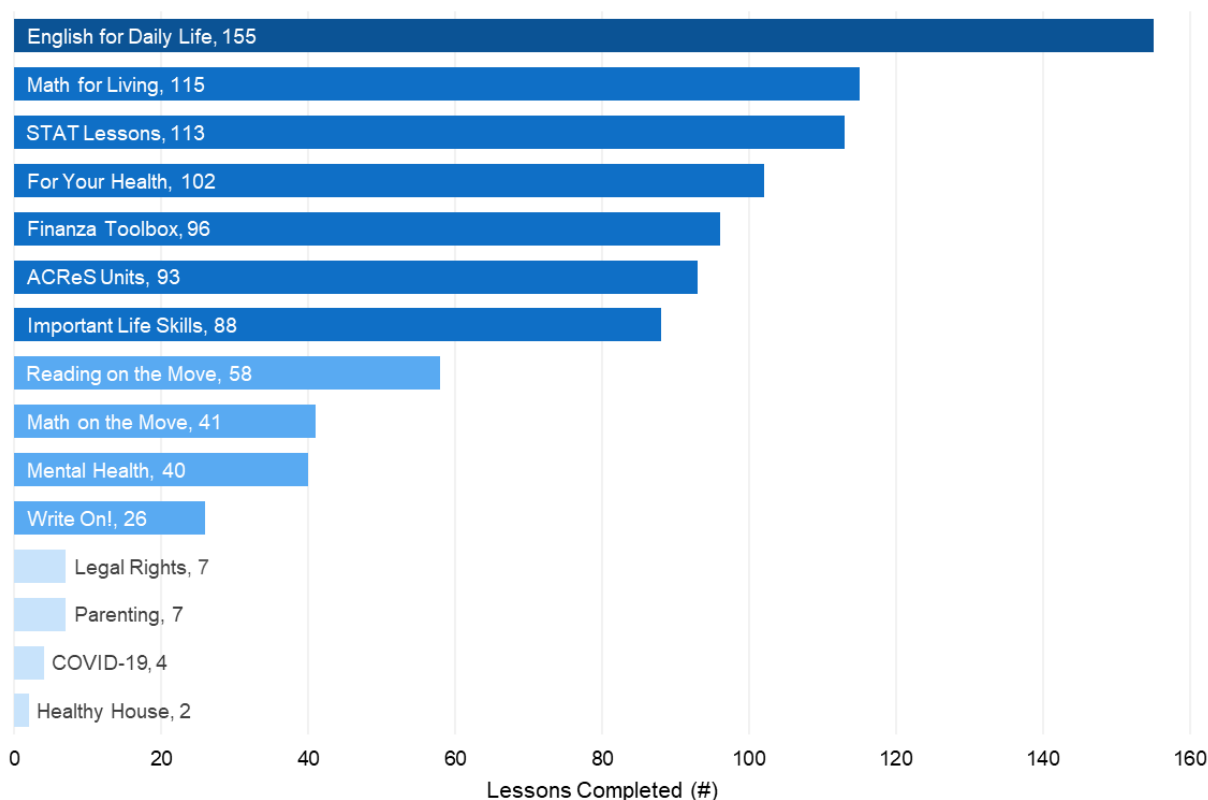
Additionally, 2023-24 was the sixth year that information was collected on youth setting and achievement of goals. Of 785 youth included in project area submissions, 175 (22 percent) participated in a goal setting workshop, 212 (27 percent) developed a personal learning plan with a goal, and 190 youth (24 percent) participated in activities related to postsecondary awareness, career awareness, or other related activities; 83 youth (11 percent) were identified as participating in all three.

Of the 175 youth reported as participating in a goal setting workshop, 98 (56 percent) were reported as achieving a score of eight on the goal setting workshop rubric, which is the benchmark established for the project. This is a notable decrease from the prior year, in which 247 youth participated in the workshop and 92 percent received a score of eight or higher. It is unclear what factors may have contributed to the decrease in participation.

A total of 212 youth had goal plan information available, compared to 397 in the prior year. Numbers of goal steps ranged from one to eight steps (average 3 steps); 114 youth accomplished at least one of the steps of their goal, 69 students accomplished 50 percent or more of their goal's steps, and 36 youth completed all steps of their goal. Students completed an average of 2 steps per goal.

Multi-Year Service Delivery Plan and GPRA Outcomes Performance

Through the Comprehensive Needs Assessment (CNA) process, PA-MEP establishes a multi-year Service Delivery Plan (SDP) that outlines the program's objectives and indicators. Since 2019, PA-MEP has operated under the same SDP. In spring 2022, the program undertook another CNA, culminating in a revised SDP finalized in summer 2024. This new plan introduces updated goal areas beginning in the 2024-25 program year.

This section provides an overview of PA-MEP's multi-year progress toward meeting the Measurable Performance Objectives (MPOs) and Leading Indicators from the recently retired SDP. It also summarizes PA-MEP's performance on the federal Government Performance and Results Act (GPRA) measures. For most indicators, data collection began in the 2017-18 school year, though some measures include data as far back as 2015-16.

Measurable Performance Objectives (MPOs) Results

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.*

Although PA-MEP did not achieve the targeted reading benchmark, the percentage of students scoring proficient or advanced on state reading assessments has increased since the 2017 baseline. In 2023-24, 21 percent of students achieved proficiency, representing a three-percentage point increase from 2017-18.

Figure 40. Percentage of Students Scoring Proficient or Advanced on State Reading Assessments

The percentage of students scoring proficient or advanced on state reading assessments has **increased** steadily over time.
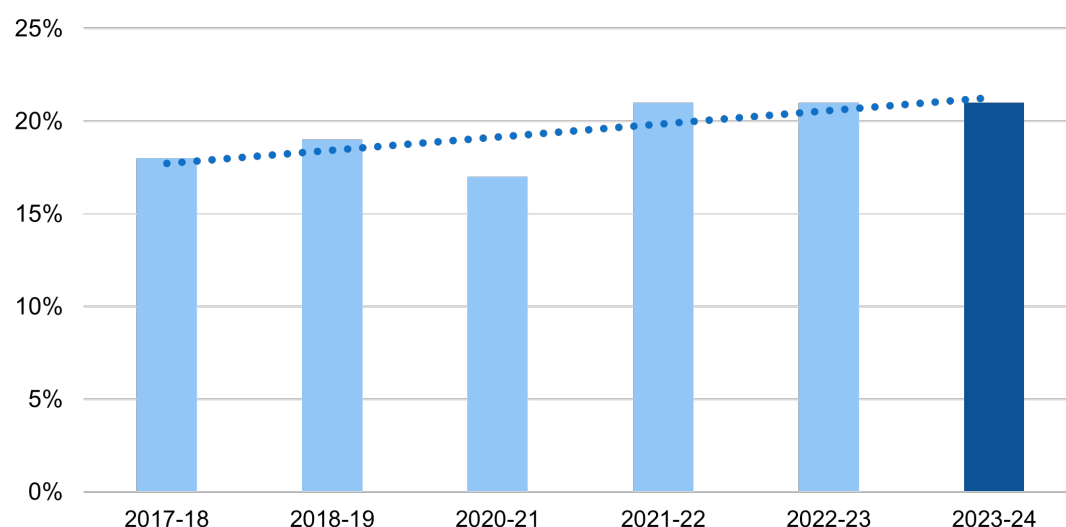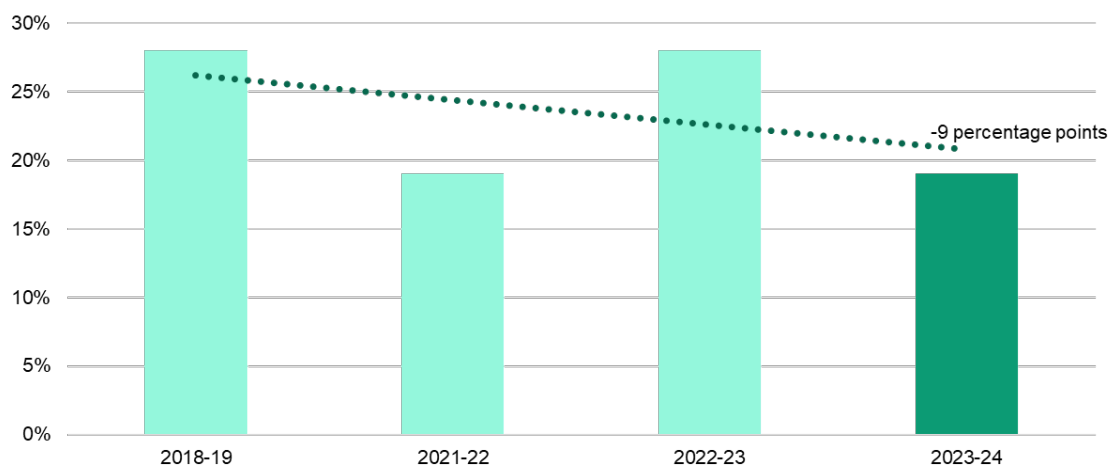

Reading Objective A: *Beginning in spring 2018, 50 percent of Priority for Service students in grades 3-8 receiving supplemental academic instruction in reading will make PSSA Reading gains of one proficiency level or more over the prior year PSSA results.*

The percentage of PFS students who met this objective declined by nine percentage points from the baseline, reflecting an overall downward trend. However, results have fluctuated over the years with a nine-percentage point decrease in 2021-22, a nine percentage-point increase in 2022-23, and another nine-percentage point decrease in 2023-24. These variations may be attributed to changes in the student population, incremental gains that do not translate to a full proficiency level increase, or residual impacts from the COVID-19 pandemic.

Figure 41. Percentage of PFS Students Receiving Reading Services Who Improved on State Reading Assessments

The percentage of PFS students receiving reading services who improved on state reading assessments has **decreased** from the baseline


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.*

The percentage of PFS students who met this objective decreased by 16 percentage points compared to the baseline. This decline may stem from the prolonged effects of the COVID-19 pandemic or reflect the reality that many students require more than one year to advance a full proficiency level. Because PSSA scores are converted into proficiency levels, students may show academic growth that is not captured by these thresholds. Nevertheless, the results for both Reading Objectives A and B affirm the continued need for targeted support services for PFS students.

Figure 42. Percentage of non-PFS Students Receiving Services Who Improved on State Reading Assessments

The percentage of non-PFS students receiving services who improved on reading state assessments **decreased** from the baseline
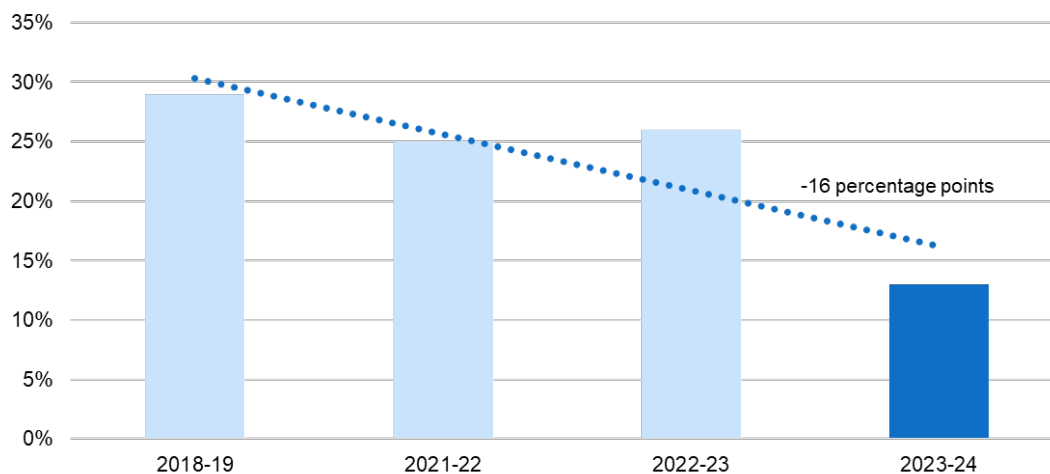

Mathematics Target: Close 50 percent of the gap between migrant students and all students by increasing the percent proficient in mathematics or Algebra I to 26.7 percent by 2021, increasing the percent proficient by 2.7 percentage points annually.

Although the math target was not met, the proportion of students scoring proficient or advanced increased since the 2017 baseline. In 2023-24, 12 percent of students reached proficiency, an improvement of three percentage points from 2017-18.

Figure 43. Percentage of Students Scoring Proficient or Advanced on Math State Assessments

The percentage of students who scored proficient or advanced on math state assessments steadily **increased** from the baseline.
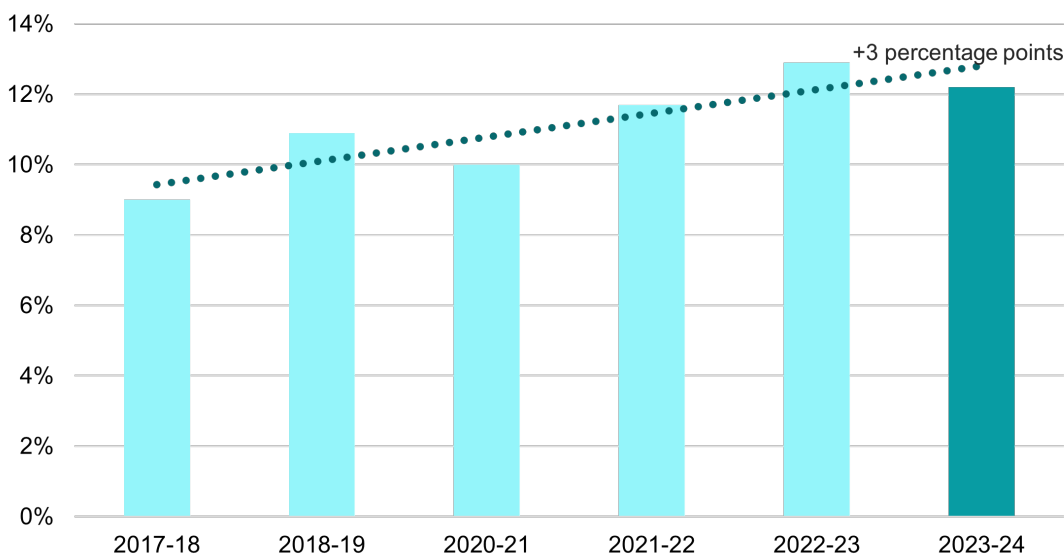
Mathematics Objective: Beginning in spring 2018, 50 percent of Priority for Service students in grades 3-8 receiving supplemental academic instruction in mathematics will make PSSA Mathematics gains of one proficiency level or more over the prior year PSSA results.

Similar to the reading objective, the percentage of PFS students who received additional math instructions and improved on their state math assessments showed a substantial decline, dropping 24 percentage points from the 2017 baseline (from 24 percent to 10 percent). This steady decline which began in 2021-22 may be linked to learning loss associated with the COVID-19 pandemic.

Figure 44. Percentage of PFS Students Receiving Math Services Who Improved on State Math Assessments

The percentage of PFS students receiving math services who improved on state math assessments, **decreased greatly** since the baseline.
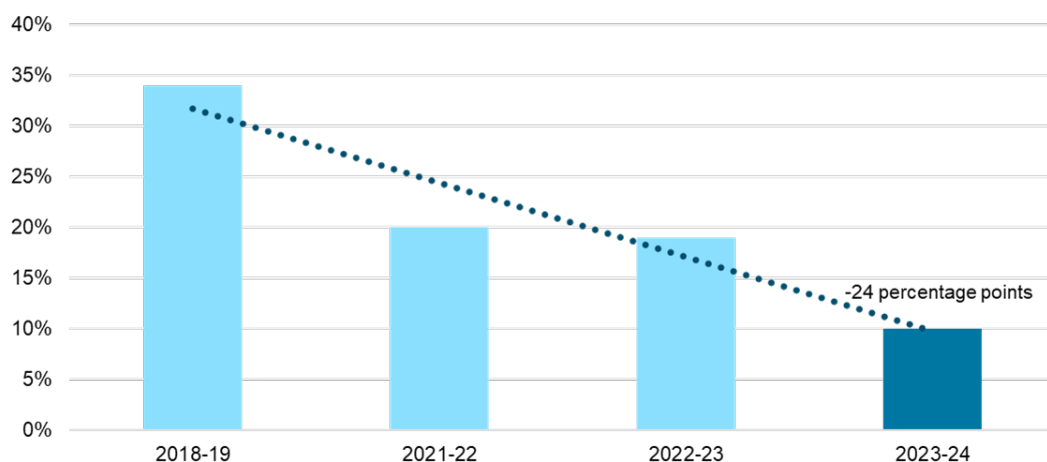
High School Graduation Target: By 2021, increase the percentage of grade 12 migrant students who graduate by five percentage points from the 2015-16 baseline of 87 percent.

In 2023-24, the graduation rate was 86 percent, one percentage point below the baseline. Despite this, the overall trend across the past nine years has been positive, indicating gradual improvement in graduation outcomes.

Figure 45. Percentage of Grade 12 Graduates

The graduation rate of PA-MEP students showed **positive growth** from the baseline.
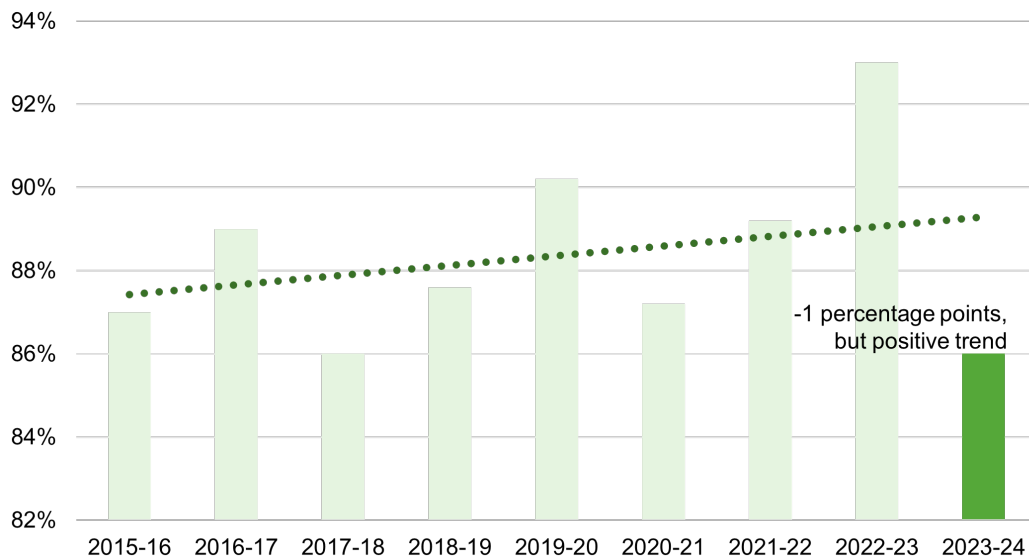
High School Graduation Objective: By the end of 2020-21, 80 percent of migrant students who complete the Diploma Project or other supplemental college readiness activities will graduate after four years of high school.

Due to structural changes to the Diploma Project, data from earlier years are not fully comparable to more recent results. Prior to 2018-19, the Diploma Project consisted of five student units and five parent units. Beginning in 2018-19, the structure was revised to include a total of five units—four student-focused and one parent-focused.

Overall, the graduation rate for students participating in the Diploma Project or related college readiness activities declined by five percentage points from the baseline year. This represents a general downward trend over time. However, it is important to note that the baseline cohort included only 40 students, while the most recent cohort included 92 students. The larger sample size in recent years may have influenced the results.

Figure 46. Percentage of Diploma Project/College Readiness Participants Who Graduated

The percentage of Diploma Project and College Readiness participants who graduated **decreased** from the baseline.
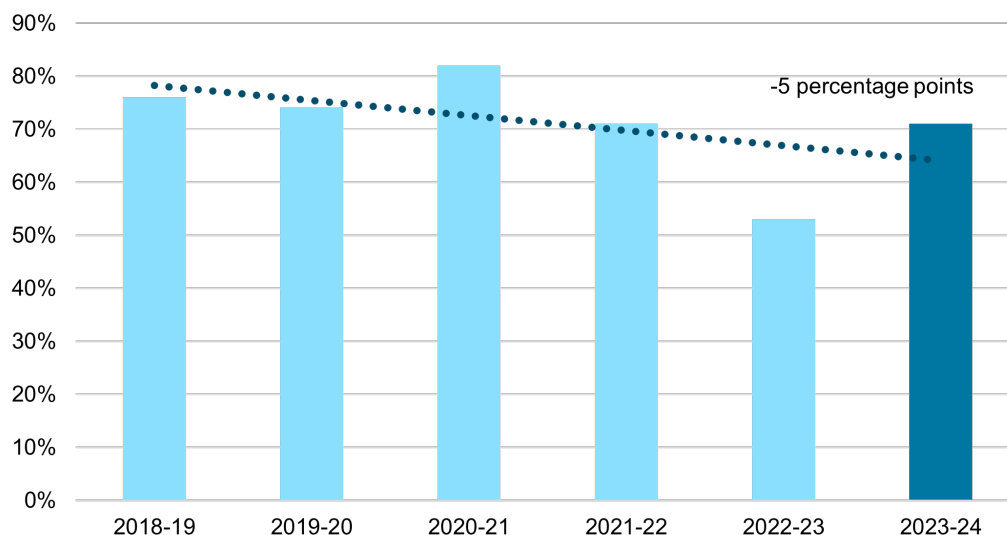
Leading Indicators

The Office of Migrant Education (OME) at the U.S. Department of Education established the following leading indicators to measure progress in serving migrant students:
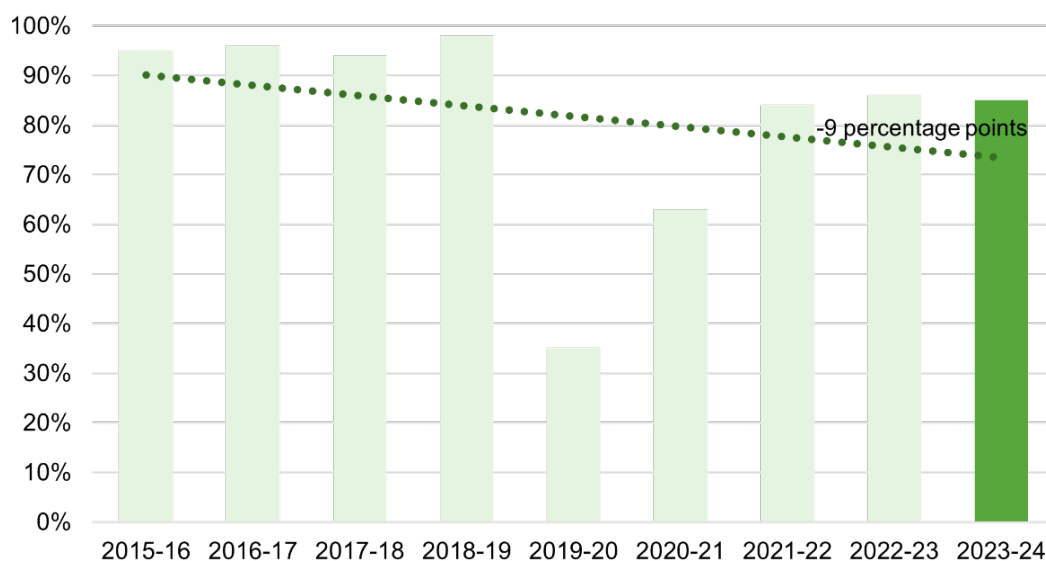
Leading Indicator 1: *An increasing percentage of migrant children ages 3-5 will receive instructional services.*[42]

The percentage of migrant children ages 3–5 receiving instructional services decreased by nine percentage points from the baseline and shows an overall downward trend. This decline may be partially influenced by the COVID-19 pandemic, which led to a significant drop in service delivery during the 2019–20 school year, when only 35 percent of children in this age group received services. Since that low point, participation has steadily increased and is trending back toward the baseline.

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[42] 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.

Figure 47. Percentage of Migrant Children (Ages 3-5) Receiving Instructional Services

The percentage of migrant children (ages 3-5) receiving instructional services has **decreased** from the baseline.
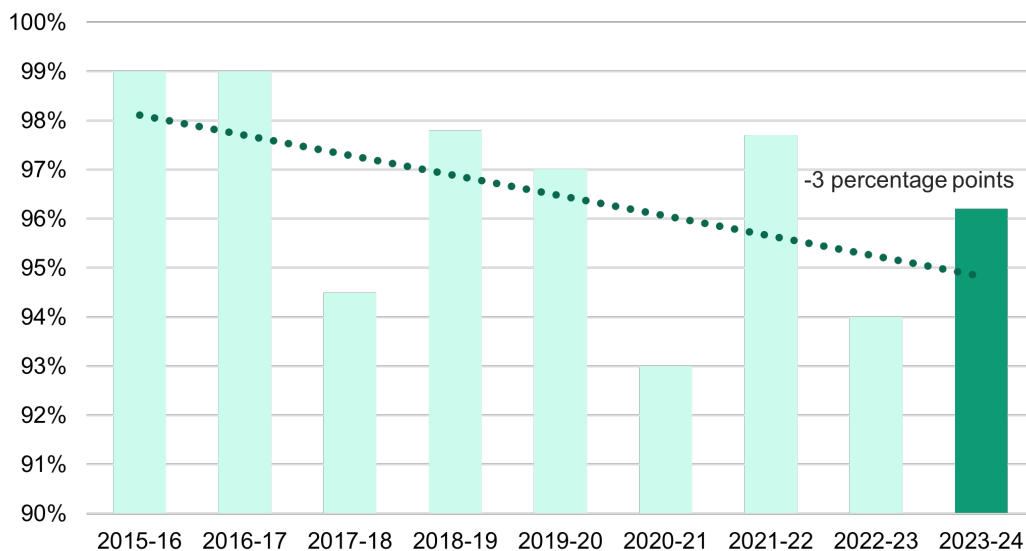

Leading Indicator 2: *An increasing percentage of Priority for Service migrant children will receive services.*

The percentage of PFS migrant students receiving services declined by three percentage points from the baseline, reflecting a downward trend. This pattern may be partially attributed to the challenges posed by the COVID-19 pandemic, as well as staff capacity issues related to recent growth in the PA-MEP population.

The percentage of PFS students receiving services has declined by three percentage points since the baseline and shows an overall downward trend. However, the negative trend may be partially attributed to the COVID-19 pandemics and staff capacity issues as the PA-MEP population has grown in recent years.

Figure 48. Percentage of PFS Migrant Children Receiving Services

The percentage of PFS migrant children receiving services has **declined** from the baseline.

Leading Indicator 3: *An increasing percentage of grades 7-12 migrant children will receive instructional services.*

Similar to the trend among PFS students, the percentage of migrant students in grades 7–12 receiving services decreased by nine percentage points since the baseline. This measure also shows an overall decline. While the COVID-19 pandemic and normal fluctuations in student enrollment may have contributed to this trend, additional analysis is needed to better understand the underlying causes.

Figure 49. Percentage of Migrant Students (Grades 7-12) Receiving Instructional Services

The percentage of migrant students (grades 7-12) receiving instructional services **declined** from the baseline.
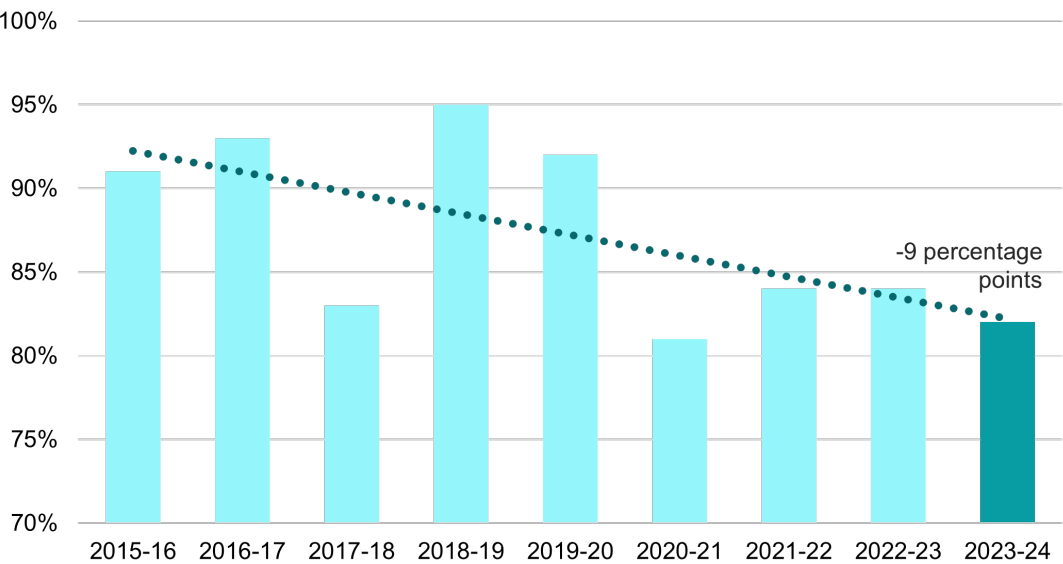
Leading Indicator 4: *An increasing percentage of grade 8 migrant children will score proficient or higher in mathematics.*

In contrast to the previous indicators, the percentage of grade 8 migrant students scoring proficient or higher in mathematics has increased steadily since the baseline, with an eight percentage-point improvement between the first and most recent data points, suggesting that a growing number of PA-MEP students are achieving proficiency and are better prepared for high school-level math.

Figure 50. Percentage of Migrant Students (Grade 8) Proficient in Math

The percentage of grade 8 migrant students proficient in math has **increased steadily** from the baseline.
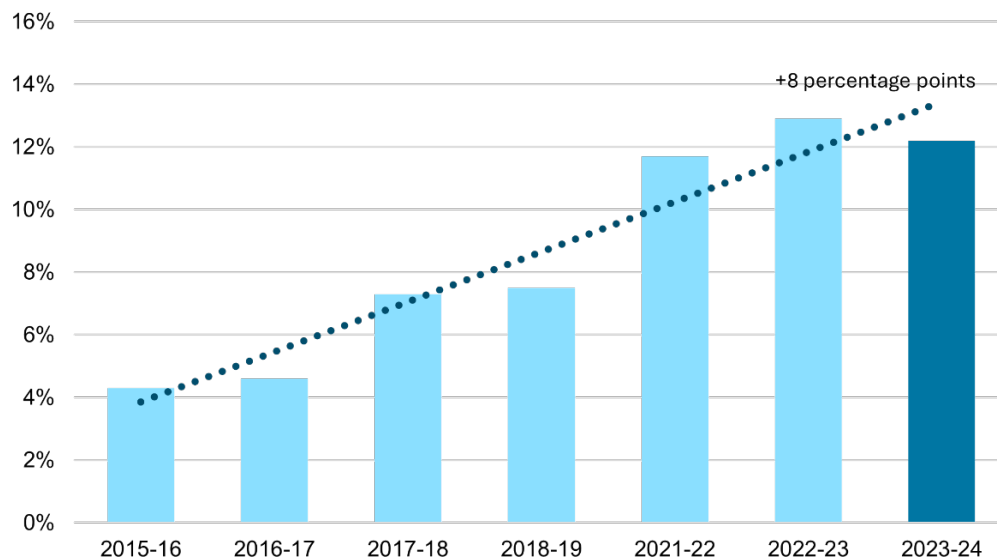
Government Performance and Results Act (GPRA) Measures

GPRA 1: *The percentage of PA-MEP students (grades 3-8) proficient or higher on their state's reading/language arts achievement test*.

The percentage of participants in grades 3-8 who scored at a proficient or higher level on state reading assessments steadily since the baseline year, with a total gain of 5 percentage points.

Figure 51. Percentage of Participants (Grades 3-8) Scoring Proficient or Higher on State Reading Assessments

The percentage of participants in grades 3-8 who scored at the proficient or higher level on state reading assessments **steadily increased** from the baseline.
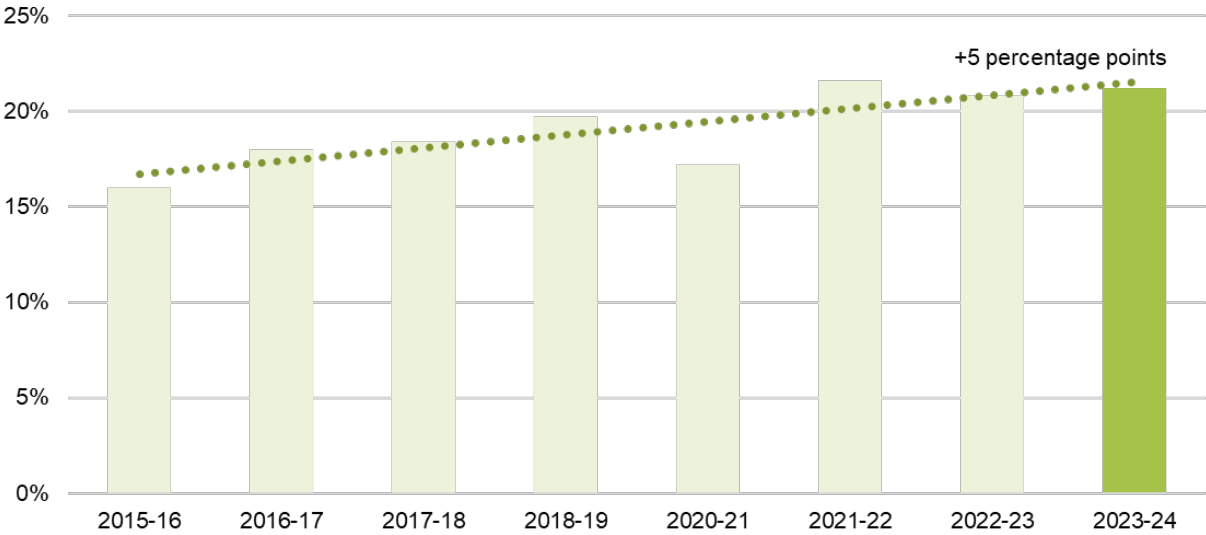
GPRA 2: *The percentage of PA-MEP students (grades 3-8) proficient or higher on their state's mathematics achievement test.*

As with reading, the percentage of students in grades 3–8 achieving proficiency or above on state math assessments demonstrated gradual improvement over time. From the initial to the most recent data point, the percentage increased by two points overall.

Figure 52. Percentage of Participants (Grades 3-8) Scoring Proficient or Higher on State Math Assessments

The percentage of participants in grades 3-8 who scored at the proficient or higher level on state math assessments **increased** from the baseline.
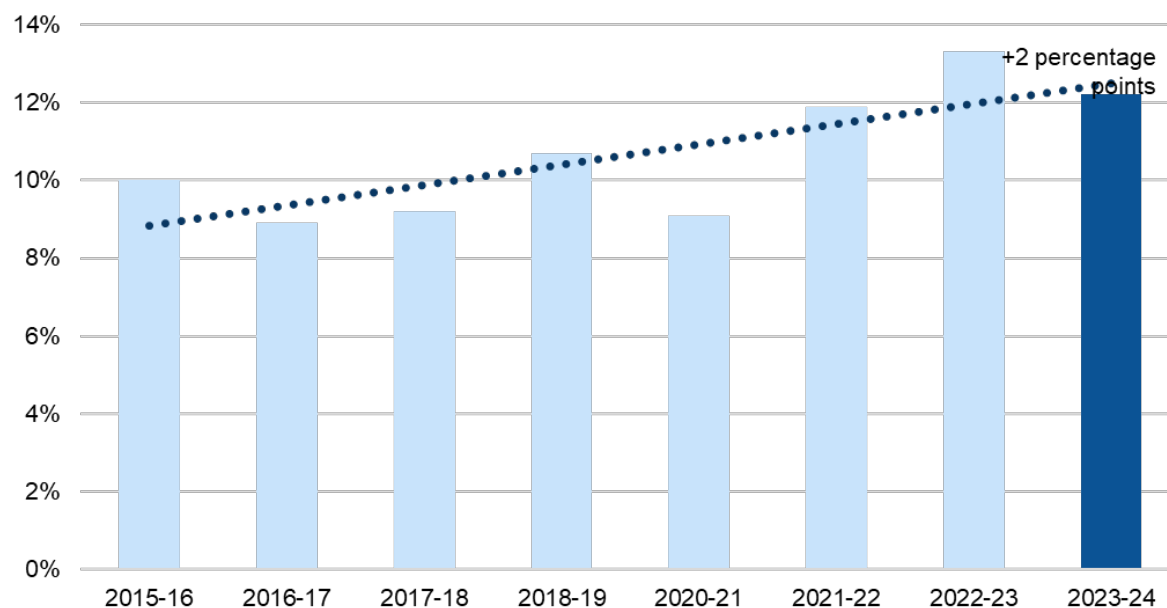
GPRA 3: *The percentage of PA-MEP students who entered grade 11 and had received full credit for Algebra I or a higher math class*.

PA-MEP students showed consistent, small but steady improvements on this indicator over multiple years. By the final year of available data, there was a measurable gain in the percentage of students who had completed Algebra I or a higher-level math course by grade 11. This trend suggests that more students are becoming academically prepared for state graduation requirements in mathematics.

Figure 53. Percentage of Grade 11 Participants Who Passed Algebra 1 or a Higher Math Class

The percentage of grade 11 participants who passed Algebra 1 or a higher math class **increased** from the baseline.
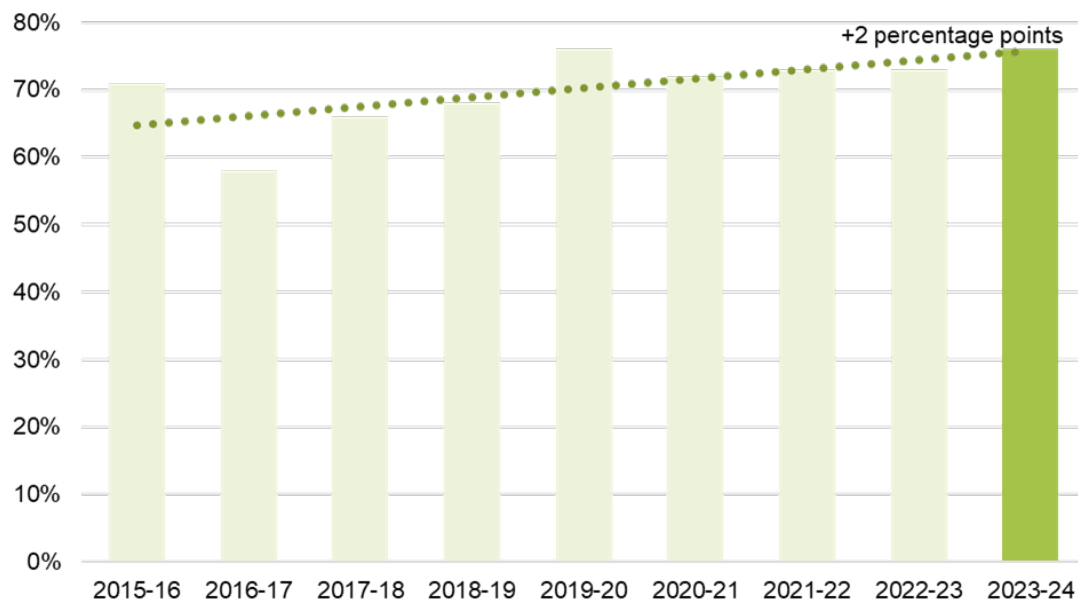
GPRA 4: *The percentage of PA-MEP students who were enrolled in grades 7-12 and graduated or were promoted to the next grade*.

Although this measure shows an overall one percentage point increase between the initial and final years, the trend over time reflects some volatility. The lowest graduation and promotion rates were observed during the 2020-21 and 2021-22 school years, likely due to pandemic-related learning disruptions and increased dropout rates. These years negatively impacted the overall trend. However, results since 2021 indicate a return to baseline levels.

Figure 54. Percentage of Grade 7-12 Participants Who Graduated or Were Promoted

The percentage of grade 7-12 participants who graduated or were promoted showed **negative growth** from the baseline.
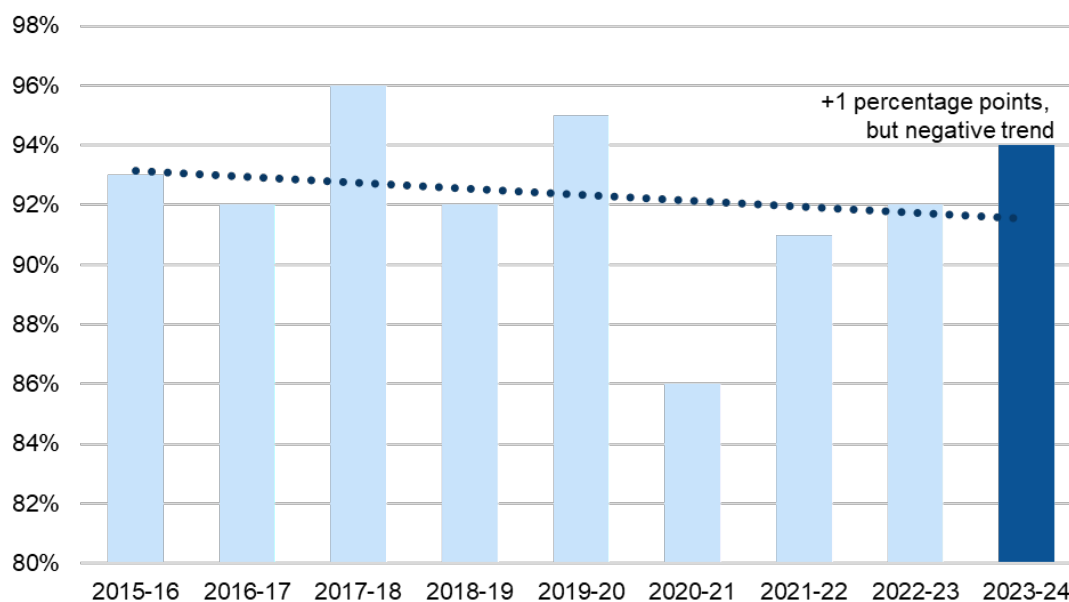
Key Takeaways

A multi-year analysis of the federal GPRA measures, statewide MPOs, and Leading Indicators reveals both strengths and areas for improvement within the PA-MEP program.

Areas of Strength:
- Steady increases in overall student proficiency on state reading and math assessments,
- An increase in the high school graduation rate from the baseline year,
- Consistent improvements in Algebra I or higher-level math completion by grade 11, and
- Notable gains in the percentage of grade 8 students proficient in mathematics, with a consistent upward trend from the baseline.

Opportunities for Improvement:
- Declines in proficiency-level gains on state reading and math assessments among PFS students receiving instructional services,
- Decreases in reading assessment improvement rates non-PFS students receiving instructional services,
- Decline in graduation rates among Diploma Project and college readiness program participants, and
- Reductions in the percentage of target populations (students ages 3-5, grades 7-12, and PFS) receiving instructional services.

These findings suggest that the overall population of PA-MEP students is making gains on key performance indicators such as reading and math proficiency, high school math readiness, and graduation rates. Improvements in the percentage of grade 8 and grade 11 students proficient in mathematics are particularly encouraging, as they reflect increased readiness for high school

coursework and graduation requirements. The increase in the graduation rate is another positive outcome, especially in light of challenges such as changes in the student population and the ongoing effects of the COVID-19 pandemic.

Although PA-MEP did not meet all targets outlined in its MPOs, it is worth considering whether these objectives were overly ambitious given the program's fluctuating student population and the broader educational context. Progress takes time—especially in programs serving transient or high-need student populations. Despite these challenges, PA-MEP demonstrated progress on three of the seven MPOs, three of the four GPRA measures, and one of the four Leading Indicators, which should be recognized as a notable achievement.

At the same time, the data indicates that students with the highest levels of need—namely, PFS students—are not making sufficient gains on reading and math assessments. While they may be improving their raw scores, many are not advancing to the next proficiency level. PA-MEP should reassess the reading and math instructional support offered to these students to ensure they are grounded in current, research-based practices. Additionally, the decline in service participation among target populations – ages 3-5, grades 7-12, and PFS – may warrant further investigation. Although part of this decline may be attributed to pandemic-related disruptions, factors such as staff capacity or program accessibility should also be examined.

Finally, the decline in graduation rates among Diploma Project and college readiness participants suggests a need for reevaluation. PDE may wish to consider revising the structure and content of these programs to reflect current best practices and ensure alignment with student needs.

Reflections, Implications, and Recommendations

Data analysis conducted for this report revealed several themes that inform the following recommendations. The evaluation of the PA-MEP is intended to provide program results and actionable insights that PDE and local program staff can use to inform program planning, implementation, and continuous improvement. Results and recommendations are based on the available data and aim to address both program strengths and areas for growth.

Recommendation 1: Enhance Services for High-Need PA-MEP Students

1. **Prioritize Services for High-Need Students**

   As in prior years, 2023–24 data reinforce the importance of targeting services to nonfluent students, those identified as Priority for Service (PFS), and students at risk of dropping out. PA-MEP staff should continue to prioritize identifying these students and providing tailored support in alignment with their individual needs assessments. While PFS students are more likely to receive services than their non-PFS peers, ongoing focus is needed to ensure those services are sufficient and impactful. Additionally, all nonfluent students should be connected to English language instruction, either through their school districts or directly via PA-MEP. Dropout prevention and re-enrollment strategies should remain central to program efforts, with targeted support offered to address the underlying reasons why students leave school.

2. **Deepen Engagement with Out-of-School Youth (OSY)**

   PA-MEP should continue to expand efforts to connect OSY with high school equivalency programs and Diploma Project modules and continue to provide services to support student completion of such programs. With 36% of surveyed OSY reporting a need for job assistance, partnerships with workforce development and adult education providers should be explored. Lastly, nearly half (42%) of OSY surveyed expressed a need for translation support. PA-MEP should consider increasing coordination with interpretation and translation services, where possible, and explore providing additional language training to staff who regularly support OSY populations.

Recommendation 2: Strengthen the Support Systems for PA-MEP Students and Families

3. **Support Health Care Access Through Strategic Partnerships**

   Healthcare access remains a top unmet need among family and OSY survey respondents. Although progress has been made (44% of families/youth experienced difficulty accessing care compared to 72% in the prior year), barriers such as lack of insurance, transportation, and language access persist. PA-MEP should explore formal partnerships with health providers and community organizations that can address these needs to streamline referrals and connect families to needed care as and failure to do so could hinder successful educational outcomes for students.[43]

4. **Strengthen Instructional Services for Nonfluent and Priority for Service (PFS) Students**

   Nonfluent and PFS students consistently underperform on state assessments compared to their peers. While some students may be making minor gains, these may not be sufficient to change proficiency levels. PA-MEP should assess both the quality and quantity of services provided. A deeper examination into how much instruction these students receive—and whether that volume is adequate—will help refine programming. Instructional strategies should also be reviewed for alignment with current best practices and evidence-based research.

Recommendation 3: Increase Program Engagement and Accessibility

5. **Enhance Parent and Family engagement**

   Fewer than one-third (29%) of students had a parent or caregiver participate in MEP-supported events. PA-MEP should continue to develop and implement strategies that promote greater parent engagement and remove participation barriers. This may include expanding outreach efforts, providing materials in multiple languages, offering virtual attendance options, and ensuring childcare is available during events. Aligning activities with students' academic content—such as hosting curriculum-based literacy nights—or partnering with local libraries and community organizations may also help increase attendance and involvement.

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[43] *Maslow's Hierarchy of Needs*

6. **Expand Program Accessibility for Working Students and Families**

A significant number of OSY and families indicated that work schedules and family responsibilities prevented them from participating in afterschool or summer programming. To address this, it is recommended that PA-MEP expand evening, weekend, virtual, or in-home programming options. Piloting flexible models like asynchronous virtual instruction or mobile support units could also be beneficial. Additionally, offering childcare during in-person events or academic sessions would help reduce these barriers. This need was especially noted by OSY respondents, who expressed a preference for programs that are tailored around their work schedules.

7. **Address Service Gaps for Preschool-Aged Children**

In 2023-24, preschool participation dropped by 7 percentage points from the previous year, and only 2 percent of children participated in a formal Migrant Education preschool program. Given PA-MEP's longstanding focus on early learning, it is crucial to strengthen partnerships with existing preschool providers, such as Head Start and Pre-K Counts. Expanding formal PA-MEP preschool programming in underserved regions should also be considered, along with exploring mobile early learning models or family literacy programs to ensure greater access.

Recommendation 4: Enhance Continuous Program Improvement and Data-Driven Decision Making

8. **Refine Approaches to Academic Proficiency in Reading and Math**

Although PA-MEP did not meet its academic performance targets in reading and math as outlined in the *Service Delivery Plan*, there were gains on several of these measures. Continued emphasis on academic programming in these core subjects is essential to closing the performance gap between PA-MEP students and their statewide peers.

9. **Improve Tracking and Use of Instructional Dosage Data**

The current evaluation primarily focuses on whether a student received a service but does not track the amount of time or intensity of instruction. This is particularly concerning for students, especially PFS, who may not be receiving enough support to show significant proficiency gains. Therefore, it is recommended that PA-MEP collect and analyze data on the duration and frequency of academic services. This data can then be used to refine thresholds for what constitutes sufficient support for literacy and math growth, which is crucial when trying to explain small score gains that do not lead to shifts in proficiency levels.

10. **Expand Targeted Outreach for High School Re-Enrollment**

Re-enrollment after dropout decreased in the 2023–24 year, with only 11 students re-enrolling compared to 17 the previous year. While dropout prevention strategies are essential, PA-MEP could also focus on expanding outreach for students who leave school. Developing a standardized re-engagement protocol for students who express interest in returning would be valuable, as well as assigning dedicated liaisons to assist these students, particularly those facing barriers to re-enrollment. Additionally, offering

wraparound services such as mentoring, flexible scheduling, and re-entry counseling would further support these students in successfully returning to school.

11. **Address Non-Academic Barriers with Interagency Coordination**

Families and youth consistently cite barriers such as housing instability, food insecurity, transportation challenges, and lack of health insurance, all of which significantly impact educational access and performance. To address these issues, PA-MEP should formalize partnerships or memoranda of understanding (MOUs) with community-based organizations to strengthen support. Staff training on navigating local human service networks would also be beneficial, as well as considering the creation of a resource navigator role within each project area or region to ensure that students and families receive the necessary assistance.

Recommendation 5: Enhance Program Quality and Staff Support

12. **Use the Summer Program Site Visit Checklist for Quality Improvement**

The summer program site visit checklist reveals variations in implementation quality. Project areas should use the checklist as a planning and training tool to ensure alignment with expectations. Sites with consistently low performance should receive coaching to clarify expectations and share examples of program implementation and, if necessary, be considered for removal.

13. **Provide Relevant Professional Development and Ensure Transparent Communication**

Staff have consistently expressed a need for high-quality training on sensitive topics such as trauma-informed care, human trafficking, and immigration law. PA-MEP should continue to offer professional development opportunities that address these issues and equip staff with practical strategies for responding to complex situations. Clear protocols should be established and communicated to guide staff through challenging scenarios. Additionally, support structures must be in place for staff experiencing secondary trauma or burnout, including regular, transparent communication and training on how to navigate difficult circumstances and clear pathways for seeking support when they feel overwhelmed. Prioritizing the mental and physical health and well-being of both families and staff remains essential to the success of the program.

Recommendation 6: Strengthen Data Collection and Feedback Mechanisms

14. **Continue to Improve the Parent and OSY Comprehensive Survey Administration Process**

Parent survey response rates dropped by 10 percentage points this year, partly due to 49 surveys being invalidated. Response rates for the OSY Comprehensive Survey were slightly higher. To improve these rates, additional training for field staff on survey administration should be provided, and the importance of these surveys for annual reporting and program improvement should be re-emphasized. These surveys provide invaluable qualitative data that is not captured via the state's MIS2000 database or in other quantitative datasets. To ease the reporting burden on staff, PA-MEP should consider administering the comprehensive survey biennially, as trends have remained stable across years. Recent

adjustments—such as reduced sample sizes and simplified language—have been well received by staff and should continue to be refined.

15. **Continue to Use Data to Drive Continuous Program Improvement**

Project areas should continue to use GPRA indicators, MPOs, and *Service Delivery Plan* objectives—alongside individual student needs—to guide program implementation. Parent and OSY survey results should also be used to inform planning, as they capture qualitative insights not available through other datasets. The creation of a real-time data dashboard could further enhance staff's ability to respond to evolving needs and make timely, data-informed decisions.

Summary

The recommendations outlined above are designed to build on PA-MEP's strengths while addressing areas that need improvement. They focus on expanding services for high-need populations, improving access to programming, strengthening instructional services, and supporting continuous program improvement through data-driven decision-making and interagency coordination.

Appendix A: PA-MEP Professional Development Opportunities

Table 1. 2023-24 State-Provided Professional Development (Total = 39 hours)

Opportunity	Total Duration	Audience	Topics Covered and Comments
Annual PA-MEP state conference 4/9-11/2024	10.25 hours	All staff and out of state participants	Strands of workshop topics relevant to all roles
SSS/PC Training 11/02/2023	7 hours	All SSS	Data, Evaluation, Comprehensive Needs Assessment Priority Needs and Solutions; Breakouts: • Kindergarten Preparation Inventory (KPI) Best Practices • Supporting IMPACT efforts for SSS • Exploring iSOSY Resources on osymigrant.org
Migrant 101 10/20/2023	2 hours	New MEP staff	All areas of the program
Parent Coordinator Training 12/12/2023	5.5 hours	Parent Coordinators	• Ice Breaker Ideas • I2MPACT Projects- Years 1, 2 and 3 • Sharing I2MPACT Best Practices from the field
KPI Revamp (KPI-R) Workgroup 2/27/2024 3/27/2024 5/20/2024	3 hours 2 hours	Selected PK staff	To gather ideas and update the KPI.
KPI-R Training for Staff 9/10/2024	1.5 hours	PK SSS	Training on updated tool
IMPACT Literacy Learning Kit Training 3/13/2024	2 hours	IMPACT members	To present the Family Literacy Kit Train the Trainer
IMPACT Literacy Learning Kit Training for PA 6/12/2024	1 hour	Pilot participants	To present the Family Literacy Kit
TST Book Study 3/08/2024	1 hour each	iSOSY TST Members	Reviewed 4 books (choice) with TST Members: Atlas of the Heart, Mindset, The Body Keeps the Score, and Stop Overthinking.
iSOSY Training (pre-recorded; optional) June/July 2024	.25-.5 hours	Out-of-School Youth Providers and Secondary staff	Provided recording on: iSOSY Data Worksheet (refresher)

Table 2. 2023-24 State PAC Meetings and Events

Date	Title or Description	Location/Virtual	Participants (#)
9/23/23	State PAC Officers Meeting- Topics discussed: Past Minutes, Review State PAC June Conference Evaluations, Getting to Know Your LEA PAC Leaders, Common Interest/Concerns, Strengths/Talents: What You Bring to the Table, Review some resources from IMPACT Consortium, The Power of Family Stories Session	Center for Schools & Communities, Camp Hill, PA	18
12/2/23	State PAC Officers Meeting- Topics discussed: 5 Principles for Engaging Every Family, sharing our knowledge: Parent Presentations- Financial Literacy the Power of Finances and Taking Care of Your Child's Oral Hygiene (2 Local PAC Representatives delivered a session)	Center for Schools & Communities, Camp Hill, PA	24
March-April/2024	One on One Meetings with Local PAC Representatives and MEP Support Staff to discuss local concerns, MEP State PAC nominations, and topics of interest for the June Conference	Visits or Zoom Calls to LEAs	12
June 1-2, 2024	Annual State PAC Conference- Session on Understanding Your Child's Social Emotional Development – Meh Book and Supporting your ELs at home with math, science, and literacy delivered by Kathy Alston- ELD Director for the School District of Harrisburg, PA	Drexel Hill, PA	33 Parents

Table 3. 2023-24 Parent Coordinator Training Events

Date	Title or Description	Location/Virtual	Participants (#)
9/19/2023	On-site Quarterly PD Day for CSIU MEP Staff- Region 1. Discussed LEA/SEA PAC Expectations, Provided clarification with services, MEP Compact, MEP Annual Work Plan, IMPACT webpage resources.	Central Susquehanna Intermediate Unit Milton, PA	18 MEP Support Staff Members
9/28/2023	Co-presented and encouraged MEP Support Staff to participate in ESCORT's Dissemination Virtual Event. Presented on strategies and resources to empower families to access community resources and community connections.	Virtual Platform via ESCORT-AM & PM Sessions	Over 80 participants logged into the virtual session. Over 28 MEP Support Staff logged into the virtual conference.
9/28/2023	Staff were encouraged to register and log into the virtual session: Raising a Reader: Diverse Books for Young Readers. Webinar Session 1 delivered by Diversebooksforall.org	Virtual Platform – PM Session- 90 minutes	9 PA MEP Staff members attended the session.
10/10/23	PC Training Day for Parent Coordinators and Assigned Support Staff. Topics that were discussed	PC Training Day delivered at the PA Child Welfare Resource	A total of 22 MEP Support Staff attended the training day.

Date	Title or Description	Location/Virtual	Participants (#)
	were: Overview to PA PAC Expectations (Newly Hired Staff), IMPACT Resourced- Navigated webpage, shared best practices related to PAC Policies, PAC Elections, OME Non-Regulatory Guidance, SDP, and Monitoring Tools.	Center, Mechanicsburg, PA	
11/2/2023	SSS Training. Parent Coordinators and other MEP Support Staff members were invited to participate. Topic that was discussed was related to Data: Errors, Ask the Data Team session, Canvas, and MIS200 updates. In addition, methods of evaluating when using the following tools were also discussed, KPI, IMPACT Efforts, CAN, Program Accountability, and WIDA scores.	The meeting took place at PaTTAN Harrisburg, PA.	Over 40 participants attended the meeting.
12/12/23	Parent Coordinators Training Session: Expanded on IMPACT Webpage resources and its implementation. Forms for Yr. 2 were reviewed. The purpose of forms was explained. Staff had the opportunity to provide updates with PAC elections and discuss next steps for selecting their Local PAC Representatives.	Commonwealth Room Center for Schools & Communities, Camp Hill, PA	16 MEP Support Staff attended the meeting.
2/15/24 to 2/16/24	Be Strong Parent Café 2 Day Training. For the past two years the staff have been requesting this 2-day training refresher/training session. This interactive engaging model seems to be well received by our diverse population of parents.	PC Training Day delivered at the PA Child Welfare Resource Center, Mechanicsburg, PA	18 MEP Support Staff Members were trained to deliver Be Strong Parent Cafes

Appendix B: PA-MEP Academic Assessment Data

Table 1. 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	252	0.4	23.0	33.7	42.9
All migrant students	4	225	2.2	19.1	34.7	44.0
All migrant students	5	235	0.4	17.4	34.0	48.1
All migrant students	6	255	2.0	20.4	42.0	35.7
All migrant students	7	194	3.1	19.1	60.3	17.5
All migrant students	8	217	1.4	18.4	31.8	48.4
All migrant students	State Total	1,378	1.5	19.7	38.9	39.9
Migrant Priority for Service	3	90	-	16.7	33.3	50.0
Migrant Priority for Service	4	81	-	13.6	33.3	53.1
Migrant Priority for Service	5	84	-	14.3	26.2	59.5
Migrant Priority for Service	6	91	-	14.3	36.3	49.5
Migrant Priority for Service	7	66	-	13.6	63.6	22.7
Migrant Priority for Service	8	72	-	13.9	29.2	56.9
Migrant Priority for Service	State Total	484	-	14.5	36.2	49.4
Migrant non-Priority for Service	3	162	0.6	26.5	34.0	38.9
Migrant non-Priority for Service	4	144	3.5	22.2	35.4	38.9
Migrant non-Priority for Service	5	151	0.7	19.2	38.4	41.7
Migrant non-Priority for Service	6	164	3.0	23.8	45.1	28.0
Migrant non-Priority for Service	7	128	4.7	21.9	58.6	14.8
Migrant non-Priority for Service	8	145	2.1	20.7	33.1	44.1
Migrant non-Priority for Service	State Total	894	2.3	22.5	40.4	34.8

Table 2. Migrant State Literature Keystone Exam Results.

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All migrant students	11	116	0.9	17.2	27.6	54.3
Migrant Priority for Service	11	37	-	13.5	27.0	59.5
Migrant non-Priority for Service	11	79	1.3	19.0	27.8	51.9

Table 3. 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	252	0.4	23.0	33.7	42.9
Migrant students	4	225	2.2	19.1	34.7	44.0
Migrant students	5	235	0.4	17.4	34.0	48.1
Migrant students	6	255	2.0	20.4	42.0	35.7
Migrant students	7	194	3.1	19.1	60.3	17.5
Migrant students	8	217	1.4	18.4	31.8	48.4
Migrant students	11	116	0.9	17.2	27.6	54.3
Migrant students	State Total	1,494	1.5	19.5	38.0	41.0
Non-migrant students	3	117,077	8.9	46.0	27.8	17.3
Non-migrant students	4	121,158	16.4	34.1	32.3	17.2
Non-migrant students	5	121,203	10.1	41.4	30.9	17.6
Non-migrant students	6	120,910	13.7	38.6	38.1	9.6
Non-migrant students	7	121,995	15.2	37.5	41.7	5.6
Non-migrant students	8	121,072	11.4	40.1	32.9	15.6
Non-migrant students	11	123,223	10.1	52.2	24.9	12.7
Non-migrant students	State Total	846,638	12.3	41.4	32.7	13.6

Table 4. 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	316	3.8	14.2	19.9	62.0
All migrant students	4	291	3.8	14.4	26.8	55.0
All migrant students	5	303	3.0	9.9	27.1	60.1
All migrant students	6	313	1.6	8.6	21.7	68.1
All migrant students	7	251	0.8	6.4	19.1	73.7
All migrant students	8	268	1.5	3.4	16.4	78.7
All migrant students	State Total	1,742	2.5	9.7	22.0	65.8
Migrant Priority for Service	3	148	1.4	11.5	12.2	75.0
Migrant Priority for Service	4	144	0.7	11.8	22.2	65.3
Migrant Priority for Service	5	148	1.4	8.1	23.6	66.9
Migrant Priority for Service	6	147	-	2.0	18.4	79.6
Migrant Priority for Service	7	121	-	0.8	17.4	81.8
Migrant Priority for Service	8	122	0.8	2.5	9.0	87.7
Migrant Priority for Service	State Total	830	0.7	6.4	17.3	75.5

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
Migrant non-Priority for Service	3	168	6.0	16.7	26.8	50.6
Migrant non-Priority for Service	4	147	6.8	17.0	31.3	44.9
Migrant non-Priority for Service	5	155	4.5	11.6	30.3	53.5
Migrant non-Priority for Service	6	166	3.0	14.5	24.7	57.8
Migrant non-Priority for Service	7	130	1.5	11.5	20.8	66.2
Migrant non-Priority for Service	8	146	2.1	4.1	22.6	71.2
Migrant non-Priority for Service	State Total	912	4.1	12.7	26.2	57.0

Table 5. Migrant State Algebra Keystone Exam Results.

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All migrant students	11	131	1.5	10.7	32.1	55.7
Migrant Priority for Service	11	50	-	10.0	24.0	66.0
Migrant non-Priority for Service	11	81	2.5	11.1	37.0	49.4

Table 6. 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	316	3.8	14.2	19.9	62.0
Migrant students	4	291	3.8	14.4	26.8	55.0
Migrant students	5	303	3.0	9.9	27.1	60.1
Migrant students	6	313	1.6	8.6	21.7	68.1
Migrant students	7	251	0.8	6.4	19.1	73.7
Migrant students	8	268	1.5	3.4	16.4	78.7
Migrant students	11	131	1.5	10.7	32.1	55.7
Migrant students	State Total	1,873	2.4	9.8	22.7	65.1
Non-migrant students	3	118,272	20.0	30.3	22.2	27.5
Non-migrant students	4	122,488	20.7	27.1	26.0	26.2
Non-migrant students	5	122,229	14.6	27.2	31.7	26.5
Non-migrant students	6	121,739	14.4	22.0	30.5	33.1
Non-migrant students	7	122,666	12.1	21.0	27.8	39.2

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
Non-migrant students	8	121,580	9.5	18.3	26.0	46.3
Non-migrant students	11	116,537	12.4	28.7	38.3	20.7
Non-migrant students	State Total	845,511	14.8	24.9	28.9	31.4

Table 7. 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	272	5.5	36.0	32.0	26.5
All migrant students	8	261	3.4	13.0	27.2	56.3
All migrant students	State Total	533	4.5	24.8	29.6	41.1
Migrant Priority for Service	4	135	0.7	34.8	34.8	29.6
Migrant Priority for Service	8	116	0.9	6.9	27.6	64.7
Migrant Priority for Service	State Total	251	0.8	21.9	31.5	45.8
Migrant non-Priority for Service	4	137	10.2	37.2	29.2	23.4
Migrant non-Priority for Service	8	145	5.5	17.9	26.9	49.7
Migrant non-Priority for Service	State Total	282	7.8	27.3	28.0	36.9

Table 8. Migrant Biology Keystone Exam Results by Subgroup.

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All migrant students	11	127	3.1	10.2	22.0	64.6
Migrant Priority for Service	11	47	2.1	10.6	19.1	68.1
Migrant non-Priority for Service	11	80	3.8	10.0	23.8	62.5

Table 9. 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	272	5.5	36.0	32.0	26.5
Migrant students	8	261	3.4	13.0	27.2	56.3
Migrant students	11	127	3.1	10.2	22.0	64.6
Migrant students	State Total	660	4.2	22.0	28.2	45.6
Non-migrant students	4	122,249	35.6	39.6	17.1	7.7
Non-migrant students	8	121,130	21.6	31.8	19.6	27.1

Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
Non-migrant students	11	123,569	20.1	29.5	26.9	23.5
Non-migrant students	State Total	366,948	25.7	33.6	21.2	19.4